

INSPECTION REPORT

**CLANFIELD CHURCH OF ENGLAND
(Voluntary Controlled)
PRIMARY SCHOOL**

Bampton

LEA area: Oxfordshire

Unique reference number: 123105

Headteacher: Miss Jane Lloyd

Reporting inspector: David Byrne
28076

Dates of inspection: 31st January - 3rd February 2000

Inspection number: 189965

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Church of England Voluntary Controlled Primary
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Street Clanfield BAMPTON Oxon
Postcode:	OX18 2SP
Telephone number:	01367 810257
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M Cole
Date of previous inspection:	14 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Byrne	Registered inspector	Special educational needs Mathematics Religious education Information technology Geography History Physical Education	What sort of school is it? How high are the standards? How good are curricular opportunities? How well are pupils taught? What should the school do to improve further? Pupils' attitudes, values and personal development
Barbara Sinclair	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
Lillian Simmonds	Team inspector	English Science Art Music Under-fives	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a small rural Church of England Voluntary Controlled school for boys and girls aged from 4 to 11 years old. It has 75 full-time pupils of whom 38 are boys. The social background of pupils does not fully reflect the immediate locality of the school, the school competes successfully with the independent sector. Taken together, the overall attainment of children when they begin school is close to average. The number of pupils on the special educational needs register is 17 which is close to the average found in schools in England. No pupil has a statement of special educational needs. All pupils are English in origin and, at the time of the inspection, four traveller children were on the school's register. There have been many staff changes in the last two years including the appointment of a new headteacher who has been in post for seven terms.

HOW GOOD THE SCHOOL IS

The school provides pupils with a satisfactory standard of education in which pupils develop good attitudes to learning and very good behaviour and, in most subjects make satisfactory progress. The school gives satisfactory value for money.

What the school does well

- It promotes good attitudes, achieves high standards of behaviour and creates good relationships and levels of personal development amongst pupils.
- The school makes good provision for pupils' moral and cultural development.
- Pupils are cared for very well and both personal and academic achievement is effectively monitored.
- Good links and levels of communication exist with parents and the community which benefits pupils' progress.
- The headteacher gives good leadership and management and offers a clear educational direction for the school.
- The staff, headteacher and governing body accurately identify the school's strengths and weaknesses and use a good school development planning process to move the school forward.
- The management of the school's finances, its accommodation and its resources is good.

What could be improved

- Standards in information technology are well below the standards expected by the National Curriculum for 7 and 11 year olds and could be much better.
- Pupils' performance in mathematics by the end of Key Stage 1 is not as good as it could be.
- Procedures for setting school targets for English and mathematics are not rigorous enough.
- There is a lack of provision of suitable outdoor physical activities for children under-five and indoor gymnastics equipment for all pupils.
- Planning for children under-five is not matched to the targets of the desirable learning outcomes.
- There is no consistent approach by teachers to short-term planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in October 1996, the school has made satisfactory improvement. Major improvements have occurred over the last eighteen months in response to the findings of the last OFSTED report. The changes have been as rapid as can be expected bearing in mind large staff changes that have occurred. Each subject has a brief but adequate policy. New schemes have been devised for science, art, geography, history and music and staff are in the process implementing them. Revised schemes of work for religious education and for information technology are also soon to be launched. Schemes for design and technology and physical education have been a lower priority but they are planned as future targets on the school development plan. All pupils make satisfactory progress due to the staff's consistently high expectations. Opportunities for pupils to research information and to solve problems independently have been improved. The length of the school day is being adjusted in September 2000. The quality of monitoring of teaching and learning is improving but could be improved further still.

STANDARDS

The number of pupils taking the end of key stage National Curriculum assessment results is very small and fewer than 10. The table showing the school's results in the 1999 National Curriculum tests at the end of Key Stage 2 is therefore not published.

The inspection findings are that standards at the end of both Key Stage 1 and 2 are close to the national average in English and science. In mathematics pupils' performance is slightly below the national average by the end of Key Stage 1, but close to the national average by the end of Key Stage 2. Standards in information technology are well below those expected by the National Curriculum by the age of 7 and 11. In religious education, standards are satisfactory and are close to the expectations of the agreed syllabus. Pupils' knowledge and use and application of multiplication and division could be better. In other subjects pupils are performing as well as is normally found by the end of Key Stage 1 and 2 except for design and technology across the school and geography by the end of Key Stage 2, where standards are not high enough. Children under-five make good progress in the development of language and literacy and in their personal and social development. They make satisfactory progress in most other aspects of their learning and reach the desirable learning outcomes by the age of five. There is an exception, however, in the case of outdoor physical development, where the lack of suitable resources and equipment results in unsatisfactory progress and children do not attain the desirable learning outcomes in this area of learning.

Throughout the school, most pupils work hard and learn at a satisfactory rate. In subjects where standards could be better, progress is unsatisfactory. In the case of information technology, this is due to a lack of sufficient resources and in design and technology across the school and geography in Key Stage 2, it is the result of a weakness in the quality of planning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good overall although occasionally more able pupils lose concentration.
Behaviour, in and out of classrooms	Very good both during lessons and at playtimes.
Personal development and relationships	Good with most pupils able to work independently. All pupils relate well to one another and adults.

Attendance	Satisfactory overall.
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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.

The quality of teaching is satisfactory overall with strengths in the teaching of literacy but a weakness in the teaching of information technology and design and technology across the school and geography in Key Stage 2. During the inspection, teaching was satisfactory or better in 96% of lessons, good in 46% and very good in 4% with only 4% being unsatisfactory.

Care and attention is given to the teaching of reading and writing but there is not enough planned time for pupils to learn and practise multiplication and division tables. In most other subjects, teaching is satisfactory although the teaching of information technology is currently unsatisfactory.

The needs are met of all pupils, including both those with special educational needs and the more able. Most lessons are well planned and organised and the content is presented in an interesting way which motivates pupils to make satisfactory progress in learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a satisfactory curriculum but there is a weakness in the provision for information technology. All other subjects of the National Curriculum are taught plus religious education. Appropriate attention is given to the teaching of literacy and numeracy. A satisfactory range of extra-curricular activities is offered to pupils
Provision for pupils with special educational needs	Pupils with special educational needs are given satisfactory levels of support which is helping lower achievers to improve their standards. The quality of individual education plans is satisfactory with recent improvements in the level of detail of learning targets.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The provision for spiritual, moral, social and cultural development is satisfactory. There is a particular strength in the way the school promotes an awareness of other cultures amongst pupils.
How well the school cares for its pupils	The school gives pupils a safe, secure and friendly environment. Pupils' academic progress in English and mathematics is monitored well and pupils' personal development is known by all staff.
How well the school works with parents and carers.	Good relationships exist with parents and carers. The school encourages parents to support their children and welcomes their assistance in school. Targets for improving pupils' performance are shared with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management is good. The headteacher gives a clear direction and the school has improved rapidly in many areas in a comparatively short time. There is a good framework for ensuring continued improvement in the future. Strong team work exists amongst the staff which is beginning to raise standards.
How well the governors fulfil their responsibilities	The governing body supports the school effectively. It has established satisfactory ways of predicting future trends and planning for them.
The school's evaluation of its performance	The school's procedures for monitoring its performance are satisfactory although greater use needs to be made of the analysis of test results to monitor progress towards the school's targets. The impact of spending decisions upon the pupils' standards are monitored effectively.
The strategic use of resources	Both resources and the accommodation are adequate for teaching the curriculum. Resources are used well to meet the needs of pupils. Support staff are well deployed and contribute to raising standards in literacy and numeracy.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> •The progress made by their children •The quality and commitment of teachers. •The way the staff are welcoming and easy to talk to if there are any concerns. •The good leadership and management given by the headteacher •The way that the school tries to involve parents. 	<ul style="list-style-type: none"> • The range of activities outside school • Guidance as to how to support their children at home

