

INSPECTION REPORT

GREATWORTH PRIMARY SCHOOL

Greatworth, Banbury

LEA area: Northants

Unique reference number: 121822

Headteacher: Mr S Wass

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 13th – 16th March 2000

Inspection number: 190429

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Helmdon Road Greatworth Banbury
Postcode:	OX17 2DR
Telephone number:	01295 711456
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Dennison
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis	Registered inspector	English Science Information technology Religious education Design and technology Physical education Under-fives	What sort of school is it? How high are standards? (The school's results and achievements) How well are pupils taught? What should the school do to improve further?
Mr B Jones	Lay inspector		How high are standards? (Pupils' attitudes, values and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr M Cahill	Team inspector	Mathematics Art Geography History Music Special educational needs	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

The inspection contractor was:

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greatworth Primary School is situated in the village of Greatworth in Northamptonshire and takes pupils from the ages of 4 to 11. There are 100 pupils on roll in four classes, with 48 boys and 52 girls. All of the pupils are white (UK heritage). There are no pupils from homes where English is not the first language. There are 21 pupils on the school's register of special educational needs. There are no pupils with statements of special educational need. Seven pupils are entitled to free school meals. Children enter school with levels of attainment which are below average for the local education authority.

HOW GOOD THE SCHOOL IS

Taking into consideration below average levels of attainment on entry and that pupils make good progress in attaining above average standards by the time they leave the school, Greatworth Primary School is a very good school. The outstanding strength of the school is pupils' personal development and relationships. The good quality of teaching and the high quality of relationships between staff and pupils contribute to this particular strength. In addition, good quality teaching enables pupils to be very positive in their learning and allows them to make good progress as they move up through the school. The school provides very good value for money.

What the school does well

- Standards in English and mathematics are good, and standards in science are very good.
- The quality of teaching is good and contributes to the good standards achieved.
- Relationships in the school at all levels are excellent.
- Pupils love learning and at the end of Key Stage 2 thrive on intellectual challenge.
- The leadership and management of the school are excellent.
- Procedures for and the use of assessment are outstanding through the use of the school's own computer-based system.
- The provision for the under-fives in reception is very good.
- The quality of relationships with parents and the community is a strength.

What could be improved

- It is not always sufficiently clear what pupils should learn in lessons or achieve by the end of each year.
- In Key Stage 1, more-able pupils are not achieving consistently high standards in all areas of the science curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection. In both key stages, standards in English, mathematics and science have improved from average to above or well above average. The percentage of teaching which is very good or better has increased significantly. The school has addressed successfully the key issues from the previous inspection report. Standards in design and technology are now satisfactory. The teaching of information technology now meets the requirements of the National Curriculum. The arrangements and provision for the teaching of groups in Key Stage 1 have improved and are now effective in supporting pupils' learning. Schemes of work and policies are now in place for all subjects. Co-ordinators, within the constraints of a small school, have good opportunities to monitor the quality of teaching and learning in their subjects. The quality and range of resources have been improved across the curriculum, including the refurbishment of the libraries for both key stages.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	A	B	D	well above average A above average B average C below average D well below average E
Mathematics	C	C	B	C	
Science	C	A*	A	B	

This table shows the average points score achieved by pupils and includes those who achieved the expected Level 4 or above in the National Curriculum assessments and those achieving the higher Level 5. In addition, it includes those who achieved Level 3 or below.

Inspection findings show that, by the end of Key Stage 2, standards in English and mathematics are above average, with standards in science well above average. The small numbers of pupils within any individual year group explain any variation between inspection findings and the results of National Curriculum assessments.

By the end of Key Stage 1, standards are well above average in reading and above average in writing, mathematics and science.

By the end of both key stages, standards in information technology meet national expectations. In religious education, standards meet the requirements of the locally agreed syllabus. In art, history and music, standards are good and pupils achieve at levels which exceed expectations for their age. In design and technology, geography and physical education, standards meet expectations for pupils of this age.

In literacy pupils read fluently and with good expression. Library, reference and research skills are good. Pupils' imaginative and factual writing are of a very high standard. The school has identified and is addressing successfully its own identification of the need to improve spelling and handwriting. Numeracy skills are good and pupils apply these well across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy school and are very enthusiastic about their learning.
Behaviour, in and out of classrooms	Good; pupils behave well in lessons, in the playground and when moving around the school.
Personal development and relationships	Excellent; these make an outstanding contribution to the quality of pupils' learning and the standards achieved.
Attendance	Good.

Relationships at all levels are the outstanding strength of the school. Pupils relate exceptionally well to each other, to their teachers and to all adults with whom they come into contact.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and makes a strong contribution to the standards achieved and to the quality of pupils' learning. During the inspection the quality of teaching was good or better in 77 per cent of lessons, with 31 per cent very good or excellent. Seventeen per cent of teaching was satisfactory, with six per cent (two lessons) unsatisfactory. Unsatisfactory teaching was seen in Key Stage 1 in physical education and in Key Stage 2 in art.

Examples of excellent teaching were observed in music and history. The teaching of music by the specialist visiting teacher is consistently of the highest quality. Very good teaching was seen in the under-fives, in literacy, numeracy, science, religious education and design and technology. Examples of good teaching were seen in most subjects.

The teaching of the under-fives in reception is very good, particularly the teaching of key literacy and numeracy skills. The teaching of pupils with special educational needs is good; pupils receive good support from the visiting support teacher, class teachers and learning support assistants.

The teaching of literacy and numeracy is good; teachers have a secure understanding of how to teach key skills in order to develop pupils' knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; pupils' learning is enriched by good-quality provision in art, music and sport.
Provision for pupils with special educational needs	Good; the special educational needs co-ordinator, specialist support teacher, class teachers and learning support assistants know the pupils well. Individual education plans set clear targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The imaginative use of literature in English and religious education makes a strong contribution to the very good provision for spiritual development. Provision for moral, social and cultural development is very good and is supported by good opportunities for pupils to experience creative arts.
How well the school cares for its pupils	Very good. The monitoring of pupils' personal and academic progress is excellent.

The school has a very effective relationship with its parents and the community it serves; the school is seen as an important focus of village life.

The school's systems for assessing pupils' progress and using the results of those assessments are excellent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent; the headteacher provides the school with inspirational leadership which is sharply focused on providing high quality learning opportunities and enabling pupils to raise their levels of achievement. As a full-time class teacher he gives the curricular work of the school a very clear direction.
How well the governors fulfil their responsibilities	The governing body shares a great personal commitment to the school and its work. Many governors are in almost daily contact with the school and this enables them to monitor its development closely. The statutory requirements of governing bodies are responsibly discharged and governors have a clear role in shaping the future of the school.
The school's evaluation of its performance	Very good; the school makes very good use of information technology to monitor the performance of its pupils.
The strategic use of resources	Very good; all resources are used effectively to support pupils' learning.

The accommodation is good and resources are sufficient in quality and quantity to meet the learning needs of all pupils. The school understands and applies well the principles of best value in all its decision making.

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. • The school works closely with parents. • The teaching is good. • The school is well led and managed. • They are comfortable in approaching the school with questions or problems concerning their child. 	<ul style="list-style-type: none"> • Being kept informed about progress.

Thirty-four parents attended the meeting with the registered inspector prior to the inspection and 56 questionnaires were returned. (These are very high percentage returns.) Inspection findings support the very positive views of parents. Inspection evidence indicates that the school has good systems in place for informing parents of their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children are assessed on entry to school using the local education authority's assessment scheme and the results show attainment to be below average. In the reception class, children make good progress and, by the age of five, meet the expectations of the Desirable Learning Outcomes¹ in all areas of learning. Children settle quickly into the day-to-day routines of school and are happy, secure and confident. They read well and are firmly established on the school's reading scheme. Many write their names unaided and accurately copy sentences written for them by an adult. Children read, write and order numbers to 10, with many confident in doing so to 20.
2. The results of the 1999 National Curriculum assessments for pupils in Year 2 were very high² in reading and mathematics in comparison to the national average for the proportion achieving the expected Level 2³ or above. In writing, the results were above average. The proportion achieving the higher Level 3 was well above average in reading and mathematics, but average in writing. In comparison to similar schools⁴, the results were very high in reading and writing for the proportion achieving Level 2 or above. The proportion achieving the higher Level 3 was well above average in reading and mathematics, but average in writing. In comparison with the national average and with those in similar schools, the results of the 1999 teacher assessments for science were very high for the proportion achieving Level 2 and above, but well below average for those achieving Level 3.
3. Taking the four years 1996 to 1999 together, the trend shows standards in reading and mathematics to be well above average, with standards in writing above average. Inspection evidence confirms that the school is sustaining these levels of achievement and that, by the end of Key Stage 1, standards are well above average in reading and above average in writing, mathematics and science. The small numbers of pupils within any individual year group explain any variation between inspection findings and the results of National Curriculum assessments. In science, standards are above average, although more-able pupils achieve better standards in work on materials and their properties than they do in life processes and living things and in the study of physical processes.
4. In literacy, pupils' reading skills are very good. They read fluently and with confidence. They show good use of expression and successfully use their knowledge of letter sounds and picture clues to work out the meaning of new words. Many pupils read fiction books from the school or local library and are no longer on the school's reading scheme. Pupils write confidently and show good use of punctuation and spelling in their work. They have a good knowledge of the structure of a story, including the importance of characters and location. Pupils write successfully across the subjects of the curriculum, including science, geography, history and design and technology.
5. In numeracy, pupils tell the time correctly to at least a quarter of an hour, measure accurately in centimetres and learn to divide by four through a good practical approach.

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

² Very high means the school is in the top five per cent of schools nationally and/or similar schools.

