

INSPECTION REPORT

PAULL PRIMARY SCHOOL

East Riding of Yorkshire

LEA area: East Riding of Yorkshire

Unique reference number: 117862

Headteacher: Mrs J. Tate

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 3 – 5 April 2000

Inspection number: 190894

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Main Street Paull Nr. Hull East Yorkshire
Postcode:	HU12 8AW
Telephone number:	01482 898352
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J. Harrison
Date of previous inspection:	5 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M Shepherd	Registered inspector	Mathematics Science Information technology Design technology Physical education English as an additional language Special educational needs Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed?
R Watts	Lay Inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
S Metcalfe	Team inspector	English Art Geography History Music Religious education Under-fives	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

Paull Primary School is much smaller than average with 35 pupils in total. They are organised in two classes with children under five and Key Stage 1 pupils in one class and Key Stage 2 in the other. There are 17 boys and 18 girls. The classes are evenly balanced. There is some movement between classes in mathematics to match the pupils' learning needs. Six per cent of pupils are eligible for free school meals, which is well below average. There are no pupils from ethnic minority groups. There are six pupils on the special educational needs register which is broadly in line with average. There are no pupils with statements, which is below average. Attainment on entry is average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Standards in Year 6 are in line with the national average in English and mathematics but below in science. Attainment in art and design and technology are above national expectations in Year 6 but attainment in speaking and information technology is below average. Progress in Key Stage 1 and in the under-fives is good. The headteacher sets a very clear educational direction and has been successful in improving the quality of teaching in Key Stage 2 by very thorough monitoring. Teaching is good in Key Stage 1, satisfactory in Years 3 and 4 but unsatisfactory in Years 5 and 6. The costs of the school are very high and the school gives unsatisfactory value for money.

What the school does well

- By the end of Key Stage 1 attainment in reading, writing, speaking and listening and mathematics is above the national average. Standards in physical education, art and design and technology are above expectations by the end of Key Stage 1.
- Attainment by the end of Key Stage 2 in listening, design and technology and art is above national expectations.
- Pupils' attitudes to work, behaviour and relationships are very good. Personal development is good.
- The progress made by pupils with special educational needs is good as the provision is very good.
- Teaching and learning is good in the under-fives and Key Stage 1. Adults are used very effectively to support learning throughout the school.
- Leadership and management by the headteacher are very good. The governing body fulfils its responsibilities well. The school improvement planning is very good.
- There is a broad curriculum with very good links with local industry.
- Provision for moral and social development is very good.
- Procedures for eliminating oppressive behaviour are very good.
- Partnership with parents is good.
- Strategic use of resources is very good.

What could be improved

- Quality of teaching in Years 5 and 6.
- Standards in science, speaking and information technology in Years 5 and 6.
- Standards of more able pupils in Years 5 and 6.
- Handwriting and presentation in Years 5 and 6.
- Provision of homework in Years 5 and 6.
- Use of assessment and individual target setting.
- Fulfilment of statutory requirements in pupils' annual reports and the annual report to parents.

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 November 1996. Improvement since that inspection is good. The majority of previous key issues have been improved upon. The headteacher has worked hard to improve standards and the quality of the school's provision. She has improved the quality of teaching in Key Stage 2 by setting and monitoring precise targets for improvement very regularly. The proportion of good and very good teaching in Key Stage 1 has increased as the headteacher now teaches this class. The proportion of unsatisfactory teaching since the last inspection has decreased. Teachers are now deployed more effectively. Standards in reading and mathematics are better by the end of Key Stage 1. Attainment in art is higher by the end of Key Stage 2. Standards in physical education are improved throughout the school. However, standards at the end of Key Stage 2 in science, speaking, and in information technology have deteriorated. The progress made by pupils with special educational needs is better and provision for them has improved. Standards of behaviour are significantly better despite the poor weather during the inspection. Relationships and attitudes to work are better. The balance of the curriculum has improved and is now very good for the under-fives and Key Stage 1. The contribution of local industry is better, particularly in science and design and technology. Provision for moral and social development has improved.