The inspectors agree with the positive comments made by parents but feel that the provision of extra-curricular activities is adequate for a small school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The overall attainment of children when they begin school is broadly average with a few pupils beginning school with standards which are above expectations but an equal number having standards which are below expectations.
2. By the end of Key Stage 1, inspection findings are that pupils make satisfactory progress and achieve standards in English and science that are close to the national average but slightly below the national average in mathematics. Standards could be better in mathematics if more attention was given to improving pupils' mental recall of multiplication tables and learning to apply this knowledge to problems related to their every day lives. In English there is a strength in reading and many pupils are very articulate and speak with clarity. Between 1996 and 1999, the overall performance of pupils in English, mathematics and science was close to the national average although variations have occurred from year to year. This is common when the class size is below 10 and makes it difficult to make accurate interpretations of end of key stage results. When the school's Key Stage 1 National Curriculum assessment results for 1999 are compared to similar schools, pupils have done better than average in English, as well as others in science but not as well in mathematics. When the 1999 results are compared to schools nationally, pupils did particularly well in English with results being well above the national average in reading and above average in writing. In science pupils did as well as the national average but in mathematics standards were below the national average.
3. Throughout Key Stage 2, pupils make satisfactory progress and by the age of 11 pupils achieve standards which are close to the national average in English, science and mathematics. In mathematics, pupils improve their knowledge of basic numeracy although their knowledge and ability to use multiplication and division tables remains a comparative weakness. Between 1996 and 1999, standards were consistently close to the national average. In this school, the average over four years is a more reliable indicator of standards than year by year results. This is because when very small numbers take the tests, one pupil can make a very significant difference to published results. The Key Stage 2 1999 National Curriculum assessment results showed that for that year, standards were well above national average in English, above national average in mathematics and close to the national average in science. When the 1999 figures are compared to those for similar schools, pupils' performance dips slightly but standards are still above average for similar schools in English and close to the average in mathematics and science.
4. There is a weakness in the standards attained in information technology by the end of both Key Stage 1 and 2 and the progress of pupils is poor in this subject. The large majority of pupils have poor understanding and knowledge of how to use the computer and other forms of information technology. In religious education standards match the expectations of the locally agreed syllabus by the end of both key stages. Many pupils have a good understanding of the beliefs and customs of Hindus. In other subjects, art, history, music and physical education, pupils are doing as well as is normally found for children aged 7 and 11. In geography, and design and technology, however, pupils could do even better if the quality of planning was improved so that pupils are given more regular opportunities to learn the subjects.
5. The rate of learning varies across the school. Pupils make satisfactory progress overall although it is better in Class 1 and 3. This reflects the quality of teaching. Pupils with special educational needs make satisfactory progress overall, and the more able are

challenged on most occasions. Pupils are usually attentive and listen to the teacher although occasionally pupils become restless and lose concentration. This is often when introductions to lessons are too long and activities for pupils are delayed.

6. The school has set targets for English and mathematics which are constantly under review. The effective deployment of support staff offers every opportunity for targets to be met.

Pupils' attitudes, values and personal development

7. Pupils' behaviour is good overall which contributes to a mostly industrious working atmosphere during lessons. There are a small number of pupils identified with special educational needs for behavioural problems and occasionally they can be mildly disruptive. This is particularly the case in class 1, but teachers and staff deal very sensitively and patiently with the individuals concerned so that good control is maintained. In class 2, behaviour can be good, especially during teacher-directed sessions in lessons such as numeracy and literacy, but at times too much talk by the teacher can result in pupils losing interest and becoming restless. In Class 3 pupils are mostly well behaved. Behaviour in active lessons such as physical education is satisfactory although some pupils in Year 1 tend to get overexcited and become rather silly and do not listen to the teacher. During lunchtime and playtimes behaviour is good. Pupils enjoy school and are enthusiastic about most parts of their curriculum. They especially like experiencing artefacts in lessons. During a religious education lesson about the beliefs and culture of Hindus, Year 2 and 3 pupils were fascinated by the range of lamps and images of Hindu Gods which were made available. This inspired and motivated pupils to ask questions and learn more about the culture.
8. Pupils have good attitudes to school life. The vast majority of pupils enjoy school and respond to being challenged and made to think for themselves. A minority of pupils, however, are often very tired when they come to school and in some lessons show this by yawning and stretching. This tiredness reduces the progress of these pupils because their powers of concentration are not what they could be. These pupils respond positively to the efforts of teachers to stimulate enthusiasm and energy.
9. Relationships between pupils and between pupils and staff are good. Pupils of all ages work well together in lessons and, with the exception of a small number of pupils on the school's special educational needs register who have behaviour difficulties, most pupils are tolerant of each other. They are good at sharing in the success of others and considering ways of making their work even better.
10. Pupils are encouraged to take responsibility across the school and by the end of Year 6, they are able to make decisions and take responsibility for their learning. During literacy and numeracy lessons, pupils drive their own learning forward in group tasks and but willingly seek the teacher's advice if they are stuck.. The exceptions to this are on the occasions where pupils lack challenge, resulting in a degree of boredom.
11. Attendance is satisfactory overall and there have been no exclusions in the last twelve months.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is satisfactory overall with strengths in the teaching of literacy, but weaknesses in the teaching of information technology and design and technology across the school and geography in Key Stage 2. During the inspection, teaching was satisfactory or better in 96% of lessons, good in 46% and very good in 4%. Just 4% of lessons were unsatisfactory.
13. All teachers have a satisfactory knowledge of how to teach basic phonics, and a good knowledge of how to teach reading and writing. Pupils have benefited from the training teachers have received in numeracy. Teachers are beginning to use their experience to implement and adapt the National Numeracy Strategy to meet the needs of the pupils in the school. Not enough time is given, however, to teaching basic tables to pupils, especially the application of tables knowledge to solving simple problems involving multiplication and division and this depresses standards in mathematics especially by the end of Key Stage 1.
14. The recent introduction of schemes of work for many subjects has improved the quality of medium term planning and there is now an effective framework for progressively developing pupils' knowledge and understanding in each subject except information technology, design and technology and, with the exception of swimming, physical education. There is a detailed whole school planning model for literacy and numeracy, but in other subjects short term planning could be improved. Although each teacher in Key Stages 1 and 2 is quite clear about what they intend to teach, there is no whole school approach to short-term, weekly or daily planning except in literacy and numeracy. Despite care and attention being given to supporting pupils with special educational needs, there is rarely a direct reference in lesson plans of how to cater for such pupils. There is an over-reliance upon plans which are 'carried in the head'. This reduces the ability of the quality of teaching to be monitored and evaluated so that possible weaknesses can be identified and improvements made. The planning for children under-five recognises the needs of such pupils and, in lessons, activities give under-fives suitable activities. By placing more emphasis upon the learning goals recommended for children under-five, planning would be improved.
15. Lessons are usually well organised and managed so that pupils learn new ideas and skills and steadily deepen their knowledge and understanding as they mature. Expectations, however, are higher in the core subjects than the foundation subjects. This is reflected in the fact that in history and geography, and also religious education, pupils have produced less recorded work than is normally found. The quantity and quality of work in pupils' books in these subjects does not do justice to the broad curriculum which is taught to them.
16. Teachers know the needs of pupils with special educational needs and effectively use pupils' individual education plans to provide work which matches these needs. The quality of individual education plans is satisfactory overall. There have been recent improvements in the detail of the targets but they are still rather general which reduces the accuracy of monitoring or measuring the progress of the pupils.
17. Support staff and teachers work together well as a team, which has a beneficial effect on standards. The under-fives are given some extra classroom support for part of each day which enables the teacher to plan work which is suitable for their age and experience. The majority of time spent by support staff is in supporting pupils who are under-achieving. In Key Stage 1 and 2, standards of literacy are improving for lower achievers by the good use of the Additional Literacy Support staff. Funds to boost the standards in mathematics in Year 6 are used well to employ suitably skilled and effective staff so that pupils who