³ The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

⁴ Schools with up to 8 per cent of pupils entitled to free school meals.

6. In science, pupils show a good understanding of materials and their properties. More-able pupils are not achieving high enough standards in their work on experimental and investigative science or in their understanding of life processes and living things, and physical processes.
7. By the end of Key Stage 1, standards in information technology meet national expectations. Pupils are secure in the key skills of loading, saving and printing their work. Keyboard and mouse skills are good. In religious education, standards meet the requirements of the locally agreed syllabus. Pupils show a good understanding of the miracles performed by Jesus. They apply their speaking and listening skills well in discussion. In art, history and music, standards are good and pupils achieve at levels which exceed expectations for their age. In design and technology, geography and physical education, standards meet expectations for pupils of this age.
8. The results of the 1999 National Curriculum assessments for pupils in Year 6 were close to the national average in English for the proportion achieving the expected Level 4⁵ or above. In mathematics, the proportion achieving Level 4 and above was above average; in science it was very high. The proportion achieving the higher Level 5 was close to the national average in English, above average in mathematics and well above average in science. In comparison with that in similar schools, the proportion achieving Level 4 and above was below average in English and mathematics, but well above average in science. The proportion achieving Level 5 was below average in English, average in mathematics and above average in science.
9. Taking the four years 1996 to 1999 together, the trend shows standards in English and science to be well above average, with standards in mathematics above average. The school has identified that in 1999 standards in English were adversely affected by weaknesses in handwriting and spelling; these are now being addressed through effective teaching of these skills. In addition, the school identified that girls under-achieve in mathematics; this is being addressed through girls being given a 'booster' class after school for one evening per week. Inspection findings show that, by the end of Key Stage 2, standards in English and mathematics are above average, with standards in science well above average. The small numbers of pupils within any individual year group explain any variation between inspection findings and the results of National Curriculum assessments.
10. In literacy, pupils read with confidence, enthusiasm and good expression. They talk confidently about the plot and characters and make good predictions as to how the story will continue or end. Library skills are good. Pupils' imaginative and factual writing are very good; the sonnets written by pupils in Years 5 and 6 demonstrate these skills well. Pupils write successfully across the curriculum, including science, history and geography.
11. In numeracy, pupils show good application of their measuring skills when making scale drawings, on the computer, of their ideal 'desk tops'. Accurate measuring skills are developed further when children measure accurately the dimensions of the courtyard as part of the project to redevelop it as a music room.
12. In science, pupils have a good understanding of the importance of carrying out a 'fair test' when conducting experiments. Literacy and numeracy skills are applied well in the recording of experiments and investigations. Research skills are used effectively in investigating how to reduce the risk of infection in areas devastated by floods or earthquakes.

⁵ The national expectation is that, at the end of Key Stage 2, pupils should achieve Level 4.

13. By the end of Key Stage 2, standards in information technology meet national expectations. Pupils are secure in the key skills of word-processing and desk-top publishing. In religious education, standards meet the requirements of the locally agreed syllabus. Pupils apply their speaking and listening skills well in discussion. In art, history and music, standards are good and pupils achieve at levels which exceed expectations for their age. In design and technology, geography and physical education, standards meet expectations for pupils of this age.
14. Across the school pupils with special educational needs make good progress as measured against the targets in their individual education plans. They receive good support from teachers and learning support assistants.
15. The school has set realistic and achievable targets for pupils. Inspection evidence is consistent with the school having the quality of teaching and management systems in place which will allow it to reach those targets.
16. Since the last inspection, standards in Key Stage 1 have improved in reading, writing, mathematics and science from satisfactory to good or very good. In Key Stage 2, above average standards in English have been maintained. Standards in mathematics and science are now good, having previously been satisfactory. The school has addressed successfully the key issue to improve standards in design and technology; these are now satisfactory.

Pupils' attitudes, values and personal development

17. The previous inspection reported good behaviour, very good personal development and very good attitudes by pupils towards school and their learning. Pupils have sustained these high standards. They gain great enthusiasm and at times inspiration from the school's consistently high quality of teaching and management. Pupils like coming to school. Indeed, parents report that sometimes they are keen to go back even before they have fully recovered from an illness. Since the previous inspection, the school has developed its paired reading scheme, whereby the older pupils take responsibility for helping the younger ones. This enhances relationships and the family atmosphere throughout the school.
18. Attendance remains at a good level. The rate last year of 96.7 per cent is well above the national primary average. It is, however, a reduction since the time of the previous report when attendance was very high. There is virtually no unauthorised absence. Pupils arrive punctually at school each morning. Teachers call the registers promptly and lose no time in starting the lessons.
19. Pupils show very good enthusiasm in their learning. They work hard, concentrate consistently and maintain their focus on their tasks all the way through their lessons. They love reading and talking about books, and their interest grows as they move up the school. Pupils in Years 5 and 6 were eagerly planning to start a 40-page novel in the week of the inspection. They recently read aloud all of Shakespeare's sonnets. They tackle with equal verve the writing of text for a poster, a set of instructions and a business card. Pupils in even the youngest class are excited about answering in the mental mathematics sessions introduced as part of the National Numeracy Strategy.
20. Pupils participate very well in the school's activities. They are proud of the part the school plays in their community and take delight in presenting what they have done. They put huge effort into creating a puppet show about "The Lion, the Witch and the Wardrobe". They wrote poems about the shops of the town they visited and performed them on the spot to the delight of customers. On another visit, they developed a musical

entertainment in co-operation with older middle school pupils from an unfamiliar ethnic background.

21. Pupils behave well in lessons, at break times and around the school. There was no unsatisfactory behaviour recorded in any lesson during the inspection. In one lesson where a pupil started to misbehave, other pupils quickly discouraged him. Behaviour in the hall, the playground and the field, and around the school, is consistently good. Pupils are courteous and welcoming to visitors. The school is an orderly and tidy community. Pupils respect the school environment and take care not to drop litter and to clear up at the end of lessons. Pupils take an especial pride in behaving well on visits out of school, and the school received a congratulatory letter from a historic house they had visited recently. The school has not excluded any pupils during the past year.
22. There is freedom from bullying, harassment and oppressive behaviour. Boys and girls work and play together well. The older pupils are concerned to look after the younger ones. Parents say that there have been occasional instances of bullying in the past, but action by the headteacher has dealt with these effectively and prevented them from continuing.
23. Pupils have a very good understanding of the effect their actions can have on others. They are very aware of the needs of younger children. The school hosts a toddlers' group on three afternoons per week, and pupils know the toddlers as members of their own or other pupils' families. They make them feel welcome. Each week, pupils with multiple disability from a local special school join the pupils at Greatworth. The Greatworth pupils work with these pupils as friends, taking any difficulties in their stride. They recently carried a child in a wheelchair across a quarter mile of sand dune as part of an educational visit. A parent reports that, when by chance her child met a pupil with severe speech impairment in a local town, the two communicated warmly and fluently.
24. Pupils very effectively build up their respect for other people's feelings, values and beliefs in assemblies and religious education lessons. They make very good use of the opportunities the school gives them to experience life outside their village community. In their visits to major urban centres, they work with pupils from many different faiths, languages and cultures.
25. Pupils develop their personal responsibility very well. From the reception class onwards they take care to keep their classroom tidy and take the register back to the office. They recognise that their school is a small one and needs everyone to take part in school and community activities. Last term they hosted a harvest festival meal for over 70 senior citizens, the only occasion when all the village's senior citizens get together. The older pupils lead younger pupils in paired reading and bring them into assemblies. In an assembly, a Year 6 pupil independently took the initiative to show his reading partner when to clap and when not to clap when singing "He's got the whole world in his hands".
26. Relationships are excellent. Pupils build very warm friendships and co-operate very well with one another in lessons. The paired reading scheme brings pupils of different ages together, and pupils from different classes sit together in the hall at lunchtime. Pupils take opportunities for collaborative working in many subjects. For example, teams of four in the younger Key Stage 2 class together created posters appealing for help with disaster relief. Pupils relate very well to the adults at school.

HOW WELL ARE PUPILS TAUGHT?

27. The previous inspection report judged the quality of teaching to be satisfactory or better in 95 per cent of lessons, with 18 per cent being very good or better. Five per cent of

teaching was judged to be unsatisfactory. The school has improved the quality of teaching since the last inspection.

28. The quality of teaching is good overall and makes a strong contribution to the standards achieved and to the quality of pupils' learning. During the inspection, the quality of teaching was good or better in 77 per cent of lessons, with 31 per cent very good or excellent. Seventeen per cent of teaching was satisfactory, with six per cent (two lessons) unsatisfactory. Unsatisfactory teaching was seen in Key Stage 1 in physical education and in Key Stage 2 in art.
29. Examples of excellent teaching were observed in music and history. The teaching of music by the specialist visiting support teacher is consistently of the highest quality. Very good teaching was seen in the under-fives, in literacy, numeracy, science, religious education and design and technology. Examples of good teaching were seen in all subjects, with the exception of music and design and technology.
30. The teaching of the under-fives in reception is very good and contributes to the good progress made by children and to the way they settle happily into the school. The needs of young children are clearly understood. The teaching of key literacy and numeracy skills is a strength, with the result that pupils are established successfully on the reading scheme, and have a good understanding of number. Learning support staff and volunteer helpers are used effectively, particularly in supporting the development of reading.
31. The teaching of literacy is good and makes a strong contribution to the standards achieved, particularly in reading and in the quality of imaginative and factual writing. Pupils are interested and enthusiastic as the result of good teaching. Teachers have a good understanding of the National Literacy Strategy as well as a thorough and detailed knowledge of the skills needed to teach reading and writing effectively.
32. The teaching of numeracy is good. Teachers have implemented the National Numeracy Strategy effectively. In lessons, pupils are challenged well, with the result that they show interest and make good progress and achieve good standards.
33. The teaching of pupils with special educational needs is good. Pupils receive good support from their teachers and learning support assistants which contributes well to the good progress they make.
34. In the best lessons, teachers show good subject knowledge which they pass on to their pupils with interest and enthusiasm. Teachers' own love of learning is clearly reflected in pupils' positive attitudes to work. In Years 5 and 6, the teacher's own sense of amazement at the speed of light led to pupils being enthralled and contributed well to their understanding in the lesson about how the eye can see objects. Lessons begin with good question-and-answer sessions in which pupils are encouraged to ask questions. For example, in Years 1 and 2, in a religious education lesson a pupil asked, "What does the word 'miracle' mean?" The teacher provided a very good role model by replying, "I've got my dictionary here. Let's look it up and see what it means".
35. Planning is good where the purpose of the lesson is clearly defined and pupils are set clear targets for what must be achieved. However, where this is not the case, pupils lose interest and concentration, with the result that, at times, noise levels can be too high. Pupils respond well where they have a clear understanding of the task; for example, in a literacy lesson where, in groups, they had to rehearse and then read the story 'Switch on the Night'. Good concentration was required as one group read the narrative whilst the other three groups played the parts of the characters in the story.

