

INSPECTION REPORT

PITSFORD PRIMARY SCHOOL

Pitsford
Northampton

LEA area: Northamptonshire

Unique reference number: 121850

Headteacher: Mrs H Smith

Reporting inspector: Mr G D Timms
21038

Dates of inspection: 3-6 July 2000

Inspection number: 189571

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Moulton Road Pitsford Northampton
Postcode:	NN6 9AU
Telephone number:	01604 880866
Appropriate authority:	The governing body
Name of chair of governors:	Mr B Mitchell
Date of previous inspection:	24 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Timms	Registered inspector	English Information technology Religious education Art History Physical education	The school's results and achievements How well are pupils' taught? How well is the school led and managed? Equal opportunities Provision for children under fives
Mrs J Harrison	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr D Grimwood	Team inspector	Mathematics Science Design technology Geography Music	Pupils' attitudes, values and personal development How good are curricular and other opportunities? Special educational needs

The inspection contractor was:

PBM Inspection Services Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pitsford Primary School serves a wide, largely rural, area, with pupils travelling from a number of villages and from the northern outskirts of Northampton. The school is much smaller than most primary schools and has 73 full time pupils aged from 4 to 11 years. They are taught in three classes with mixed age groups for most subjects. For English and mathematics, the junior pupils are partially grouped by their prior attainment. Attainment on entry to the reception class is that normally expected for children of their age. Attainment on entry to statutory schooling is broadly average.

A well below average proportion of the pupils take up free school meals; this may be different to the proportion entitled to free meals because the local authority does not provide a school meal service and not all children take up the entitlement. No pupil speaks English as an additional language. The proportion of pupils identified as having special educational needs is below average and none have statements of special educational need. A high proportion of pupils join or leave the school at times other than when it is normal to start school or move on to secondary school. The proportion that joins or leaves the school each year other than at the usual time is above average. The school's current priorities include the further improvement of literacy and numeracy skills, developing the information technology curriculum, preparing for the introduction of performance management and reviewing the provision of homework.

HOW GOOD THE SCHOOL IS

This is a good school. Strengths outweigh any weaknesses. The teachers are working hard to raise standards in literacy and numeracy. The school is very well led and managed by the headteacher, supported by a small staff team and the governing body. The pupils' attitudes towards work are good. The provision for spiritual, moral and social development is good. The quality of teaching is always at least satisfactory and often good. The cost of educating a pupil is higher than most schools. However, the school is effective and, with the improvements made since the last inspection coupled to the present quality of education, it provides good value for money.

What the school does well

- At the age of eleven, standards are good in English, history and art; standards in English, mathematics and geography are good at the age of seven.
- The quality of teaching is good for the under fives.
- The headteacher and teachers with responsibility provide good leadership and management.
- Pupils' attitudes towards school are good. Their personal development and attendance are good.
- The provision for spiritual, moral and social development is good.
- The impact of parental involvement in the school is very good.

What could be improved

- Very few eleven-year-old pupils attain a level higher than the expected national level in mathematics and science.
- Not enough time is provided for pupils to use computers and this limits their progress; the teachers' expertise in this subject needs to be improved.
- Communication with parents is not always sufficient in detail and there is a lack of communication regarding reading and homework.
- The homework provision is unsatisfactory and is not consistent with the amount recommended for eleven-year-olds.
- The governing body does not have the statutory committees that it should.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Since then, a great deal of hard work by the headteacher, staff and governors has resulted in improvements in a number of important areas. Standards have risen in English, mathematics and science in line with the national trend. The National Literacy and Numeracy Strategies have been effectively introduced and, particularly the literacy strategy, are having a positive effect on progress. The weaknesses found in the last report have been addressed successfully. The assessment and recording of pupils' progress is much improved. The school evaluates the benefits of management decisions more effectively and resources have been improved, especially in English, mathematics, information technology, physical education, design and technology. The accommodation in the school has been improved through the building of a multi-function room.

STANDARDS

Comparisons with other schools nationally and with similar schools are not given because the number of pupils in the relevant year groups is less than 10. Test results show that pupils have improved by the expected national amounts as they have got older and this gives a positive picture of progress and the educational value added by the school. For example, all of the present Year 6 who have attended the school for a number of years have increased their knowledge by at least the expected amount in English and mathematics, and in some cases by more. The trends in attainment over the past four years show that standards among eleven-year-olds have increased their knowledge at broadly the same rate as that found nationally. However, not enough pupils reach the higher levels in mathematics and science. The school is making good progress towards the targets it has set in English and mathematics.

When children enter the school, the testing of their knowledge and understanding shows that they are broadly average. They make good progress in the reception class. By the time children enter compulsory education, their attainment is good in knowledge and understanding of the world and their personal and social development. Attainment is satisfactory in literacy, mathematics, creative development and physical development.

In the 1999 National Curriculum tests, the attainment of boys and girls showed significant differences. For example at age seven, boys performed very much worse than girls in reading. The school has recognised this and acted upon it by improving resources aimed at boys. This is yet to be reflected in results.

Standards in literacy are good throughout and pupils make good progress. The early indications of the 2000 tests are that a larger proportion of pupils has exceeded the expected national level in English this year compared to last and this is consistent with the inspection findings. In numeracy, standards are good at age seven and satisfactory at age eleven. In information technology, recent improvements have been made and standards of attainment are broadly satisfactory throughout. However, the subject is in need of further development and pupils' computer skills are not used enough in other subjects, especially in the juniors. In religious education, standards are broadly in line with those expected by the locally agreed syllabus. Pupils' achievements in geography at the age of seven are good. By the age of eleven achievements are good in history and art. The progress made in design and technology, geography, music and physical education is variable but the overall achievement of the majority of pupils is at a satisfactory level. Pupils with special educational needs make satisfactory progress throughout the school. Their progress is carefully monitored through their individual education plans, which are reviewed each term.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Most pupils are enthusiastic about school and the work they are given.
Behaviour, in and out of classrooms	Satisfactory. The majority of the pupils are well behaved and polite.
Personal development and relationships	Good. Pupils work well together when given collaborative tasks. The older pupils look after younger children well.
Attendance	Good. Attendance is above the national average and pupils are punctual.

Pupils' positive response towards school enhances their learning. The school helps pupils mature effectively and there is a pleasant, close-knit but productive ethos created.

TEACHING AND LEARNING

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

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

All of the teaching is satisfactory or better. This has been maintained since the last inspection. Forty-one per cent of the teaching is good or better, including five per cent that is very good. For the under fives, all of the teaching is good. At Key Stage 1, the proportion of good teaching is 38 per cent, with a further 62 per cent that is satisfactory. At Key Stage 2, 33 per cent of the teaching is good or better, including eight per cent that is very good; a further 67 per cent is satisfactory.

Teaching of the children in reception is consistently good. It demonstrates a sound understanding of the needs of young children and of the agreed desirable outcomes for their learning. In the rest of the school, the introduction of the literacy and numeracy daily lessons has been well managed and this has resulted in effective teaching in both subjects, especially literacy. Teachers have trained and worked hard to implement the new Frameworks and to adapt teaching methods successfully, especially the need to provide appropriate work for pupils in mixed age classes. There is recognition that more needs to be done to improve the teaching of numeracy. The school makes a good effort to supplement the skills of teachers by using outside expertise, particularly in music and physical education. Teaching is satisfactory for pupils with special educational needs. The learning support assistant works with pupils on the special needs register for short individual sessions for between three and ten times a week. She has a good relationship with the pupils and they make good progress in the individual sessions. The provision of homework is not always appropriate for the older pupils and does not always challenge those with higher attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good range of learning opportunities, open to all pupils. The provision for children under five is good. The provision of extra-curricular activities is satisfactory.
Provision for pupils with special educational needs	The provision is satisfactory and the pupils make satisfactory progress in relation to their prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The provision for pupils' spiritual, moral and social development is good. The provision for their cultural development is satisfactory.
How well the school cares for its pupils	Overall, this is satisfactory. However, the procedures for monitoring and improving attendance are good. The assessing and recording of pupils' progress is good and is used to inform curricular planning.

Parents are very involved in the work of the school and they provide good support with homework and reading at home. The small number of teachers makes the provision of extra-curricular activities difficult, but the school tries to involve as many outside agencies and volunteer helpers as possible. The pupils' cultural development needs to be extended through art and music and to include more work of a multicultural nature.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and key staff manage the school effectively and successfully overcome the difficulties created by its small size.
How well the governors fulfil their responsibilities	Unsatisfactory due to the governing body not having the statutory committees that are required. Most governors are very involved in and supportive of the school's work.
The school's evaluation of its performance	Satisfactory. The school has begun to use assessment information more effectively but formal monitoring and evaluation of teaching is yet to be fully developed.
The strategic use of resources	Satisfactory. The financial planning and control are satisfactory and the use of special grants has been effective in improving resources.

The good leadership and management by the headteacher help overcome the challenges of life in a very small school effectively. She has little time outside of the classroom, although this has increased recently and there are plans to develop her monitoring role. There is a shared commitment to improve and raise standards. The governing body need to develop their role in monitoring and holding the school to account. The accommodation has been improved and the use of the new multi-function room needs to be reviewed to ensure good value is obtained from it. The school tries to ensure best value in its spending decisions.

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.• Behaviour is good and children make good progress.• The teaching is good and parents find the school approachable.• The school expects children to work hard and achieve their best.	<ul style="list-style-type: none">• The amount of homework received.• The information the school provides for parents.• A more interesting range of outside school activities.