might possibly attain level 4 in the National Curriculum assessment tests are given extra support and guidance. The effectiveness of the support is demonstrated by the fact that in 1999, one pupil who was expected to struggle to reach level 4 surprised everyone by achieving level 5. Class teachers work closely with part-time support staff for Traveller children so that their particular needs are met.

18. Teachers know their pupils well and they use this knowledge to guide the way they group pupils and to set work which is appropriate to the pupils' level of achievement. In both literacy and numeracy, groups are created in every class which are based upon the broad ability of the group. Work is often given which is differentiated to match the achievement of the pupils and at other times, additional support is provided which challenges and extends pupils. The emphasis is upon supporting the lower achiever, although higher achievers are usually stretched as well.
19. With the exception of information technology, resources are used satisfactorily. Good use of plastic and real money in Class 1, coupled with well planned and well taught games inspired and motivated younger pupils to make good progress in making number bonds up to twenty. Information technology, however is not employed as well as it could be. During numeracy lessons, the overhead projector is used well to direct and inform pupils. Text books are used sensibly to complement a variety of learning materials and pupils in Key Stage 2 are taught how to use the Dewey system in the library for research purposes.
20. The quality of marking is satisfactory overall. Occasionally pupils are expected to perform corrections, and targets for improvement are set. When this occurs, the marking is better. Homework is regularly given and effectively used to extend learning to the home and to support the growth of new ideas and skills. There is an emphasis upon reading and spelling but other subjects are also included in the range of work set.

HOW GOOD ARE CURRICULAR AND OTHER OPPORTUNITIES?

21. The school provides a broad curriculum but, because of the poor provision for information technology it is not correctly balanced. The equal opportunities policy is put into practice so that all pupils regardless of gender, educational need or cultural background are given equal access to each part of the curriculum. Religious education is regularly taught following the Oxfordshire Agreed Syllabus.
22. The national strategies for numeracy and literacy have been successfully implemented and at times, adapted appropriately to meet the needs of all pupils. The school appropriately spends a high proportion of its time upon literacy and numeracy with a lesson in each dedicated every day. Skills related to literacy are often used in other subjects, for example narrative writing in science or expressive work in history, and mathematical measurement in science investigations, but the use of such skills is currently incidental and not specifically planned.
23. The time spent upon teaching is currently below that recommended. The school has informed parents of changes to the times of each day which will take effect at the beginning of the new academic year.
24. Major improvements have occurred over the last eighteen months in response to the findings of the last OFSTED report. The changes have been as rapid as can be expected in the short time scale. Each subject has a brief but adequate policy. New schemes have been devised for science, art, geography, history and music, and staff are in the process of implementing them. Revised schemes of work for religious education and for information technology are also soon to be launched. Schemes of work for design and

technology or physical education have been a lower priority but they are planned as future targets in the school development plan.

25. The curriculum satisfactorily promotes pupils' spiritual, moral and social development. There is a strength in raising pupils' awareness of cultures which are different from their own and in promoting good moral development. Good work has occurred looking at the music, drama and lifestyle of people from Zimbabwe and also the customs, traditions and beliefs of Hindus and also Jews. The school visits a synagogue at least once in each key stage. Pupils' moral development is satisfactorily developed. Good procedures exist for successfully promoting desirable behaviour and for teaching right from wrong. Many aspects of the curriculum provide pupils with opportunities to experience the awe and wonder of nature and to reflect upon their feelings and beliefs. In exploring the process of hatching chickens, pupils were given the chance to feel the wonder of birth and creation. Pupils are encouraged to share their feelings and emotions by regularly taking part in 'Circle Time' discussions. Social development is successfully catered for. Pupils are expected to work together from a young age, and good links with the local community give plenty of opportunity for pupils to work alongside others in the area. Residential visits in Key Stage 2 give pupils a good experience of sharing and taking personal responsibility within a group away from home.
26. The school values the personal and social education of pupils. The science curriculum provides pupils with opportunities to learn about basic life-processes including elements of sex education. Studies include looking at diet and healthy living and the use and abuse of drugs. There is currently no policy for promoting an awareness of drugs education, although pupils are made aware of the dangers of drug misuse. The school makes satisfactory provision for extra-curricular activities including giving study support to pupils who need it.
27. Good use is made of the local area for local studies in history and geography and also science. Outside visitors are encouraged to come to school if it is affordable. Good links with three local churches have contributed to the learning of pupils. A visit of a music troupe from Africa inspired and excited pupils and helped to raise pupils' awareness of another culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. Pupils are at all times provided with an environment which is safe, secure and welcoming. Staff demonstrate an informed knowledge of the children in their care and are able to provide at all times for their emotional, personal and academic needs. Since her recent appointment the headteacher has given careful attention to improving the quality of academic assessment. She has recently introduced a range of initiatives and strategies which will enable each pupil's progress to be monitored effectively. Many systems are new and have yet to make a large impact upon standards but sound procedures exist for assessing the attainment of pupils when they begin school at the age of 4 and again at the ages of 7 and 11. The progress of pupils between those ages is, however, very reliant upon the personal knowledge of staff and informal systems. With the exception of optional National Curriculum assessments in Year 4, no other measure is made of individual's progress in English, mathematics and science. The school has identified the priority of developing, measuring and recording pupils' attainment in information technology when resources become available and when a scheme of work is established and formally implemented. Pupils with special educational needs are well supported and are consistently treated with respect, and at all times their self esteem and confidence building is promoted. Their needs are identified accurately, but there is only a reading test which is applied to give the school a better picture of how well individuals are progressing

when compared to other schools nationally. Procedures for comparing the school's performance with other schools are comparatively weak.