STANDARDS

Standards in National Curriculum tests are not reported as there are less than 10 pupils in Year 6.

Attainment by the end of Key Stage 2. Standards in reading, writing and mathematics are in line with the national average but in science they are below. Attainment in listening, art, and design and technology is above national expectations. Attainment in religious education is in line with the locally agreed syllabus. Attainment in all other subjects is in line with national expectations except for speaking and information technology, which are below the expected standards. Progress in Years 5 and 6 is unsatisfactory. Attainment of more able pupils is well below their potential.

Attainment by the end of Key Stage 1. Attainment in reading, writing, speaking and listening, and mathematics is above the national average. Attainment in art, physical education and design and technology is above national expectations. Standards in all other subjects are in line with expectations.

Attainment by the age of five. Standards across all the areas of learning are above national expectations except for personal and social development, which is well above expected standards.

The school targets are appropriate.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to the school are very good. Pupils are very enthusiastic about school and arrive very early to take advantage of the teaching before official school hours. They have a good interest and involvement in activities.
Behaviour, in and out of classrooms	Behaviour in lessons, around the school and in the playground is very good. No oppressive behaviour, bullying or sexism was seen during the inspection and pupils have very clear views of the importance of caring for everyone.
Personal development and relationships	Relationships are very good and personal development is good. Pupils have a very good level of respect for each other's feelings, values and beliefs. There is a good level of initiative and personal responsibility.
Attendance	Attendance is good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 25	Good	Good	Unsatisfactory

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.

Key Stage 1 and under fives

The headteacher works predominantly in this class. Over two thirds of the teaching is good and includes 13 per cent which is very good. The headteacher works very effectively with the very high calibre nursery nurse. This ensures the same good standards of teaching in the under-fives as for Key Stage 1. Their teamwork ensures that these children make considerable intellectual, physical and creative effort. There are high expectations of all pupils' attainment in English and mathematics and all pupils acquire skills, knowledge and understanding at a good rate. There is careful management and organisation of pupils, which leads to good levels of concentration and interest as the work is well matched to individual needs. Teaching of basic skills in literacy and numeracy is thorough. Spelling homework is exceptional. It is very carefully assessed and recorded and pupils take it very seriously.

Key Stage 2

Teaching in Key Stage 2 is satisfactory in Years 3 and 4 but unsatisfactory in Years 5 and 6. One-fifth of teaching is unsatisfactory. One-fifth of teaching is good in this key stage and includes the headteacher's work in art. Expectations of the Years 5 and 6 pupils are too low in most lessons, particularly of the able pupils. This restricts the acquisition of their knowledge and skills. Pupils in Years 3 and 4 strive to match the work of the older pupils and their work is set at the appropriate level. Teaching of basic skills is unsatisfactory in both English and mathematics for Years 5 and 6 pupils. Planning is good as the headteacher has secured improvement by very thorough guidance and monitoring. Organisation of practical activities for different year groups is good but the teacher does not extend learning for the Years 5 and 6 pupils, as her questioning lacks challenge. Pupils have little knowledge of their own levels of learning. Progress of pupils with special educational needs is good and they work confidently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very well balanced and relevant for the under-fives and Key Stage 1 pupils. It is satisfactory in Key Stage 2.
Provision for pupils with special educational needs	Provision is very good with detailed individual education plans and very thorough programmes of work. They receive very good support from the special educational needs co-ordinator and other adults.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is very good. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school cares well for its pupils.

The school works well with its parents. Parents play a valuable role in supporting individuals and small groups in lessons and have a very clear understanding of their roles. Annual reports do not contain details of every subject and do not fulfil statutory requirements.

Links with local industry are very good and support the relevance of the curriculum very effectively particularly in science, design and technology and information technology.