The findings of the inspection confirm the parents' positive views. The inspection confirms that not enough homework is provided to prepare pupils fully for secondary education. The information provided for parents is also in need of improvement. However, for its size the school provides a satisfactory range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The very small number of pupils who take the annual national tests makes the comparison of results from year to year unreliable and, for this reason, they are not published. For example, in the years 1999 and 2000 only six pupils took the Key Stage 2 standard assessment test for eleven-year-olds; each individual pupil represented seventeen per cent of the total.
2. This means that a few pupils with special educational need or high attainment can have a disproportionate effect on the results. In addition, the school experiences a high level of mobility and, for example, the present Year 6 has only 50 per cent of pupils who have spent their entire career at the school. However, where possible data showing how pupils have improved as they move through the school has been analysed and this gives a positive picture of their progress and the value added by the school. The present Year 6 pupils who have attended the school for a number of years have progressed by at least the amount expected and, in some cases, by more in both English and mathematics.
3. When children enter the school, the testing of their knowledge and understanding shows that they are broadly average for their age. They make good progress in the reception class and, by the time children reach the age of five, their attainment is good in knowledge and understanding of the world and in their personal and social development. Attainment is satisfactory in literacy, mathematics, creative development and physical development.
4. Standards in English are good. For example, in the 1999 national tests for eleven-year-olds the percentage of pupils attaining the expected level was very high, although no pupils reached the higher level. The early indications are that standards have improved since then as some pupils are now reaching the higher levels, although a small number of pupils with special educational needs means that the overall attainment of the year group will not be as high as previously. Standards have improved since the time of the previous inspection. When compared with schools with similar pupils, the same difficulties of comparing such small cohorts remain. However, the overall picture, and the findings of the inspection, is one of improvement since the last inspection, brought about by the successful introduction of the National Literacy Strategy, improved resources and more direct whole class teaching methods. More opportunities for pupils to produce more extended pieces of writing and to write creatively need to be provided.
5. Pupils' achievements in English are good. The targets set for pupils in 1999 were exceeded and those set for this year look as though they will be achieved. The pupils begin school with broadly average levels of attainment when compared to others in the local authority. The evidence of tests carried out over time shows that, for example, by the end of Key Stage 1 their reading and writing skills are well developed and an above average number are achieving above average standards. This is maintained throughout Key Stage 2 and the progress made, especially by the higher attainers, is good. Over the past four years, there has been an upward trend in attainment and this is broadly in line with that found nationally.
6. Standards in mathematics are satisfactory. The percentage of pupils at the end of Key Stage 1 who are working at the level of national expectation is above the national average and a significant minority of pupils are working at higher levels. The eleven-year-old pupils who are approaching the end of Key Stage 2 have standards of attainment that are broadly in line with national expectations. No pupils are working at levels higher than the national expectation. The early indications of national tests results for this year confirm these findings. The levels of attainment at both key stages are above those achieved in the previous year although the sound standards found at the last inspection have been maintained.
7. Pupils' achievements in mathematics are good in Key Stage 1 and satisfactory at Key Stage 2. By the end of Key Stage 1, pupils have completed a good amount of number work and are becoming confident with multiplication and division processes. They are able to round numbers to the nearest ten and hundred and can identify fractions, including tenths, and can calculate fractions of numbers. Pupils can order numbers and some higher attaining pupils are able to complete sequences of numbers involving negative values. They perform data handling exercises and they can construct and interpret block graphs and can conduct investigations. Pupils in Key Stage 2 can order and manipulate fractions. They can calculate simple percentages. They are able to measure length accurately as well as the size of angles. They are able to sort data using Venn diagrams and complete tasks involving ratio and proportion. There is a limited amount of investigative work and this has a negative effect on the progress of the higher attaining pupils.

8. Standards in science are satisfactory. Pupils' level of attainment at seven and eleven are broadly in line with national averages. By the time they reach the age of eleven, most pupils are reaching the level expected nationally but none is working at a higher level. The early indications from this year's national tests confirm these findings. The standards found at the last inspection have been maintained.

9. Pupils' achievements in science are satisfactory. In Key Stage 1, pupils follow a very practical and investigative programme of lessons and by the end of the key stage, they have an understanding of what constitutes a fair test. They make a detailed study of plant growth, and conduct investigations successfully into leaf shape, size, texture and function, using terms like chlorophyll and carbon dioxide. They understand the conditions necessary for seeds to grow. They know about a variety of forces, experimenting with friction, strong shapes and magnetism. Pupils in Key Stage 2 know about animal habitats and the way animals are adapted to their environments. They extend their knowledge of plant life using terms like photosynthesis. They can set up various electric circuits to simulate, for example, a traffic light system. Pupils investigate how scientific study can impinge on other subjects when they look at how vitamin deficiency is responsible for disease and how Ancient Egyptians separated water from mud. Extensive practical investigations are still difficult in the space available in the classrooms, particularly the one used by pupils in Years 4, 5 and 6, but the new hall ought to provide at least a partial answer to this problem. The lack of this work hinders the progress of the higher attaining pupils.

10. The trends in attainment over the past 4 years show that for eleven-year-olds, standards have improved at broadly the same rate as that found nationally. The school is making good progress towards the targets it has set in English and mathematics.

11. Although referring to a very small number of pupils, over the past four years of national testing, the attainment of boys and girls shows some significant differences. For example, in Key Stage 1, boys performed very much worse than girls in reading. The school has recognised this and acted to improve resources. In mathematics and writing, girls also exceeded the boys' scores, but less significantly. The attainment of girls in English at Key Stage 2 also exceeded that of the boys and by more than that found nationally. Pupils with special educational needs make satisfactory progress throughout the school. Their progress is carefully monitored through their individual education plans, which are reviewed each term. No pupils have English as an additional language. The school has not identified any gifted or talented pupils.

12. Standards in literacy are good in both key stages, and pupils make good progress. In numeracy, standards are good at the end of Key Stage 1 and satisfactory by the end of Key Stage 2 and pupils make satisfactory progress overall. In information technology, recent improvements have been made and standards of attainment are broadly satisfactory at both key stages. However, the subject is in need of further development and pupils' computer skills are not used enough in other subjects, especially at Key Stage 2. In religious education, standards are broadly in line with those expected by the locally agreed syllabus. Pupils' achievements are good in geography at the end of Key Stage 1 and in history and art by the end of Key Stage 2. Their historical knowledge is good and they produce a good amount of quality work. Good careful drawing and colouring skills are evident. The progress made in the other foundation subjects: design and technology, geography, music and physical education, has strengths and weaknesses but the overall achievements of the majority of pupils at the age of eleven is at a satisfactory level.

Pupils' attitudes, values and personal development

13. Since the previous inspection, the pupils' attitudes to learning have remained positive. Pupils are keen to attend school. This judgement is supported by the positive comments of parents, ninety-four per cent of whom declare that their children like coming to school and the same percentage feel that the children's behaviour is good.

14. From the time they first enter the reception class, pupils show good attitudes to school. In lessons they show good levels of interest and concentration and are soon able to work independently of the teacher for an acceptable period. As they move through the school pupils are given increasing opportunities to work in groups on practical activities, although this is often hindered by the small classroom space. They generally do this well and are notably tolerant of each other in often quite cramped conditions. Evidence of good attitudes to school amongst the older pupils is the good quantity of written work they produce in all subjects and, in the vast majority of cases, the care and pride they take in the presentation of their work. A clear example of the increasing maturity of pupils in their ability to work collaboratively on joint projects came in a music lesson when groups of Year 4, 5 and 6 pupils were asked to prepare the spoken presentation of a poem illustrating the use of varying tempos. Although all groups managed the task, the Year 6 group collaborated most effectively and produced the most polished final performance.

15. Pupils' enthusiasm for school is accompanied by mostly satisfactory and frequently good behaviour. There have been no recent exclusions. Good behaviour in class is the result of good management by teachers. Given the problems the school faces

with space, surprisingly little conflict between pupils occurs. Pupils behave well at play and lunchtimes often cooperating effectively in playing quite complicated games. The occasional employment of a male midday supervisory assistant provides an opportunity for pupils to relate to adults of both sexes at lunchtimes, although the overall level of supervision is unsatisfactory. Pupils are open and friendly towards visitors, often taking some trouble in directing them about the school. The behaviour of the children is notably good at the end of playtimes when they line up quietly with a minimum of regimentation, and in assemblies when, despite seemingly casual arrangements for gathering together at the start, they are quiet and immediately attentive. Where unsatisfactory behaviour does occur it is often amongst boys and occurs in practical lessons such as physical education, extracurricular activities or lessons not directly under the control of one of the school's regular teaching staff. Some of the older boys occasionally adopt a slightly arrogant attitude towards the activities and resources available for physical education lessons.

16. The good level of attendance noted in the previous report has been maintained, as has the punctuality of the pupils. Lessons start on time throughout the day and no time is wasted at the beginning or end of sessions. The registration process complies fully with legal requirements.

17. Pupils are appreciative of the efforts of others. Even in the youngest classes, pupils listen intently when other pupils are asked to read their work or perform before the rest of the class. It is not unusual for pupils to offer spontaneous applause to show their appreciation. Relationships throughout the school are good and there is no evidence of bullying or aggressive behaviour. Pupils in Year 6 were very dismissive of the question as to whether they had ever been bullied at the school. Pupils of different ethnic origin are fully and effortlessly integrated into school life. A pupil who had recently moved to the school said that the thing that had most impressed him about the school was the interest that had been taken in him as an individual. The good relationships between staff and pupils create an atmosphere of security and warmth and provide a solid platform for learning. Teachers have a positive manner with pupils offering praise and encouragement whenever possible, when speaking to pupils in lessons and in their written comments on their work. This encourages pupils to take part in discussion and they are not afraid to put forward ideas, revealing their feelings and, in some cases, fear. In discussion with an inspector, a group of pupils agreed that what they liked most about the school was the teachers. Such good role models actively promote the personal development of pupils.

18. Pupils willingly accept responsibilities and discharge their duties conscientiously. Older pupils act as mentors to young pupils in their first weeks of schooling. They assist the smooth running of the school by ringing the bell to signal the end of play periods, by supervising corridor and toilet areas and by working CD and tape equipment to accompany acts of collective worship. These and other opportunities to accept responsibility make a good contribution to the learning of citizenship.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching throughout the school is at least satisfactory with much that is good. This has been maintained since the last inspection, which came to a similar conclusion. Forty-one per cent of the teaching is good or better and five per cent is very good. There is no unsatisfactory teaching.

20. For the under fives, all of the teaching is good. At Key Stage 1, the proportion of good teaching is 38 per cent with 62 per cent that is satisfactory. At Key Stage 2, 33 per cent of the teaching is good or better and eight per cent is very good. Sixty-seven per cent is satisfactory.

21. The teacher and the part-time nursery nurse who work in the class have a shared sense of purpose and consistency of approach that are significant strengths. Teaching of the children in the reception class is consistently good. The staff know the children well and provide suitable tasks for them, including those who have special educational needs. As a result, all staff respond sensitively to the children's individual needs both during activity sessions and when working in different groups. The teaching demonstrates a sound understanding of the needs of young children and of the agreed desirable outcomes for their learning. The lesson planning contains clear objectives and lessons are characterised by a good pace. For example, the literacy and numeracy strategies have been effectively adapted for the younger children and activities are kept at an appropriate length.

22. At Key Stages 1 and 2, the introduction of the literacy and numeracy daily lessons has been well managed and this has resulted in more effective teaching in both subjects, especially literacy. Teachers have trained and worked hard to implement the new frameworks and to adapt their teaching methods successfully especially to the need to provide appropriate work for pupils in mixed age classes. In addition, the difficulties of small and cramped classroom space makes practical activities and movement in two of the rooms difficult, although teachers work hard to overcome this. Subject knowledge in most subjects is satisfactory although the teaching of physical education, art and information technology, in particular, has not improved

sufficiently since the last inspection. The school makes a good effort to supplement the skills of teachers by using outside expertise, particularly in music and physical education.

23. Teaching is satisfactory for pupils with special educational needs. Teachers plan the work thoroughly and in literacy and numeracy lessons particularly, they plan work for pupils of different abilities. In planning work for pupils with special educational needs they are guided by targets set in their individual education plans. The learning support assistant works with these pupils for short individual sessions for between three and ten times a week. These sessions are related to the work of the class and have a positive impact on progress. She has a good relationship with the pupils. They trust her and are willing to share their feelings. Pupils make good progress in the individual sessions.

