

INSPECTION REPORT

**ST JOHN THE BAPTIST C OF E PRIMARY
SCHOOL**

Ruyton XI Towns

LEA area: Shropshire

Unique reference number: 123498

Headteacher: Mrs S M Weetman

Reporting inspector: Richard S Moseley
16886

Dates of inspection: 27 – 29 March 2000

Inspection number: 190832

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:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	School Road Ruyton XI Towns Nr. Shrewsbury Shropshire
Postcode:	SY4 1JT
Telephone number:	01939 260445
Appropriate authority:	The governing body
Name of chair of governors:	Dr J Baker
Date of previous inspection:	December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Richard Moseley	Registered inspector	Science, Mathematics, Information Technology, Design and Technology, Geography, History, Physical Education, Equal Opportunities.	Characteristics of the school. The school's results and pupils' achievements. How well pupils are taught. How well the school is led and managed.
B Silvester	Lay inspector		Pupils' attitudes, values and personal development. How well the school cares for its pupils. How well the school works in partnership with parents.
S Mawer	Team inspector	English, Art, Music, Religious Education, The Foundation Curriculum for Reception pupils, Special Educational Needs.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number of full time pupils	64 (small)
Pupils with English as an additional language	0% (low)
Pupils entitled to free school meals	8% (low)
Pupils on the register of special educational needs	15 (two with statements)(low)

This is a small voluntary controlled Church of England village school with low numbers of children entering each year. The intake varies from as high as 13 in some years to as low as five. Children come from a number of villages. Attainment on entry to the school is variable but mainly it is average. The school is moving to a new building on a new site in 18 months time.

HOW GOOD THE SCHOOL IS

This is an effective school with many good and very good features. A majority of pupils usually reach high standards in English, mathematics and science by the time they leave the school. The quality of teaching and learning is mainly good. The school has developed a very good climate for learning, pupils' attitudes to their work is good and there are very good relationships in the school. It is very well led and managed and cares for its pupils very well, works closely with its parents and provides very good value for money.

What the school does well

- It provides a successful climate for learning and pupils have developed good attitudes to their work. This is resulting in good progress in a number of important subjects, including English, mathematics and science.
- Teaching is mainly good with almost two out of three lessons being good or better. There is no unsatisfactory teaching.
- The school cares for its pupils very well and the educational and personal support and guidance given to pupils is very good.
- The partnership with its parents is a strength. It has ensured that the contribution of parents to children's learning at school and at home is very good.
- The provision for pupils' moral and social development is very good. Pupils' behaviour is good and relationships throughout the school are very good.
- The headteacher and the governing body provide very good leadership. They have established a clear educational direction for the school and there is a commitment to continuous improvement.

What could be improved

- The provision for pupils to understand the diversity and richness of other cultures in art, religious education and literature and to appreciate the ethnic and cultural diversity of British society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. It has overcome all the weaknesses pointed out in the last inspection and has improved in a number of other ways. With regard to the key issues in the last report, the school has improved its curricular provision for children under five and for its higher attaining pupils. The school's policy for personal and social education has been effectively implemented and pupils have developed a respect for the contributions and opinions of others. All health and safety issues identified have been addressed.

In addition, the leadership has introduced other improvements. For example, there has been a good effort to improve the behaviour of a minority of pupils. This is now good. Also, relationships throughout the school are now very good and pupils have developed a strong pride and enthusiasm for their school compared to the position at the last inspection. Attendance has improved. It is now

very good. More of the governors are now active and involved in the life of the school. The literacy hour and numeracy strategy has been successfully implemented. The school is well placed to maintain these and other improvements and has a very good capacity to make further improvements.

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 1999	
	1997	1998	1999		
English	*	*	A	A	Very High A* Well above A average above B average C below average D well below average E
Mathematics	*	*	A	A	
Science	*	*	A	A	

- *Grades not shown in years where the number of pupils taking the National Curriculum tests are less than ten.
- The inspection findings indicate that for this year's pupils, in Year 6, attainment is slightly lower than last year in mathematics and science, although still above national expectations. In English, it is still well above. The results over the last few years have been variable. It must be remembered, however, that with a very small number of pupils, it is difficult to make accurate comparison to national expectations or between different years. The school has met all the targets it has set.
- Standards in information technology are in line with national expectations.
- Standards in religious education are in line with the expectations of the locally agreed syllabus.
- Attainment in history and geography is above national expectations by the end of Key Stage 2. In all other subjects, where a judgement could be made, attainment is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are mainly eager to learn. They are responsive and show good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour in classrooms and around the school is good.
Personal development and relationships	The personal development of pupils is very good. Pupils' relationships with each other and with the staff are also very good.
Attendance	Attendance is well above the national average and is very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 mainly good. In just under two out of three lessons it is good or better with one in ten lessons being very good or excellent.
- For pupils aged up to five, two out of five lessons are good. For pupils in Key Stage 1, about half the lessons are good or better. For pupils in Key Stage 2, seven out of ten lessons are good, with almost one in five being very good or excellent. There is no unsatisfactory teaching.
- Particular strengths in the teaching are to be found in the teaching of literacy and numeracy where the written planning is well structured and includes appropriate work well matched to the needs of pupils. Teaching is also good in science, history and geography, resulting in good learning and above average attainment. Teaching is mainly good in all subjects. There is a lack of opportunity for outdoor play for those aged up to five. This is due to the absence of a suitable area.
- The quality of teaching throughout the school ensures that pupils' learning is good in most areas and they successfully acquire skills, knowledge and understanding in most of the subjects they are studying. The teaching meets the needs of its pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good broad, balanced and relevant curriculum. The foundation curriculum for the reception children is satisfactory. Enrichment activities with more visits, including a residential visit, strengthens the curriculum further for older pupils.
Provision for pupils with special educational needs	Good provision. Pupils make good progress and are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for moral and social development is very good. The provision for spiritual development is good. The provision for cultural development is satisfactory.
How well the school cares for its pupils	It cares for its pupils very well. The educational and personal support and guidance given to pupils is very good.

- There are very effective links with parents and these support aspects of the curriculum very well. For example, parents are involved in the classroom to support learning on occasions and most help their children at home with their studies.
- The only weakness in the curriculum is the limited provision for pupils to appreciate the diversity and richness of other cultures in art, religious education and in literature and the ethnic and cultural diversity of British society.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school is very good. The headteacher gives very effective leadership. All the staff have leadership roles in a number of areas. They carry out their duties well.
How well the governors fulfil their responsibilities	They fulfil their roles very well. A number of governors are involved in the life of the school and in aspects of the curriculum. The chair of the governing body works closely with the headteacher.
The school's evaluation of its performance	The headteacher, staff and governors are fully aware of the school's performance and have a very clear idea of what they want to improve.
The strategic use of resources	Very good. Resources are readily available and used well. All money available to the school is used wisely and carefully and sufficient resources are available for educational developments at the new school.

- The leadership has been very effective in deciding its priorities for development. For example, it has successfully addressed the weakness outlined in the last report, extended the involvement and effectiveness of the governing body and made a great effort to maintain the effectiveness of the non-core subjects in spite of the increased time given to the teaching of literacy and numeracy.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most?	What parents would like to see improved?
<ul style="list-style-type: none"> • Their child likes the school. • Their child is making good progress • The teaching is good. • They can approach the staff with any problems. • Their children are expected to work hard and do their best. • The school is well managed. • The school helps their children to become more mature and responsible. • The school provides an interesting range of activities outside lessons. • Their children get the right amount of work to do at home. 	<ul style="list-style-type: none"> • A few parents feel that they would like to be better informed about their child's progress. • A very few parents feel that they would like more guidance on how to help their children at home with their homework. • A very few parents feel that the school does not work closely with its parents.

Inspectors' judgements support parents' positive views about the school. They also judged that the way the school reports to parents about their child's progress is good and that the school works very closely with its parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the latest National Curriculum tests at Key Stage 1, in 1999, pupils' attainment in reading was broadly in line with the national average. In writing and in mathematics, it was below the national average. When these results are compared to schools with a similar intake of pupils, the results were average for reading, below average for mathematics and well below average for writing. All the results over the last three years have been very variable. However, it must be borne in mind that in most years the very small numbers of pupils in the year make comparisons with the national averages unreliable. Although in 1999 there were 13 children, this is still low for meaningful comparisons and in most years numbers are much lower, often as low as five.
2. In the National Curriculum tests at Key Stage 2, in 1999, pupils' attainment in English, mathematics and science were well above the national average. It was the same in comparison with similar schools. The results over the last three years have varied very widely from well below average to very high. Again it must be remembered that with a very small number of children, comparisons to national averages and similar schools are unreliable. Even though the number in 1999 were quite high for the school with 12 pupils, it still makes valid comparisons more difficult to make.
3. The inspection findings for this year's pupils in Year 2, indicates that in reading and writing standards are above national expectations and in mathematics, they are in line with national expectations. In Year 6, they are above national expectations in mathematics and science and well above the expectation in English. This indicates a very good improvement in writing and mathematics and a good improvement in reading from the end of Key Stage 1. At Key Stage 2, standards have dropped slightly in mathematics and science and have been maintained in English. However, the numbers of pupils in the year are very small with seven pupils in Year 2 and five pupils in Year 6, which makes comparisons with other years difficult to make. All these results reflect well on the school and demonstrate good progress and learning in the core subjects of English, mathematics and science from an average level of attainment on entry to the reception class.
4. By the end of Key Stage 1, attainment in reading is above average. Pupils have a good understanding of the text and are beginning to recognise the structure of stories. All pupils use a good range of strategies to read new words. Attainment in writing is also above average. At seven, handwriting is clear and well formed, with most pupils using a joined script. In describing characters, such as 'Little Red Riding Hood' and through instructional writing of how to make a sandwich, pupils show a good awareness of the structure and sequencing of words. By the end of Key Stage 2, standards in reading are well above average. Pupils read expressively and fluently from a wide range of books. Standards in writing are above average at the end of Key Stage 2. Pupils' range of writing, which includes letters, book reviews, character studies, historical events and poetry, show the use of good expressive language and grammatical awareness. Pupils' abilities in speaking and listening are well above average by age 11. Standards in literacy are good at the end of Key Stage 1 and very good at the end of Key Stage 2.
5. Attainment in mathematics is in line with national expectations at the end of Key Stage 1 and above national expectations at the end of Key Stage 2. By age seven, pupils add, subtract and work with appropriate numbers. They make and interpret graphs accurately.