There are very good procedures for monitoring and eliminating oppressive behaviour. Procedures for monitoring personal development are good. Assessment systems are detailed but are not linked sufficiently well to National Curriculum levels. They are not used to set clear individual targets for pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher are very good. She is determined to raise standards and to improve the provision of the school. She sets a very clear educational direction for the school.
How well the governors fulfil their responsibilities	The chair of governors is very effective and works in close partnership with the headteacher. Governors are well informed and understand the strengths and weaknesses of the school.
The school's evaluation of its performance	The school improvement plan is very good and sets clear and appropriate priorities. Monitoring of teaching is very good. The headteacher and governors take effective action to improve performance.
The strategic use of resources	The school makes good use of its resources. Staff and adults are deployed very effectively. Grants are used wisely. Resources are organised carefully.

The proportion of teachers to pupils is good. The headteacher is well suited to teaching across all year groups but the Key Stage 2 teacher has insufficient skills across Key Stage 2.

Accommodation is satisfactory overall. The school uses the different spaces well. The hall is too small for physical education in Key Stage 2 and is adversely affecting standards.

Induction of new staff is very good. There is a good level of delegation. The physical education co-ordinator works very hard and has raised standards. There are some details missing from the governors' annual report to parents. The school applies the principle of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-one parents returned questionnaires from 35 sent out. This is a very good rate of return (89 per cent). Thirteen parents attended the parents' evening.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• All parents feel comfortable to approach the school with questions or problems.• Behaviour in the school is good.• Expectations for their children to achieve their best.• The school is well led and managed.• Their children become mature and responsible.• Their children make good progress.• Their children like school.• Teaching is good.• They are kept well informed and the school works closely with them.	<ul style="list-style-type: none">• The school does not provide interesting activities outside lessons.• Their children do not get the right amount of homework.• Unqualified adult support in lessons.• Nursery provision.

The inspectors agree with most of what pleases parents most. They disagree that pupils achieve their best or make good progress in Years 5 and 6. They agree that pupils in Key Stage 1 make good progress and achieve their best and that pupils in Years 3 and 4 make satisfactory progress. There is a very good level of informal information shared with parents. The school does provide interesting activities outside lessons. The extra unqualified support in lessons is of a very good quality as these adults are thoroughly briefed and supported. The provision of homework in Key Stage 1 is very good. It is satisfactory in Years 3 and 4 but unsatisfactory in Years 5 and 6. The provision of nursery education is outside the control of the school. The pre-school provision prepares children well for their personal and social development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school is broadly average. Progress is good as the headteacher works very effectively with the nursery nurse to provide well-targeted work for each child. By the time the children are five attainment across all the areas of learning is above national expectations except for personal and social development where attainment is well above expected standards.
2. Attainment in the national tests is not reported, as there are less than 10 pupils in these classes. The small number of pupils in each year group does not allow valid trends in attainment over time to be made. There is no significant difference between girls' and boys' attainment as the school works hard to provide equal opportunities. The school targets are appropriate and they are on course to meet them except in science this year.
3. Progress is good in Key Stage 1 and attainment by the end of Key Stage 1 is above average in speaking and listening, reading and writing. Pupils listen attentively to teachers and speak confidently to each other and adults. They read a wide range of texts and structure their writing correctly in stories and factual accounts. They have good standards of handwriting.
4. Attainment by the end of Key Stage 1 in mathematics is above the national average. There are high expectations for each pupil and work is carefully matched to their needs. Higher attaining pupils are effectively organised to work with older pupils and fulfil their potential. All pupils have good skills in mental mathematics and respond quickly to questions. Pupils divide whole numbers by 10 confidently and count in fives accurately. They apply their mathematics well, collecting data efficiently and representing it in different types of graphs. They have a good understanding of shape and measurements as the headteacher provides a varying range of activities. For example, in design and technology pupils made puppets using two- and three-dimensional shapes. Attainment in science is in line with the national average. Pupils develop a sound understanding of investigational work as they regularly carry out experiments. Pupils' level of knowledge across the science curriculum is at the expected level.
5. Progress in Years 3 and 4 is satisfactory in English. However, expectations are too low in Years 5 and 6 and the rate of progress slows. The exception is the development of listening skills where progress is satisfactory and by the end of Key Stage 2 attainment is above expected levels in this area. Pupils play close attention to contributions by both adults and other pupils. By the end of Key Stage 2 attainment in reading and writing is in line with the national average. Pupils use extended reading skills across both fiction and non-fiction texts. They use grammar correctly and write across a range of styles. Spelling standards are satisfactory. Standards of handwriting are below average as there are too few opportunities to practise handwriting and too little emphasis on the importance of presentation of work. Attainment in speaking is below national expectations as pupils do not receive sufficient opportunities to develop skills across a range of contexts.
6. Standards in mathematics are the same as in English. Progress is satisfactory in Years 3 and 4 but it slows in Years 5 and 6. The younger pupils acquire skills and knowledge in number, shape, measurement and data handling at the expected rate and maintain the good standards from Key Stage 1. However, in Years 5 and 6 pupils' skills are not sufficiently extended. By the end of Key Stage 2 attainment is in line with the national