24. The best lessons in both key stages are characterised by good relationships between teachers and pupils. These have a positive impact on the motivation of most pupils, and their behaviour is generally good. Some misbehaviour shown by older pupils is not always successfully handled, especially in practical lessons such as physical education. Teachers plan well to ensure lessons build on previous learning and, in most cases, they provide appropriate work for pupils of different ages and abilities in the same class. Lessons are well prepared and resourced and the objectives for the lesson are shared with the pupils. For example, in a Key Stage 2 history lesson, the higher attaining pupils were provided with a more challenging worksheet than others. However, in another Key Stage 2 lesson, most pupils spent part of a mathematics lesson on an unchallenging colouring exercise. Not enough opportunities are found by teachers to provide work that requires creative skills and initiative, such as pupil-planned and led activities or investigative work and research.

25. In a few of the satisfactory, as opposed to good lessons, the teaching had a slow pace due to the occasional over-emphasis on oral work and discussion. On a few occasions, the start of lessons and assemblies, especially at Key Stage 1, lack focus and do not give pupils a clear guidance as to what is expected. However, when the lessons and assemblies begin teachers are effective in gaining attention and providing the conditions necessary for good learning.

26. Expectations of pupils' work and behaviour have improved since the previous inspection. The teachers' questioning skills are used effectively to extend and consolidate learning by targeting specific questions at particular pupils, for whom they are appropriate. This is especially important in the classes with up to three year groups in one class. Teachers' marking is inconsistent and does not always provide pupils with appropriately detailed feedback and suggestions for improvement. However, the plenary sessions at the end of literacy and numeracy lessons are well used to assess the progress made by pupils. Not enough homework is provided, especially for the older pupils, to extend and enrich the work they do in class and to prepare them for secondary education.

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

27. The headteacher and staff have given careful consideration to the needs of the pupils and they have ensured that the curriculum is broad and provides a satisfactory range of opportunities for promoting their intellectual, physical and personal development. Statutory requirements to teach all subjects in the National Curriculum and religious education are met. All subjects are allocated an appropriate amount of time but in practice, the time pupils have using computers and other technology is limited. The school week is of an appropriate length for Key Stage 2; pupils in Key Stage 1 have a longer than average week. The school has identified areas where teachers' knowledge is weak, for instance in music, and has taken suitable action by employing a specialist teacher. Personal, social and health education are well covered, the programme for citizenship being a strength of the school. The school provides for suitable acts of collective worship and those observed during the inspection were of high quality. One improvement since the previous inspection has been in design and technology where the improved provision of good quality resources has supported the development of the curriculum.

28. There are no written policy statements for geography, history, art and design and technology but the long, medium and short term planning for all subjects and particularly for literacy and numeracy is good. Plans are developed from the relevant national guidance and show clearly how pupils' knowledge, skills and understanding is built progressively on what they have done before. Provision for the under fives is good and planning is based on the nationally agreed areas of learning, until the pupils reach statutory school age when they are appropriately introduced to the National Curriculum.

29. The provision for pupils with special educational needs is satisfactory. Thorough, well constructed and regularly reviewed individual education plans are drawn up by the special educational needs co-ordinator in conjunction with the class teacher and these set appropriate targets for the pupils' learning. Pupils are given support in the classroom or are withdrawn for individual help and care is taken to ensure that individuals do not continually miss lessons in the same subject. The school is alert to the

need to provide access for all to the curriculum, a recent example being the acquisition of reading material that is particularly appropriate for boys. Parents are fully involved in the process of identification and the education of pupils with special needs.

30. Strategies for teaching literacy are good. The National Literacy Strategy has been fully implemented and elements of the school's planning have been used as examples of good practice by the local education authority. The teaching staff are all confident in the use of the strategy and it is having a positive effect on the children's learning with the result that standards in literacy are rising. Due to the wide age and ability range of pupils in each class, the implementation of the National Numeracy Strategy has not yet proved as successful. To improve implementation, the headteacher plans to employ further part-time teaching staff so that some year groups may be taught individually. The school has, nevertheless, satisfactorily adapted its curriculum to accommodate the strategy and has been considerably assisted by the active support and encouragement of the governing body, most particularly the governor with responsibility for numeracy. The strategy is having a positive impact on the standards of numeracy in the school.

31. Provision for extra curricular activities is satisfactory given the constraints of the small number of staff; it contributes satisfactorily to the range of learning opportunities available to the children. Staff and parents run clubs teaching French and recorder playing as well as offering coaching and competitive matches in football and netball. Membership of sports teams is open to boys and girls.

32. The school has sound links with the community and these have a beneficial effect on the learning and understanding of the pupils. The school is an active supporter of charities both local and national, especially those often associated with children, examples being Action for Children and the NSPCC. The school uses the local church for regular services and after the Harvest service, children take the produce to the local centre for disadvantaged people. Representatives of this centre come to the school to tell the pupils about its work. Recently, pupils have developed and demonstrated their musical and dramatic abilities in concerts at the village hall. They have designed sculptures and nature trails at a local country park. They support their work in geography with visits to local farms and water treatment works. A local historian spoke to the pupils about their village as it used to be, and as a follow up to this, pupils were able to track the underground streams that give the village its name. The provision for physical education is enriched by visits from representatives of the local rugby, cricket and hockey clubs as well as the football in the community scheme. Physical education at the school has been helped by local businessmen donating sums of money to support the excellent efforts of parents and others in working towards the building of an extra room.

33. The school takes satisfactory steps to facilitate the introduction of new pupils and the transfer of its oldest pupils to secondary school. These arrangements help to ease any feelings of trepidation and are important when pupils are transferring from what is a small family environment to a much larger establishment. The school is part of an organised cluster of small schools and this organisation has positive effects on the learning of the pupils, particularly the older ones, when, for example, the schools combine for such events as story writing sessions supervised by established authors. Pupils have the opportunity to practise their games skills as schools in the cluster compete in sporting events.

34. The overall provision for the spiritual, moral, social and cultural development of the pupils is good; this has been sustained since the previous inspection. The provision for spiritual development is good. The good quality daily acts of collective worship offer opportunities for prayer and personal reflection. The school has its own prayer. The pupils are given the chance to empathise with the situation of people like Anne Frank and to reflect on what it must have been like to experience a bombing raid in World War 2 or to wonder at the distances involved in space travel. They are offered opportunities to consider the significance of Communion in the Christian Church.

35. The provision for moral development is good. The school's motto of 'sharing and caring' is reflected in its efforts to develop the moral and social aspects of the pupils' education. In collective worship, pupils are invited to consider such themes as whether it is always wrong to tell lies or to examine the idea of friendship. Teachers take a strong lead. Pupils in the youngest class were fascinated when their teacher told them that as part of work on making the village a safer place, she was parking her car in a safer place but one which involved her in having to walk and carry her material a further distance.

36. The provision for social development is good. Children are encouraged to work cooperatively in groups during lessons. A recent residential trip to the Isle of Wight offered many opportunities for working collaboratively in adventurous and challenging situations. Older pupils assist in the orderly running of the school, ringing the bell to indicate the end of playtimes, supervising the corridors and answering the telephone at break times. They also act as mentors to reception pupils during their first weeks at the school.

37. The provision for cultural development is good. Pupils get satisfactory opportunities to appreciate their own cultural traditions. They have chances to visit the theatre and are visited by theatre groups. They are able to develop their musical

appreciation by listening to visiting brass and strings groups. They take part in national poetry events. The opportunities to appreciate the richness of other cultures are more limited, particularly in art and music. They study religions other than Christianity but there have been no recent visits by speakers of other religions or visits to places of worship other than the local church. Pupils make a study of life in an Indian village and the school has a good range of musical instruments representing different cultures.

38. The provision for personal and social education is good and, as part of this, the school provides separate citizenship courses for pupils in Key Stage 1 and Key Stage 2 both of which lead to an award. They cover such areas as diet, exercise, first-aid, road, water and fire safety, care of the environment, at Key Stage 2, areas such as local government and the European Union. The learning and understanding of the pupils is assisted by visits from the police and fire services as well as representatives of recycling plants. The sex education programme is supervised and delivered by the Community Health Service. Two staff members have been on a drug awareness course and run well-structured drug awareness programmes for both key stages of pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school looks after the pupils well and its procedures to ensure pupils' welfare are sound. The arrangements to fulfil the school's responsibilities under current legislation for child protection are in place. This aspect of the school's work has been maintained at an appropriate level since the last inspection. The teachers and support staff know their pupils well and they display a high level of concern for them. Examples were observed of children who were upset or unwell being sympathetically assisted and supported by staff. In addition, the teachers and support staff are available, both before and after school, for parents to discuss welfare or family matters. The majority of parents find this approachability a positive aspect of the school's work.

40. The headteacher and governors jointly carry out risk assessment of the site and buildings and there are no outstanding issues. Teachers take appropriate care of health and safety in lessons. Outside of lessons, teachers often give up their time to help supervise pupils. However, during lunchtimes, there is a lack of appropriate supervision resulting from a shortage of staff and the school has tried to correct this. However, the present arrangements need to be improved, as the present level of supervision is not sufficient to cope should there be any accidents or emergencies. In addition, the health and safety policy lacks written guidelines for midday staff on health and safety procedures. In physical education lessons, the pupils often take part without the correct clothing or without appropriately tied hair. Pupils take part in good citizenship studies, and they are able to obtain a local award for safety awareness through work with local emergency services. This gives pupils a good awareness of safety issues and of ways they can avoid putting themselves and others in danger.

41. The school has established good procedures for assessing pupils' attainment and progress. Initial assessments of ability are made in the reception class and the results of these assessments are used to plan work for the pupils. Assessment in English and mathematics is linked to the literacy and numeracy strategies supported by commercial tests of reading and mathematics for Key Stage 1 pupils and non-statutory national tests for pupils in Years 3, 4 and 5. Pupils' work in most subjects is planned in half termly units. At the end of each unit, the teachers give the pupils an assessment task to judge their learning and progress. As a result of this assessment and an analysis of the pupils' completed work, the teacher will give each pupil a written assessment of their work and targets for improvement. These written assessments are recorded to give an overall picture of the pupils' progress.

42. Lessons plans identify opportunities for assessment and teachers use questions well to gain understanding of what their pupils know and can do. The regular use of assessment to inform planning is good so that pupils' knowledge and skills are built on systematically. There is much evidence of teachers using what they know about pupils to set them individual targets for improving their work. Teachers' records also include the results of regular testing in spelling and reading. Teachers use assessment data effectively in their curriculum and in grouping pupils for literacy and numeracy lessons.

43. The school has good, successful procedures for monitoring and promoting attendance and these result in good attendance. Registers are well kept, and unexplained absence is investigated immediately. The parents are aware of the procedures in place should their children be absent and the majority follow these correctly.