They use halves and quarters and name a variety of two and three-dimensional shapes. By the end of Key Stage 2, pupils apply their mathematical and numeracy skills well. They apply the four rules of number well when working with fractions and decimals. Pupils recognise two and three-dimensional shapes accurately. They know and understand how to represent data by using graphical representation in a variety of forms. For example, pupils have assembled a large database from information taken from a class survey. They identify trends and averages in the class, often using a computer to investigate more complicated issues. Standards in numeracy are satisfactory at Key Stage 1 and good at Key Stage 2.

6. By the end of Key Stage 1, attainment in science is satisfactory in all the components. Pupils identify a range of common materials and know about some of their properties. They have a basic understanding of living things. They investigate sound and know that movement is needed to make sound. For example, pupils in Year 1 make musical instruments. They know that hitting the drum or plucking the homemade guitar causes movement which causes sound. By the end of Key Stage 2, pupils' attainment is above national expectations in life processes and living things, physical processes and materials and their properties. For example, work seen in pupils' books indicates a good knowledge of a wide range of materials, including whether or not they make good conductors of electricity. By age 11, pupils have a good understanding of experimental and investigative science. For example, they understand the need for a fair test and are always able to try and predict what might happen before carrying out their work.
7. In information technology, attainment at the end of both key stages is in line with national expectations. By age seven, pupils are familiar with the basic operation of computers and know some of its main uses. Pupils have basic word-processing skills, are often independent users and a few pupils can input data, interpret it and relay the information to others by producing graphs. By the end of Key Stage 2, they use information technology to combine text and pictures. They add to, amend and investigate information that is stored. They are aware of using computers and measuring probes to sense physical data, such as temperature. They have a very good understanding that computers are tools to be used to aid learning in a wide variety of subjects.
8. Standards of attainment in religious education for pupils at the end of both key stages meets the expectations of the locally agreed syllabus. By age seven, pupils have a good knowledge of some of the events in the old and New Testament. Christian values are linked well to the experiences of people and they are aware that parables relate to their own lives. Pupils' knowledge of the important ceremonies, symbols and events of different religions is weaker. By the end of Key Stage 2, pupils have a good understanding of Christianity. They study in depth the symbolism of Christianity but are not as clear about the symbolism in other faiths. Pupils' debating skills are good. They can respond well to questions like 'Was Judas to blame?' These responses indicate a good depth of knowledge and understanding.
9. Within the remaining subjects, there are particular strengths in history and geography, where attainment is above national expectations for their ages at the end of Key Stage 2. For example, in history, pupils demonstrate an increasing depth of factual knowledge and understanding of particular periods, such as Tudor England. In geography, they are able to make informed judgements on aspects of the environment and discuss factors that influence the damage to the countryside, such as pollution in the rivers.
10. Throughout the school, across the different subjects, pupils' skills in listening, speaking and reading are good in Key Stage 1 and very good in Key Stage 2. In writing, they are

good across both key stages. Presentation is good throughout the school and across a variety of subjects. Numeracy skills are satisfactory in Key Stage 1 and good in Key Stage 2. Skills in the use of information technology are satisfactory and support learning in a range of different subjects. Pupils are developing all the skills needed for independent learning as they move through the school and by the time they reach Years 4,5 and 6, they are good.

11. Most pupils with special educational needs make good progress in their learning and meeting their targets in English and mathematical skills and enhanced social and personal development.

Pupils' attitudes, values and personal development

12. Pupils are keen to attend the school and play a full part in its life, including the good range of extra-curricular activities. They have a good attitude to their work. Pupils listen well to their teacher and are keen to learn. They persevere with the task given and have high levels of concentration. Pupils are keen to answer questions and to play a full part in lessons. The pupils' enthusiasm for their schoolwork is very good and this has improved since the last inspection.
13. The behaviour of the pupils, in class and around the school, is good. Parents are very happy with the standard of behaviour achieved in the school. When the pupils go on visits or residential trips they are very good ambassadors and their behaviour is exemplary. There have been no exclusions from the school.
14. Relationships, between pupils and between pupils and adults, are very good. Pupils work well together in pairs and in groups. They consider the impact of their action on others and respect the contributions and opinions of others. This aspect of relationships has improved since the last inspection. There is a very friendly atmosphere in the school.
15. The personal development of the pupils is very good. They are given a very good range of opportunities to take responsibility. Every pupil is given tasks to undertake in their class. Also, the older pupils help to look after the younger ones and they act as librarians and take responsibility for play equipment and computers. Pupils provide musical entertainment at local charity functions and at the annual Harvest Tea for the elderly people. They were involved in a mini enterprise project, making millennium calendars for sale. Pupils show initiative by proposing fund-raising ideas and selecting music for assemblies.
16. Pupils with special educational needs are very well supported, are totally integrated within the school and have good relationships with their peers and adults. Everything is done to build up self-esteem and avoid highlighting the disabilities of any pupils.
17. Attendance in 1998/99 was 96.1 per cent, which was well above the national average and very good. There were no unauthorised absences. The level of attendance has improved by one per cent since the last inspection in 1996. The punctuality of the pupils is very good and only a few are occasionally late. A prompt start is made to lessons and the school day. The very good level of attendance and punctuality make a very positive contribution to the pupils' attainment and learning.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is mainly good, with no unsatisfactory teaching. In just under two out of three lessons, it is good or better, with one in ten lessons being very good or excellent. This shows a good improvement since the last inspection, where only one third of the lessons were good or better. The school has worked hard to improve the quality of the teaching. This has been achieved by careful monitoring and evaluation arrangements where the headteacher has examined all teachers' planning and also observed and evaluated the teaching.
19. The teaching of literacy has received considerable attention over the past one and a half years. Teachers deliver the basic skills of literacy well, some very well. The written planning for the literacy hour is well structured and includes appropriate work matched to the needs of pupils. This ensures that all pupils generally make good progress. The plenary session at the end of the lesson is usually well focused on extending learning and giving positive feedback. This enables pupils to consolidate all they have learned. Particular strengths were seen in the teaching of the basic skills of reading. Speaking and listening is very well developed. The teaching of numeracy has received specific attention since September. The structures for planning in numeracy lessons are in an early stage of development but are good. The introductory mental and oral session is usually done very well; lots of practical activities are planned during the middle period where appropriate and new mathematical concepts are introduced to extend pupils' understanding.
20. In the more effective lessons, teachers' own knowledge and understanding of the subject is good. For example, in a mathematics lesson, pupils in Year 6 were asked to work on various mental calculations and put the answers in a large squared table. They then had to recognise any patterns that appeared with the numbers. The teacher's very good understanding of mathematics enabled her to explain in appropriate terms to pupils of differing abilities how these patterns had appeared. Pupils were excited about their results and were keen to extend the exercise for a further period of time. Teachers' knowledge and understanding of all subjects is at least sound. Specialist teachers are used in physical education, history and geography and subject knowledge in these subjects is good. This leads to higher attainment in history and geography and in the physical education lessons seen.
21. Teaching is also characterised by good planning, with carefully structured learning steps, clear learning objectives and well thought out activities. The work planned also builds on pupils' previous knowledge and pupils gain in the development of skills and understanding. This is particularly evident in the planning of literacy and numeracy. The good planning in most lessons ensures that lessons are stimulating, the pupils are fully engaged and focused, they want to learn and they enjoy their lessons. For example, this was seen in a history lesson for Year 2 pupils. The teacher had devised some well thought out practical ideas to illustrate the work of an archaeologist. The brief discussion about Ancient Egypt to consolidate previous knowledge, was followed by the story of Howard Carter and the discovering the tomb of Tutankhamon. Pupils' interest was sustained well as the teacher had a box of sand in which she had hidden simple artefacts for the pupils to 'discover' objects for themselves. As the lesson progressed, the pupils became more and more involved and excited by every development.
22. The management of the pupils in lessons is very good and most pupils settle down to their work quickly. In these lessons, pupils work productively and sustain concentration and the pace of the lesson is good. Teachers have a thorough knowledge of all the pupils they teach and, during lessons, their day to day assessment is good and teachers are fully

aware of pupils' individual needs. Marking is good, often with helpful commentary and pupils are clear about what they have to do to improve. Teachers also have effective longer term assessment procedures in place for all the core subjects of English, mathematics, science, information technology and religious education. These longer term records are used in teachers' planning. Good use is made of homework to reinforce and extend the work being done in the classroom.