average. Pupils add and subtract decimals to two decimal places and use fractions and percentages correctly. They make three-dimensional models accurately and present data in different ways. Pupils in this key stage do not develop sufficient skills in mental mathematics, as the pace of questioning by the teacher is too slow. Standards in science are below the national average by the end of the key stage. Progress in Years 3 and 4 is satisfactory but it slows in Years 5 and 6. By the end of Key Stage 2 pupils have a satisfactory understanding of investigational science as they continue to plan and implement experiments regularly. However, the level of knowledge of the older pupils is not at the expected standard in living things, materials and physical processes.

7. Progress of pupils with special educational needs is good. Pupils' needs are carefully analysed, programmes of work are devised and monitored and then implemented consistently. The very good use of adults ensures that these pupils receive the extra help that they need to meet their targets in their individual education plans. In contrast, provision for more able pupils in Years 5 and 6 is poor. The level of challenge is too low for these pupils and they do not fulfil their potential, particularly in science.
8. Attainment in information technology is in line with national expectations in Key Stage 1 as pupils cover the full curriculum thoroughly. Attainment by the end of Key Stage 2 is below expected levels as pupils do not receive sufficient time to develop their skills in using computers. Attainment in the control and monitoring aspects of the curriculum is in line with national expectations. The provision at local industry ensures appropriate development of skills in monitoring within a real life context. Pupils do not reach the expected levels in data handling and communicating as they are not provided with sufficient guidance for developing these skills. Attainment in religious education is in line with the locally agreed syllabus at the end of both key stages.
9. Attainment in art is above expected levels across the school. The headteacher teaches this subject throughout the school and ensures a good development of skills and understanding. Attainment is also above expected standards in both key stages in design and technology. The links with local industries stimulate some very good quality work in this subject. For example, pupils in Key Stage 2 produced bridges to a good standard. Attainment in physical education is above expected levels by the end of Key Stage 1. Pupils benefit from small classes and from very good quality provision in judo. Attainment in all other subjects is at the expected level at both key stages.
10. Standards attained in literacy and numeracy are above expectations in Key Stage 1 and at the beginning of Key Stage 2. However, in Years 5 and 6 standards fall and are in line with expected levels. The more able pupils attain standards which are well below their potential.
11. Standards in reading, mathematics and art have improved by the end of Key Stage 1 since the last inspection. Standards in physical education have improved throughout the school. Progress of pupils with special educational needs has improved. The good standards in design and technology have been maintained. However, standards by the end of Key Stage 2 in science and information technology have deteriorated.