44. The special educational needs coordinator and the classroom support staff meet the local education authority's advisory staff on a regular basis to review the special educational needs programme. The coordinator conducts an audit of all pupils with special educational needs annually when she assesses their reading, spelling and, if it forms part of their individual plan, their mathematical ability. Local authority staff monitor this audit.

45. The headteacher and staff have established an orderly climate for learning. Systems to recognise and reward good conduct are informal but largely effective. The school holds a weekly 'success' assembly to share and celebrate good work. Teachers have appropriate expectations of the behaviour required in their lessons and the necessary skills to achieve these standards. Pupils know what is expected of them and respond positively and no pupil has been excluded for unacceptable behaviour. Bullying is not a significant concern at the school, but when it does occur, it is swiftly dealt with. There is no evidence of any racism or other oppressive behaviour. Most parents are pleased with the way the school helps their children to become mature and responsible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has a good and effective partnership with parents and carers, and welcomes and appreciates parental involvement. Parents are very supportive of the school and its aims and values and this has a strong impact on the standards achieved. They ensure that their children arrive at school on time and properly equipped to learn. Several parents regularly help the teachers in lessons. For example, one parent made good use of her personal knowledge and expertise to help older pupils make batik prints of their observational drawings of plants. Parents serve actively on the governing body. The school association gives first class support to the school. They have provided a great deal of financial and other support for the building of the new multi-purpose room and are currently fund raising to equip it. The association also has a strong social dimension and the regular events held are well attended.

47. Overall, parents are satisfied with the school. They believe that the school is well managed; they find the teachers helpful and approachable; they are pleased with the standard of education that the school provides; they know that the school expects pupils to do well and their children like going to school.

48. A significant number of parents and carers are dissatisfied with day-to-day communication, including that regarding routines, procedures and induction information. Some reported that they do not receive enough notice about trips and events. Parents would also appreciate more two-way communication about homework and reading expectations. Some parents would like their children to have more regular homework to help prepare them for the next stage of education. As the numbers of pupils taking national tests is small, the school is not legally obliged to publish its results in the prospectus. However, whilst parents generally felt that their children were achieving well at the school, they felt they lacked comparative information and were unable to accurately assess how well their children were doing.

49. The findings of the inspection are that the information for parents of pupils starting school is unsatisfactory. The day-to-day written information for parents, including the prospectus, is inadequate, although the curriculum information sent out each half term is very good. The prospectus does not report attendance levels and term dates and is not presented with enough care. Some parents would like more information on their children's progress. In fact, the annual progress reports to parents are well written and three consultation meetings are held with parents each year, which provides very good opportunities to discuss progress. The reports themselves provide a satisfactory evaluation of pupils' achievements although targets for improvement, which would assist parents in helping their children at home, are not set.

50. The special educational needs co-ordinator talks to parents before any decision on extra support for a pupil is taken. The parents are fully involved in termly reviews of pupils' progress and the information provided for parents is satisfactory. Parents feel that this has improved since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. At the last inspection, leadership and management were judged to be good. This has been maintained since that time and the 'strong and enthusiastic' leadership given by the headteacher is still evident. However, the school has not stood still. Since the last inspection, the headteacher, together with the staff and governing body, has worked extremely hard to improve standards and keep up with a variety of national and local initiatives, while continuing an almost full-time teaching commitment. The lack of available time has limited the monitoring of teaching opportunities but the recent improvement in time available out of the classroom is being targeted partly at this need. The headteacher and staff demonstrate a strong commitment to the continued development of the school and further improvement of standards. This is particularly well illustrated by the amount of work recently and successfully put into improving standards in English and mathematics through the introduction of the national numeracy and literacy strategies.

52. The 'vision statement' and aims for the school's work are clear and are focused on the curriculum and teaching. They are largely met although there are weaknesses in aims referring to creative development and providing for pupils of differing abilities, especially the higher attainers. The action plans based on the last inspection have been carried out successfully. The school development plan is a practical and useful document and it has improved since the present headteacher took office. It is devised after a thorough analysis of the school's needs, taking account of local and national initiatives. Governors are not involved early on in the process but they discuss and review the plan during the year. The plan is appropriately linked to the school's budget and is sufficiently detailed but does not contain specific enough success criteria to enable the effect of spending decisions to be judged. The school does not have any appraisal of staff in place at present but is planning appropriately for the introduction of statutory performance management next term. Appropriate induction procedures have been established for new staff and newly qualified teachers.

53. The small size of the school means that the two permanent and senior staff take on most curriculum and management responsibilities. These are appropriately divided into the two key stages of the National Curriculum rather than as individual subjects. The staff work closely together, successfully planning and teaching the curriculum for pupils aged from four to eleven. The headteacher has been able to monitor the work of others informally. Recently extra non-teaching time has been found for her and she plans to formalise and extend her monitoring role in the near future. The key stage coordinators, together with other staff, have successfully overseen the introduction of the recent national strategies for literacy and numeracy, and this work has resulted in improvements to the standards pupils have achieved. However, they have found the implementation of aspects of the numeracy strategy more difficult in the classes with up to three age groups and a wide range of ability. The recognition of this and the intention to remedy it is a further sign of the learning focused leadership evident in the school. In literacy, monitoring of teaching and learning has taken place, involving the headteacher, school governors and local authority advisers. This good practice needs to spread to other subjects when time and finances allow. The school is beginning to develop a detailed analysis of the results of standardised tests or other assessment information. This will enable them to prioritise areas for development and priorities for spending more accurately.

54. The governing body has been subject to a number of recent changes and is not yet fulfilling all of its responsibilities effectively. For example, statutory requirements for the creation of a number of committees are not met. The chair of the governing body has supported the school effectively in the local community, and remains positive about the priorities that are important for the development of the school. The small size of the governing body has resulted in a decision to do all of the work as a full body rather than set up committees and working parties. This is understandable but, apart from those committees required by law, the system should be reviewed regularly to ensure that this is the most efficient method of working and that enough of the governors time is spent considering teaching and learning issues as well as those that are premises related. The amount of time given to the school by governors varies but many, parent governors in particular, give freely of their time in a number of ways. The governors with specific links to priority areas of the school's work, such as numeracy, literacy and special needs, are knowledgeable but there is a need to create formal opportunities during the day for all governors to see the school in action.

55. The policy for special educational needs meets the requirements of the nationally agreed code of practice. The special needs co-ordinator has one hour per week free of class teaching duties. She manages the timetable for reviews of individual education plans efficiently. Funds for the teaching of pupils with special educational needs awarded as a result of the annual audit are appropriately used to employ a teaching assistant.

56. The governing body is provided with a satisfactory level of financial information, taken from that provided by the local education authority. The governors discuss the progress of financial decisions regularly but, as with the development planning, specific success criteria are not set to assist in the judging of the impact of decisions on standards or improved learning. Financial planning, control and administration are sound. Governors have access to local education authority audit reports to help them understand the effectiveness of their decisions and all recommendations of the last audit report were implemented. The school plans to improve resources for information technology and continue to improve standards in literacy, numeracy and science. They also plan to review homework provision. The targets set by the school with the local authority for the last academic year were met and early indications are that this year's will also be achieved. The school applies the principles of best value appropriately.

57. The school plans and uses allocated financial resources effectively to meet identified needs. Overall, good use is made of the available resources, although the computers are still underused for a lot of the time. Staff are well deployed, as are a number of volunteer helpers, and there is a satisfactory match of professional expertise to curricular responsibilities. The school pays due regard to staff development. The recent training of teachers and governors for the introduction of the literacy and numeracy strategies has been effective.

58. Accommodation is well used except in information technology, where facilities are underused, and in the new school multi-function room or hall, which is not used for large parts of the day. Good use of the room was observed, not only for physical education lessons but also assemblies, drama and music lessons. The further use of this hard-earned facility needs to be reviewed. The school makes good use of the local authority library service to provide appropriate resources when needed, especially in religious education where resources have not improved since the previous inspection when they were found to be deficient. The provision and use of resources to meet the learning needs of pupils with special educational needs is satisfactory. Since the last inspection there have been some improvements in the provision of resources, especially in information technology and physical education. The resources for the teaching of pupils with special educational needs are adequate and the school has access to further resources kept by the local education authority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To continue the good improvement made since the last inspection, the governing body, headteacher and staff should:

- ❑ seek to increase the amount of high attainment in mathematics and science by:
 - increasing the amount of good teaching in these subjects by monitoring them frequently, sharing good practice, and setting measurable targets for improvement;
 - matching the work carefully to the pupils' specific learning needs and checking regularly that it has sufficient challenge for all pupils;
 - increasing the frequency, range and quality of investigative work, especially in science;

(Paragraphs 7, 9, 83, 85, 89 and 92)

- ❑ extend the provision for information technology by:
 - specifying the amount of time that each year group is to devote to the subject;
 - identifying in the planning the number of occasions that information technology is to be taught each term, including work in other subjects, and what, precisely, the pupils are to learn;
 - increase teachers' knowledge of the National Curriculum programme of study and of the methods and organisational strategies necessary to teach it efficiently and effectively;

(Paragraphs 119-125)

- ❑ review and improve communication with parents by:
 - providing more detailed written information when pupils start school;
 - improve the quality of the school prospectus;
 - improve the communication between school and home regarding reading and other homework;
 - ensure that pupils' reports contain specific targets for improvement and advice;

(Paragraphs 48 and 49)

- ❑ better prepare pupils for secondary education by providing more structured and regular homework in line with national recommendations, especially for the older pupils (paragraphs 37 and 49);
- ❑ ensure that the governing body has in place all of the required statutory committees (paragraph 54).

60. In addition to the above issues, the governing body should consider including the following less important weaknesses in its action plan:

- ❑ write and implement subject policy statements for geography, history, art, and design and technology (paragraph 27);
- ❑ ensure that the school gets full benefit and best value from the new multi-purpose room (paragraph 58);
- ❑ improve the lunchtime supervision arrangements (paragraph 40).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	36	59	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	73
Number of full-time pupils eligible for free school meals	0

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.9
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	3	7	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	1	3	3
	Girls	5	5	5
	Total	6	8	8
Percentage of pupils at NC level 2 or above	School	60	80	80
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	5	5	6
	Total	8	8	9
Percentage of pupils at NC level 2 or above	School	80	80	90
	National	82	86	87

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	4	2	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	2	3
	Girls	2	0	1
	Total	6	2	4
Percentage of pupils at NC level 4 or above	School	100	33	67
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	2
	Girls	1	0	1
	Total	3	2	3
Percentage of pupils at NC level 4 or above	School	50	33	50
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	57
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.3
Number of pupils per qualified teacher	22
Average class size	24.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	28

Financial information

Financial year	1999-2000
	£
Total income	147 300
Total expenditure	145 077
Expenditure per pupil (based on 71 pupils on roll)	2 044
Balance brought forward from previous year	2 350
Balance carried forward to next year	4 573

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	73
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	6	0	0
My child is making good progress in school.	53	41	6	0	0
Behaviour in the school is good.	38	56	6	0	0
My child gets the right amount of work to do at home.	26	32	21	6	15
The teaching is good.	53	41	0	0	6
I am kept well informed about how my child is getting on.	50	32	12	6	0
I would feel comfortable about approaching the school with questions or a problem.	65	32	3	0	0
The school expects my child to work hard and achieve his or her best.	59	32	3	0	6
The school works closely with parents.	47	29	9	12	3
The school is well led and managed.	53	29	3	6	9
The school is helping my child become mature and responsible.	47	35	6	3	9
The school provides an interesting range of activities outside lessons.	15	29	29	18	9

Other issues raised by parents

In written responses, parents also felt that the more able pupils were not always provided with challenging enough work. They also expressed satisfaction with the school and an understanding of the advantages and disadvantages of very small schools.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The reception children form part of a mixed reception/ Year 1 class. At the time of the inspection, only four of the children were still below statutory school age but at the start of the year all reception children are under five. There are a total of thirteen in the present reception year. Children enter the class on a part time basis to begin with and these arrangements are used flexibly and for the benefit of individual children.