36. Relationships between teachers and pupils are good and are a strength of the school. In addition, pupils relate well to learning support assistants and volunteer helpers, including governors. Pupils value and appreciate the additional learning opportunities given to them through additional support. The organisation and management of the weekly reading session where pupils from Years 5 and 6 visit other classes and read stories to younger pupils contribute significantly to the good quality of relationships between pupils.
37. Teachers use resources effectively to support pupils' learning. The use of information technology is planned into most lessons, with the result that pupils are confident in the use of information technology skills. Teachers use learning support staff and volunteer helpers well in supporting pupils' learning, including, in Years 3 and 4, support for the Additional Literacy Strategy. In addition, the development of pupils' reading skills is supported well through the well-managed use of learning support assistants and volunteer helpers.
38. Homework is used well to support pupils' learning. In Key Stage 1, there is a strong emphasis on regular reading and pupils learning their key words. In Key Stage 2, homework often provides good support for learning in the classroom; for example, pupils in Years 5 and 6 had to design and make a 'business card' for the lead character in a story they are writing.
39. The use of day-to-day assessment, including marking, is good. Teachers make effective use of the school's computer-based assessment system, including the use of electronic mark books. These mark books enable records of pupils' progress to be entered immediately into a database from which progress can be monitored effectively. Pupils' work is marked regularly, with the best examples including comments which guide pupils on how they can improve their learning.

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

40. "The school is characterised by an interest in a practical curriculum with real outcomes and an eye to the future, strong links with the local community, and a desire to look outwards as evidenced by our liaison scheme with a local special school and regular programme of residential visits." The evidence from the inspection strongly endorses this statement by the headteacher. The quality and range of learning opportunities provided through the curriculum are very good indeed.
41. The school has dealt substantially with the issues, relating mainly to design and information technology and to schemes of work, which were raised at the time of the last inspection. However, the headteacher and staff recognise the need to identify more clearly the skills, knowledge and understanding to be gained in each year group and built on subsequently.
42. The curriculum for children under five in the reception class is broad and balanced and covers all the areas of learning recommended for children of this age. Children are provided with a wide range of interesting activities and this prepares them well for the National Curriculum programmes of study. At Key Stages 1 and 2, the school maintains the provision of a broad, balanced and relevant curriculum. All subjects of the National Curriculum are taught and the school is effectively marrying guidelines from the Qualifications and Curriculum Authority to its own planning system. Religious education is taught according to the requirements of the locally agreed syllabus.

43. The requirements of pupils with special educational needs are well met. Classroom assistants, working with the class teacher, give good support to individuals and groups, particularly during English and mathematics lessons. These sessions, and those provided by the experienced part-time specialist, are well focused on the clear targets in pupils' individual education plans. The co-ordinator and other members of staff give freely of their time, for example at lunchtimes, to provide individuals with extra support, especially with reading. This has real benefits for the pupils concerned.
44. The school has successfully implemented strategies for literacy and numeracy, in line with national requirements. Planning for literacy is well integrated with work across the curriculum, with opportunities for writing about aspects of landscape in geography and the experience of a Stone Age castaway in history. This provision has a very positive effect on pupils' writing, identified by the school as a target area for improvement. Numeracy is similarly planned for across the curriculum; opportunities were taken during the inspection to expose pupils to very large numbers in both scientific and literary contexts.
45. The school makes good provision for extra-curricular activities. Arrangements for sport are good and the school newsletter features interesting reports of inter-school fixtures for boys and girls. Pupils play football and netball in the winter and cricket and rounders in the summer. Other activities include training in cycling proficiency and occasional first-aid courses. The curriculum is also enhanced by regular visits to places of interest as well as to concerts, plays and workshops.
46. The school makes good arrangements to ensure equality of access and opportunity for all pupils and has reviewed each area of the curriculum, highlighting equal opportunity issues. The mathematics club for girls is a good example of the school's positive action in this respect. The programme of activities with a local special school for multiple disabled pupils stresses that, "What we do and what we are about is for everyone. The effort involved in carrying a child in a wheelchair across a quarter of a mile of sand dune is a powerful lesson in equality of opportunity." This provision is excellent preparation for life in a diverse but inclusive society.
47. There is good provision for pupils to learn about healthy lifestyle habits built into a number of subjects, including science. Questions are answered straightforwardly and with regard for the pupil's age. In Key Stage 2, good use is made of the *Essential World* facility provided by local organisations to teach pupils about, for example, what to do in the event of fire. The *Essential World* work on drug use and misuse builds on the positive teaching in school, for example on the use of antibiotics.
48. The school is very well integrated into the local community that it serves and receives valuable sponsorship from local industry and commerce, for example, with the construction and furnishing of the library. Good use is made of the local community to enhance pupils' learning, for example when younger pupils explore the village as part of their work in geography and history. Sporting events and joint residential visits confirm links with local schools and there are frequent visitors to the school, presenting, for example, a *Space Dome* experience.
49. The school makes very good arrangements for pupils' spiritual, moral, social and cultural development, within the framework of their all-round growth as people. The school's acts of collective worship play a vital role in maintaining the positive ethos of the school and in promoting all aspects of pupils' personal development. This is a considerable strength of the school. This judgement echoes that of the last inspection team.
50. Spiritual development is promoted in religious education and other lessons as well as through collective worship. For example, the older pupils in Key Stage 2 listen with awe

and wonder to their teacher's reading of Ray Bradbury's *Switch on the Night*. Literature plays an important part in pupils' personal development, as when pupils in Key Stage 1 show empathy with the characters in the story about the squirrels who did not listen. The theme of the whole-school assemblies is the work of Jesus. Pupils are fascinated and enthralled as the headteacher dons a gown and mortarboard, doctor's coat, soldier's jacket and cap and a builder's coat to illustrate different roles. Later in the week they listen entranced to the story of a great Sikh teacher. Pupils are also amazed by the revelation of the number of different combinations in the *Book of Infinite Sonnets*.

51. Another assembly, taken by the deputy headteacher, exemplifies the strong lead which the school gives in terms of moral and social responsibility. The theme of water as life-giving is linked well with pupils' curriculum work in science and geography and used to convey a strong message about helping others in need.
52. The adults in the school community set a very good example to pupils, teaching them the difference between right and wrong and how to behave towards one another. All adults in the school share the same high expectations of pupils' behaviour.
53. One of the most striking features of the school is the success with which pupils of all ages are enabled to live and work together. This very good social development is very effectively promoted through giving opportunities for older pupils to take responsibility for younger ones, for example in the family group during assembly and the whole-school shared reading time. Pupils are given many opportunities during lessons to work together in groups of various sizes, for example in group composition in music and in role-play in history. Pupils respond very well to this provision and to opportunities to contribute to the life of the local community, for example through putting on a Harvest Supper and performing in plays and concerts.
54. Pupils' cultural awareness is promoted very well through lessons and through visits and visitors. The school has a strong arts tradition and through art, dance, music, drama and literature, pupils learn about their own and other cultures. For example, through visits to places as diverse as Harlech, Ludlow and Bradford, pupils learn about cultural traditions other than those of rural Northamptonshire, in which they are well versed. The school prepares pupils well for life in today's multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The previous inspection reported that the school made good provision for the educational and personal support and guidance of pupils. The school has maintained these strengths, and has extended its procedures for assessing pupils' learning. At the time of the previous report, there were concerns about parts of the accommodation. The school has improved significantly in this respect.
56. The school has very good procedures for child protection, welfare, and health and safety. The deputy headteacher is the designated teacher for child protection. She has received appropriate training and holds meetings to inform and remind all teaching and support staff of current requirements and the need for vigilance. The school has experience of working in close liaison with local agencies. It has a qualified first aider to look after bumps and grazes. She keeps a record of any accidental injury. Pupils themselves respond very quickly to help when a child suffers a minor injury, both on the school premises and in the local park.
57. The headteacher, caretaker and a premises governor inspect formally for health and safety each term. The caretaker checks every day for health and safety, logging defects and making minor repairs. He keeps the premises very clean and cared for. He has

done much to improve the safety of the buildings since the time of the previous inspection. Many wooden windows that had rotted at that time have been replaced. However, some concerns remain. A few rotten windows have not yet been replaced. A leak in the flat roof above the Key Stage 1 boys' toilet has caused the plaster to become very unstable. The urinal in the Key Stage 2 boys' toilet is cracked. Flooring in the upper part of the school between the entrance hall and the Key Stage 2 library is in a poor condition.