Pupils' attitudes, values and personal development

12. Standards of behaviour are significantly better than the previous inspection despite the poor weather during the inspection. Relationships and attitudes to work are also improved. Pupils have very good attitudes towards school. In the opinion of parents, virtually all pupils like school and this is borne out by conversations with pupils. When they come in the mornings they quickly start learning without prompting by staff. Many start much earlier than they need. They show a pride in their school and their work. They

are very keen to ask and answer questions, often showing good perception. For example, in Key Stage 1 a pupil responded in detail to the textiles provided and insisted that all other pupils around the table also gave their opinions of the material. Pupils enjoy doing things outside the classroom, taking an active part in extra-curricular activities. For example, pupils of all ages were seen at the judo club, starting at 8.00 a.m.

13. Pupils' behaviour is also very good. Parents at the parents' meeting before the inspection commented on how proud they were of their behaviour on a trip to a theatre. In lessons they behave well and, although there is some calling out, this is generally well managed and allows productive interaction. Pupils move around the school in a disciplined way and behaviour in the dinner hall is very good. They are polite to adults and treat the things they work with and the property of others with care. Both parents and pupils are certain that there is no bullying or oppressive behaviour and none was seen. There were no exclusions of pupils from the school last year, or indeed for many years.
14. The personal development of pupils and the relationships within the school are good. Pupils accept responsibilities offered, for example, in running and taking responsibility for the pupil bank. In lessons there is a good rapport between adults and pupils, which allows pupils to express themselves with confidence. Within lessons, around the school and in the playground pupils treat each other well, from the smallest to the largest. Within lessons pupils work well to support each other, for example, in an art lesson the older pupils explained to the younger ones what to do and all helped evaluate each other's work. Pupils have respect for others' values and beliefs and understand well the impact of their actions on others. This has a strong influence on their overall very positive attitudes to school.
15. The overall attendance last year was above the national average for primary schools and hence good. There was no unauthorised absence. Pupils are punctual at the start of the day.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching in the under-fives and Key Stage 1 is good with some very good features. More than two-thirds of teaching is good. This includes 13 per cent of very good teaching. There is no unsatisfactory teaching in Key Stage 1. The very good teaching is in mathematics and physical education. The quality of teaching of the Years 3 and 4 pupils is satisfactory. The quality of teaching of the Years 5 and 6 pupils is unsatisfactory. One-fifth of teaching is unsatisfactory in this key stage. One-fifth of teaching is good and includes the teaching of the headteacher in art.
17. The teaching of basic skills is good both in the under-fives and in Key Stage 1. The headteacher organises the development of reading skills very carefully. Pupils receive regular good quality support in extending their reading skills. This maintains a high level of interest and very good levels of concentration from pupils and ensures a good rate of progress. Spelling is taught systematically using the literacy framework key words. Handwriting is taught thoroughly by careful individual guidance of the formation of letters and pupils try very hard to produce careful work. This produces standards well above average with a fluent joined style. Numeracy skills are also taught very effectively. Mental mathematics is taught at a brisk pace. It challenges pupils across all age groups and moves swiftly across different mathematical processes, which develops a very good level of flexibility in pupils' thinking and increases the speed of responses.
18. The teaching of basic skills is satisfactory in Years 3 and 4 but unsatisfactory in Years 5 and 6. Pupils continue to receive individual support to develop their fluency in reading as the headteacher has organised extra adult helpers. However, once pupils have become

fluent they are not supported effectively in building on their analytical reading skills. Pupils continue to write neatly in Years 3 and 4. However, in Years 5 and 6 pupils are not encouraged to take a pride in their presentation and do not practise handwriting skills sufficiently regularly. The handwriting of these older pupils deteriorates. The Numeracy Strategy is not implemented consistently and the level of challenge in mental mathematics is too low for the Year 5 pupils and far too low for the Year 6 pupils. This also applies to the development of numeracy skills where the level of challenge of the older pupils is too low, particularly for the more able pupils.