62. The quality and range of learning opportunities for children who are under five are good. The systems and procedures which teachers follow are ensuring that the majority of children make good progress in small steps towards achieving the desirable learning outcomes by the age of five. There are effective methods for teaching literacy and numeracy, adapted from the national strategies and appropriate for the children's ages and abilities. The nursery nurse has a valuable part to play in this aspect of the children's work. Assessment, both formal and informal, is thorough and results in effective lesson planning. Staff take careful note of children's responses to the activities in order to extend and build on these effectively. For instance, children were very interested in work on making the road outside the school safer and had a good contribution to make to the discussion. The quality of teaching is good.

63. The classroom is of an appropriate size but the accommodation is unsatisfactory as there is no access to an appropriate outdoor or undercover area. The staff have created a bright environment that includes a range of interesting and relevant activities for the children. The resources are broadly appropriate for the ages of the children.

64. The leadership and management of the early years provision are good. There is a commitment to providing an effective learning environment in which all children are valued and given the opportunity to achieve their potential. The children take a full part in the daily life of the school and are well cared for by older pupils as well as adults. Links with other pre-school provision in the area are not very strong and parents feel that the written information they receive when children start school needs to contain more about day-to-day routines and the arrangements for reading and homework.

Personal and social development

65. Children make good progress in relating to each other and to adults and the teaching is good. By the time they enter compulsory education, their attainment is good. The majority come eagerly into school at the start of each session. When they are unhappy or unwell the staff look after them sympathetically and well. Children feel secure and confident with adults and follow the routines of the day with good behaviour and concern for each other. They understand what is right and wrong and they are clear about the way they are expected to behave in the reception class and around the school. They listen to each other well as, for example, they did when sharing a magic carpet activity with the Year 1 pupils. Children sustain concentration well in all their activities. The teaching is good; it provides many opportunities for children to develop their independence, understand what they can do, and gain confidence.

Language and literacy

66. Children are making good progress and the majority attain the expected level by the time they are five years old. The teaching is good. They are articulate; good speaking and listening opportunities are provided to develop these skills. A lot of the work they do as a small group with the nursery nurse uses discussion as an effective learning medium. Children listen attentively to stories and in assemblies. They regularly take books home to read but more time needs to be found to read with an adult at school. However, the reading diaries provide a good link between home and school. The higher attaining and average readers are confident readers, making good progress and are enthusiastic about books. They learn to write using a variety of copying and tracing methods. Most can now write independently, forming the letters with care.

Mathematics

67. Children are making good progress. Their attainment is satisfactory and grows out of their daily experiences. The teaching is good. They can count in twos, forwards and backwards. They use a variety of practical materials to count and order numbers to ten and beyond. They are familiar with number rhymes, which they sing with enjoyment. They are beginning to use mathematical language such as 'add' and 'make'. Combined with appropriate sessions of imaginative and structured play, the

use of language gives children a secure base in preparation for work in Year 1 as they embark upon the National Curriculum. The teacher is good; it gives numbers a high profile in the classroom, in displays, and in lessons.

Knowledge and understanding of the world

68. Children are making good progress and their attainment in this area is good. The teaching is good. This area of learning benefits from the whole class planning, which is based on the National Curriculum as well as the area for under fives, and through the presence of Year 1 pupils in the class. It provides a sound foundation for historical, geographical and scientific learning. Children can distinguish between sounds which are loud or quiet, or which might be heard during the day or the night. They know sound fades with distance. They predict accurately the effect of forces. Computers are used in a variety of lessons. They can type their names and then merge these with graphic images. In a local study, children demonstrate an understanding of different types of environment and observe weather changes.

Physical development

69. Children are making satisfactory progress and their attainment is satisfactory. The new hall has improved the accommodation available to them and they use the space and apparatus enthusiastically. Their co-ordination is developing appropriately as they clap along when singing songs and counting rhymes. Children handle scissors well and enjoy cutting and sticking. They build models with a variety of tabletop and floor construction toys. They play well outside but they do not have easy access to a designated outdoor area for play and learning purposes. The quality of teaching is satisfactory.

Creative development

70. Children make satisfactory progress and their attainment is satisfactory. They learn to express their feelings and ideas in creative ways through drama, art and imaginative play. They take part in role-play with confidence and perform for older pupils a small play based on a magic carpet. Children use their imagination well. Children are developing musical skills and learning to use their singing voices in a variety of songs and rhymes. There is less evidence of a variety of art activities and displays do not contain a great deal of large painting or model making. The quality of teaching is satisfactory.

ENGLISH

71. Standards are good. The small number of pupils in each year group makes comparisons between different cohorts unreliable. For example, in the 1999 national tests for eleven-year-olds the percentage of pupils attaining the expected level was very high, although no pupils reached the higher level. The early indications are that standards have improved since then and that some pupils are now reaching the higher levels, although a small number of pupils with special educational needs means that the overall attainment of the year group will not be as high as previously. In addition, there is a high level of mobility of pupils joining and leaving the school, resulting in only fifty per cent of the present and of last year's Year 6 having been all through the school. Standards have improved since the time of the previous inspection.

72. When compared with schools with similar pupils, the same difficulties of comparing such small cohorts remain. However, the overall picture, and the findings of the inspection, is one of improvement since the last inspection, brought about by the successful introduction of the National Literacy Strategy, improved resources and more direct whole class teaching methods.

73. Pupils' achievements are good. The targets set for pupils in 1999 were exceeded and those set for this year look as though they will be achieved. The pupils begin school with broadly average levels of attainment when compared to others in the local authority. The evidence of tests carried out over time shows that, for example, by the end of Key Stage 1 their reading and writing skills are well developed and a greater proportion of pupils than in most schools is exceeding the expected national level. This is maintained throughout Key Stage 2 and the progress made, especially by the higher attaining pupils, is good. Over the past four years, standards have risen broadly in line with the national trend.

74. The pupils with special educational needs make satisfactory progress in relation to their prior attainment and benefit from good provision from the learning support staff. Comparisons between the achievements of boys and girls are difficult due to the small cohorts magnifying any imbalance between the sexes. However, the inspection evidence shows no significant differences in attainment between boys and girls now, although a small number of the older boys' attitudes to reading are unsatisfactory.

75. In speaking and listening, pupils' attainment is very good and has been maintained at this level from the previous inspection. They are articulate and well spoken, willing to talk to adults and to each other. They listen well in lessons and

assemblies and this has a positive impact on their learning. By the end of Key Stage 1, pupils answer questions sensibly and contribute well in class. For example, in Year 2 pupils make sensible contributions to a discussion about words that sound like the noise they represent. They follow the rules of discussion and know that they must put their hands up to answer questions. By the end of Key Stage 2, pupils listening and speaking skills are very mature. They are often voluble and lively speakers but also very good listeners. This was demonstrated in a lesson about Anne Frank's diary, when Key Stage 2 pupils listened with deepening interest and feelings about the life led by Anne in hiding. However, more opportunities for pupils to discuss their work need to be found as too often the lessons move from class discussion to individual work, with little opportunity for collaborative work. Higher attaining pupils are particularly fluent, but pupils of all attainment speak clearly in conversation.

76. Standards in reading have improved since the previous inspection. However, the changes in methods brought about by the National Literacy Strategy, and the lack of home-school reading diaries in two classes has resulted in some confusion among parents about the present system. Younger children are learning to read well from an early age, partly due to the very good support shown by most parents, who read with children at home regularly. Teachers need to ensure that books are regularly changed and pupils' skills are checked. Pupils in Year 2 have few opportunities to read to adults in school and the average and less able readers are unsure about how to use the sounds of letters to read new words. However, higher attaining pupils read well, with some expression and build on the effective learning they have made at Year 1. By the end of Key Stage 2, most pupils have satisfactory reading skills and many are fluent and expressive readers. The majority of the pupils also clearly enjoy reading and a feature of the older pupils is the way they recommend books they have enjoyed to each other. These positive attitudes are evident throughout Key Stage 2 although a small number of boys do not have a similar enjoyment or interest in reading. Throughout Key Stage 2 pupils use their reading skills in other lessons to read worksheets or excerpts from books, but not enough opportunities for original research using library books or computers are provided.

77. Pupils' attainment in writing by the end of both key stages is good. Most make good progress as they move through the school. By the end of Year 2 pupils, write imaginative character portraits that demonstrate a good use of adjectives. Time is found for individual handwriting skills to be practised and the majority of the written work is neat and well presented. They use punctuation appropriately and consistently and spelling skills are satisfactory. In Key Stage 2, a lot of the pupils' written work is done on loose sheets of paper, but these are neatly stored in folders. By the end of Year 6, pupils are learning to redraft their work to include paragraphs and speech marks. The higher attaining pupils develop a mature writing style. The work of one lower attaining pupil shows good progress in the use of punctuation over the past year. There are not many opportunities found for creative writing, or extended writing in other subjects, where too much of the written work is filling in worksheets or answering low level comprehension questions.

78. Pupils' attitudes to the subject are good at both key stages. They clearly enjoy the focused literacy lessons and demonstrate enjoyment of a variety of texts. Apart from the occasional boy with a less positive attitude, pupils evidently enjoy reading and joining in with whole class work. Year 1 pupils watch a dramatic performance created by the reception children with interest and excitement. Older children work independently on tasks and show pride in producing work that is neat and well written. The good attitudes shown are partly due to the well-planned lessons that take good account of the different ages and abilities in each class.