58. The school has good procedures to improve attendance. The administrator contacts the parents at 9.30a.m. if a child is away without explanation. Parents reliably notify the reasons for absence and there are very few unauthorised absences.
59. Procedures for monitoring and promoting good behaviour are very good. The school treats its pupils as individuals, and makes clear that it has high expectations of their conduct. At break times a teacher and/or an assistant looks after the playground and the field. Two midday supervisors stay with the pupils as they eat their lunch in the hall and accompany them outside in the second half of lunchtime.
60. The school's very good procedures for eliminating bullying and oppressive behaviour depend on its principle of valuing every pupil as an individual. High expectations play their part in encouraging pupils to care for one another. In particular, the older pupils feel they should look after the younger ones. Within the school's discipline policy there are firm constraints against bullying. However, the school hardly ever needs to use these sanctions as bullying in any form is rare.
61. The school bases its excellent procedures for assessing pupils' attainment and progress on a computer record system. It assesses pupils in the reception class very soon after they come into school. In addition to the national assessment tests for pupils aged seven and 11, the school has carried out these tests for nine-year-olds for the past two years. The quality of day-by-day assessment is very high. Teachers evaluate lessons carefully and fill in assessment sheets to show where pupils are having difficulties. Learning support assistants also keep record sheets. The school updates its records constantly for every pupil. It encourages all its pupils to set individual targets.
62. The school makes excellent use of information gained from assessments in planning future learning to meet specific needs. Having identified that girls were underachieving in mathematics in comparison with boys, it established a mathematics club for girls in Year 6. It closely monitors pupils' achievements in reading and writing to set increasingly challenging targets.
63. Procedures for monitoring and supporting pupils' academic progress are excellent. The school provides booster classes wherever it sees a need for support in specific areas of learning. The co-ordinator for special educational needs, the part-time specialist teacher and the learning support assistants work effectively to ensure that the school meets the requirements of the Code of Practice.⁶ Pupils with special educational needs receive additional literacy support in very small groups or one-to-one. The school encourages them to set and meet their own targets. Pupils with special educational needs have their attainment and progress measured consistently against the targets in their individual education plans.
64. The school has excellent procedures for pupils' personal development. Because the teaching staff is so stable, all the pupils have a class teacher who was at school when

⁶ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act

they came in. The teachers know their pupils and their families very well. A very high percentage of parents answering the questionnaire say that they can approach the school with any problem or concern, and that the school helps their children become mature and responsible. Pupils gain greatly from their involvement in music and performing arts, and the reading of poetry to an audience. They recently broke the unofficial world record for the reading aloud of all Shakespeare's sonnets. They are confident when they are interviewed by the local newspapers and when they broadcast on a local radio station.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

65. The previous report said that the school was held in high regard by the parents. The school continues to have a very good reputation with parents and in the neighbourhood. Some parents express concern that the school's popularity leads to high numbers in classrooms, especially in Years 3 and 4. There are individual concerns about the teaching of mathematics. Inspection evidence does not support these concerns. At the pre-inspection meeting, parents welcomed the fact that the teaching staff has increased from three to four. Parents are pleased with the new libraries and the improvement in resources, especially in information technology. They value the wide range of extra-curricular activities in sport and the arts. They say that the school produces happy, well-rounded children who are well prepared for secondary school. Parents say they have very good links with the school. They say it is an open school and that the headteacher and other staff are happy to see them at any time.
66. Parents give very good support in lessons, homework and on visits. Six parents come into the classes very regularly as volunteer helpers with reading and numeracy. Other parents help in the library, on visits and other activities. Parents of Key Stage 1 pupils hear them read at home consistently in the evenings. Some parents of pupils in Key Stage 2 are unclear about the instructions for homework. Parents of pupils in Year 6 welcome the fact that they have homework set every night. They see this as good preparation for secondary school. The school consulted parents on its homework policy in 1998 before it introduced the home-school agreement at the start of the present school year. The agreement is already helping parents to participate more effectively in their children's homework. The school has a very active parent-teacher association. Parents successfully raise funds for specific targets. Recent examples include science equipment and a regular contribution for new library books. The children take part in these events, which have a positive impact on their learning and development.
67. The school provides very good information for parents. The annual report of governors to parents and the prospectus are clear and well presented. The annual reports to parents on their children are neatly word-processed, but make very individual comments on each pupil. The school runs evening workshops for parents. Typically about 30 parents (a third of the total) attend these evenings. Last term's theme was mathematics and this term's is the Literacy Hour. In inspection week, a workshop focused specifically on English grammar. Parents find that these evenings help them understand how they can help with their children's learning, and they get to know the school and the other parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The headteacher provides the school with inspirational leadership which is sharply focused on proving high-quality learning opportunities and enabling pupils to raise their levels of achievement. As a full-time class teacher he gives the curricular work of the school a very clear direction. His vision, and some of his energy, are shared by the rest of the staff and by the governing body and this has enabled the school to make impressive progress since its last inspection. Through his daily work with the rest of the staff and with all of the pupils, the headteacher actively promotes high standards and

monitors the quality of teaching and learning. The school is reflective and the headteacher works closely with local education authority staff to keep all aspects of the school's performance under review.

69. The school has an excellent ethos. There is a very pleasant and purposeful working atmosphere; the school is a happy community in which pupils and adults relate well to one another. The deputy headteacher and the rest of the staff give good support and make a strong contribution to the teamwork that characterises the school. All teachers have several responsibilities and contribute directly to the smooth running of the school and to the quality of education provided. The school administrator provides very high quality administrative support and this allows the headteacher to devote himself to educating the pupils. The caretaker, like the school administrator and other staff, contributes a lot to the welcoming atmosphere of the school, as well as maintaining it to a high standard.
70. The governing body shares a great personal commitment to the school and its work. Many governors are in almost daily contact with the school and this enables them to monitor its development closely. The chair of governors, who is also the numeracy governor, has carried out a very useful survey of the attitude of pupils in the school to mathematics. This is a good example of commitment to the school and of knowledge of its work. The statutory requirements of governing bodies are responsibly discharged and governors have a clear role in shaping the future of the school. The provision for special educational needs is well managed. The overall budget is carefully managed and governors recognise the need to explore various scenarios as the school's roll fluctuates. Funds provided for specific purpose, such as those for staff development and for meeting special educational needs, are used well.
71. Since the last inspection, and in the light of recent national test results, the governing body, with the headteacher and staff, identified a number of priorities for development. These included making more use of information and communications technology, raising standards in writing and mathematics, especially for girls, and maintaining a broad and balanced curriculum. Inspection evidence strongly indicates that these were appropriate priorities and that the action necessary to achieve them is being taken.
72. The school makes very good use of the human and other resources available to it. Through strongly-led teamwork, the skill and expertise of members of staff are made available to all. The use of information and communication technology, for example in keeping and analysing assessment records, is exemplary.
73. The school sets a top priority in its budget to providing very high quality teaching and support staff. Parents, friends of the school and local businesses have given time and materials to improve the quality of the accommodation. Since the previous report, the school has completed the building of its fourth classroom in the former kitchen area. Parents, staff and friends in the community have worked hard to improve the school's décor. A party of volunteers recently spent a day decorating a classroom. Other supporters dig and tidy the gardens. The parent-teacher association raises substantial funds for resources and buys a quantity of new books every year.
74. The teaching staff all have good qualifications and experience. A music teacher and a teacher supporting pupils with special educational needs provide good supplementary specialist teaching on half a day each week. Three assistants provide classroom support for pupils, including those with special educational needs. The caretaker, the administrator and two lunchtime supervisors work effectively and relate well to the pupils. The school has an appraisal system in place, and arranges training to meet the needs of

the school development plan. Four initial-teacher-training students trained successfully at the school during the past year.

75. The school has good accommodation and uses it well. The classrooms and corridors are attractively decorated with displays of pupils' work and other material. The classrooms are roomy, but the classroom for the 33 pupils in the class for Years 3 and 4 is just adequate for that class. Pupils in Key Stage 1 and Key Stage 2 each have their own library. The school has a spacious hall. Outside, the extensive grass playing field gives pupils plenty of space for leisure and learning. There is a playground between the school and the field. The wild garden, and a monument presented to the school by pupils from the nearby special school, give pupils scope for observation and awareness of the needs of other children.
76. Resources are good for all subjects of the National Curriculum and especially strong in science. The two libraries have extensive supplies of books chosen appropriately for pupils in each key stage. The previous inspection noted unsatisfactory resources for information technology, religious education, physical education and design and technology. The school has remedied these weaknesses. However, mats used for gymnastics in the hall are worn and need replacing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. To improve the quality of education and raise standards the headteacher, staff and governors should:
- (1) ensure that planning has a clear focus on what pupils should learn in each lesson, and by the end of each year, particularly as pupils are taught in mixed-age classes (paragraphs 35, 41 and 142);
 - (2) ensure that, in Key Stage 1, more-able pupils achieve consistently high standards across all four aspects of the science curriculum (paragraphs 6 and 112).

PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

78. At the time of the inspection, there were 21 pupils on the school's register of special educational needs. Three pupils were at **Stage 3⁷ of assessment**; no pupils had full statements of special educational need.
79. The provision to meet the range of pupils' special educational learning needs is good and is effective in making sure that pupils make at least sound progress towards the targets identified in their individual education plans. The school has a strong commitment to providing a caring and interesting experience for all pupils, and parents are appreciative of this.
80. The recommendations of the special educational needs Code of Practice are fulfilled and the governing body keeps the school's special educational needs policy under review. The deputy headteacher is the co-ordinator for special educational needs and she maintains an up-to-date register and works with class teachers on the production of individual education plans. She knows all the pupils well and liaises effectively with parents and relevant branches of the local education authority's service.
81. There are a satisfactory number of learning support assistants who give effective support to individual pupils and to groups, enabling them to make progress. Pupils also benefit from the school's decision to employ a specialist teacher for one morning a week to work

⁷ Stages of special educational needs range from Stage 1, when limited additional support is provided for pupils entirely from within the school, to Stage 5, which ensures that a pupil has a statement outlining his or her needs and shows what additional and specific support that pupil will receive. Stages 3, 4 and 5 involve external specialists as well as staff within the school.

with selected pupils. This teacher has a wealth of experience of the pupils and their individual learning needs. Pupils respond well to her high expectations, brisk pace and well-planned work. The work that she does with pupils on her weekly visits is sharply focused on targets in individual education plans.