19. All teachers use adults very effectively to support individuals and groups. The adults are well briefed and use questioning skilfully to support individuals. For example, parents check and record each pupil's personalised spelling homework every week to reinforce the learning and to track their progress. Adults are used particularly well to support the learning of pupils with special educational needs. The headteacher trials and evaluates new systems to teach these pupils and then trains other adults to take over the support.
20. Planning is good throughout the school and very good for the under-fives. It is very detailed in literacy, numeracy and science and carefully based on termly and annual plans. There are categories for each year group in order to provide different levels of work. The headteacher monitors all planning very thoroughly and gives detailed feedback for improving the quality and level of detail. There has been clear improvement since the last inspection in the Key Stage 2 planning through this effective support. The nursery nurse is fully involved in the under-fives planning, which is carefully linked to the requirements of their early years curriculum. Planning of individual education plans for pupils with special educational needs is very good. It includes detailed objectives, which are carefully reviewed and updated. Materials to support the objectives are prepared thoroughly.
21. The teacher's subject knowledge for the under-fives and Key Stage 1 is good and is satisfactory in Key Stage 2. Subject knowledge is good in English, mathematics and art in Key Stage 1. Subject knowledge is good in physical education throughout the school as the co-ordinator has developed her expertise very well by attending many Inset courses. This is supplemented very effectively by the very good subject knowledge of the judo specialist. In Key Stage 1 the headteacher uses her subject knowledge very effectively to develop pupils' thinking and extend their learning with good quality questioning. She uses sequences of different questions for different individuals to match their particular needs. This produces a good rate of acquisition of skills. For example, in art pupils identified a wide range of different features in their weaving patterns, with a reception pupil delighted to discover a staircase pattern in his work. Subject knowledge is satisfactory in science, information technology and design and technology and is supplemented very effectively by the links with a local industry, which provide high quality expertise in these areas on a regular basis.
22. Teachers in Key Stage 1 and the under-fives have high expectations for each individual to do their best across the curriculum. Pupils are given great encouragement to improve the quality of their work and they respond to these challenges very well. For example, in history pupils produced high quality detailed drawings of contrasting castles across three different centuries with supplementary notes. The teacher's expectations of pupils in Years 3 and 4 are satisfactory but expectations of the older pupils are too low. The teacher prepares tasks that have the potential to extend their learning. However, the lack of effective questioning and the low level outcomes of the tasks do not enable the pupils to acquire sufficient skills or knowledge, particularly the more able pupils. For example, in science pupils were given opportunities to plan an investigation but their knowledge of materials was not extended at the appropriate level and the recording of the work was scrappy and insubstantial.