23. The teaching of pupils with special educational needs is good overall. It is often focussed, when pupils are withdrawn by staff for group or individual support, on specific aspects of English, often linked to word work in the literacy strategy. Special educational needs pupils are well supported in the literacy hour working as part of a small group within the classroom. It is most effective when the work relates closely to the targets set in the individual education plans. The work set by the class teachers is generally matched correctly to the attainment levels of the special educational needs pupils and so their productivity and learning is good. There is close teamwork between the class teachers and the support assistants and recent training from outside agencies has improved their own confidence levels and skills in working effectively with the special educational needs pupils. The support assistants are also directly involved in planning and are fully consulted about the purpose and content of the lesson and provide the class teacher with feedback on progress at the end of the session. They are also involved in the review of pupils' progress and have full access to the individual education programme for each pupil.

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

24. The school's curriculum is broad and balanced. It successfully meets the statutory requirements of the National Curriculum with religious education taught in line with the locally agreed syllabus. The school has responded positively to the key issue raised in the previous inspection, by providing a curriculum for the children of five and under that is planned appropriately to achieve the early learning goals. Although a satisfactory range of activities are provided in reception, the restricted accommodation limits the learning opportunities for children in physical development and creative play.
25. The quality and range of learning opportunities is good at Key Stage 1 and, with enhancement including a residential visit, becomes very good at Key Stage 2. This reflects the school's strong commitment to provide a rich and relevant curriculum for all its pupils and, at the same time, maintain high standards of achievement. Reading, speaking and listening and the investigative aspect of science is a strength of the school by the end of Key Stage 2. Staff work very successfully with other small schools in sharing their curricular strengths and planning topics, workshops and visits together. Workshops have recently included a technology and Tudor day. Although a high percentage of teaching time is allocated to English and mathematics the organisation of the curriculum is very well planned to enable all other subjects to be covered fully in a meaningful way. Information technology is used effectively to support many areas of the curriculum.
26. Literacy and numeracy receive a high profile with good progress made in successfully implementing the literacy hour and numeracy strategy. The weakness in curricular provision for the higher attaining pupils at the last inspection has been addressed well in now providing challenging and appropriate activities suited to their needs.
27. Personal, social and health education is given a high focus and there is comprehensive

documentation in place to support the very good provision provided. These guidelines ensure that sex education, together with awareness of the misuse of drugs, are taught effectively within an integrated curriculum. Outside agencies, such as the police and health department are also used to deliver additional activities to extend pupils' knowledge and understanding. Aspects of personal and social education are promoted very well during 'circle time', religious education lessons and assemblies, by helping pupils to achieve a respect for the opinions and contributions of each other. This was a weakness at the last inspection.

28. A strength of the curriculum is the very constructive relationships that exist between neighbouring primary schools and the mutual benefits in enriching the curriculum. During the week of the inspection these schools joined together to participate in a very successful music festival and such activities are a regular feature of this partnership. There is regular contact with the local nursery and playgroup and strong links with the feeder secondary school to help in the smooth transition. There is particularly close consultation with regard to science and information technology with the pupils using the facilities of a larger school.
29. During their time in school there are very good opportunities for pupils to take part in a wide range of extra-curricular activities that often change each term. Over the past year they have included French, country dancing, recorders, board games, drama, cookery, football and netball. Most pupils participate regularly in at least one activity. There are also good opportunities for pupils to join other schools in a variety of sporting competitions. Older pupils attend an outdoor residential centre and a very comprehensive variety of visits and visitors from the local community and further afield enriches the curriculum significantly. The quality of these activities makes a very good contribution to developing pupils' personal and social skills.
30. The provision for personal, including spiritual, moral, social and cultural development, is good overall and has improved since the last inspection. The provision for the pupils' spiritual development is good. The daily acts of collective worship explore clear themes and make a significant contribution to the pupils' spiritual development. The overall quality of collective worship was not inspected as part of this inspection. Pupils are given opportunities to reflect on the wonders of the world. In mathematics, for example, pupils showed excitement and amazement on discovering patterns in mathematical calculations. Pupils visit the local church for services and local clergy visit to take assemblies. Religious education also makes a good contribution to the pupils' spiritual education.
31. The provision for the pupils' moral development is very good. Pupils are taught the difference between right and wrong and to respect the views, feelings and beliefs of others. High self-esteem is encouraged as well as self-respect and discipline. All pupils are given responsibility and, in particular, the older pupils take care of the younger ones in several different ways. The school's golden rules are displayed around the school and are well understood by the pupils.
32. Provision for the pupils' social development is very good. The school has a good policy on personal, social and emotional development, and circle time and personal and social education is an established part of each class's curriculum. Pupils are made aware of their need to contribute to the world and local community. They raised money for 'Farm Africa' and compiled gift boxes for 'Operation Christmas Child'. Pupils participate in local artistic productions and serve harvest tea to local elderly residents.

33. The provision for the pupils' cultural development is satisfactory overall. Pupils are made aware of their own culture by visits to theatres and art galleries and working with local artists. Pupils played a part in the Millennium Dome Arts Project, 'Our Town Story'. A large number of visitors and groups come into the school to develop the pupils' multi-cultural education. However, the school needs to do more to develop the pupils' appreciation of the diversity and richness of other cultures in art, literature and religious education, including the ethnic and cultural diversity of British society.
34. Provision for special educational needs is good throughout the school. Pupils have equal access to the curriculum by means of individual education plans, which are of a good quality. The targets set are manageable and achievable within the time limits set and the level of support received. They are reviewed regularly to ensure that the plans remain appropriate. Pupils receive an appropriate balance of additional support, both within the classroom and through withdrawal. Care is taken to ensure that, whenever possible, pupils receive support in the same curriculum area as the rest of the class.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The steps taken to ensure the pupils' welfare, health and safety are very good. The teachers know their pupils well, recognise their needs and give them very good support and guidance. The school has a good health and safety policy, which is very comprehensive. The health and safety governor, the headteacher and the local education authority surveyor carry out an annual safety audit of the buildings and grounds. No health and safety concerns were observed during the inspection week. Fire drills are held termly and the movable equipment is checked annually. The school has one fully qualified first aider and three others who are partly qualified. A wide range of specialists visits the school, including the school nurse.
36. The school has an appropriate child protection policy, which was compiled in accordance with the local education authority guidelines. The headteacher is responsible for its implementation and has received relevant training. The staff are informed of the procedures to adopt if they have any concerns.
37. The personal development of the pupils is monitored well by their class teachers and is recorded in the pupils' annual reports. If teachers have any particular concerns about pupils they are recorded. Self-respect is encouraged and teachers try to build up the self-esteem of the pupils. The school's procedures for monitoring and supporting the pupils' personal development are very good.
38. Attendance is monitored by class teachers and by the educational welfare officer who visits termly and makes contact with parents, where necessary. The school secretary enters the attendance records onto the computer and compiles attendance statistics. The giving of rewards encourages good attendance. In 1998/99, 25 pupils received a certificate for 100 per cent attendance in the year. Registers are taken regularly but, at times, greater care is required in their marking to ensure that all pupils are marked at the appropriate time. The school's procedures for monitoring and improving attendance are good overall.
39. There is a good behaviour and discipline policy, which contains an appropriate range of rewards and sanctions to encourage good behaviour. The policy is consistently applied, well understood by the pupils and has been successful in improving the standard of behaviour since the last inspection. Each class has its own 'golden rules', which reflect

the behaviour and discipline policy and are negotiated with the pupils. The school has a good anti-bullying policy. Records are kept of the few incidents that occur. Both parties are interviewed and parents are involved, if necessary. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good overall.

40. The procedures for assessing pupils' attainment and progress are good and have improved since the last inspection. These successful initiatives are helping to maintain the good standards of achievement. The assessment policy, with clear guidance, has helped staff to develop a consistent approach throughout the school. In all the core subjects, staff, through informal daily and more systematic longer-term methods of assessment, have a good picture of pupils' strengths and weaknesses. It is particularly effective in English and mathematics, where thorough marking by staff helps pupils to know how well they are doing and how they can improve. Assessment is strengthened further in these two subjects by setting individual targets to help pupils raise their achievements further. The targets are reviewed regularly and the information is used by staff to help them plan the next stage of learning. They are also closely linked to the key objectives of the literacy and numeracy strategies. Satisfactory analysis is made of the baseline assessment and effective analysis of the results of the National Curriculum tests to monitor the progress of individual pupils and to look at areas for improvement in teaching and learning. Portfolios of moderated work have been collected in English, mathematics and science and this helps staff to make reliable judgements in teacher assessments. Pupils in the reception class are beginning to be informally assessed against the early learning goals and the baseline profile through observation and discussion. However, assessment is not yet a natural part of the planning, teaching and learning for these children. The good assessment and recording processes that are part of the strategies for all pupils in Key Stage 1 and Key Stage 2 are also used in assessing the progress of pupils with special educational needs. The information gathered is used effectively to decide on planning and the level of support needed. Valuable use is also made of the targets set in the individual education plans and these are regularly reviewed. The learning support teacher at the school and specialised staff from the local authority carry out appropriate diagnostic tests when pupils are showing limited progress or are moving up a stage in the code of practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents are very supportive of the school and the links between the school and parents have a very positive impact on the pupils' learning.
42. The quality of information provided to parents is very good. The half-termly newsletter gives information on the curriculum, clubs and visits, and regular information letters are sent out. There are two opportunities a year, one formal, one informal, for parents to discuss their child's progress with the class teacher. Parents new to the school are invited to an information evening and are provided with booklets about starting school and helping children to learn. Curriculum evenings are held to inform parents about aspects of the curriculum. Parents are welcome in the school at any time. They are welcome to observe lessons and some do so. The pupils' annual reports tell parents what their child knows, understands and can do. The last inspection report stated that parents are happy with the information provided and this is still the case.
43. The school's links with its parents are effective and their involvement has a very good impact on the work of the school. The contribution of parents to children's learning, at

school and at home, is very good.