79. The quality of teaching is good at Key Stage 1 and lower Key Stage 2, and very good at the top end of Key Stage 2. Teachers have responded successfully to the introduction of a daily literacy lesson. The staff have worked particularly hard to make the strategy work for classes with up to three year groups, largely by basing the work on the pupils' prior attainment. For example, following work on one text that appealed to all ages, pupils in Years 4, 5 and 6 completed tasks related to the theme of autobiography but which were pitched at different attainment levels. The lessons are appropriately planned and, generally, enough time is given to activities, although the school's emphasis on oral work means that, on occasion, not enough time is allocated to written tasks. Pupils are usually expected to work at a good pace and produce a good amount of work. The teaching of the pupils with special educational needs enables them to take part in lessons fully. The learning support staff often help in whole class sessions and in the individual work by supporting such pupils. The day-to-day assessment of pupils' attainment is thorough. A lot of this takes place through question and answer sessions at the start and end of lessons. Work is well marked and comments often include ideas for further improvement, leaving pupils in no doubt as to how well they have performed.

80. An appropriate policy for the subject is in place. The introduction of the National Literacy Strategy has been effectively managed and is having a positive impact on standards. The medium term planning is good and appropriate records are kept. The headteacher and local authority adviser have monitored teaching and learning in lessons, and the literacy governor has visited two of the classes to see the strategy in action. The school now recognises the need to provide more formal monitoring to assist in the difficult task of planning mixed age group lessons and to improve teaching and learning.

MATHEMATICS

81. The proportion of seven-year-old pupils who are working at the expected national level for their age is above average and a significant minority is working at a higher level. At the age of eleven, the proportion at the expected level is broadly in line with the national average and no pupil is working at a level higher than the national expectation. The early indications of national test results for 2000 confirm these findings. The levels of attainment at both key stages are above those achieved in the previous year although the small numbers of pupils involved means that trying to identify trends is difficult. The sound standards found at the last inspection have been maintained.

82. By the end of Key Stage 1, pupils have completed a good amount of number work and are becoming confident with multiplication and division processes particularly those involving the 2, 5 and 10 times tables. They use terms like 'multiple' correctly. They are able to round numbers to the nearest ten and hundred and can identify fractions, including tenths, and can calculate fractions of numbers. Pupils can order numbers and some higher attaining pupils are able to complete sequences of numbers involving negative values. They perform data handling exercises and can construct and interpret block graphs and conduct investigations into, for example, the numbers of letters in common Christian names. Pupils use their numeracy skills in other areas of the curriculum, for example, in a study of weather patterns in geography. They are not so confident in measuring time; only about a quarter of pupils are sure of analogue time and few can convert this to a digital system.

83. Pupils in Key Stage 2 can order and manipulate fractions. They can calculate simple percentages. They are able to measure length accurately as well as the size of angles. They are able to sort data using Venn diagrams and complete tasks involving ratio and proportion. Pupils use their numeracy skills in other areas of the curriculum for instance the use of big numbers in science to record distances associated with space. Although there is limited evidence of investigative work, some investigations are undertaken, one involving the interpretation of Gauss's Shortcut and then applying it is an interesting example. Pupils are not yet confident when identifying three-dimensional shapes. Some are not able to identify some relatively common shapes or to identify how many edges or vertices these shapes have.

84. The main change since the previous inspection has been the introduction of the National Numeracy Strategy. The school has taken considerable care to do this thoroughly, seeking advice from appropriate sources. The governing body, and particularly the well-informed governor with responsibility for numeracy, has been fully involved in this process. The school has not found the introduction of the strategy easy and is still not satisfied with the situation in the class of older children, which contains pupils from three different year groups. The school is actively seeking to employ a further part-time teacher to teach mathematics to pupils in Year 4. Despite these problems, the strategy has been successfully introduced and evidence suggests that its introduction is having a positive impact on standards.

85. Pupils make satisfactory progress although the difficulties of dealing with such wide ranges of ability and age within a single class mean that, on occasions, groups of pupils are given low-level tasks involving excessive colouring or repetition that limits their progress in that session. There is a relatively small amount of investigative and challenging work for the older, more able, pupils with the result that, although they make satisfactory progress, they do not always reach the level of which they are capable.

86. Pupils' attitudes to the subject are good. They work well, remain on task during lessons and are attentive when the teacher is explaining work. Although the cramped conditions in two classes limits the scale of cooperative and investigative work, pupils are mostly well behaved during lessons.

87. The teaching is always at least satisfactory and in a quarter of lessons it is good. Using the national strategy as their guide, teachers plan their lessons carefully, including tasks for pupils of different attainment levels. They take particular care with the preparation of resources to be used in the lessons. This careful planning ensures the satisfactory progress of most pupils including those with special educational needs. Individual help from the learning support assistant further supports the progress of some pupils with special educational needs. Teachers use a lot of praise and good questioning techniques to encourage pupils to extend their answers and learning. Teachers throughout the school use the plenary session well to consolidate learning in the lesson and, on occasions, to extend pupils' thinking about a particular aspect of what they had learnt. Although teachers have invariably planned the plenary sessions, they are prepared to change these plans to meet the needs of the children if they find, through their assessments of pupils' work in the main body of the lesson, unexpected difficulties have arisen. The careful marking of their work helps pupils' learning and progress. This is supplemented by a periodic written review of their work with targets and suggestions for how they might improve.

88. The management of the subject is good. The headteacher, well supported by the governors and the teaching staff, has taken considerable trouble in introducing the national strategy. Pupils' progress is carefully evaluated through the regular use of

national and commercially produced standardised tests and through records of the progress of individual children. Resources have been improved, are adequate to support learning in the subject and are accessibly stored.

SCIENCE

89. The pupils' level of attainment at seven and eleven is broadly in line with national averages. By the time they reach the age of eleven most pupils are reaching the level of national expectation but none is working at a higher level. The early indications from the 2000 national tests confirm these findings. The standards found at the last inspection have been maintained.

90. Pupils in Key Stage 1 follow a very practical and investigative programme. They produce a good amount of work, presented in a series of booklets. By the time they reach the end of the key stage, pupils have an understanding of what constitutes a fair test. They make a detailed study of plant growth, and conduct investigations into leaf shape, size, texture and function, using terms like chlorophyll and carbon dioxide. They study roots using a hand lens. They germinate seeds and understand the conditions necessary for their growth. As part of this work they conduct experiments to show that stems carry water to leaves. They know about a variety of forces, experimenting with friction, strong shapes and magnetism. A study of rocks and soils includes practical work involving, among other things, knowledge of the amount of water different soils absorb.

91. Pupils in Key Stage 2 produce a good amount and range of work. They know about animal habitats and the way animals are adapted to their environments. They extend their knowledge of plant life using terms like photosynthesis. A vocabulary sheet of new words and terms connected to the topic, which is useful in helping to consolidate pupils' learning, introduces each booklet produced by the pupils. The work at Key Stage 2 is not as practically based as at Key Stage 1, although the pupils have the opportunity to use their learning about electricity to make a torch and they can set up various electric circuits to simulate, for example, a traffic light system. Pupils investigate how scientific study can impinge on other areas when they look at how vitamin deficiency is responsible for disease and how Ancient Egyptians separated water from mud. They study newspaper reports of the effects of activities like glue sniffing. They are able to develop their mathematical skills when considering the relative sizes of planets and satellites and the distances involved in space travel.

92. The monitoring and recording of attainment and progress across the key stage has improved since the last inspection and is now more formal. The resources to support scientific work have been improved and for topics like electricity are now good. Extensive practical investigations are still difficult in the space available in the classrooms, particularly the one used by pupils in Years 4, 5 and 6, but the new hall ought to provide at least a partial answer to this problem. The lack of this work limits the progress of the higher attaining pupils.

93. The amount of work covered and the care with which that work is presented and the enthusiasm with which they talk about projects are indications of the good attitudes pupils have towards the subject. Younger pupils generally work together well when studying topics such as the effects of gravity and some show good knowledge. They also enjoy sharing their work with adults. For example, a Year 3 pupil gave an excellent account of how air resistance was influential in causing objects to fall at different speeds.

94. The teaching is always satisfactory and in two thirds of lessons is good. Teachers are generally ambitious in their approach to the subject and in the range and quality of work they expect the pupils to cover. They plan work thoroughly for pupils of different attainment. Carefully thought out worksheets, presented in such a way that pupils' scientific learning will not be inhibited by a lack of literacy skills, help the progress of pupils with special educational needs. Their learning is also aided by classroom support offered to individuals and small groups. Pupils with special educational needs make satisfactory progress. Teachers' subject knowledge is good and this enables them to make good use of material brought in by the children. The teachers are able to assist pupils' learning by developing those aspects connected with the immediate interests of the pupils. Teachers throughout the school are very positive in their relationships with the children, encouraging them with praise and challenging questions to extend their thinking and to develop their speaking and listening skills. The practical approach adopted for Key Stage 1 and the younger pupils in Key Stage 2 further aids their speaking and listening, as they work in pairs or small groups, discussing how they will approach the experiment. This approach also draws on and develops their numeracy skills in measuring and data handling. Teachers, helped by the natural enthusiasm of the pupils, generally manage classes well. However, groups occasionally work unproductively for periods of time because they have not fully understood the task and they stay uncorrected because the teacher is involved with another group.

95. Teachers mark pupils' work well. Pupils are given written assessments of their progress and targets for their future learning at the end of each unit of work. Assessment sheets are used to gauge pupils' progress at the end of each unit. Resources are adequate for successful teaching and in certain areas, like electricity, they are good.

ART

96. Pupils' achievements by the end of both key stages are good and have been maintained since the time of the previous inspection. The school suffers from limitations in space that affect practical subjects like art more strongly. The school needs to review its use of the new multi-function room to assess whether this can be better deployed for this subject.

97. Although there are examples of good work to be found in the school, the lack of a recent focus on the art curriculum, and the absence of a clear policy for the development of the subject hinders the progressive development of skills. The standards of display, especially in the small classrooms do not help create a stimulating and attractive enough learning environment, and, although there are good displays in the corridor, art does not have a sufficiently high profile in the school.

98. By the end of Key Stage 2, pupils are able to discuss patterns, especially those they produced based on the work of William Morris. They have studied his life and from drawings of his designs they have produced their own good patterns, including some very good wallpaper designs. In addition, recent observational drawings made from plants have been turned into good quality coloured pastel pictures. From these pupils are now designing fabric patterns that they are reproducing on materials using dyes and wax resist methods. These are of very good quality. An appropriate emphasis is placed on the National Curriculum programme of study although the development of basic skills is not regularly addressed. The majority of the art displayed illustrates topic work in other subjects. A scrutiny of work shows only limited opportunities to experience three-dimensional work, especially clay and other modelling materials. Evidence of work at Key Stage 1 is scarce, although pupils have experienced printing repeated patterns using a variety of objects. Patterns using paper have been produced but these are of unsatisfactory quality for the ages and abilities of the pupils.