82. Because of the quality of support and the school's encouraging ethos, pupils with special educational needs have good attitudes towards themselves as learners. This positively helps their learning and progress.
83. Funds allocated to meeting special educational needs are well spent.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
11	20	46	17	6	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)		100
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		21

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	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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	10	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	3	2	3
	Girls	10	10	10
	Total	13	12	13
Percentage of pupils at NC Level 2 or above	School	100 (89)	92 (89)	100 (83)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	3	3	3
	Girls	10	10	10
	Total	13	13	13
Percentage of pupils at NC Level 2 or above	School	100 (89)	100 (94)	100 (89)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	8	9	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	8	8
	Girls	8	5	9
	Total	13	13	17
Percentage of pupils at NC Level 4 or above	School	76 (86)	76 (64)	100 (93)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	8	8
	Girls	8	8	9
	Total	14	16	17
Percentage of pupils at NC Level 4 or above	School	82 (93)	94 (86)	100 (93)
	National	68 (65)	69 (65)	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	100
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		
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.2
Number of pupils per qualified teacher	24
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	29

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	98/99
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	£
Total income	156,765
Total expenditure	153,974
Expenditure per pupil	1,556
Balance brought forward from previous year	-2,460
Balance carried forward to next year	331

Results of the survey of parents and carers

Questionnaire return rate 56%

Number of questionnaires sent out	100
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	50	39	7	0	4
Behaviour in the school is good.	52	39	0	0	9
My child gets the right amount of work to do at home.	66	28	4	2	0
The teaching is good.	55	43	2	0	0
I am kept well informed about how my child is getting on.	48	39	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	13	4	0	0
The school expects my child to work hard and achieve his or her best.	55	37	4	0	4
The school works closely with parents.	48	50	0	0	2
The school is well led and managed.	83	13	4	0	0
The school is helping my child become mature and responsible.	65	26	2	0	7
The school provides an interesting range of activities outside lessons.	63	24	7	2	4

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

84. Children enter school with below average levels of attainment based on the results of the assessments made when they start school. Children make good progress in the reception class and, by the age of five, meet the expectations of the Desirable Learning Outcomes in all six areas of learning.
85. Children make good progress in their personal and social development. They settle quickly into the day-to-day life of the classroom and of the school. Children are happy, secure and confident. On arrival at school, they settle to tasks quickly, including using the computer and completing jigsaws. They tidy up well and are ready on time for registration. Children know the classroom and school routines well. They enjoy the opportunities of meeting older pupils, especially when pupils from Years 5 and 6 collect them and take them into assemblies where they sit in 'family groups'. Children also enjoy the weekly lesson when pupils from Years 5 and 6 come and read to them.
86. Progress in language and literacy is good. Children listen well and are confident in contributing to discussions and asking questions. In a literacy session, one child asked, "Does this book have 'blurb'?" Children read well and are established on the school's commercially-produced reading scheme. They know their letter sounds and how to use pictures to help them read a story. Many know the terms: 'author', 'illustrator' and 'publisher'. They learn their key words well, for example 'you', 'and', 'cat' and 'said'. Most children write their names unaided and make good attempts at writing sentences unaided. They are good at copying accurately sentences which they dictate for an adult to write.
87. In mathematics, progress is good. Children read, write and order numbers to 10, with many confident to 20. They know that 13 comes between 12 and 14. Children understand how to find 'one more than' or 'one less than'. In using money, they find successfully different ways of, for example, putting nine pence into a purse. They are confident in matching a given number of items, for example six buttons to the digit '6'. Children identify and name correctly common two-dimensional shapes, including triangles, squares and circles.
88. Children make good progress in their knowledge and understanding of the world. They name and locate accurately the main parts of the body. Children use computers well, especially using the mouse to 'click and drag' in creating imaginative and exciting pictures, with repeating patterns of shapes or objects. They use small and large construction kits well. In their models of the 'Gingerbread Man', they show good use of split-pins as the mechanism for making the limbs move.
89. Progress in physical development is good. Children show a good awareness of space when working in the hall. They are confident in using the apparatus, including climbing onto and jumping off, safely, the high gymnastics tables. Children plan and perform their own sequences well, in which they run, climb and jump. When using the school's outdoor 'adventure playground' equipment, children are confident in climbing and swinging. In the classroom, they develop successfully key skills of manipulation, for example in the safe handling and correct use of scissors for cutting out.
90. Children make good progress in their creative development. They use paint imaginatively, including a range of bright and vivid colours when painting self-portraits. Materials are used effectively in making collages to represent the characters in the story

of the 'Gingerbread Man'. Children enjoy singing and volunteer to sing on their own which they do successfully. They sing with good diction and in tune. When given the opportunity, they play instruments well showing sensitivity and good awareness of others in maintaining the beat and tune.

91. The teaching of the under-fives is very good and this has a positive impact on the good progress made in all areas of learning. The needs of children of this age are clearly understood and there is a good balance of activities directed by the teacher and those which the children chose for themselves. There is a strong knowledge and understanding of the teaching of key literacy and numeracy skills. The teaching of phonics is very good and contributes most effectively to the good progress made in reading. Learning support assistants and volunteer helpers, including parents and governors, are used well to support children's learning, particularly in reading. High expectations contribute significantly to the confident way in which children settle into school and make good progress in their learning.

ENGLISH

92. The results of the 1999 National Curriculum assessments for pupils in Year 2 were very high in comparison to the national average for the proportion achieving Level 2 or above in reading. In writing, the results were above average. The proportion achieving Level 3 was well above average in reading and average in writing. In comparison to similar schools, the results in reading at Level 2 were very high. In writing, the results were average. The proportion achieving the higher Level 3 was well above average in reading and average in writing. Inspection evidence shows that by the end of the key stage, standards are well above average in reading and above average in writing. Higher-attaining pupils achieve very good standards.
93. The results of the 1999 National Curriculum assessments for pupils in Year 6 in English were close to the national average for the proportion achieving Level 4 or above and at Level 5. In comparison to similar schools, the results were below average at Level 4 and Level 5. The school has identified that weaknesses in handwriting and spelling were the key factors in standards in English being lower than those in mathematics and science. As a result, the school has improved the emphasis on the teaching of handwriting and spelling as a clear target for improving standards.
94. Standards in speaking and listening are very good across the school. By the end of Year 2, pupils listen well to the teachers, particularly to stories and in class discussions. Pupils are confident in asking questions; for example, in a religious education lesson a pupil asked, "What does the word 'miracle' mean?" Pupils listen attentively to each other and value the opinion of others. They are confident in speaking to the whole class, for example in sharing their work at the end of the Literacy Hour. By the end of Year 6, pupils speak clearly and well. They are confident in speaking to an audience, including adult audiences when they take part in school productions, for example their puppet show of 'The Lion, the Witch and the Wardrobe'. In lessons, pupils respect and value the opinion of others and are confident in arguing their case, for example in a religious education lesson on the theme of 'Changes'.
95. Reading skills are very good. By the end of Year 2, pupils are independent readers and no longer need the structure of a commercially produced reading scheme. Pupils read fluently and with good expression. They show a good understanding of how to apply their knowledge of phonics and picture clues to work out how to read unfamiliar words. Pupils read a range of books, including fiction, poetry and non-fiction. They benefit from and enjoy using the recently refurbished Key Stage 1 library. By the end of Year 6, pupils are able readers. They show a good understanding of the plot and recall well events and

characters in the story so far. Pupils use prediction skills well in discussing what might happen next in a story. They read a wide range of fiction, poetry and non-fiction material. Pupils in Years 5 and 6 show exceptional skills in the annual event in which they read aloud all of Shakespeare's sonnets. The school is proud of its unofficial world record for reading all of the sonnets in just over three hours. Pupils show a good understanding of how to locate books in the Key Stage 2 library using the Dewey classification system. They explain and use confidently the index, contents and glossary.

96. Standards in pupils' imaginative and factual writing are very good. Standards in handwriting are satisfactory overall, with good evidence that the school's aim to improve standards in this particular aspect is having a positive effect. Pupils write successfully across the curriculum for a wide range of purposes. By the end of Year 2, pupils write in sentences using good punctuation skills and mainly accurate spelling. Pupils write imaginative instructions for 'disgusting recipes'. They write interesting factual accounts, for example reviews of the film 'Toy Story 2'. In stories, they show a good knowledge of the importance of characters, setting and plot. By Year 4, pupils extend their writing skills extremely well. They write imaginative poems on the theme of 'Candles'. Pupils write imaginative playscripts for their own version of 'Jack and the Beanstalk'. There are good examples of factual writing, including news, book reviews and definitions of words, such as 'homeless' and 'heartbroken'. By Year 6, pupils writing skills are often exceptional. They show very good skills in drafting and redrafting their stories. They have the opportunity to write biographies and autobiographies. Pupils show a good understanding of how to write comparisons, for example the poems 'Windy Nights' and 'Listeners'. In their writing, they show good awareness of spelling and punctuation, including the accurate use of paragraphs and punctuation.
97. In Years 5 and 6, an outstanding feature is the quality of writing pupils produce when writing sonnets. The following sonnet⁸ is an example of what can be produced by Year 6 pupils when inspired by exceptional teaching.