44. The Friends of the School meet termly and arrange a number of fund-raising and social events. The money raised is used to buy resources such as books and computers and to subsidise trips. Parents and pupils collect vouchers to obtain resources for the school. Parents help in school, on trips and with swimming sessions. Parents are invited to special events, such as those at Christmas, and some parents are involved in the provision of extra-curricular activities. There is a good written policy on home/school links, which contains a very good set of aims. Most parents have signed the home/school agreement.
45. The school has an appropriate homework policy. Most parents are happy with the homework provided but a few would like more guidance on how they could help their child at home. The reading logbook records the reading done by the pupil; parents contribute to it at home and it also acts as a line of communication between school and home.
46. The parents of children with special educational needs are closely involved in the process of identification and are kept fully informed about their child's progress at all stages. Parents are invited to the termly review meeting and most attend. They also help their children with homework. In addition the school provides good advice to parents who have children with special education needs, on the best way to support their child's development at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Leadership is very good. The school benefits from very effective leadership by the headteacher. It was a similar picture in the last inspection. She has provided a clear vision and a distinct educational direction for the school. She combines her large teaching commitment with her leadership duties very well. She has been successful in developing an agreed sense of purpose amongst the staff. All have a strong commitment to improve and a very good capacity to succeed. This has resulted in the creation of an effective school. She has ensured that the school's priorities for development are very appropriate. The implementation of the literacy hour and the numeracy strategy, the monitoring and evaluation of the teaching and the further involvement and training of the governors, are successful examples of these priorities.
48. The governing body is very supportive in many ways. The chair and the vice-chair of the governing body are fully committed to the school. They are involved in the affairs of the school, are regular visitors and often involved in professional dialogue with the headteacher. A number of other governors visit the school and support classroom activities and aspects of the curriculum. The support from the governors with a responsibility for special educational needs and literacy and numeracy has been particularly effective. All governors have a very good understanding of the strengths and weaknesses of the school and are closely involved in the production and evaluation of the yearly development plan and the longer term vision for the school. The governing body fulfils all its statutory duties.
49. The headteacher has been involved in the monitoring and evaluation of teaching, especially in the teaching of literacy. This has resulted in an improvement in the quality of the teaching since the last inspection. Pupils' work has also been examined and analysed. The teachers' planning is also examined on a regular basis. The subject co-

ordinators are also effective. Being a very small school, all teachers have the responsibility for two and sometimes three subjects. A part-time teacher has the responsibility for history and geography. The staff work well together in these leadership roles.

50. The aims of the school, its values and policies are implemented well. However, the good policy for multicultural education is not fully implemented. The yearly school development plan effectively supports management. It gives a clear framework for action. It is carefully costed. Funding is linked to educational priorities and there are clear strategies for implementation. Those responsible for carrying out developments are identified.
51. The leadership has developed a very good ethos in the school. Pupils have developed good attitudes to learning and they are very enthusiastic about the school. There are very good relationships. There is a commitment by the leadership to raise educational standards for all. There is a commitment to equal opportunities for all.
52. There are sufficient qualified teaching staff to teach the National Curriculum and religious education. Effective use is made of specialist teachers in history, music, geography, religious and physical education. Class teachers and support staff work very well together. The teachers' appraisal scheme is appropriate. The school's accommodation is broadly satisfactory, although there is a lack of space for outdoor play for children in the reception class. However, the original building and the additional large hall, are used well for the delivery of the National Curriculum and religious education. The school is looking forward to moving to a new building on a new site within 18 months. Resources are mainly good and used effectively to support the teaching of all subjects. The school grounds are laid out as a resource for learning with a nature garden and an ecological pond.
53. The management and organisation of the provision for pupils with special educational needs is good. The co-ordination and administration of procedures is thorough and the special educational needs co-ordinator carries out her duties effectively. Individual progress is well monitored. The assistant teachers are provided with good support and advice. There is an identified governor for special educational needs. He meets regularly with the co-ordinator and has been successful in gaining a good knowledge and understanding of the work being carried out in the school, which he reports formally on at governors meetings. Accommodation is adequate for pupils with special educational needs. There are no additional facilities to assist access to the building for disabled pupils. The satisfactory range and use of resources available for staff to use with special educational needs pupils has a positive impact on the good progress they make.
54. Careful financial planning supports educational developments and priorities very well. The school uses the money at its disposal wisely and the headteacher and chair of the governors finance committee are aware of the need to get the best value for pupils. The school's finances are in very good order and good reserves are in place to cope with planned developments, including specific educational developments for the move to the new school. The quality of financial control and school administration through the school secretary and chair of the governors' finance committee is very good. The governors run the school efficiently, they take a keen interest in the performance of the school and the way it is perceived locally. They are planning carefully for the move to a new school. The management systems now in place, including the effective leadership of the headteacher, dedicated team of teachers, support staff and governors, have

ensured a number of improvements since the last inspection. The school has a very good capacity to maintain an effective school and introduce further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To maintain the quality of education and promote further development, the governing body, headteacher and staff should:

Improve the provision for pupils' cultural development by:

- Developing further pupils' appreciation of the diversity and richness of other cultures in art, religious education and literature;
- Extending pupils' understanding of the ethnic and cultural diversity of British society;
- Fully implement the school's policy on multicultural education.

(This is indicated in paragraphs 8, 33, 50, 82, 107, 108 and 109)

In addition to the issue above, the following less important weaknesses should be considered for inclusion in the action plan:

1. The provision of more opportunities for structured play for children up to five years old;
2. Further refinement of assessment opportunities for children in the reception class;
3. To take greater care in the completion of the daily registers.

(These are indicated in paragraphs 38, 40, 52, 57 and 62)

Items 1 and 2 have already been identified in the school development plan for further development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
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
1	2	17	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

		YR – 6
Number of pupils on the school's roll (FTE for part-time pupils)		64
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs

		YR 6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		15

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		10
Pupils who left the school other than at the usual time of leaving		3

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	4	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	12	11	10
	Percentage of pupils at NC level 2 or above	School	92(100)	85(100)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	9	10	9
	Percentage of pupils At NC level 2 or above	School	69(100)	77(100)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	10	11
	Percentage of pupils At NC level 4 or above	School	83	83
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	10	11
	Percentage of pupils at NC level 4 or above	School	84	84
	National	68(66)	69(66)	75(72)

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	64
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – 6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	10.6
Average class size	20

Education support staff: YR – 6

Total number of education support staff	4
Total aggregate hours worked per week	45

FTE means full-time equivalent.

Financial information

Financial year	98/99
	£
Total income	125,614
Total expenditure	121,825
Expenditure per pupil	1,792
Balance brought forward from previous year	21,339
Balance carried forward to next year	25,128

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	64
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	33	0	0	2
My child is making good progress in school.	45	43	0	0	12
Behaviour in the school is good.	41	49	6	0	4
My child gets the right amount of work to do at home.	39	53	6	0	2
The teaching is good.	69	22	0	0	8
I am kept well informed about how my child is getting on.	49	31	12	8	0
I would feel comfortable about approaching the school with questions or a problem.	76	16	8	0	0
The school expects my child to work hard and achieve his or her best.	67	31	0	0	2
The school works closely with parents.	55	31	14	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	55	43	0	2	0
The school provides an interesting range of activities outside lessons.	67	27	6	0	0

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

55. Children are admitted full time to the reception and Year 1 class at the beginning of the term in which they are five and attend full-time. At the time of the inspection there were twelve children of five and under in this class. Nearly all of these children have benefited from a range of pre-school experiences.
56. The attainment of children on entry to school this year is broadly average in all the areas of learning and this is confirmed by the baseline assessment results. As the cohort is small, attainment varies from year to year. All of the children now follow a satisfactory early years curriculum based on the Desirable Learning Outcomes and this represents an improvement since the last inspection. Children, including those with special educational needs, make good progress in language and literacy and their knowledge and understanding of the world. In the other areas of learning, progress is satisfactory. By the end of the reception year, nearly all of the children will have at least reached the expected standards of attainment in all areas. About half of them are already working on the early stages of the National Curriculum in English and science and attainment in these two areas is above average.
57. The teacher and two part-time ancillary staff in the reception class plan closely together. While planning is generally satisfactory, there is no policy for the early years provision, although it has been identified as a priority in the school development plan. The English and mathematics planning is adapted from the National Literacy and Numeracy Strategies. There are systems in place to measure the progress the children are making against the desirable learning outcomes and the baseline profile. These are satisfactory at present but need further refinement to be fully established as an integral part of planning, teaching and learning. Good home-school links have been established. Parents are welcome to come into school at the beginning and end of sessions and a positive and friendly atmosphere has been established. The support parents give to their children at home with reading is having a very beneficial effect on raising standards for many children.