99. No lessons could be observed during the inspection. However, it was possible to observe a group of Year 4 pupils working on wax resist work with a parent volunteer. This is a very effective use of a parent's personal expertise and clearly helped produce the good learning evident in the pupils. The pupils observed, and spoken to about their work, are generally enthusiastic about the subject and their attitudes are good. They were interested in the activity and in the results obtained, and they behaved well, listening attentively to their parent helper. From the evidence available in books and from displays it appears that a number of staff need more guidance and help in teaching specific skills, and in creating an environment that celebrates the pupils' best work. Art skills are used in history. For example, topic folders showed good detailed drawings of Greek style architecture.

100. The subject has not been a main focus within the school for some time. The detailed planning and assessing of pupils' skills and the difficulties of the small size of most classrooms are important areas that the school needs to urgently review. The further development of three-dimensional work and the use of sketchbooks, which at present is largely ineffective, is also a priority for future development. There is little evidence to show much work about other artists or art from different cultures.

DESIGN AND TECHNOLOGY

101. No teaching was seen during the period of the inspection. A scrutiny of pupils' workbooks, teachers' planning, photographic evidence and discussions with pupils suggest that pupils have good attitudes towards design and technology and that their attainment by the ages of seven and eleven are at the levels expected nationally. Achievement is satisfactory and work in design and technology supports learning in other subjects, most notably science.

102. Younger pupils in Key Stage 1 work with a series of construction kits. The kits are changed on a planned timetable so pupils have experience of a variety of media. They use recycled material to make objects like boats. They plan their models and finished products are evaluated in class discussions. Pupils in the final year of Key Stage 1 complete projects such as making a photograph stand and a glove puppet. They undertake food technology projects and they know what constitutes a balanced diet, making and evaluating sandwiches and keeping a food diary. While making their photograph stand they complete an appropriate design sheet, considering who the frame is for, materials to be used, colours, decoration and how it will stand. They know which shapes are 'strong' shapes. They make their photograph frames and then complete an evaluation sheet. They use fabric to make the glove puppet and go through the design, make, evaluate cycle. The one finished product it was possible to see was of a good standard. The puppets are then used to support learning in literacy when the children use the puppets to give a performance in a small portable theatre. Design and technology is also used to support learning in science as the pupils make and evaluate their own sieve with which to separate different sized particles.

103. Pupils in Year 6 enthusiastically recounted how they had extended their work in science by making a torch. They can design and make various systems involving electric circuits: lighting systems for a house, traffic lights or burglar alarms. They

take part in food technology projects, looking at the nutritional value of different foodstuffs, designing menus and preparing salads. Photographic evidence shows the pride the pupils take in the finished products.

104. Standards at Key Stage 1 have been maintained since the previous inspection although there is still no written policy statement. Resources for design and technology have improved but there are still weaknesses. There are sufficient large-scale construction kits for the youngest pupils. The range and quality of tools has improved. These are stored in a purpose-built, accessible, mobile unit and they are of sufficient quality and quantity to fully support the teaching. Resources include a sewing machine to assist pupils in their work with fabrics.

105. Teachers plan their work thoroughly including, on occasions, tasks for pupils of different abilities. They mark work thoroughly and sensitively, evaluating pupils' work after each unit of work; they make suggestions and set targets for improvement.

GEOGRAPHY

106. Attainment is good in relation to the level expected of pupils aged seven, and broadly in line with the levels expected of pupils aged eleven. The standards noted in the previous inspection have largely been maintained. Assessment procedures have been improved and are now more formal and used throughout the school. Geography continues to make a good contribution to the spiritual, moral, social and cultural development of the pupils.

107. The younger pupils in Key Stage 1 are able to conduct a simple traffic survey and enthusiastically discuss ways of improving safety in their village. By the end of the key stage, pupils are able to use the key on Ordnance Survey maps and locate seaside resorts. They are able to make comparisons between different locations. They make a thorough study of life in an Indian village, locating its position on a map, noting the nature of the surrounding countryside and comparing and contrasting physical and human features of the locality with their own. They develop their literacy skills through completing pieces of free writing about the subject. They study weather around the world, looking at different climatic regions. They develop their numeracy skills by completing graphs of rainfall in various locations. Work on the water cycle supports their learning in science. They know weather symbols and the levels of the Beaufort Scale.

108. The study of weather is continued in Key Stage 2 when pupils look in more depth at the climatic regions of the world, making further links with science by constructing likely food chains in polar regions. They study weather in the British Isles, and can link rainfall to the height of the land. They look at their local area, know the origin of settlements and their place names, population distribution and use their information technology skills to complete surveys of how time is spent. Pupils know about the formation and location of a variety of mountains.

109. Work is arranged in separate booklets and the care taken with the presentation of this material is an indication of the good attitudes of the pupils towards the subject. At the start of each booklet is a vocabulary sheet of words and terms connected to the topic. This is a useful aid to the consolidation of the learning in the topics.

110. The teaching is satisfactory and, in half of lessons, it is good. Teachers make good use of material, and particularly postcards, brought in by pupils to extend their learning. This idea is extended in the class of the youngest pupils, where Barnaby Bear is taken away on holiday by members of the class, sends postcards back to the class, and returns with artefacts from his visit. Parents make a positive contribution to the pupils' learning by embracing this project. Barnaby has acquired a passport, a suitcase and sets of clothes suitable for different weather conditions. Among other places, he has attended a board meeting in Holland! Teachers plan and prepare their work carefully, often providing work for pupils of different abilities. This helps the progress of all pupils but particularly those with special educational needs. The progress of pupils with special educational needs is further helped by individual classroom support and they make satisfactory progress.

111. Teachers mark and assess pupils' work carefully and thoroughly. Each half termly unit of work is assessed with pupils given written feedback and targets for improvement. The pupils' learning is then further assessed through assessment sheets specifically based on that unit of work. This process is very useful in judging the progress of pupils and ensuring that this progress is maintained.

112. Resources are adequate to ensure successful teaching and include some good quality large maps. The provision is enhanced by use of the local village and by visits to places like farms and the water treatment works. There is no written policy statement and although the good consultation between teaching staff makes this lack less significant, a written policy would be useful in formalising arrangements for the subject.

HISTORY

113. Due to the school's timetabling and planning arrangements, it was only possible to observe one lesson at Key Stage 2 and no lessons in Key Stage 1. Judgements are based on this one lesson and on an analysis of pupils' work and discussions with pupils and teachers. Attainment, by the end of Key Stage 2 is above that which might be expected of pupils of the same age nationally and this has been maintained since the time of the previous inspection. There are no significant differences in attainment between girls and boys. Pupils with special educational needs make progress in line with their peers.

114. Pupils make good progress throughout the school. By the end of Key Stage 1 they are able to distinguish between past and present and have a basic knowledge of some famous people and events. Displayed work relates to a study of World War 2. The displays have good labels showing the key vocabulary pupils will need but contain little evidence of any pupils' work.

115. By the end of Key Stage 2, pupils have developed an appropriate understanding of a number of periods of history including those of the Anglo Saxons and of Britain since 1485. Discussion with Year 6 pupils indicates that at least some of them have used the Internet to research aspects of life during World War 2. In work on changes since the 1940's, pupils compared a variety of artefacts and they made a good exploration of the similarities and differences between then and now. Good opportunities are also provided for pupils to understand and reflect on life in different times, such as the effect of bombing during World War 2. In the one lesson observed, pupils studied features of Greek architecture and compared these with buildings in the local town, especially those built in a Greek style. By the ends of the lesson they had a deeper understanding of a variety of architectural features such as columns, and the higher attaining pupils could distinguish between the various types. The average and less able pupils can identify various features of Greek buildings and label them on a worksheet. They also show a sound understanding of the location of Ancient Greece on a timeline. The pupils' work shows that not enough critical use is made of different sources of information and that there is too much reliance on photocopied worksheets rather than more creative research skills using artefacts, books or computers, especially for the higher attaining pupils.

116. Pupils' attitudes to the subject are satisfactory. In the one lesson observed most, especially the older pupils, joined in the question and answer session with interest and some involvement. Their written work shows that they take a pride in producing neat and well-illustrated projects. The subject makes a good contribution to pupils' social and moral development through the opportunities for discussion and reflection on historical events and other peoples' lives.

117. The quality of teaching is good overall. In the folders produced by pupils, good marking at the end of topics enables pupils to understand what they have learned. Good, well-prepared glossaries enable pupils to build up an effective key vocabulary specific to the work being covered. This helps with their spelling and develops their overall vocabulary skills. Most lessons contain some work for pupils of differing abilities but this is not always evident and not enough opportunities for the use of the computers for research purposes are provided. The lesson observed had good pace and a good oral question and answer session that enabled the teacher to assess pupils' understanding of the work so far completed.

118. Planning is sufficiently detailed to ensure that an effective programme is developed for the mixed age classes, and this ensures that the same work is not repeated in subsequent years. There is no up-to-date policy for the subject, which makes it difficult to identify any future developments needed. The procedures for assessment are satisfactory. Resources are satisfactory and teachers make great effort to provide appropriate artefacts.

INFORMATION TECHNOLOGY

119. It was not possible to see many lessons during the inspection week as very little direct teaching of information technology takes place. One lesson was observed, where pupils in Years 2 and 3 were taught the use of some keys for word processing purposes, and another session made very good use of the school secretary's expertise to help Year 1 pupils learn to control the mouse. Evidence was obtained from the observation of those lessons that took place, the analysis of pupils' work and teachers' plans. Attainment has been maintained at a similar level to that at the time of the previous report.

120. At Key Stage 1, standards are broadly satisfactory and pupils' experiences are enabling them to attain an expected level of knowledge and skill, although not enough opportunities to work with a floor robot are provided. Standards are broadly satisfactory by the end of Key Stage 2, due to the recent additions to the hardware and software, but pupils have not yet had a full range of experiences.

121. By the end of Key Stage 1, pupils are becoming familiar with the use of information technology. Their skills include using a mouse, finding letters on the keyboard and adding capital letters, spaces and punctuation to their sentences. They can combine text and graphics with support, and their printed work shows that word processing skills are being used to correct and edit their writing. Evidence of the use of computers in literacy lessons is found in Year 2, where pupils have word-processed story beginnings. Other work shows that pupils have recorded readings for temperature, wind speed, and rainfall for five weeks. They then used this information effectively to produce a variety of bar charts and graphs using data handling software. The latest work shows that the Year 2 and 3 pupils are being introduced to the newly received e-mail facility. In one lesson observed the teacher taught the use of the backspace, shift, spacebar, and enter key for word processing purposes effectively. Year 1 pupils are able to control a mouse and use the buttons correctly to click and drag items, creating a labelled diagram of the human body. The younger pupils also produced bar and pie charts based on information they collected themselves.

122. The majority of pupils in Years 4, 5 and 6 work in a classroom so small that access to computers is difficult. The cramped conditions lead to pupils not using the skills they have been taught lower down the school and means that the use of computers in other subjects is hindered. In discussions, older pupils remember aspects of their work but it is clear that the time they have spent using computers is very limited. They can explain how they used a spreadsheet to work out travel costs and they have used the internet briefly for research about World War 2 in history.