29. Procedures for monitoring and rewarding good behaviour and dealing with aggressive behaviour are good. A range of positive rewards including daily certificates and stickers are effectively used to encourage desirable actions by pupils. Procedures for monitoring and encouraging regular attendance and punctuality are satisfactory. Parents are fully aware of the need to keep the school informed of any absences and readily comply with this requirement.
30. Satisfactory procedures are in place for all aspects of child protection and the named teacher responsible for child protection undertakes the role in a dedicated and sensitive manner. Further training is being undertaken in support of this role.
31. There are no formal procedures for recording pupils' personal development. There are, however, satisfactory procedures in place based upon teachers' knowledge and support of their pupils combined with an effective circle time which fully supports this aspect of pupils' development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

32. The school maintains a good relationship with parents, carers and the local community. Parents are happy with the standards reached by pupils and the progress that is made. Views expressed both in the pre-inspection questionnaire and at the meetings held prior to the inspection indicate a high level of appreciation for the dedication and effort shown by the teaching and non-teaching staff. Parents feel that the school is easy to approach at any time and is always ready to listen to any concerns and to deal with them appropriately.
33. The school consistently encourages parents to take part in day-to-day activities but at the present time only a few parents have felt able to take up this option. The Parent-Teacher Association works dedicatedly and tirelessly to organise fund-raising and social events throughout the year which further enrich the provision of school resources. These events are well attended and valued by parents and carers.
34. The range and quality of information issued to parents is good. Regular, informative and well presented newsletters are sent to parents regarding events, activities, school routines and requirements combined with specific curricular aspects. Two meetings for parents are held each year at which parents have the opportunity to discuss their children's progress and areas for improvement. End of year reports contain comments on each area of the curriculum and homework. The reports identify the strengths and weaknesses of individuals especially in English and mathematics. Targets are set for improving the performance of pupils and shared with parents. For those parents who co-operate, this system contributes to improving and extending pupils' learning at home.
35. There is a home-school agreement in place which has been accepted and welcomed by the majority of parents although some parents commented that the agreement merely reflected the relationships which already existed with the school. The school has a clear homework policy which is seen by the majority of parents as providing a satisfactory amount of work although a small number of parents voiced the opinion that they would like more guidance about how to support their children at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher has been in post for just over two years and has a clear vision of how to improve standards in the school. Over the last two years the National Literacy Strategy and National Numeracy Strategy have both been successfully implemented which has ensured that satisfactory standards have been achieved overall. Despite a number of staff changes, the headteacher has managed to build a strong sense of team work amongst all staff, both teaching and non-teaching which is beginning to move the school forward. There is a successful school development planning structure in place which articulates the clear direction that the headteacher wishes to take the school. It is used well to motivate and drive staff towards improving performance. Within the restrictions of a large teaching load, the headteacher manages to keep a close eye upon what goes on in each classroom and the standards reached in literacy and numeracy especially. Standards in other subjects are not yet carefully monitored although teamwork between staff maintains a picture. One area of weakness is linked to the process used to set targets for English and mathematics. Not enough use is made of performance data of pupils to inform judgements and identify pupils who could possibly reach a higher level.
48. The governing body fulfils its statutory duties and is willing and able to support the school. Under the effective leadership of the chair, it has established a clear management structure which ensures that the varied roles of the body are effective in shaping the direction of the school. The governing body could improve its effectiveness in monitoring the curriculum and the standards being achieved by appointing governors for literacy and numeracy.
49. Although the headteacher knows her staff well, there are no formal procedures in place for regularly monitoring the quality of teaching in each class. The governors know the major strengths and weaknesses of the school and have a clear commitment to making standards in the school even better. The headteacher, staff and governing body work together closely in the target setting process and see it as a way of raising standards, but greater use could be made of analysing the school's results to pick up trends in attainment and to identify the rate of progress of pupils as they move through the school. The current targets are rather low but the school is now in the process of reviewing them.
50. Financial planning is good. It is closely matched to the school's priorities. The school's budget is carefully monitored and checked by both the headteacher and governing body. All decisions on spending are carefully thought through and the accounts are checked regularly. The governing body recognises that weaknesses exist in information technology and is committed to using National Grid for Learning money to raise standards. All additional funds for boosting standards in literacy and numeracy are carefully spent with a view to benefiting pupils and raising standards. Funds received to help Traveller children are used wisely to give additional support which is improving the progress which these pupils make.
51. The number of teachers is good for the number of pupils in the school. Teachers who job-share make sure that good levels of communication remove any risk of disruption. The number of support staff is good and is effectively raising the standards of pupils with special educational needs and lower achievers in literacy and numeracy. There are some weaknesses in resources. There are insufficient resources for indoor physical education, weaknesses in some aspects of science equipment and no suitable outdoor play or climbing equipment for the under-fives. Books for non-fiction reading in the library are weak and could be better. The accommodation is satisfactory overall with strengths in the generous size of the outdoor field and large classrooms but there is a small hall and there is a small hard paving area which restricts some aspects of physical education. Although each room is adequately furnished, many chairs, tables and cupboards are old and in need of improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE IN FUTURE?

52. In order to further improve the quality of education the school offers to its pupils, and to build upon the satisfactory improvements since the last inspection, the headteacher and staff together with the Governing Body should:

1) raise standards in mathematics by:

- providing more regular opportunities for pupils in both key stages to learn their tables and apply them to solving mathematical problems.

2) raise standards in information technology by:

- improving the quality and number of computers, software and information technology equipment;
- ensuring that the current policy and scheme of work is implemented in each class;
- developing an efficient way of assessing and recording pupils' achievements so that individual strengths and weaknesses can be accurately identified so that help guidance can be accurately targeted;
- training staff to use computers to support learning across the curriculum.

3) improve the quality of education for under-fives by:

- making curriculum planning more targeted to individual needs and devising a manageable way of recording and tracking pupils' progress towards the learning goals for under-fives.

4) improve procedures for monitoring the progress of pupils in English and mathematics towards the school's targets

- making greater use of statistical data to analyse strengths and weakness of individuals
- making more use of tests between the ages of four and seven and 7 and 11 to diagnose strengths and weaknesses and identify trends over time.

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan

- Improve short term planning so that, where possible, learning opportunities for literacy, numeracy and information technology are identified across the curriculum.
- Improve the range and quality of non-fiction books so that pupils' research skills can be promoted.
- Devise and implement a policy for drugs education.
- Continue to find ways of improving equipment for indoor physical education.
- Improve the quality of work in design and technology and geography

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

39

Number of discussions with staff, governors, other adults and pupils

34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	46	46	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		75
Number of full-time pupils eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		17

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	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.18
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

As there were fewer than 10 boys or girls in Year 2, only total school results are published

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	4	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	8	8
Percentage of pupils at NC level 2 or above	School	100 (96)	89 (91)	89 (85)
	National	82 (74)	82 (81)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	95 (96)	84 (92)	89 (58)
	National	82 (80)	86 (83)	87 (86)

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

Because there were fewer than 10 boys or girls in Year 6, only total school results are published

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	5	3	8

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	4	6	7
Percentage of pupils at NC level 4 or above	School	63 (50)	75 (85)	88 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	4	5	7
Percentage of pupils at NC level 4 or above	School	50 (64)	63 (82)	88 (82)
	National	68 (65)	69 (66)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	75
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.12
Number of pupils per qualified teacher	23.43
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	25

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1999-2000
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	£
Total income	127380
Total expenditure	123725
Expenditure per pupil	1649.67
Balance brought forward from previous year	1378
Balance carried forward to next year	3654

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	75
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	25	17	0	0
My child is making good progress in school.	38	56	6	0	0
Behaviour in the school is good.	39	45	19	6	16
My child gets the right amount of work to do at home.	31	19	19	6	25
The teaching is good.	50	31	13	0	0
I am kept well informed about how my child is getting on.	31	50	19	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	6	0	36
The school expects my child to work hard and achieve his or her best.	32	32	0	0	36
The school works closely with parents.	19	81	0	0	0
The school is well led and managed.	44	56	0	0	0
The school is helping my child become mature and responsible.	44	38	0	6	12
The school provides an interesting range of activities outside lessons.	25	19	31	0	25

Other issues raised by parents

At the pre-inspection meeting parents expressed concern about the quality of communication from the school especially about how to support their children at home through homework. Concerns were expressed about a narrow range of activities outside lessons.