Personal and social and emotional development

58. By the end of the reception year most children have reached the expected standards of attainment in their personal and social development and progress is sound. At the beginning of the year there is a high emphasis by the staff on helping the few less confident children adapt to their new environment. They are now happy in school and work well together. The children are considerate towards each other in activities, sharing equipment and tidying up afterwards. Behaviour is good. Although all the children show good levels of concentration when sitting together for a class lesson or discussion, they sometimes find it hard to work independently to complete a more formal activity in numeracy and literacy. However, attitudes to learning are generally very positive and the excitement and interest shown in discussing, for example, the fantasy buildings of the architect Gaudi demonstrates the children's strong motivation to learn. Their spiritual and cultural development is developed well through assemblies and celebrating festivals. Teaching in this area of learning is good.

Language and literacy

59. The children make good progress in language and literacy with all of them reaching the expected standards and half exceeding these expectations by the end of reception in speaking and listening and reading. Attainment in these aspects of language and literacy is above average. Most of the children are fluent and articulate speakers and use a wide vocabulary in their conversations with adults and other children. They talk spontaneously about what they are doing at home and at school and with a little help from staff, confidently perform with puppets the story of 'Little Red Riding Hood'. Children, in discussions, listen attentively and wait for their turn to speak, responding appropriately to what they have heard. The introduction of the National Literacy Strategy has contributed significantly to the improvements in listening skills since the

last inspection. Most of the children are beginning to use recognisable letters in their handwriting that are formed correctly. The higher attaining children already have some understanding of the elements of a sentence and write a few phrases about the stages in the growth of a butterfly. Writing is satisfactory but generally not as well developed as reading. This is due in part to the organisation of the independent tasks in writing. Some pupils find concentration on these tasks difficult at times. The children all enjoy sharing books and handle them carefully. They are all progressing very well on the reading scheme. The National Literacy Strategy is helping them to read simple stories with fluency, understanding and interest and there is a high focus in teaching on learning words. Because of this, teaching in this area of learning is good.

Mathematics

60. Sound progress is made in mathematics with attainment for most of the children at the expected levels at the end of reception and a few above this level. Teaching in this area of learning is good and the teacher's well thought-out activities have helped the children to gain a secure number recognition to ten. They can write, add and subtract numbers formally to ten and count objects into sets. Higher attaining children count reliably to twenty, identify missing numbers, write the numbers correctly and understand, for example, that nine is greater than seven. All children have appropriate opportunities for practical work, experiencing a reasonable range of sorting and matching activities, as well as developing skills through number rhymes and games. Most children are confident in their knowledge of two-dimensional shapes. Nearly all identify squares, rectangle, circle and triangle. They recognise the months of the year and when their birthdays occur. Teachers provide good opportunities for children to learn the correct mathematical language. Improvements could be made in the independent work in the numeracy lesson where the staff are not always able to circulate often enough to provide the support the children need.

Knowledge & Understanding of the World

61. Children are very interested in their world and progress is good with about half achieving above average standards. Teaching in this area of learning is good and many worthwhile activities are provided for the children, to enrich their knowledge and understanding and interests are heightened by good displays and stories and many local visits and visitors to the school. Staff work effectively alongside the children, talking to them and listening to what they have to say. Children develop a good sense of the passing of time by examining old and new fire-engines. They visit the local fire station and recognise the differences between the houses in the village. Stories such as 'Little Red Riding Hood', are used well to help the children recognise the human and physical features of a journey. Children use their senses well to describe the sounds made by musical instruments, which they have recently made. They recognise that sounds come from a variety of sources. Suitable resources are provided for the children to use cutting and joining skills to make, for example, a special patterned coat for Joseph after listening to his story from the Bible. In information technology, children confidently use the mouse to assist their learning on the computer.

Physical development

62. Satisfactory progress is made in physical development and most children reach the expected standards of agility and co-ordination. They manipulate pencils, scissors, brushes and other tools with a growing competence and skill. Inside the classroom there are a limited range of construction toys for problem solving activities. There is a lack of opportunity for outdoor play because of the absence of a suitable area for large equipment and moving vehicles. However the children do have access to small apparatus at break times and several lessons for physical education in the hall each week. These are appropriately taught with good opportunities for the children to exercise vigorously and use space sensibly. Children show sound levels of co-ordination in moving safely around the hall and developing the necessary skills for gymnastics and dance. Teaching in this area of learning is satisfactory.

Creative Development

63. Children have some worthwhile opportunities to express themselves creatively and are making

satisfactory progress, with most reaching the expected standards of attainment. Teaching in this area of learning is satisfactory and a good balance is kept between work directed by the teacher and children initiating their own ideas. They show sound observational skills in the pictures of animals drawn with chalk and pastel and good colour and design awareness in their patterns and hand prints. Most children can express themselves creatively through music making. They add actions to their songs and keep to the beat with a variety of percussion instruments they have made. The small role play area is furnished as a post office but it doesn't provide a rich environment in which to learn, with restricted creative play opportunities due to a lack of space.

ENGLISH

64. In the National Curriculum tests for seven year olds in 1999, standards in reading are broadly in line with the national average and those in writing are below average. When compared with similar schools, pupils' attainment is average in reading and well below average in writing. In the 1999 tests for 11 year-olds, attainment in English is well above the national average and when compared to similar schools it is above average. There is no significant difference in the performance of boys and girls at seven or 11. The inspection findings for the present cohort of seven year olds shows that standards this year are above national expectations in speaking and listening, reading and writing. At 11, they are similar to last years results of well above national expectations. This represents a significant improvement since the last inspection. However, in this small school test results are very much affected by the size of the cohort each year and this year, the small number of seven and 11 year-olds makes comparisons difficult. Pupils enter the school with broadly average levels of literacy skills and their achievements and progress in terms of prior attainment are good overall at both key stages. The recent concentrated initiatives within the literacy hour, including additional learning support for targeted pupils and improved teaching and resources for reading, have contributed well towards raising progress from satisfactory to good since the last inspection.
65. At the end of Key Stage 1, pupils demonstrate standards above national expectations in speaking and listening. At seven they are articulate and fluent and use well formed sentences and a good range of vocabulary. A good example of this was seen when pupils talked about their favourite characters in the books they are reading. Their responses to questions are considered and appropriate, reflecting the good quality of their listening skills especially during the literacy hour. At the end of Key Stage 2, the good progress made at Key Stage 1 is maintained and improved further to achieve standards well above national expectations. Most pupils are skilled at evaluating the meaning and purpose of a variety of texts they study. For example, in the shared reading in Year 6 they confidently discuss both sides of the argument for mining in Antarctica and are able to present their own considered views, using the conventions of debating well. Pupils engage in good levels of conversation with adults in which their ideas and opinions are carefully considered, reflecting the very good quality of their listening skills. They are all given more formal opportunities for speaking and listening to a wider audience in assemblies and drama presentations in school and further afield.
66. Reading standards are above national expectations at the end of Key Stage 1. Many higher attaining pupils use expression and read fluently. They have a good understanding of the text and are beginning to recognise the structure of stories and use the correct vocabulary to evaluate the book. However, few can name different authors they like. All pupils use a range of strategies to read new words and to self correct more difficult ones. Lower attainers are more hesitant in their reading but recognise familiar words and phrases in a simpler text. Additional books to support the literacy hour and particularly the use of the big books has improved the enjoyment shown by the pupils in their reading and is helping to raise standards further. Pupils show a good understanding of alphabetical order in using dictionaries to check spellings and finding books in the library using the index displays. By the end of Key Stage 2, standards are well above national expectations. The regular visit of the schools' librarian is eagerly anticipated and, during this session, pupils confidently discuss their preferences for books and analyse and evaluate the texts they have read with clarity and understanding. They read expressively and fluently from a wide range of books. Many have favourite authors and often visit the local library. Most pupils are proficient in finding information for research in other subjects and are familiar with the library system. They are proud to be selected as a library monitor.