123. Throughout the school, pupils' attitudes to learning are sound and it is clear that they enjoy working on the computers. In the reception class where there is more space, computers play more of a part in the daily life of the class. Teaching was good in the lessons seen, but the staff with a particular expertise or interest in the subject took these. There is an urgent need to increase all teachers' skills through in-service training. Teachers had prepared the lessons well and there were clear directions and explanations. Learning was good because pupils in Year 1 had improved their mouse skills and Years 2 and 3 pupils had an increased understanding of deleting errors and creating line breaks.

124. The school has only recently been successful in obtaining government finance to develop the subject. This means that appropriate hardware and software is not yet in place to enable pupils to use a networked system of computers although they do have access to the internet. There are plans to improve this situation in the next academic year. However, there is little application of information technology in other subjects and pupils do not use a sufficient range of programs already in school. The problem of space is a difficult one for the school to overcome and they are considering various options. However, there is an urgent need to review the amount of time pupils, especially at Key Stage 2, spend using computers. The curriculum also needs reviewing to ensure that pupils are made more aware of the use of technology in their daily lives.

125. There has been little improvement since the last inspection except in resources. The assessment of pupils' skills is not yet in place, and assessment information is not analysed to find out where there are gaps in learning and understanding, or what the overall levels of skill are in each year group or class. The coordinator is aware of the weaknesses that still exist and intends to produce a development plan for the subject shortly. This will need to address the issues raised in this report, particularly the training and resourcing needs, the time pupils spend using computers and the use of technology in the wider world.

MUSIC

126. The achievements of pupils at the end of Key Stage 2 are in line with those expected of pupils aged eleven. No lessons were observed in Key Stage 1 classes. Standards have been maintained since the previous inspection. The main reason for improvement has been the provision of the new multi-function room. This allows pupils to come together for singing and it is well used by the teacher to plan imaginative lessons. Pupils are now able to form circles for exercises, to move around and use movement in lessons. It also acts as a useful base for instrumental tuition, providing ample room for musicians and allowing them not to disturb others.

127. Pupils throughout the school sing well. Assemblies are enhanced by the pupils' ability to sing melodically in tune and with controlled enthusiasm, adopting the appropriate style and mood for the lyrics. In these assemblies, virtually all pupils participate in the singing. Not enough opportunities are taken to develop their appraising skills through the discussion of music played as they enter and leave the hall.

128. Pupils in Key Stage 2 have a good understanding of tempo and are able to use advanced technical terms such as *accelerando*. They are able to clap in various rhythm patterns and improvise chants at different speeds. They can sing a variety of songs, showing good diction and phrasing. Pupils in Year 6 are able to rehearse and present a performance after working collaboratively for a relatively short time. They have the opportunity to listen to a wide variety of music and compare music

from contrasting traditions. Planning for one lesson involved direct or indirect reference to the Carnival of Animals, Orpheus in the Underworld, Zorba's Dance, In the Hall of the Mountain King and a variety of popular songs.

129. Music lessons are taught by a specialist teacher and the pupils' learning is helped by his very good subject knowledge and because he is a competent pianist. Lessons are planned well, both individually and as part of a programme of music, clearly stating the knowledge, skills and understanding to be taught through the listed activities, allocating time slots for the activities and identifying assessment opportunities. The pace of lessons is brisk and the pupils are kept fully involved both mentally and physically. The lessons help to develop skills in literacy offering, as they do, good opportunities for speaking and listening and introducing the pupils to poems like 'Hippopotamus' by Leslie Norris.

130. The behaviour and attitude of the boys generally, and particularly those in Year 4, is not as good as the girls and is instrumental in limiting their progress. The progress made by the girls generally is good. The attitude of Year 6 pupils in the group activities is noticeably more cooperative and mature than the groups formed from Years 5 and 4 pupils and leads to a much better performance at the end of the allotted practice time.

131. The provision is enhanced by good quality violin tuition provided for small groups of pupils. These pupils make good progress and are able to play together well. The tutor encourages the pupils with a pleasant manner and introduces aspects of music other than just violin playing into the session. The pupils obviously enjoy these sessions and are happy to share their playing with adults.

132. Further musical opportunities are offered in a lunchtime recorder group run by one of the teachers. Further evidence of the positive attitude of girls towards music is provided by the fact that they make up the sole membership of violin and recorder groups. The pupils have had opportunities to perform in concerts held at the village hall. The resources for music are adequate and include a good set of multi-cultural percussion instruments.

PHYSICAL EDUCATION

133. During the inspection lessons in athletic activities and gymnastics were observed. In addition, the school provides regular swimming lessons with the help of local authority swimming instructors. The teachers' planning indicates that the full National Curriculum is covered. The overall provision has improved since the last inspection, largely due to the improved facilities and a good use of outside coaching expertise but there is still a need to develop the teachers' expertise and knowledge of the subject. However, whole school planning, and the allocation of time to the subject are satisfactory and meet the needs of most pupils.

134. The progress made by the end of both key stages is broadly in line with that expected for pupils of that age. For both key stages, this is as it was at the time of the last inspection. However, a number of the older pupils are clearly capable of better achievements and at times this results in some frustration and inappropriate behaviour in lessons where they are not challenged enough. Pupils with special educational needs make the same progress as all pupils and there are no aspects of the subject denied to them.

135. The two lessons that were observed at Key Stage 1 demonstrated the benefits and limitations of the current accommodation. The Year 1 pupils were working on their gymnastic skills, practising running, jumping and a variety of rolls on the mats in the new multi-purpose room. This new facility is a clear improvement and enabled a sound lesson to take place. However, the progress made by the class of twenty-five was limited by the size of the hall, and it would be extremely difficult for a whole class of older pupils to take part in some activities safely and successfully. Year 2 pupils demonstrated an appropriate awareness of space as they warmed up on the playground. They can throw accurately and made progress by extending this skill into some team games.

136. At Key Stage 2, pupils from Years 4, 5 and 6 performed an appropriate warm up before practising a variety of athletic activities including jumping, sprinting and throwing. The lesson made good use of the limited playground space, but the amount of time spent not directly active caused a number of the more physically capable pupils to become bored. There was a lack of rigour evident in the activities, especially where the teacher was not directly supervising. Some opportunity for pupils to measure and count each other's performance was provided but evaluation of this kind needs to be extended.

137. The attitudes of pupils are mostly good throughout the school, although older pupils quickly become bored by the lack of challenge and pace in some lessons. When this happens, they become detached from the lesson and waste time as well as beginning to misbehave. Younger pupils are keen to join in with activities and demonstrate some enthusiasm for sports and

games, although far too many do not bring the correct clothing to school and this makes it unsafe for them to take part in many activities.

138. The quality of teaching and learning is satisfactory. Teachers' subject expertise varies. For example, although some lessons began with good warm-up sessions there was no discussion about the effect of exercise on pupils' bodies. Most teachers dress appropriately for lessons but too many pupils especially in Years 2 and 3, are allowed to take part without the proper clothing, or with shoes which are unsafe, hair which is untied and wearing jewellery or watches. The school has made very good use of outside coaching expertise in a number of sports, such as cricket, rugby football and tennis. These good opportunities have clearly helped teach important skills, as can be seen from the play at lunchtimes. However, they tend to be short courses held over a few weeks and do not have the sustained input which makes a real difference to pupils' skills.

139. The school is very small, and the number of skilled, available staff is limited and a satisfactory range of extra curricular activities is provided for pupils. However, teachers have tried to organise a variety of inter-school events, such as netball, with the help of parents. Cross country running takes place annually following a fundraising event for the new multi-function room, and an annual sports day is also held at a local recreation ground. The school also provides opportunities for pupils to take part in a residential visit, which enables them to take part in some outdoor and adventurous activities, as well as being a good opportunity for social development.

140. The present scheme of work is based on a nationally recognised syllabus produced by the local authority. Resources have improved, especially for games, as has the accommodation, but there is still a need to increase the gymnastic equipment. There has been no monitoring of teaching and learning in the subject but the school has plans to address this omission.

RELIGIOUS EDUCATION

141. The observation of one Key Stage 2 lesson, the scrutiny of pupils' work and discussions with pupils and teachers indicate that standards are broadly those expected in the locally agreed syllabus. Pupils' learning is satisfactory overall and pupils with special educational needs are well supported. Since the time of the last inspection, standards appear to have fallen slightly, but this is due largely to the school focusing on improving pupils' basic skills in English and mathematics. The need to improve resources in religious education, which was noted in the last report, is still apparent.

142. By the end of Key Stage 1, pupils know that the Bible is a holy book and are familiar with a variety of stories in the Old and New Testaments. They visit the local parish church and are becoming familiar with the different parts of the church. Teachers focus appropriately on the Christian festivals of Harvest, Advent and Christmas but there is less evidence of any study of festivals from other religions. For example, when studying the Creation myth only the Biblical version is covered. However, the planning for Key Stage 1 shows that some work on other faiths takes place on occasion. Pupils also learn about people who help us, using an appropriate television programme as a basic resource.

143. By the end of Key Stage 2, pupils know more about other faiths through their topic on Islam. The work produced is very neat and contains some comparisons between Islam and Christianity. Pupils know how a mosque works and some of the stories about Muhammad's life. When talking to pupils they remember learning about Sikhs, Muslims and Jews but they have had no opportunity to visit places of worship appropriate to these religions. Only one lesson could be observed in Key Stage 2. In this lesson pupils demonstrated an understanding of 'special occasions' and of concepts of responsibility and benefits that result from belonging to a faith. This work links to citizenship lessons. Learning about first communion develops the pupils' ideas about how newcomers to a religion may feel during important ceremonies, although a connection with other faiths was not made.

144. Pupils' attitudes and their response to the tasks set before them are satisfactory. They take part in discussion willingly, but a significant number find listening to the teacher's long introduction difficult and there is some fidgeting and restlessness. They work quietly when carrying out written work. The views of pupils with special educational needs are valued and respected by other pupils in their classes and these pupils make good progress.

145. The quality of the small amount of teaching observed was satisfactory. The relevant course material is covered and the planning is sound. Although the introduction and reading by the teacher was lengthy, overall there were high expectations of pupils' behaviour and she created a working ethos that challenged pupils to improve their knowledge. By asking appropriate questions during lessons, the teacher skilfully extended the pupils' knowledge and understanding of the ceremony of first communion. In one act of worship, the headteacher used a demonstration by the French club to lead into a discussion about 'neighbours' and the story of the Good Samaritan. Religious education lessons make a good contribution, in support of acts of

collective worship, to pupils' spiritual, moral, social and cultural development. The emphasis which teachers place on the need to show care and concern for others supports the teaching.

146. Resources need to be improved through the provision of artefacts from different religions that the pupils can handle, although the school attempts to overcome this lack by borrowing artefacts from the local authority. In addition, little use of computers is made for research into different religions. There is little evidence of any monitoring of teaching and learning in the subject and this is an area the school plans to address.