*When I see you, you are burning so bright,
I see you surrounded by a golden glow.
So pure and beautiful, radiant light,
And your hair like a rich golden rainbow.
If I see your spirit, the tear you shed,
Then both our hearts will be as one I pray,
And we shall remember that our hearts sped.
The time when we were content to this day.
But now love is old, hair and time greying,
And like a rose that fades, and falling free,
Then we smile once again souls soaring,
The warmth of love, our hearts held strong I see,
And deep inside my soul will hear your call,
You will always be my love, my best of all.*

98. Pupils apply their writing skills successfully across the curriculum, including the use of word-processing in information technology. Pupils in Year 2 write good evaluations of their finished 'Millennium Tapestries'. In Year 4, pupils write accurate reports of science investigations. In Year 6, pupils write detailed accounts of the results of their research into antibiotics, as part of their work in science. Note-taking skills are used effectively in religious education.
99. The teaching of literacy is good overall and makes a strong contribution to the standards achieved and to pupils' interest and love of learning. Teachers show a good

⁸ The author, Jack Darville, has given permission for his work to be reproduced in full in the report.

understanding of the National Literacy Strategy. Teachers have secure knowledge and understanding in the teaching of key reading and writing skills. In lessons, there is a strong emphasis on developing pupils' speaking and listening skills, particularly in the whole-class introduction and in the final or plenary session. Teachers place strong emphasis on giving pupils the opportunity to write and in giving them sufficient time to write, with the result that the quality of imaginative writing is often exceptional. Pupils enjoy writing, particularly when they understand that their writing is appreciated by an audience. Lessons are planned effectively to meet the learning needs of all pupils. Learning support assistants and volunteer helpers are used effectively to support pupils' reading. In Years 3 and 4, the learning support assistant works well with the class teacher in supporting those pupils who are receiving extra support in their learning through the Alternative Literacy Strategy.

100. The subject is monitored effectively and this contributes to the high standards achieved. Very good computer-based systems are in place which track pupils' progress individually and collectively, as a year group, as they move up through the school.

MATHEMATICS

101. The results of the 1999 national tests at the end of Key Stage 1 indicate that attainment was very high when compared with all the schools in the country and well above the average for similar schools. Over the time since the last inspection in 1996, results have shown a consistent and considerable improvement when compared with the national average.
102. The national test results for pupils at the end of Key Stage 2 in 1999 show that attainment was above average overall for all schools and in line with the national average for schools with pupils of similar backgrounds. Results over the period 1996 to 1999 have fluctuated, due mainly to the small number of pupils in each Year 6 and variations in the number of pupils on the register of special educational needs. The overall trend is upwards.
103. At the time of the last inspection, standards of attainment at the end of both key stages were judged to be in line with the national expectations. On the evidence of the work that pupils were doing in the lessons observed and earlier work in their books, overall standards in mathematics are now above national averages. The school has successfully introduced the National Numeracy Strategy and standards in numeracy are above average.
104. All pupils, including those with special educational needs, make good progress as they move through the school. In most of the lessons observed during the inspection, the quality of pupils' learning and the progress that they made were good.
105. In the reception class, pupils progress from a position of below average attainment on entry to one where most are at the level expected at the start of Key Stage 1. For example, at the time of the inspection, all pupils in the class count together to 15 correctly and can count the number of times that the teacher's glove puppet nods its head. Higher-attaining pupils correctly identify 14 as the number that comes between 13 and 15, they write their numerals correctly and one remembers that 16 is an even number. In practical work with beads, some pupils count correctly to 29. In the course of the lesson all pupils develop their counting skills and develop confidence in mentally adding the numbers on a pair of dice.
106. Pupils in the mixed-age Years 1 and 2 class make good progress in their practical understanding of symmetry as a result of their teacher's good choice of activities. Pupils recognise the symmetry of a rhombus, semicircle, regular hexagon and other shapes.

They use the language of symmetry correctly and confidently place shapes on either side of a line of symmetry.

107. Work in pupils' books shows a steady improvement in both the accuracy and the presentation of number work. Pupils tell time correctly to at least a quarter of an hour, measure accurately in centimetres and learn to divide by four through a good practical approach. Strengths of the teaching in this key stage include good subject knowledge and use of practical equipment, good questioning and the provision of work to suit pupils at differing stages of learning. The teachers' work is clearly focused on what the pupils are intended to learn.
108. Pupils in the mixed-age Years 3 and 4 class benefit from the teacher's well-chosen shopping activity and consolidate their learning of adding money to make an amount greater than £1. They successfully work out what are the largest and smallest numbers of coins adding up to £2.39. The teacher uses questions well to assess pupils' understanding, particularly a pupil who has recently joined the class. Work in their books shows a familiarity with simple equivalent fractions, correct calculation of the area and perimeter of a rectangle and accurate measurement, for example, to 16.5 cm. Less able pupils, including those with special educational needs, make good progress as a result of well-focused support.
109. The oldest pupils in the key stage demonstrate attainment above what is expected for their age. Their written work and contributions in a lesson on probability show that they are taught to understand as well as use key mathematical skills. This is achieved partly through encouragement to explain their methods and working out. Teaching in this class is also characterised by challenge and practical investigation and this often leads to learning of high quality.
110. In their lesson on probability, pupils in the Years 5 and 6 class demonstrate their understanding of the range of possible values that probability can take and correctly position sample events on a line. They reason well and debate seriously whether the probability of a coin coming down heads is $\frac{1}{2}$ if the previous eight throws have all resulted in heads. They work together well in practical work, recording their results accurately.
111. Pupils throughout the school enjoy their work in mathematics, responding well, for example, to the challenge of mental arithmetic. Behaviour in lessons is good and pupils work together well when required to do so.

SCIENCE

112. The results of the 1999 National Curriculum teacher assessments were very high in comparison to the national average, and with similar schools nationally, for the proportion achieving Level 2 or above. However, the proportion achieving the higher Level 3 was well below average. Inspection findings show that standards are above average, although higher-attaining pupils are not achieving high enough standards in their work on life processes and living things and in the study of physical processes. The small numbers of pupils within any individual year group explain any variation between inspection findings and the results of National Curriculum assessments.
113. The results of the 1999 National Curriculum assessments for pupils in Year 6 were very high in comparison to the national average for the proportion achieving the expected Level 4 or above, and well above average for those achieving Level 5. In comparison with similar schools, the results were well above average at Level 4 and above, but above average at Level 5. Inspection findings are that standards are well above average, with higher-attaining pupils achieving very good standards.

114. Across the school, pupils make good use of their literacy and numeracy skills to support their work in science. In Years 5 and 6, there is very good evidence of pupils carrying out in-depth research into diseases and immunisation. The results of that research are recorded imaginatively and with good use of spelling, punctuation and grammar.
115. Process in experimental and investigative science is good overall, although higher-attaining pupils in Key Stage 1 do not achieve high enough standards. By the end of Year 6, pupils know the importance of carrying out a 'fair test' when conducting an experiment. They understand the terms 'variables', 'hypotheses' and 'prediction'. Literacy and numeracy skills are used well in the recording of results of experiments and investigations. Research skills are used most effectively in meeting the challenge, 'Describe how to convert an old school (after a flood or earthquake) into a hospital; how can the risk of infection be reduced?'
116. In Key Stage 1, pupils attain good standards in their knowledge and understanding of life processes and living things. By the end of Year 2, pupils show a secure knowledge of the conditions needed for plants to grow well. In Key Stage 2, standards are very good. By Year 4, pupils know the importance of a balanced diet and eating healthy foods. They show good knowledge of what living things need in order to survive. Pupils understand the conditions needed to be able to survive on a mountain top. They know that animals which live underground use the senses of touch and smell to find food. By Year 6, pupils understand the causes of diseases, including bacteria. They research and record well the results of investigations into the immune system and antibiotics.
117. Standards in the understanding of materials and their properties are very good. By the end of Year 2 pupils sort and classify materials into, for example, 'wood', 'paper', 'glass' and 'rubber'. They are confident in identifying materials which are 'natural' or 'non-natural'. Pupils understand that water boils when heated and freezes when cooled and they explain condensation well. By Year 4, pupils classify accurately materials by 'soft: hard', 'rigid: flexible' and 'solids, liquids and gases'. They explain well changes in materials caused by heating and cooling and link this understanding successfully in explaining how the seasons change. By Year 6, pupils know and explain how materials change over time through an extended investigation which includes looking at metals, cork, wood and foodstuffs.
118. In Key Stage 2, pupils show a very good knowledge of work on physical processes. By Year 4, pupils explain well sources of light, both natural and artificial. They understand how electricity is used at home and school. Pupils explain well the sources of sound and they know that light travels faster than sound. They explain carefully how the ear functions in order for us to hear. By Year 6, pupils understand and explain in detail gravity, air resistance and upthrust. They research friction, including finding rotating forces at home as a homework activity. Pupils know that forces are measured in Newtons. They know that light travels in straight lines and explain well through carefully-drawn diagrams how the eye is able to see objects.
119. The teaching of science is good overall and makes a strong contribution to the standards achieved and pupils' interest and enthusiasm for the subject. Teachers show good subject knowledge which is passed on to pupils with enthusiasm. Effective use is made of demonstrations, for example using a fishing-line to represent a single ray of light. Expectations are high and pupils are encouraged to investigate and research at school and at home. Pupils respond well to good teaching and work hard in lessons, particularly with the presentation of their work.