67. Writing by the end of both key stages is above national expectations. At seven, handwriting is clear and well formed with most of the pupils using a well-formed joined script. In describing characters such as 'Little Red Riding Hood' and through instructional writing of how to make a sandwich, pupils show a good awareness of the structure and sequencing of events. Their ideas are clear and varied and words are chosen for interest. Spellings and punctuation are usually accurate and speech marks are beginning to be used correctly. The lower attaining pupils can write a short sentence independently but spelling is weaker. There are frequent opportunities during the literacy hour to practise phonics rules to improve spellings and most pupils are confident in using these skills independently in their written work. There are some good examples of different forms of writing including plays, shape poems, diaries of events at home and school, book reviews and the retelling of favourite stories. By the end of Key Stage 2, most pupils use good expressive language and grammatical awareness in a variety of work that includes letter writing, book reviews, character studies, historical events, poetry and science experiments. Some particularly good examples of interesting and well organised writing in Year 6 is the detailed local studies work being carried out on the village, to presentation standards on the computer. Past work also shows some good journalistic styles developing in the planned interview with Victoria Beckham and an historical diary account of life on the Scilly Isles. Written work is very well presented although one or two of the pupils are reluctant at times to use a well formed and joined script.
68. Teaching is good at both key stages and this represents an improvement since the last inspection. There was no unsatisfactory teaching. Progress and learning is good for all pupils, including those with special educational needs. Staff who work specifically with the special educational needs pupils provide well-targeted support. Teaching staff have a clear understanding of the objectives of the national literacy strategy and a confident approach in their teaching. Planning is sound and focuses on practising, improving and extending skills that are now, since the last inspection, matched correctly to the stage of pupils' learning. However, the learning objective of the lesson is not always specific enough so that it can be evaluated easily at the end of the lesson. Teachers have high but realistic expectations of pupils and challenge them well, through good levels of questions and discussion that helps pupils to develop their ideas in spoken and written language. This also represents an improvement from the last inspection. Just occasionally, the texts chosen and discussed are not always appropriate for the younger pupils in the class and they are not able to join in the discussions. This happened when the Antarctica text was used in the mixed Key Stage 2 class. A very good range of strategies are used in the shared work to link speaking and listening, reading and writing with phonics, spellings and comprehension and extend learning opportunities well. One very successful strategy is the book of literacy aids prepared for each of the pupils in Key Stage 2 to help them as an 'aide memoir' to improve the spellings, vocabulary and the structure of their writing. Staff are sufficiently skilled at helping pupils to improve the content of their writing through gaining an insight into the vocabulary, ideas and style of different authors and this should be continued further, to enable the pupils to reach the same high standards in writing as they do in the other aspects of English. Staff provide a safe and secure environment in the classroom. A strong feature and strength of the teaching is the good relationships established with pupils and the encouragement given to them to behave well and work hard. This helps them to focus well on their tasks, sustain concentration and work productively to make progress. Occasionally, this does not happen at Key Stage 1 in the independent tasks when time limits are not set. Homework is given regularly for pupils and this is contributing positively to the good progress and high standards in the school, especially at Key Stage 2.
69. The National Literacy Strategy is being efficiently and effectively implemented in all classes. The shared work with all the class is a strength of the provision and the plenary is also used well to consolidate and extend learning. There is a stimulating environment in all classrooms where literacy has a high focus and resources are well displayed to help the pupils improve the quality of their work. Literacy skills are practised very well across many areas of the curriculum. For example, in history, Year 3 re-tell the life of a chimney sweep in Victorian times while in science, Year 2 describe the testing of materials for a waterproof umbrella. Information technology is used well to support the literacy strategy and is regularly used as part of the editing and presentation of written compositions. The curriculum for English is enriched by a drama club after school, the visits of local authors and the opportunity for pupils to attend live theatre in the

village and beyond.

70. Effective management has successfully prepared the staff for the literacy hour and the impact from training and support has been in the improvement to teaching skills, the good progress made by the pupils and high standards of attainment. The experienced co-ordinator is very committed to continue this progress. Through monitoring of teaching and learning, she is aware that some further developments are still needed in respect of writing to bring standards to the same levels as speaking and listening and reading. Assessment is good and the thorough marking by staff gives a clear picture of pupils' strengths and weaknesses. It is further strengthened by the setting of individual targets that are regularly reviewed by staff to help them plan the next stage of learning.

MATHEMATICS

71. The results of the 1999 National Curriculum tests for seven year olds shows that attainment was below the national average. For those age 11, attainment was well above the national average. When these results are compared to similar schools, it is a similar picture. The results over the last three years vary considerably, with very high results in mathematics in 1997 for seven year olds and well above average for 11 year olds. At both key stages, in 1998, the mathematics tests showed above average results. However, it must be borne in mind that in most years there is a very low number of children, sometimes as low as five. This makes comparisons with all schools or with similar schools difficult to make. Comparisons were possible in 1999 as there were larger numbers of pupils who were aged seven or 11. The inspection findings indicate that for this year's pupils at the end of Key Stage 1, attainment is in line with national expectations and above the national expectation at the end of Key Stage 2. The attainment of pupils at the end of Key Stage 1 is similar to the findings of the last inspection in 1996. At Key Stage 2, there has been an improvement, as attainment in 1996 was in line with national expectations.
72. By the end of Key Stage 1, all pupils have satisfactory standards of numeracy and knowledge of all the components of mathematics. For example, by the age of seven, most pupils have a secure foundation of the four rules of number and undertake mental and written calculations of ten's and unit numbers. They identify and use halves and quarters. For example, pupils in Year 2 work out that four boxes to be shared equally between two lorries would result in two boxes per lorry or half the number of boxes each. Some more able pupils can recall their two, five and ten times table. Pupils know the common 3-D and 2-D shapes and describe their properties, including the number of sides and corners. Many pupils sort objects and classify them, gather information, record the results in simple block graphs. Some pupils are able to enter their results into the computer and produce a computer-generated graph.
73. By the end of Key Stage 2, pupils' attainment is above the national expectation in shape, space and measure, in handling data and in number. For example, a majority of pupils in Year 6 can multiply and divide whole numbers and decimals by 100 or 1000. They multiply, divide, subtract and add decimals to two places. They multiply and divide any three-digit by any two-digit number. Work observed in pupils' books indicate that they work out the average of a T-shape object by dividing it into rectangles and adding the two areas together. The more able pupils in Year 6 are developing good skills in using and applying mathematics. For example, pupils are able to search for patterns within a large block of numbers produced by their own calculations. They make a general statement about why they think certain patterns appear and explain their reasoning. Pupils' work on handling data is very good and a strength of the subject. For example, a large amount of data, covering many different factors was collected in a class survey. Pupils used computer technology to enter this information into a data base. They were then able to produce and interpret graphs and diagrams, including pie-charts and explain their results, finding out what was the class average with any given factor.
74. The quality of teaching in mathematics is at least satisfactory, is mainly good and, on occasions, very good or excellent. The good, very good and excellent teaching sets high standards and is responsible for the good progress and positive attitudes of the pupils. Planning is consistently good, designed to meet a wide range of learning needs and takes account of the good ongoing assessment of progress during the lesson. The teaching is also characterised by careful

intervention, skilled questioning and relevant challenges to extend pupils' knowledge. This was seen in a lesson for pupils in Year 2 where pictures of children with different coloured hair were displayed. The skilled questioning challenged pupils to determining numbers like 'how many more pupils has fair hair than dark hair'. Teachers have good subject knowledge, including knowledge of the teaching of basic mathematical skills. Good use is made of work sheets, the books of a commercial scheme and other practical resources, to support pupils' learning. For example, computers are readily available, with appropriate software, in all classrooms. Teachers have encouraged computer use and pupils turn quite naturally to the computer and recognise it as a tool to support learning in mathematics. This is a strength of mathematical teaching throughout the school. Pupils with special educational needs benefit from the support of specialist resources, classroom assistants and specific work planned for their needs. Teachers have positive relationships with their pupils and have devised many well thought out and interesting activities. This motivates pupils well and they will work hard and concentrate well to the end of the lesson. This was seen in the reception/Year 1 class where children threw a dice to fill in squares with multi-link. When they reached 20 they then had to remove the links as the dice indicated. The first children without any links was then the winner. The teaching for pupils in Years 4 to 6 is particularly effective and often of excellent quality. The great strength of this teaching is the fascination and enthusiasm that is generated for mathematics because of the teachers' own knowledge and ability. The numeracy strategy has been introduced well, with all teachers starting lessons with challenging mental exercises and providing group and individual work according to the differing abilities of the pupils. Lessons end well with a plenary session, which gives opportunities for pupils to explain their mathematical thinking and consolidate their knowledge.

75. The subject is very well co-ordinated. The co-ordinator has very good subject knowledge and monitors the teaching and progress of pupils very effectively. Very good analysis of all test results, mathematical targets and all individual assessment records has resulted in good individual learning. The local authority advisers have been used well to provide teachers with appropriate training. The scheme of work has been adapted to fit in with the national numeracy strategy. This has been particularly effective and has involved good co-operation with other primary schools in the cluster group.

SCIENCE

76. The results of the 1999 National Curriculum tests for 11 year olds shows that attainment was well above the national average when compared to all schools. It was also well above average when compared to similar schools. The results of the last three years shows consistently good results, although, in 1998, they were not quite as high but still above the national average. However, it must be borne in mind that in most years there is a very low number of children, sometimes as low as five, and this makes comparison with all schools or with similar schools difficult to make. However, comparisons were possible in 1999 as there were 13 pupils in that year. Inspection findings indicate standards for this year's pupils in Year 6, although only five in number, are above national expectations. This is an improvement on the last inspection in 1996 when attainment was in line with national expectations.
77. By the end of Key Stage 1, all pupils, including those with special educational needs, have a satisfactory knowledge of all the components of science. For example, pupils are able to sort a range of objects into man-made and natural materials. Some pupils are able to take this study a little further and state what properties some objects have and why they are used for specific purposes, such as bricks and stone for house building. Some younger pupils in Year 1 have studied the properties of sound and recognise that sound is made by movement. For example, that home made musical instruments will only produce sound if they are plucked, scraped and hit. Pupils' attainment in investigational and experimental science is satisfactory.
78. By the end of Key Stage 2, pupils have a good understanding of life processes and living things, physical processes and materials and their properties. For example, pupils in Year 6 were able to study the essential qualities of the material used in making a swimming costume. They used their considerable understanding of previous work on materials to design an investigation into stretchability, waterproofness and quick drying properties. This lesson also demonstrated pupils'

good enquiring skills and their good capacity for experimental and investigational science. Pupils carry out many experiments and by the end of Key Stage 2, pupils have a good understanding of making a fair test and have developed the habit of predicting what might happen and comparing these to the actual results after the work is completed. For example, this was seen in an investigation with ice lollies. These were put in jars and placed in different conditions, such as in a dark cupboard or in the sunshine. Pupils predicted what might happen and then produced good results, carefully recorded. They present their observations and measurements systematically and present data in graph form, often using the computer to enhance their work. Literacy and numeracy skills are used well to discuss, record and measure scientific findings. Listening and speaking skills are good in most lessons and pupils measure with accuracy. Pupils have a good grasp of scientific vocabulary.