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

42. Pupils under five are taught in a class of mixed Reception and Year 1 pupils. At the time of the inspection five pupils out of 17 were under five. Attainment on entry is broadly average with a few pupils beginning school with standards which are above expectations but an equal number having standards which are below expectations. This is confirmed by the baseline assessments which are done soon after children start school in the reception class. They have a good start to their education and make sound progress in most areas of learning achieving many of the desirable learning outcomes by the time they are five.
43. The quality of teaching in **personal and social development** is good and children make good progress in this area of learning. They gain in confidence and learn to make positive relationships with other children and adults. They show increasing independence in organising their activities, undressing for physical activities and changing into appropriate clothing with a minimum of adult assistance. A few children display restless and inattentive behaviour which can be distracting to others but the teacher and classroom assistant minimise any disruption by skilled handling and the school's behaviour policy is generally successful in promoting improvements in personal and social development. There is a good planned programme of personal, social and health education which encourages appropriate behaviour. This was particularly evident when the class played games outdoors with the giant parachute, showing good co-operation and helpfulness towards one another. They take turns and share fairly. Most Reception children are well on target to achieve the expected outcomes in this area of learning.
44. Children enter school with a full range of skills in **language and literacy** some of which are well below average in some cases. They make good progress and the effective teaching prepares them well for work in the early stages of the National Curriculum. Adults do all they can to encourage language development and engage children in conversation. Opportunities are provided for children to undertake role play which promotes talking and listening, but this play lacks dressing-up clothes which would extend and develop imaginative interaction. Staff work hard to promote early reading and writing skills. Adults share books effectively with children and early literacy experiences encourage children to read aloud in a group which they find enjoyable. Children under five learn to handle books and follow a story from the pictures, occasionally "reading" it to another child with confidence. There is no special classroom area for developmental writing but opportunities for writing are provided every day and most children know that this is a way of communicating. They make marks on paper, developing into letter-like shapes and eventually letters and words, copied or traced with a fair degree of control and accuracy. The highest attaining children under five recognise many letters and know their associated sounds. Most are on target to achieve the expected outcomes in this area of learning.
45. Children make satisfactory progress in the **mathematical area** of learning and are on course to reach the expected outcomes. Most have a secure knowledge and understanding of numbers and can count in sequence up to 10. They are developing appropriate mathematical language in comparing size, and recognise and re-create a sequence of patterns by shape and colour. They investigate mathematical topics such as their heights and record their findings by writing, drawing or making block graphs.
46. Children are taught satisfactorily in the areas of learning associated with **knowledge and understanding of the world** and this results in satisfactory progress being made. Children explore the school and its grounds and take walks around the village. The class

lacks a sufficient range of miniature world toys for them to re-create their environment and extend their learning after their explorations. They play with a limited range of tracks, play-mats and toy vehicles indoors, but cannot extend these mapping and tracking skills outside, since they have no wheeled toys which they could learn to steer over painted lines. Children develop early awareness of history by learning about themselves and their families. They look carefully at old toys and artefacts gaining an idea of how things change over time. Technological skills are developed through construction games but these are insufficient in quantity and range to offer appropriately increasing challenge to higher attaining children. The classroom has two computers but they are outdated and children do not have regular enough access to modern information technology. Early scientific activities include learning about the body, cutting and sticking skeletons and making human figures with moving parts using simple lever mechanisms. They made good gains in learning about electricity when they made lighting circuits with batteries. Most children are on target to achieve the expected outcomes in early historical, geographical, scientific and technological learning.

47. Children's **physical development** is satisfactorily developed. Teaching is generally good and children learn to use a variety of tools. Most can draw, paint, cut out and apply paint or glue without too much mess. They can colour between outlines with increasing accuracy. Their progress in skills of co-ordination and agility is unsatisfactory since they lack daily access to suitable space and climbing, balancing, jumping and swinging activities either indoors or outside. Their general co-ordination, balance and agility are under-developed and most children do not meet the desirable learning outcomes in this respect.
48. Children make satisfactory progress in their **creative development**. Their drawings and paintings show improving skill. In singing and ring games they listen well, begin to recognise words and actions and gradually gain the confidence to sing in the large group. The class has access to school percussion instruments and make their own for shaking, tapping, banging or scraping. They play happily in the 'Home Corner' which at present is "The house of electrical equipment" but a wider range of creative and imaginative play equipment would extend opportunities and variety. Good quality dressing-up clothes would add to enjoyment and enhance the quality of creative role play. Children in the reception group are likely to achieve the expected outcomes within the restrictions of resources available because of good teaching.
49. Since the last inspection in 1996 did not report on the education of children under five it is not possible to evaluate any changes which might have taken place. **Teaching** in the Reception class is good. Planning of lessons and learning experiences is comprehensive but written plans do not match the recommended areas of learning for children of this age. The school is aware of the need to make the necessary changes in line with anticipated changes to the early years curriculum.

English

51. Inspection findings are that by the end of Key Stage 1 standards in English are close to the national average. By the end of Key Stage 2 they are above the national average. In Key Stage 1 pupils make sound progress in speaking and listening. All pupils, including those with special educational needs make satisfactory progress.
52. Across the school, pupils are given good opportunities to listen to stories and to speak aloud in lessons and in informal situations. The role-play facilities for the younger pupils encourage sustained talk, but are too restricted in their range and are insufficiently extended by more imaginative resources and dressing-up clothes. By the end of Year 2 most pupils listen carefully and are confident in speaking. Many use an extended

vocabulary and can form complex sentences. With encouragement they offer suggestions, predict the next development in a story and are learning to make inferences from the written text. In Key Stage 2 pupils are encouraged to make more formal oral contributions on occasions. They are generally confident enough to voice their opinions on matters raised and give short oral presentations to the class about their hobbies or interests. By the end of the key stage pupils are sufficiently articulate to explain their thinking, apply what they have learned from reference books to a topic and inform others and express an awareness of moral and environmental issues.