120. The subject is effectively managed by a knowledgeable and enthusiastic co-ordinator and this contributes successfully to the high standards achieved. There is a strong commitment to maintain and raise pupils' awareness of science and how it links with other subjects. Teaching and learning is monitored carefully, through teachers' planning and visiting other classes. The school benefited from participating in the 'Zeneca Project' which provided additional funding and in-service training for all staff, including learning support assistants. Pupils' progress in science is monitored effectively.

ART

121. Pupils in both key stages, including those with special educational needs, make good progress both in making art and in learning about art and artists. The quality of pupils' learning is good and they achieve standards which exceed expectations for their age. These judgements are based on the examination of a large amount of work in progress or displayed around the school, conversations with pupils and teachers, and observation of a small number of lessons.
122. As they move through the school, pupils develop their skills of observational drawing, painting, print-making, collage and clay work. As well as the regular art lessons, which are usually allocated sufficient time for good learning to result, pupils benefit from the opportunities presented by residential art weeks. The results of a recent visit to Wales include high quality pastel seascapes, harbour watercolours, wild flowers in acrylics, studies in red and grey of castle walls and abstract pieces. Pupils visited a gallery, worked with a local artist and exhibited their work. The focus during the week was on skill development and this led to high quality, imaginative and well-executed pieces of work – well above what is usually created by pupils of their age.
123. Art holds a very important position in the life and work of the school. Pupils' work is valued and displayed well. The provision of a dedicated area for art work, including facilities for working with and firing clay, makes a substantial contribution to the achievement of high standards of work.
124. Pupils in the reception class, in a well organised and taught lesson, make good progress in their first attempts at making a thumb pot. Other pupils in the same class confidently and successfully select, cut, arrange and stick materials when creating their collage. Work on display shows their success in self-portraiture, with strong use of colour and good proportions. This work is linked well to work in science and in mathematics but the intention to develop art skills is clear.
125. Pupils in the mixed-age Years 1 and 2 class benefit from a well-planned lesson focused on tile making and decoration. The teacher and the classroom assistant both provide good support for individuals and groups of pupils. The lesson is clearly focused on skill development and the teacher encourages pupils to make their individual responses and choices while at the same time helping them to improve, for example, their design and brushwork.
126. The work of pupils in Years 3 and 4 is a creative follow-up to their experience of visiting a *Star Dome*. Pupils work mainly with pastels or watercolours or respond through collage. There is insufficient emphasis on improving skills, either of composition or with the chosen media and so there is little progress in learning.
127. Pupils in Years 5 and 6 make great progress in an afternoon when they make their first coil pot and learn about the decorative possibilities. The quality of their first attempts is very good. Other pupils produce good sketches of pots and design their decorative images, one inspired by the mask of Tutankhamun, another by the concept of Ying-Yang.

128. These older pupils use the language of art confidently and have some knowledge of the art of different places and times. The large scale art timeline that is being made in the hall helps them, and the rest of the school, in this respect. On occasion, all of the pupils in Key Stage 2 spend a morning working to produce copies of existing works of art from particular centuries to add to the timeline. Pupils are free to choose paper type and size and the media in which they wish to work.
129. Older pupils in Key Stage 2 have also produced a set of pastel portraits following the style of well-known artists. The results show a high level of success in recognising and using the characteristics of the work of these artists in their own work. These pupils have also explored the strengths and limitations relating to using roller-ball black ink pens to sketch portraits, glass vessels, plants and hands. Their work shows a high level of skill and illustrates the good progressive learning in observational drawing.
130. Throughout the school, pupils have positive attitudes to the subject and clearly enjoy the challenge of using different media and developing new skills and techniques.
131. The overall quality of teaching in the small number of lessons seen was good. Teachers and classroom support assistants pool their skills and the art weeks and occasional combining of classes means that all pupils have access to the range of expertise which is available. Teachers plan their lessons well, focus on skill development and allocate sufficient time for good learning to be promoted. Only in the isolated case where one or more of these ingredients is missing do pupils make too little progress.

DESIGN AND TECHNOLOGY

132. By the end of both key stages, pupils, including those with special educational needs, achieve standards which meet expectations for their age. Literacy skills are applied well in the planning and evaluation of pupils' work. Numeracy skills are used effectively, particularly through the use of accurate measurement.
133. By the end of Year 2, pupils show satisfactory skills in the use of construction techniques in making vehicles with wheels and axles. In textiles, pupils are successful in designing, making and evaluating their 'Millennium Tapestries'. Pupils construct Advent calendars, with opening boxes; paper technology skills are used effectively. In Key Stage 1, pupils have regular access to a good range of large and small construction kits. In food technology, pupils plan recipes for and then make their own soup. They experience the skills of disassembling by examining packaging for a variety of soups.
134. In Key Stage 2, pupils as part of a project on 'Healthy Eating', develop their knowledge of disassembling well by examining a wider range of food packaging. They design and make successfully imaginative and interesting 'pop-up' Christmas cards. Pupils show satisfactory skills when they design and make money containers. In Years 5 and 6, pupils are involved in taking part in the school's project to convert an open courtyard into a music room. They show a good understanding of the stages needed to complete the project which they demonstrate well through accurate and carefully drawn flow-charts. Good use of numeracy skills is evident through the very accurate measurement of the dimensions of the designated area.
135. The teaching of design and technology is satisfactory overall. Little direct teaching was observed during the inspection. Inspection evidence is consistent with pupils being taught the necessary knowledge, skills and understanding as they move up through the school. Pupils show interest and enthusiasm for the subject; pupils in Years 5 and 6 are excited at being involved in the project to create a music room.

136. Pupils' progress is monitored carefully through the very effective use of the school's computer-based record-keeping system.

GEOGRAPHY

137. Only one lesson, in Key Stage 1, was seen during the inspection. Judgements are based on evidence from looking at pupils' work, including displays, examination of teachers' planning and discussions with staff and pupils, as well as this lesson.
138. Progress is satisfactory throughout both key stages for all pupils, including those with special educational needs. Standards meet expectations for pupils of this age. Young children in the reception class successfully develop early geographical language and understanding when they talk about their homes and houses, and the different rooms and their purposes. They also locate their house on a map of the village – a laminated mat that is a considerably enlarged aerial photograph of the school and village is a useful resource in this respect.
139. Pupils in the mixed-age Years 1 and 2 class make good progress in learning about different sorts of houses, their features and construction materials when they go on an escorted, well-prepared and focused village walk. The teacher has created a useful resource of both video and still photographs of the village in order to support further work back in the classroom. At the end of this well prepared and organised lesson, their response to the teacher's questions shows that they are developing a sound geographical vocabulary and a good awareness of how things, such as the height of doorways, have changed over time. Much of the topic-based work in Key Stage 1 successfully covers areas of learning in both geography and history.
140. Pupils in the two classes in Key Stage 2 are taught together for geography and history so that, in any half term, some will be studying geography and others history. Recent work in geography includes *landscape* and *weather*. Pupils correctly identify the main features of landscapes and the causes of changes. Examples of extended writing about, for example, volcanoes show that geography lessons are used well to develop literacy skills. One pupil has used his computer skills to obtain a diagram illustrating geysers and hot springs. Work on weather shows that pupils use their numerical skills when recording or analysing relevant data.
141. The work on weather by pupils in Key Stage 2 shows evidence of good individual research and recording of information. Pupils have made useful records of what they know about weather sayings, types of weather, signs and symbols. The work of the older pupils is better researched and better presented. There are, for example, interesting pieces by them on air pressure and weather forecasting.
142. What is not clear, however, from the planning seen is how this work is to be built on subsequently. The co-ordinator, an enthusiast for the subject, recognises the need for a sharper focus in planning both for units and individual lessons on exactly what skills, knowledge and understanding pupils are intended to acquire. The lack of such a focus means that progress in learning from year group to year group is not assured.
143. Pupils have positive attitudes towards their geographical learning, enjoying learning about natural features and other places. The learning of the older pupils is enhanced by regular residential experiences to different areas, for example Bradford, Harlech and Ludlow.

HISTORY

144. Judgements are based on the observation of one lesson in each of the two key stages, looking at pupils' work, both recent and from last year, teachers' planning and discussions with teachers and pupils.
145. All pupils, including those with special educational needs, make good progress across both key stages. They make good gains both in their knowledge and understanding of the past and in historical skills. Standards exceed expectations for pupils of this age.
146. In a well planned and taught lesson with the reception class the teacher uses a mother and her baby as the vehicle for encouraging pupils to think about change over time. The questions and discussion that follow mum talking about her baby are used well by both adults to help pupils to develop their speaking and listening skills. The lesson is well developed by pupils looking at earlier photographs of themselves. They show a sound sense of the passage of time since they were babies, how they have changed and will change in the future (often deduced from having older brothers or sisters). This work provides a good foundation for subsequent studies.
147. Pupils in Key Stage 1 also learn about the past from their topic *Our Village*. On their walk around the village much of what they talk about and learn is related to times past. They talk, for example, about how different having a bath was when some of the houses were built and learn about the use of the water pump.
148. Earlier work in books shows that pupils in Key Stage 2 have a clear idea of what constitutes evidence and have successfully undertaken well chosen tasks such as choosing the best site for a farm on a map of land with given features. Literacy skills are developed well through describing what happens at a Neolithic burial. Homework is used well when pupils write about their experience as a *Stone Age Castaway*. Much of the work in this unit of work develops pupils' own research skills as well as their skills of presentation.
149. Pupils in the two classes in Key Stage 2 are currently studying a unit of work on the Romans. This is very well planned with clear learning objectives and a sequence of very interesting activities through which pupils' learning is enhanced. The whole unit is linked well to texts studied in the Literacy Hour.
150. In an excellent lesson, which exemplifies the value of deep subject knowledge, enthusiasm, skilled questioning and use of drama, pupils drawn from Years 3, 4, 5 and 6 model a range of political systems and roles. The teacher leads the pupils to discover the nature of anarchy through a contemporary classroom situation. Then, through a finely judged balance of direct teaching and role play, he introduces monarchy, patricians and plebeians, democracy, republic, dictatorship and empire. On the evidence of their responses in the lesson and their written work, pupils gain a good understanding of the development of Roman society.
151. All this stems from an initial question posed by the teacher as to how the Romans had managed to occupy such a prominent place in history for some 1,500 years. Answers include that the Romans were technologically advanced and well organised. The latter answer leads into the planned lesson. The quality of pupils' contributions is high, showing a deeper understanding of the issues involved than is usually found in their age group.
152. Pupils' enjoyment of history is obvious in the way in which they take on roles and in their enthusiasm for historical research. These very positive attitudes are stimulated by the teaching they receive and contribute to their very good learning in this subject.