79. Only three lessons were seen during the inspection but these lessons and a study of teachers' planning indicates that the quality of teaching and learning is mainly good. Most staff have a secure and confident subject knowledge that extends pupils' thinking well. There is a good focus on developing key vocabulary and clear scientific language. For example, this was seen in a lesson on magnetism for pupils in Year 2. The teacher encouraged good word selection from a range of appropriate words put on the blackboard. Planning is detailed and is developed in clear steps to ensure that pupils have made gains in knowledge, skills and understanding by the end of the lesson. Where appropriate, the planning also indicates different work for the less able and more able pupils. This helps all pupils, including those with special educational needs, to make satisfactory progress and often good progress in Key Stage 2. The teachers' question and answer sessions are usually particularly good and this consolidates learning at the start of the lesson and indicates at the end just what pupils have learned. Teachers link their science teaching to examples from everyday life and this makes pupils realise the relevance to their own lives. Teachers also indicate to pupils the importance of presenting the results of their investigations in a logical and clear manner. This was seen very clearly in a Year 6 book where investigations into soil and soil treated with manure and into light and reflections in mirrors was written up to a high standard. The method of investigation and the results were very clear to the reader and very useful to the pupils when doing revision.
80. The quality of leadership to support the subject is good. The scheme of work and the policy are sound. A start has already been made to review the scheme in the light of the curriculum 2000. This is being done successfully in co-operation with the cluster of small primary schools. This is a particularly good feature of all long-term planning and is particularly supportive to the co-ordinators who have a wide number of subject responsibilities in a small school. The resources for science are good and stored and labelled well. The school grounds are used well as a resource for learning, having a nature trail, a nature garden and a well stocked ecological pond. The subject is enhanced by a number of out of school visits to such places as Attingham Park for the study of natural history, with a particular emphasis on pond dipping and water life. Younger children visit a local farm. Older pupils go to Jodrell Bank for a study of astronomy. Pupils in Year 6 participate in a residential visit to Arthog Field Studies Centre and Yniaslas, Borth on the North Wales coast. Here they study the contrasting science of the beach and coastline.

ART

81. Pupils' standards in art are in line with the expectations for their age and progress is satisfactory for all pupils, including those with special educational needs. It was a similar picture in the last inspection. No lessons were observed during the week of the inspection. However sufficient evidence is available from pupils' work on display, photographs of previous work, teachers planning and discussions with staff and pupils to judge the quality of the work.
82. By the end of Key Stage 1, pupils demonstrate sound skills in using a satisfactory range of media, tools and techniques in their paintings, collage and printing. They mix their own paints and sometimes choose their own materials. Although pupils begin to show an awareness of the artistic elements of line, tone, colour and shape in their pictures of houses, seascapes and pets, there is less emphasis on practising and developing the skills of drawing and painting in sketchbooks or using the works of well known artists to help their ideas and techniques. However, pupils have recently begun to look closely at the designs of William Morris to help

them print their own patterns using polystyrene tiles. By the age of 11, pupils show sound observational skills in the control and detail of their work, using pencil, pastel, paint, chalk and brush. Good shading and line are used in the drawings of a nearby historical site which was the focus of working with a local artist. All pupils in the school also worked alongside a local potter and designed and made tiles using natural materials for the imprints. They afterwards painted on glazes to obtain a good finished product. Although pupils visit a local gallery to discuss and evaluate the work of other artists, they have less understanding of the materials and methods used by a range of important European and Non European artists. They seldom use their ideas to help them develop further their skills in the techniques of art.

83. Work is well displayed around the school and pupils are proud to talk about their achievements as well as showing an appreciation of the work of others. There are good cross-curricular approaches to the teaching of art in the Tudor portraits of kings and queens, the lino prints of Tudor houses and the tessellated patterns and shapes produced on the computer. Good ideas are also expressed in the three-dimensional pictures of tropical rain forests. The scheme of work provides good support for staff, in outlining the skills to be taught and the media to use. The absence of examples of art from different cultures has prevented the pupils from extending their interest, knowledge and understanding of art in a wider perspective.

DESIGN AND TECHNOLOGY

84. It was not possible to make an overall judgement of pupils' attainment in design and technology. Only one lesson was seen during the inspection. This involved the pupils writing a summary of early work they had done. Attainment during the last inspection was in line with the expectations for their age.
85. In Key Stage 1, pupils make a range of constructions. For example, the younger children put together cardboard puppets linked together with paper clips. The older pupils in Key Stage 1 use a wider range of tools to cut and shape materials such as paper, card and wood. Pupils in class 2 for example, have made a large paper model of a Chinese dragon. This is of good quality. In Key Stage 2, pupils have made models of wheeled vehicles which have cogs in them with some actually operated by a battery. In food technology, pupils have designed and made pizzas and some have made pancakes. Older pupils in Key Stage 2 have done some advanced work in design and technology linked to their computer studies. For example, they have made models of traffic lights, which are controlled by the computer to operate in a sequence.
86. The subject has a good scheme of work and policy. Pupils are also usually asked to design their constructions and evaluate their work after construction. The subject is enhanced by visits out of school. For example, to a local Dairy Produce Packing factory. Here the pupils examined the packages and the designs on them and learned about the influence of technology on the production line.

GEOGRAPHY

87. Only one lesson was seen during the inspection. However, evidence obtained from looking at pupils' work in their books and teachers' planning indicates that standards are in line with expectations for the age at the end of Key Stage 1 and above expectations for the age at the end of Key Stage 2. In the last inspection, attainment was in line with national expectations at the end of both key stages. There has been therefore an improvement in attainment at the end of Key Stage 2.
88. At the end of Key Stage 1, pupils are able to describe settlements and explain the differences between a city, town or village. They realise the value of services such as shops, churches, school and garages and know how important these are. At the end of Key Stage 2, pupils have a good understanding of weather and especially the water cycle. They can write about river systems and how they fit into the layout of landscapes. They understand the importance of clean water and know the serious consequences of river pollution. They study a number of countries overseas, both in Europe and in the Caribbean. They study both the geography and the history

of their own village and use maps with confidence.

89. In the one lesson seen, the quality of teaching was good. Pupils in Year 1 and children in the reception class were reminded of the journey made by Little Red Riding Hood. The teacher used a pictorial imaginative map in one of the big book series. She encouraged pupils to use the map to describe the sort of objects Red Riding Hood would pass on her way through the wood. Children began to realise that the drawings on a page represented a journey. Teachers' files indicate that planning is sound, with clear objectives. Teachers use a good range of well thought out ideas to motivate pupils, including those with special educational needs. For example, pupils in Year 6 were using the computer to input photographs taken by the school's digital camera. They were linking these pictures to a map of the village also displayed on the screen. The map showed the exact spot where the photograph had been taken. Pupils worked well together to produce results
90. The co-ordinator, who is a part-time teacher, provides effective leadership. She has collected a good range of resources and supports the other teachers well. The scheme of work and policy are sound and the subject is enhanced by visits out of school to places of geographical interest. For example, a major visit is to the Tudor Griffin Quarry. This concentrates on quarrying and landfill for waste disposal. The area is becoming a wildlife sanctuary, which demonstrates land change and environmental improvement. Map and compass work are practised around the local village.

HISTORY

91. Only two lessons of history were seen during the inspection but an examination of pupils' work and teachers' planning provided further evidence. Standards of work are in line with those expected for pupils at the end of Key Stage 1 and above that expected at the end of Key Stage 2. There has been improvement in attainment in Key Stage 2 since the last inspection.
92. At the end of Key Stage 1, pupils have a basic knowledge of people and events from important times in British history. For example, they know about the life of the great Tudor kings and queens. They are able to compare life then with life today. For example, some sound work was seen on a study of kitchens in Tudor times. By the end of Key Stage 2, pupils have a good understanding of life in Victorian England, from the Queen's birth to her death. They have a good knowledge of occupations and lifestyles. For example, they understand the difference between pupils' health today and in the nineteenth century. They have studied the occupation of nursing and its development. Using their knowledge and understanding, they evaluate sources of information and are beginning to realise the unreliability of certain evidence from the past. For example, they know that paintings of Queen Elizabeth the first when she was quite old were obviously painted in such a way as to make her appear much younger.
93. In the lessons observed, the teachers' knowledge and understanding were good. Her enthusiasm for the subject was infectious and the pupils were keen to learn and investigate historical sources. Their work in their books demonstrated that most pupils take a pride in their written work and that they enjoy independent learning and research into books and in using CD ROMS for further investigation. This was seen in a historical study of the local church, following a recent visit. Pupils were preparing notes, which they intended to make into a leaflet relating the history and development of the Church. These leaflets would be presented to the Church at a later date. The teachers' planning was good, developed in logical steps to ensure pupils progressed in skills and understanding throughout the lesson. There is adequate support for pupils of all abilities, including the more able and those with special educational needs.
94. The experienced co-ordinator has developed appropriate resources and well thought out ideas to motivate pupils. The subject scheme of work is sound and the policy good. The subject is enhanced by a number of visits out of school to places of historical interest. For example, to Erdigg Hall which was built in Victorian times and to Roman Chester. Musicians performing in Tudor style have visited the school and the pupils have conducted a good historical study of the local village.