53. Standards in reading are high as a result of a good balance of teaching and activities which include both phonics and access to an appropriate range of interesting and attractive books. The younger pupils learn letters and their associated sounds and practise word building skills appropriately. They begin to apply the strategies taught to them in their reading and move on through the planned reading scheme. In Key Stage 2 pupils continue reading individually, in small groups or as a class, extending their range and developing their own preferences. By the end of the key stage they can decode multi-syllabic words and are learning higher order reading skills such as skimming, inference and deduction. They can use the reference library, understand the modified Dewey classification system and show skills of independent research and study. Most belong to a public library and can name their favourite authors.
54. Pupils make a sound start in writing in Key Stage 1. They experiment with making marks on paper in Reception class and begin to form letters, trace, copy and reproduce their names and simple words. By the end of the key stage they can communicate in legible writing, use simple punctuation and are improving their handwriting and spelling through taught schemes and regular practice. In Key Stage 2 pupils continue to build upon this sound foundation and increase the range, style and extent of their writing. Some pupils use computers successfully to write text, edit and print it, but the use of information technology is under-developed. By the end of the key stage pupils write legibly with good standards of presentation in ink, in a variety of forms which include poetry, reported speech, descriptions, lists, diaries, instructions and book reviews. They can write in an extended form which is often lively and thoughtful. Their ideas are often sustained and developed in interesting ways. The highest attaining pupils use imaginative vocabulary, organise their writing into paragraphs, spell mainly correctly and use a range of punctuation.
55. Since the last inspection the school has improved standards in reading and writing. The teaching of research skills was judged to be weak but is now good. Pupils are taught how to retrieve information from reference books but there is a lack of sufficient up-to-date computers for pupils to have ready access to CD ROM encyclopaedia programs. Presentation of work has improved and pupils take better care in re-drafting. The National Literacy Strategy has been implemented well and has made a good contribution to improving standards. Literacy skills are used in many subjects, for example, report writing in science and writing accounts of famous inventions made during the Victorian era in history.
56. Teaching in both key stages is satisfactory overall with a number of good features. In the best lessons teachers give clear explanations about their learning objectives, provide guidance about the amount of time available for different parts of the lesson and have high expectations of work and behaviour. The general standard of teachers' planning, classroom organisation and management of pupils is good, as is the quality of relationships between adults and pupils. Liaison between class teachers and classroom support assistants or voluntary helpers is good and this additional support is having a positive effect on standards. The Additional Learning Support Scheme is used effectively to prepare some older pupils for national tests. Many parents help their children with

literacy at home and the liaison with the school in this respect is effective in raising awareness of the ways in which they can help their children to improve their skills and enjoyment of reading and writing. There is a weakness in the use of information technology although pupils use word-processing skills to create short pieces of text.

57. The management of the subject is good. The headteacher and staff work as an effective team in implementing planned improvements to the English curriculum. The National Literacy Strategy provides a good degree of continuity and progression in children's learning. There is a manageable system of assessment and termly samples of written work form part of pupils' records. Planning in the long and medium term is satisfactory but there is no common approach to short term planning. Annual targets are set by teachers and pupils' self-evaluations with their own targets are all set down in pupils' annual reports. This useful practice should be developed further to accurately define the steps pupils must take in order to reach the expected standards at the ends of the key stages. The headteacher monitors teaching and learning informally and recognises the need to check standards systematically in each class. Learning resources are adequate overall although the range and quantity of non-fiction books is unsatisfactory for pupils' independent research and study. Some encyclopaedias are out of date and the resources for information technology are inadequate.

Mathematics

58. Inspection findings are that by the end of Key Stage 1, standards achieved in mathematics are just below the national average but by the end of Key Stage 2, they are close to it. There is a weakness in pupils' knowledge and understanding of multiplication and division across the school which restricts pupils' ability to apply their knowledge of number to solve a range of problems. The weakness is particularly evident at the end of Key Stage 1 and in lower Key Stage 2, where pupils are unsure of basic computation especially of simple division. As pupils move through the school, their computation skills improve and are satisfactory but many pupils find it difficult to recall some of the times tables at a level that is expected. Until recently, teaching did not place enough emphasis upon such basic skills, and expectations for learning and applying the tables were too low. The introduction of the numeracy hour, and the revision of the school's scheme for mathematics is improving standards and progress in numeracy although standards could still be better.
59. By the end of Key Stage 1, pupils have a secure understanding of basic two dimensional shapes. Triangles, squares, rectangles and circles are recognised accurately. Pupils understand the value of digits in numbers up to 100 and can add and subtract with reasonable accuracy. Basic fractions such as a half, a quarter and a third are known and recognised. In one lesson, pupils identified odd and even numbers accurately but were unsure of the fact that even numbers can be divided by two. Most pupils develop a satisfactory range of mathematical vocabulary. They know terms such as add, subtract, share, sum of and total but are not always sure of how to use them. Pupils in Key Stage 2, learn about three dimensional shapes and methods of finding the area and perimeter of both regular and irregular shapes. Pupils in upper Key Stage 2, are familiar with converting fractions into decimals and adding and subtracting money up to £100. They use co-ordinates of up to six figures to accurately identify features on a map. Pupils are able to measure length and weight with reasonable accuracy, but restrictions of time, resulting from the National Numeracy Strategy and the determination of the headteacher to raise standards in numeracy has reduced the amount of practical investigative work which pupils do. This indicates that most of the work in pupils' books is predominantly numeracy based.

60. Both boys and girls have equal access to the curriculum and there is no significant evidence of any difference in the performance between genders. All pupils make satisfactory progress in Key Stage 2, although in Key Stage 1, it could be better.
61. The quality of teaching in numeracy is satisfactory overall. Despite the wide range of ages and abilities in each class, pupils usually make at least satisfactory progress especially in Key Stage 2. Teachers have worked hard over the last two years to improve the mathematics scheme and implement the National Numeracy Strategy. Lessons are very well planned. The improved emphasis upon mental arithmetic is increasing the levels of computation of number, but at times, the introductory phase of lessons is too long. This is especially the case in upper Key Stage 1 where many pupils lose concentration and do not always satisfactory progress. With the exception of information technology, resources are well used to bring lessons to life and the weakness in the previous report of an over-use of worksheets has been rectified. In most lessons pupils are sufficiently challenged and made to think, which makes sure that they make appropriate progress. A range of appropriate methods is used and lessons are well managed so that pupils are well behaved and usually work at a satisfactory rate. Support staff are involved in supporting pupils with special educational needs and those who are lower achievers. This ensures that all pupils make satisfactory progress. The subject is well managed. Good use is made of funds to boost the standards of pupils preparing for the National Curriculum assessment tests at the end of Key Stage 2.

Science

62. By the end of Key Stage 1 and 2, inspection findings are that standards are close to the national average and pupils make satisfactory progress across the school.
63. In Key Stage 1 pupils know that many everyday appliances use electricity through their lessons and role play in "The house of electrical equipment". They attained good standards in constructing simple circuits involving batteries, wires and bulbs. They can describe changes in light when switches are operated or the number of light bulbs is changed. An imaginative ring game helped them to understand that electrical devices will not work if there is a break in the circuit.
64. In Key Stage 2 pupils extend their investigative work and have satisfactory knowledge and understanding of experimental processes. They are able to describe valid examples of a fair test. They can plan an experiment to obtain evidence about an idea suggested to them, make predictions and arrange a fair test. They can then use results to draw conclusions. In a Class 3 lesson about the human heart pupils showed good knowledge about the body and its circulatory system. Class 2 are studying vibration and sound and are able to transfer knowledge gained in music to science investigation. In response to tasks carefully matched to their age group Year 2 pupils compile tables to present scientific information and Year 3 pupils interpret and explain familiar phenomena and record their findings diagrammatically.
65. The inspection report of 1996 referred to a shortcoming in pupils' ability to carry out investigations. This has been rectified. Pupils in Key Stage 1 now have sufficient experience in practical work. Improvements in the science curriculum have been made by the school in addressing the key issue of providing a scheme of work and assessment matched to the National Curriculum programmes of study. This has raised standards.
66. The support given by the schemes of work to teachers' planning has improved teaching and carefully chosen group work is promoting sound learning. Teachers have sound subject knowledge and the likely learning outcomes of lessons are well thought out. In the

best lessons they are shared with pupils at the beginning and evaluated with them at the end. The management of pupils is good, ensuring that they work at a brisk pace, remain on task and complete their work on time to a standard in line with their ability. Teachers use a variety of strategies to attract and maintain pupils' interest, which promotes active learning. They show a good balance between direct teaching and individual or group investigations. With the exception of the use of information technology, resources are used imaginatively as when older pupils studying circulation used different types of pumps to learn about valves and pressure. Classroom assistance and voluntary help is used well to support individual or group learning. No unsatisfactory teaching was observed.