INFORMATION TECHNOLOGY

153. By the end of both key stages, standards meet national expectations and pupils, including those with special educational needs, make satisfactory progress. Pupils use their literacy skills successfully in word-processing a full range of writing, including stories, poetry and factual accounts. All pupils have the opportunity to contribute to the school newspaper which is produced using a desk-top publishing program.
154. By the end of Year 2, pupils know how to load, save and print their work. They are secure in saving and loading to and from their own files on the hard drive. Pupils use the keyboard and mouse competently. In literacy, pupils know how to load a program which supports their letter recognition skills. They use the program well, for example to reinforce their understanding of words which begin with 'c'. In word-processing, pupils write good factual accounts of the lives of historical characters, including Shakespeare and Elizabeth I.
155. By the end of Year 4, pupils develop their word-processing skills successfully. They use a wide range of fonts and font sizes in writing, for example, imaginative poems on the theme of 'Candles'. These skills are developed further by Year 6, where pupils use colour, borders and shading effectively in the presentation of their work. In a homework exercise, pupils used their desk-top publishing skills well to design and make a 'business card' for the key character in the stories they are planning. Good use is made of merging text and clip-art. Those pupils without access to computers at home are given the opportunity to make their cards in school. These skills are developing well in the posters which were created to 'advertise' the refurbished library. In Year 6, pupils use a 'draw' program successfully to design their ideal 'desk tops'. There is a strong expectation by the teacher that pupils apply their numeracy skills to the task by the requirement that the design is drawn to scale.
156. No whole-class teaching of information technology was observed during the inspection. However, inspection evidence is consistent with the quality of teaching being good as pupils are clearly taught well key information technology skills. The use of information technology is planned to support pupils' learning in most lessons and pupils have good opportunities to extend their work before school and during breaks and lunchtimes. Pupils respond well and use information technology successfully as an aid to their learning. Most pupils make a contribution to the school newspaper which is produced using a desk-top publishing program.
157. Pupils' work and teaching is monitored effectively, primarily through each pupil having their own file stored on the hard drive. Progress in the development of skills is recorded regularly on the school's computer-based record system; this enables teachers to monitor the progress of individual pupils and the year group.

MUSIC

158. Pupils, including those with special educational needs, make good progress in Key Stage 1. They achieve standards which exceed expectations for their age. Pupils demonstrate a good sense of steady beat and clap back rhythms correctly. They sing in tune, producing a good tone and demonstrating a good range of dynamics, for example when practising "Was it a dream?" During the lesson, they improve the quality of their singing without the teacher; those chosen improve their playing of cymbal, chime bar, metalophone and xylophone as a result of being shown how to hold the beater correctly. In another lesson, other pupils from Key Stage 1 use untuned percussion instruments successfully when they add their own accompaniment to verses of "Three Little Pigs".
159. Pupils continue to make good progress in Key Stage 2. For example, pupils quickly learn

and remember the words and tune of a new song. In response to the teacher's clear, high expectations they sing with good control and pace, in concert style. Their sense of structure, rhythm and texture is enhanced through their group composition with untuned percussion instruments.

160. The oldest pupils in Key Stage 2 sing confidently unaccompanied and their group composition in the pentatonic scale, incorporating drone and ostinato, is well structured and performed.
161. Many pupils in the school are learning to play the recorder and a group of descant, treble and tenor players perform music by Purcell and Handel to a high standard in assembly. On another occasion, a group of violinists, taught by a visiting specialist, respond well to a similar opportunity to play to an audience. Music plays a very important role in the life of the school and the class music is often related to performances at Harvest or Christmas. Pupils are introduced to a good range of music and instruments, being asked, for example, to play untuned percussion instruments to guitar accompaniment of different styles – march, calypso, jazz, blues. The music of Africa and India is less well represented in the scheme of work and the school is not making the most of the opportunities to explore the richness and diversity of other cultures through music.
162. Pupils have very good attitudes to making and listening to music. They work well together as a whole class or key stage and when collaborating on group compositions. As well as being eager to volunteer to take part in group work or to clap or sing solo, pupils also enjoy listening to the efforts of others and have developed good audience behaviour. Teachers communicate their own enjoyment of music and pupils work hard, make good progress and have fun.
163. In addition to the lessons taught by class teachers, all pupils have a weekly lesson from a visiting primary musician and teacher. His musical knowledge, enthusiasm, high expectations and teaching skills enable pupils to build securely on what they already know and can do, as they move up the school. The overall quality of the teaching observed is excellent, based on deep subject knowledge and love of music combined with **good pupil management skills**. Teaching plans show very clearly what is to be learned in the lesson and the 30 minutes allocated are used to the full.

PHYSICAL EDUCATION

164. By the end of both key stages, standards meet expectations for pupils of this age and pupils, including those with special educational needs, make satisfactory progress. During the inspection, gymnastics was observed in Key Stage 1, with games and folk dancing observed in Key Stage 2. However, over the academic year pupils receive their entitlement to the full physical education curriculum. By the end of Year 6, all pupils meet the national expectation of being able to swim 25 metres unaided.
165. By the end of Year 2, pupils know the importance of a warm-up at the beginning of lessons. They understand the importance of regular exercise in keeping the body fit and healthy. In gymnastics, they show a satisfactory awareness of space. Pupils move around the hall by changing the direction of travel and by working at different levels; sometimes close to the ground and sometimes high off the ground. They are confident in the use of large apparatus. Pupils plan and perform satisfactory sequences on the floor and apparatus in which they use a balance, a jump and a 'pull-along' movement. They take their weight on their hands, feet, backs and tummies in performing their sequences.
166. In games, pupils in Years 3 and 4 show satisfactory skills in throwing and catching with large balls. They are confident in throwing and catching when on the move in pairs and in

threes. In folk dancing, pupils in Years 5 and 6 show satisfactory skills in learning Maypole dances, including 'The Barber's Pole' and 'Ropes'. Pupils show good co-ordination and skipping skills and are interested and enthusiastic. They are willing to practise routines several times in order to improve their performance.

167. The teaching of physical education is good overall, although one unsatisfactory lesson was observed. In this lesson, the teacher did not ensure that pupils responded immediately to the 'stop' command, with the result that their safety was put at risk. In addition, pupils were not always listening to instructions. Where teaching is good, lessons begin with an effective warm-up and proceed at a good pace. Teachers move around the hall well and support pupils effectively by developing and encouraging the improvement of skills and techniques. Subject knowledge is secure and teachers pass on their own interest and enthusiasm for the subject exceptionally well, for example in folk dancing. Pupils respond by being interested and motivated to learn.
168. Pupils benefit from a good range of extra-curricular activities, including football, netball and rounders; they enjoy the opportunity to take part in competitive matches against other schools.

RELIGIOUS EDUCATION

169. By the end of both key stages, standards meet the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress. The subject makes a strong contribution to pupils' speaking and listening skills through high-quality discussions. Pupils use their literacy skills successfully to support their learning, particularly in writing.
170. By the end of Year 2, pupils show a satisfactory understanding of key stories and events from the Old Testament, including the story of Noah. They know that Jesus performed miracles and how he made the daughter of Jairus come alive when everyone thought she was dead. Pupils know that Jesus 'helped', 'healed', 'prayed' and 'showed love'. They understand that the Pharisees did not like Jesus. They are confident in asking questions, for example "What does the word 'miracle' mean?"
171. By the end of Year 6, pupils know that Jesus was a 'healer', a 'teacher' and a 'builder'. Through assemblies, they develop a good understanding of the Sikh religion through responding attentively to stories of Guru Nanak. Pupils in Years 3 and 4 discuss and write imaginatively about the theme 'Sharing and Caring' in work linked to the parable of the loaves and fishes. In lessons, pupils in Years 5 and 6 discuss and argue philosophy, including the different interpretations of 'Change'. They understand that Heraclitus believed that everything changes whilst Parmenides believed that nothing changes. Pupils apply their speaking and listening skills exceptionally well in supplying supporting evidence for their arguments. Literacy skills are applied well in making lists of points for and against each argument.
172. Pupils are motivated extremely well by good teaching. Stories are told well and capture the imagination of the pupils. Imaginatively told stories make a strong contribution to pupils' spiritual development as pupils are enthralled by what they hear. Teachers have secure subject knowledge and bring the subject alive for pupils. There are very clear expectations that pupils should contribute to discussions. In Years 1 and 2, effective use is made of a 'special mat' on which pupils sit when they make a contribution. The rest of the class know that they must listen to the speaker. In Years 5 and 6, teaching is inspirational and the teacher's enthusiasm for the subject is reflected in the pupils' love of learning. In discussions, pupils show a high level of maturity, interest and understanding for their age; this reflects what can be achieved by high levels of teacher expectations.

173. The subject is managed effectively and pupils' learning is monitored carefully as they move up through the school.