INFORMATION TECHNOLOGY

95. Standards of attainment are in line with national expectations at the end of both key stages. It was not possible to view many lessons involving direct teaching, so judgements about attainment have been obtained by discussion with pupils and the co-ordinators and an examination of teachers' planning and the work of the pupils in their books or displayed around the classrooms. Information technology is a rapidly developing subject in the school. The school is making good and effective use of its computers. Some of the older pupils achieve standards above those expected nationally in, for example, word-processing. The curriculum for information technology is good. It effectively supports pupils' learning and achievements, including those with special educational needs. Although the judgement in the last inspection was that standards were in line with national expectations, the pupils have improved and kept pace with changes in computer technology.
96. At the end of Key Stage 1, most pupils show confidence in carrying out basic control operations, such as using the keyboard and mouse. They use the mouse carefully to select options, sometimes changing the font and style of text. Pupils in Year 1 enter numbers onto a picture of a snake and play a number game which supports the aspect of mathematics they are studying in their lesson. More able pupils use a computer game that helps them to estimate where the number eight, for example, might appear on a one to 20 line. These games require basic keyboard and mouse skills. Pupils know how to control a programmable robot 'Roamer' purposefully. Pupils in Year 2 enter data from a class survey involving a range of information, such as the numbers of pupils with light coloured hair or dark coloured hair. They describe the effect of their actions. For example, pupils explain how to present the final data as a block graph or how they would change the presentation to a pie chart. A number of pupils in Year 2 are able to print out their work unaided.
97. At the end of Key Stage 2, pupils have a sound understanding of computer terminology. They use it accurately for example, icon, cursor, A-drive, C-drive. Most know how to save, store and retrieve information without the help of the teacher. They know how to change font, size, colour and style and understand the use of borders and graphics to create effect. For example, one pupil was seen preparing a birthday card for a member of staff, using a wide variety of operations. Pupils have a good understanding of the fact that they are in control of the machine. Pupils look at a finished piece of work and discuss how to improve the presentation and layout. They use the data base well to enter and sort answers onto the computer. Pupils know how to access the data base and interpret their findings. For example, pupils in Year 6 were entering a large amount of data collected from the whole class survey. It contained ages and addresses, likes and dislikes and interests and hobbies. The pupils involved in entering the data were aware that the computer program would give them a wide variety of options to present to the class, such as the classes favourite food or how far the average child lived from the school. Discussions with pupils also indicates that they are fully aware of the value of using information technology and its advantages over other methods. The school has only just purchased equipment to measure physical data, such as temperature, using probes linked to the computer. Although pupils have not had the opportunity to use this yet, a number are aware of its potential.
98. Only a very small amount of direct teaching was observed but the level of pupils' attainment shows that the teaching is effective. Subject knowledge and expertise are satisfactory and teachers were able to answer all pupils' questions and support their work. The quality of long, medium and short term planning is good. It is detailed and thorough and provides clear progressive learning steps. Teachers provide work that challenges pupils of all abilities. Teachers keep good records of pupils' skills and achievements in the subject. These records are of good quality and enable the teacher and the pupils to be aware of any weaknesses and to determine the next steps. A strength of the teaching is that the teachers have successfully ensured that the computer is viewed as a very valuable tool to support learning. It is not viewed as a separate subject. Pupils therefore move quite naturally from book to computer and back if they feel it supports what they are studying.
99. The quality of leadership in the subject is good. The scheme of work and policy are sound. A good attempt has been made to develop the staffs' own confidence in using computers. The co-

ordinator has devised good procedures for assessing pupils' progress. Each child has a record of its skills. Resources have been improved in recent years and the school has a good range of computers. The amount and range of software is good and very well linked to the subjects of the curriculum. The co-ordinator has been very successful in ensuring that teachers and pupils view information technology as a resource for learning and a tool to support work in a wide range of subjects and situations. There is a particular governor who is very supportive and helps the school with his expertise. The leadership is constantly looking for ways to improve the subject and the school is shortly to go on the Internet.

MUSIC

100. As no lessons were observed during the inspection it is not possible to make any specific judgement on the quality of teaching or attainment and progress.
101. The pupils are taught each week by a visiting music specialist and evidence from the singing and recorder playing in assemblies suggests that pupils are being appropriately taught and gaining the learning experiences they need to make progress. They sing tunefully, with enthusiasm and diction is good. The small group of recorder players provide a confident and accurate accompaniment to the singing of hymns. In addition, almost a quarter of the school are currently learning a variety of orchestral and keyboard instruments and are well supported by visiting teachers. A music club after school also takes place and is well attended.
102. The music curriculum is greatly enhanced by visits for the pupils and visitors to the school. Groups of musicians frequently perform in school while pupils visit such venues as the Saturday concerts by the Liverpool Philharmonic Orchestra and a local music hall. Pupils from both key stages join other schools to perform at festivals and community events. Children from the school also participate in many of the village entertainments and at church services. Recently a group of musicians played at a local charity event.

PHYSICAL EDUCATION

103. Only three lessons of physical education were seen and it is not possible to make a judgement on attainment over the full range of the curriculum. In the lessons seen it was in line with national expectations. Also, teachers' planning indicates that all areas are covered and the subject meets the requirements of the National Curriculum. At the last inspection, attainment was judged to be in line with national expectations. Specialist part-time teachers are used for some of the physical education lessons. They are well qualified and their expertise contributes much to this subject.
104. In the three lessons seen, the teaching of physical education was at least good and in one case, very good. Lesson planning is good and teachers have a good understanding of the skills they intend pupils to learn. This enables pupils of all abilities, including those with special educational needs, to learn the skills being taught. Teachers assess pupils' performance in lessons and give them good verbal feedback. This ensures that pupils know what they have to do to improve. Pupils in a dance lesson were encouraged to express their feelings, moods and ideas and to respond to music. This developed self-confidence in the pupils who enjoy improving and refining their performance. Pupils are able to maintain physical activity for an appropriate period of time.
105. The subject is well led by the co-ordinator who has prepared a good scheme of work and policy. Outdoor and adventurous activities are carried out during the residential visit to the North Wales coast. Swimming is done in a local pool and all pupils can swim at least 25 metres by the time they leave the school. The subject is enhanced by sporting competitions with other schools in athletics, cross-country, rounders, netball, football, uni-hockey and swimming. Resources and accommodation for physical education are good. Parents help with sport during after school activities. This is valued and appreciated by the school.

RELIGIOUS EDUCATION

106. Standards of attainment for pupils at the end of both key stages meet the expectations of the locally agreed syllabus. It was a similar picture in the last inspection. Progress for all pupils including those with special educational needs is satisfactory.
107. At the end of Key Stage 1, pupils have a good knowledge of some of the events in the old and New Testament and can retell stories from the Bible. They know the story of Joseph and how he forgave his brothers. In their study of Moses they draw pictures of him being found as a baby in the bull rushes and express their own ideas of making the world a better place based on the 'Ten Commandments'. Christian values are linked well to the experiences of the pupils. They have a strong personal, social and moral awareness of how they should relate to one another and conduct their lives. Pupils learn of the events leading up to the birth and death of Jesus and are just beginning to have an understanding of some of the parables and how they relate to their own lives. There is less focus on pupils' describing and comparing the important ceremonies, symbols and events of different religions, although the Chinese New Year is described and contrasted with our own celebrations. By the end of Key Stage 2, pupils have a good understanding of Christianity, supported by talks given in assemblies by staff and the local vicar. Pupils examine parables, baptism, miracles and symbols and learn about the disciples in their topic on friendship. Although pupils study in depth the symbolism of Christianity and visit the local church there is less focus generally on exploring the symbolism of other faiths. However, in their study of prayer, the Islam prayer mat is drawn and pupils briefly consider the symbolism of the cross and food in different religions. Pupils are currently studying the events leading up to the trial and crucifixion of Christ. Their answers to such questions as 'Was Judas to blame?' and 'Why did the crowd react as they did?' indicates informed and considered responses based on good knowledge and understanding. However, their insight into the worship, leaders and festivals of other faiths is somewhat limited. Because of this they are also unable to make any meaningful comparisons with Christianity or understand fully what it means to live in a multi-cultural society.
108. Teaching is sound at both key stages and no unsatisfactory teaching was observed. Although teachers are knowledgeable and interested in the subject and provide a good focus for the lesson, the main objective is usually towards developing in pupils an understanding of Christianity rather than also gaining knowledge and understanding of other faiths. For many of the pupils religious education lessons are a special time, where they develop a strong spiritual, social and moral awareness, helped by well told stories, the good use of questioning by staff and the opportunities for meaningful discussion. During this time, speaking and listening skills are also accelerated. Pupils are very keen to make their own personal contributions, ask thoughtful questions and respect the views of other people. Occasionally, the younger pupils become rather restless when the story telling goes on for too long without a change of strategy.
109. Although the agreed syllabus forms the basis for planning, the themes selected from it do not fully incorporate a balanced coverage of Christianity and other faiths. The school has sufficient resources and, in addition, has access to a collection of suitable multi-faith artefacts within the cluster of schools. Assessment is satisfactory, with good marking in place for informal assessment and statements from the agreed syllabus used to measure progress at the end of the year.