67. Learning resources are still only adequate to teach the subject but they are well maintained and used. The subject is well managed and science now has a secure place in the curriculum.

Art

68. Pupils at both key stages make satisfactory progress and reach the standard that is usually achieved by pupils of this age group. At Key Stage 1 pupils use a range of materials and media to express their ideas. At the end of the key stage the "art gallery" displays paintings and drawings with some good use of colour and discernible form. Three-dimensional work with wool makes an attractive collection of dolls and animals. These are produced with the help of a voluntary helper who makes a valuable contribution to pupils' learning. With paint, Year 2 pupils showed good knowledge of contrasting colours and were able to produce darker tones and tints in experimenting with suggested ideas. At Key Stage 2 pupils make sound progression in their knowledge, skills and understanding of art and extend their range of techniques appropriately. Printing work with a stencil and atomiser is successful. Illustrations of a good standard are displayed in connection with multi-cultural work and black silhouettes are effective frieze decorations. In the Key Stage 2 class the three years worked on art tasks matched to their age and attainment. Year 4 pupils attained satisfactorily in different forms of shading. Year 5 pupils gained sound success in creating illuminated letters in a variety of styles and Year 6 pupils achieved good quality observational drawings of skills with chalk and charcoal. Three-dimensional work with African masks and clay pots has been inspired by a visit from African dancers and work in school by a professional potter. Pupils study the work of great artists and learn to appraise different styles.
69. Since the previous inspection in 1996 the school has implemented an appropriately broad scheme of work as recommended. Standards have been maintained although changes in the National Curriculum have reduced the time available for the teaching of art.
70. The quality of teaching is satisfactory overall. Lesson planning is adequately done but does not follow a systematic form throughout the school. Teachers match tasks well to the range of ages in their classes. This enables pupils to learn at a sound rate commensurate with their levels of prior attainment.
71. Management of the subject is satisfactory. The spaciousness of the accommodation enables practical art work to be successfully undertaken but the lack of running water and a sink in the mobile classroom is unsatisfactory. Resources are adequate but there are insufficient books in the school library to allow opportunities for pupils' personal research and study. Good use is made of classroom assistance and voluntary help to improve pupils' learning. Art work supports other areas of the curriculum and display adds to the quality of the learning environment. Sketch books have been introduced to develop pupils' planning skills and aid teachers' assessments of progression.

72. Standards have declined since the last inspection in 1996 when attainment was satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2.

Design and technology

73. Pupils make unsatisfactory progress and do not achieve the standards expected at the end of each key stage. Only one lesson was observed during the inspection when pupils in Reception and Year 1 reached satisfactory attainment in designing and constructing cardboard crocodiles using a simple lever mechanism to create movement of the jaws. Pupils could explain why some materials needed to be strengthened, could identify errors of design and how they had been overcome. Both year groups showed clear understanding of the lever principle. In the other classes insufficient evidence is found of design and technology and pupils do not record enough of their work in the subject. Pupils are unclear about the difference between design and art. They do not study food technology, structures involving mechanisms and do very little textile work. The oldest pupils recalled building a tower to hold marbles, constructing Tudor houses and using wood to build a vehicle but showed little knowledge or understanding of the processes of design and technology, a range of materials or techniques of construction.
74. Standards have declined since the last inspection in 1996 when attainment was satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. A key issue was to develop policies and schemes of work for all subjects. This has been done for most subjects but not yet for design and technology. This low priority is reflected in insufficient coverage of the subject and low expectations by staff. Schemes are planned as future targets on the school development plan but the unsatisfactory standards demand more urgent action.

Geography and History

75. Pupils make satisfactory progress in Key Stages 1 and 2 in history and achieve standards at the end of both key stages which are similar to those usually achieved for pupils of this age. In geography, however, pupils are not achieving as well as is usual for pupils aged 11. Not enough attention is given to geography in Key Stage 2. The current method of planning, although making sure that a balanced curriculum is taught across the school, can mean that pupils only learn the skills and knowledge of geography once a year. This results in pupils forgetting important skills and areas of knowledge.
76. Discussions with pupils in Key Stage 1, show that they have an adequate understanding of both place and the past. They know about major changes that have happened in their own lives. They know about the lives of the patron saints and can describe the difference in the way people lived in the 19th century. As part of a visit to the Swindon Railway village, pupils learnt the way in which people lived in the industrial times of the Victorian era. The lack of services and electricity is known and the impact that such technologies has had upon the way we live is understood. Pupils in Key Stage 2 enjoy history and talk with enthusiasm about events of the Victorian times such as the invention of electricity and the building feats of Isambard Kingdom Brunel. Pupils have reasonable grasp of the chronology of British history and talk about main events in terms of invaders and famous kings and queens. A variety of sources of evidence, including archaeology, books such as the school log books and talking to other people are valued as ways of finding information.
77. In geography, pupils in Key Stage 1, are aware of the effects of weather upon their lives and those of others and they understand and use terms such as river, hill and fort as part of simple mapping exercises. In Key Stage 2, pupils use maps and can find features using

co-ordinates. Terms such as Eastings and Northings are used correctly. Pupils' knowledge and understanding of other aspects of geography are below those normally found in pupils of the age of 11. They have a weak understanding of the way the landscape can be altered by rivers and weather. Pupils cannot talk of studying another culture, although they are aware of life in Zimbabwe through the input of a member of staff. Field study skills are not as well developed as is normally found.

78. The quality of teaching could be better and would be if the current way of planning was reviewed so that geography featured more often on the curriculum. The scheme has recently been revised and offers a chance for standards to improve.
79. In both history and geography, the range and quality of recorded work by pupils is much less than normally found. In history, the range and quantity of work that pupils do does not do justice to the range of the curriculum planned. The headteacher and staff recognise this and are beginning to tackle the problem. Some good use is made of the local environment to support the learning skills in both subjects but greater use still could be made.

Information technology

80. Standards in information technology by the end of both Key Stage 1 and 2 are well below those expected by the National Curriculum. The school has struggled to provide pupils with suitable computers and software. At one point, there was only one computer available for all pupils in the school.
81. A small number of pupils have acquired a knowledge and understanding of computers at home which is transferred to school. By the age of 7, pupils have a limited knowledge of the way the computer can support writing, but the skills of pupils in using the keyboard and the mouse are very poor. By the age of 11, many pupils have learnt how to write and edit short pieces of writing on screen but other communication skills involving making presentations or desk-top publishing are poor. Other aspects of information technology such as learning ways of controlling programmable toys, gathering information through using sensors and researching information with CD ROM materials are very poorly developed.
82. When pupils have the chance to use the computer they enjoy it and learn rapidly. More experienced pupils happily and effectively help other pupils to learn the computer. This helps those who are inexperienced to gain in confidence and realise the potential that information technology has for helping them to learn. Due to the poor provision across the school, most pupils are unsure of using computers and lack confidence.
83. The school recognises the weakness in information technology and the headteacher and governing body have begun to improve provision. The school's limited finances have reduced investment in information technology in recent years, but funds from the National Grid for Learning are soon to be available. Major changes in staffing in recent years have improved the capacity of staff to teach information technology and a detailed scheme of work is ready to be implemented. The need to raise standards through quality training and the provision of satisfactory resources is a top priority for the headteacher, staff and governing body. Plans exist to devise and implement a way of assessing and recording the progress of pupils in each element of the information technology curriculum. Standards have not improved since the last inspection when they were also unsatisfactory.

Music

84. Pupils make satisfactory progress and their attainment by the age of 11 is what is normally expected at this age. For pupils who receive specialised instrumental tuition standards are high. In Key Stage 1 pupils sing with enthusiasm both accompanied and unaccompanied and develop an appropriate repertoire of songs. They can clap a steady beat and are making good progress in rhythmic tapping or clapping. In Year 1 pupils can differentiate between short and long sounds, recognise familiar instruments and follow a simple graphic score appropriately. They are particularly good at recognising and allowing time for silent pauses. At Key Stage 2 pupils can keep a steady beat going whilst using the alphabet for rhythmic speech and copy rhythms of increasing complexity. The playing of pitched instruments is mainly accurate and pupils can play musical patterns in a prescribed order. They can combine sounds in a musical structure using repeated sections. Key Stage 2 pupils continue to use graphic notation but pupils who show aptitude are introduced to a standard score. The pupils receiving clarinet tuition reach good standards and can read music competently. Recorder playing is taught but was not observed during the inspection.
85. There was no issue recommended for action in the previous inspection in 1996. Standards have been maintained although changes in the National Curriculum have reduced the time available for the teaching of music.
86. The quality of teaching is satisfactory and sometimes good, when teachers have specialist expertise. In lessons teachers give a strong lead, having satisfactory subject knowledge and encourage confident participation. Pupils enjoy their music lessons and this helps their learning.
87. The subject is satisfactorily managed. There is a recently written music policy and scheme of work which support teachers' planning well. Teachers encourage pupils to improve their music performance by practice at school and at home when they play instruments. Participation in assemblies and concerts adds a public dimension enjoyed by pupils and the community. Music makes an appropriate contribution to the development of spiritual and cultural development of pupils as shown in the recorded use of Indian singing during whole school assembly when all ages of pupils listened carefully with interest and recognition.
88. The accommodation is good with a school hall available for music. Resources are adequate but there are insufficient reference books in the school library for pupils to pursue independent research and study of the subject. No use is made of information technology for composing and recording and this is unsatisfactory. The school has plans for upgrading their computer equipment.

Physical Education

89. Pupils make satisfactory progress and their attainment by the age of 11 is what is normally expected at this age.
90. Pupils begin school with satisfactory levels of co-ordination. In Year 1, pupils move with satisfactory control. During a dance lesson, pupils represented snowflakes through movement and in so doing a minority showed good levels of creativity and flair and the majority used their bodies well to represent the way a snowflake moves. Older pupils in Year 2 and 3, work well in pairs and small groups. They learn to throw and catch with reasonable accuracy and enter into games with a healthy sense of competition. Pupils throughout Key Stage 2 make good progress in swimming and reach the minimum

swimming distance of 25 metres by the age of 11. Many swim with good levels of competence although some struggle with the co-ordination involved in swimming the back crawl.

91. Pupils benefit from teaching which is satisfactory and good with regard to swimming. Lesson planning could be more detailed however, with clearer objectives and planned time for pupils to evaluate their own performance and that of others. Lessons are well organised and satisfactorily managed. Due care and attention is given to the health, safety and welfare of pupils both before, during and after lessons. The achievements of all pupils are praised and valued, including those who are less confident. This positive reinforcement makes sure that all pupils enjoy physical education and feel some sense of success which helps each pupil to learn and make progress.
92. The school has an excellent outdoor grassed area but indoor provision has weaknesses. The lack of indoor physical education equipment restricts the progress pupils make in gymnastics. Although the curriculum includes each element of the programmes of study for physical education, the quality of whole school planning is weak. The school knows this and it includes the development of a suitable scheme of work as a priority.

Religious education

93. By the end of both Key Stage 1 and 2, pupils' levels of understanding and knowledge of religious education are similar to those expected by the locally agreed syllabus. There is particular strength in the knowledge that pupils have about the beliefs and traditions of Hindus. Pupils are inspired and motivated by the personal experiences of a member of staff who successfully presents an insight into the customs of Hindus. As a result, pupils by the end of Key Stage 1, knowingly describe the traditions of worship in a Hindu home and the significance of festivals such as Diwali. This knowledge has increased at a satisfactory rate by the end of Key Stage 2, where pupils know that Hindus worship in a temple and the fact that Diwali is a festival of light.
94. Pupils knowledge and understanding of Christianity is satisfactory. By the end of Key Stage 1. Pupils know the basic facts that Christians believe that Christ is the son of God whose birth is celebrated at Christmas and His Crucifixion and resurrection at Easter. They have a satisfactory knowledge of the importance of a Church and the symbols within it which are associated with the Christians. By the end of Key Stage 2, pupils' knowledge has progressed and many pupils talk with reasonable depth about Christian culture. Pupils describe some of the main events of Christ, including the way the Apostles were recruited, the events in the synagogue when the actions of money lenders were criticised and the significance of well known parables such as the parable of the Sower. There is a good understanding of the fact that the Bible is the book of Christians and it is the word of God.
95. In both key stages, pupils learn about the culture and beliefs of a third religion, Judaism. By the end of Key Stage 2, many pupils know about some aspects of the way of life of Jews, for example that their Sabbath is Saturday, but overall, pupils are unsure of the significance of events such as Hanukkah and the fact that they believe that the son of God has not yet been sent to Earth. A comparative weakness within religious education is the fact that pupils by the end of Key Stage 2 are unsure of the similarities and differences between the three religions they study.
96. The quality of teaching in religious education is satisfactory with a strength in the teaching of the Hindu culture. Planning for religious education is improving with the current development of a detailed scheme of work. Pupils respond well to the subject and are

interested in the beliefs of others. They are tolerant of those from other cultures and sensitive to the way differences should be valued not ostracised. Appropriate attention is given to developing amongst pupils an understanding of Christian culture. Good links with the local Christian community benefit pupils when visitors come into school to support pupils through singing and talking with them. A range of artefacts is available for pupils to see and touch which contributes to the levels of interest amongst pupils. Pupils visit a synagogue at least once each key stage to broaden their knowledge of Judaism.