23. Teaching methods are good in the under-fives and Key Stage 1. The headteacher and nursery nurse work very effectively together. They consider the needs of the children under five very carefully. They ensure that the tasks they are given, the organisation of their time and the adult support lead to very good levels of behaviour, a good pace of working and a good acquisition of skills and knowledge. For example, in art the children investigated weaving with larger strips than the other pupils, which led to a high level of concentration and an outcome to match the older pupils' work.
24. In Key Stage 1 pupils are generally organised in year groups to ensure the tasks are suited to their needs. The headteacher ensures that her questioning of each group extends each pupil to their potential. For example, in mathematics she prepared the tasks carefully to ensure she gave the support at the optimum time. Whole class teaching is carefully balanced with group or individual tasks. Pupils' work from previous lessons is used very well. For example, in mathematics two examples of Year 2 tally charts were used to introduce the topic to the Year 1 pupils. This engendered a sense of pride in the older pupils and set high targets for the presentation of work for the younger pupils. Plenary sessions are used effectively to recap and extend learning. Pupils' contributions are used well to reinforce key learning from the lesson and to prepare pupils for the next steps in learning. This ensures a good level of concentration.
25. Teaching methods in Key Stage 2 are unsatisfactory. Pupils are organised in year groups but there is insufficient attention given to the different needs of the individuals within those groups. The teacher spends insufficient time with each group to extend individual knowledge and skills. Whole class sessions are satisfactory for the younger pupils as the level of work is generally pitched at their level. However, the older pupils are not given sufficient opportunity to extend their learning. For example, in the plenary in mathematics the Years 5 and 6 pupils sat passively listening to a recap of the younger pupils' work. As a result of this lack of challenge the older pupils do not make sufficient progress so that standards by the end of the key stage are not high enough. Explanations of key concepts are generally not communicated effectively in the introduction of lessons, leaving pupils unsure about the focus of the learning. For example, in introducing materials in science pupils were left confused about the difference between the generic term of materials and the use of the term in reference to textiles. The effect of this is to slow the pupils' progress in understanding new work.
26. Management of pupils is good throughout the school as teachers all have very good relationships with the pupils. Pupils are controlled in a firm manner and given clear explanations for behaving in a responsible manner. For example, the part time teacher gently reminded a Year 1 pupil that she was talking very loudly and disturbing the group. Teachers supervise pupils carefully throughout their movements between buildings and classrooms.
27. In Key Stage 1 and the under-fives, lessons proceed at a brisk pace. The headteacher ensures quick movement between whole class sessions and group work. The pupils respond well to these expectations, as they are keen to tackle the tasks and have a clear understanding of the work. The nursery nurse always moves onto her children's tasks quickly which leads to a high level of concentration from these children. It also allows the headteacher to extend the learning of the older pupils. The pace of lessons is inconsistent in Key Stage 2. The teacher does not engender a sense of urgency in many activities and at times she does not begin the lesson punctually. This results in inconsistent pace of working by pupils and is a factor in the slowing of progress towards the end of Key Stage 2.

28. Ongoing assessment is good in Key Stage 1 and the under-fives. The teaching team has a good understanding of each pupil's rate of development across the curriculum. For example, a pupil in Year 2 was given a complicated frame for her weaving as she had the ability to complete this more difficult work. Daily assessment is unsatisfactory in Key Stage 2 as the teacher does not have sufficient understanding of the development of the older pupils to allow her to set sufficient challenges in their work. Pupils in this key stage have little knowledge of their own levels of learning.
29. Homework is very good in Key Stage 1 overall and extremely good in spelling where very careful individualised systems are used. Homework in Years 3 and 4 is satisfactory. It is unsatisfactory in Years 5 and 6 because it lacks sufficient challenge, particularly for the more able pupils.

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

30. The curriculum is very well balanced and relevant for the under-fives and Key Stage 1 pupils. It is satisfactory in Key Stage 2. There are good links with the community. Links with local industry are particularly good and support the relevance of the curriculum particularly in science, design and technology and information technology. All statutory requirements are met, including those for children under five, religious education and collective worship. There is an appropriate programme for personal, social and health education, which is complemented effectively across other curriculum areas. The provision of a residential visit enriches both the personal development of pupils and the breadth of the physical education curriculum. The National Strategies for Literacy and Numeracy are in place and support learning in other curriculum areas including history and geography. Provision for more able pupils in Key Stage 1 in mathematics is good as they are organised to work with the older pupils. However, provision for more able pupils in Years 5 and 6 is unsatisfactory as the work lacks challenge, which results in the under-achievement of these pupils. The headteacher and governors have clear plans to further improve the provision in literacy and numeracy by reducing the number of pupils to teachers, through careful use of different grants. Opportunities for extended writing are restricted in Years 5 and 6 and pupils receive insufficient time on computers and in practising handwriting to develop skills at the expected levels.
31. The skills and understanding related to each specific subject, particularly the Literacy and Numeracy Strategies, are clearly defined and activities are well planned. Annual planning is good and leads clearly into the termly planning. Teachers provide effective opportunities for pupils to develop research skills. For example, pupils use the Internet confidently to retrieve information. The curriculum actively promotes pupils' equal opportunities and teachers monitor this very carefully. Opportunities for pupils to begin work as soon as they arrive in school in the morning are a very good feature of the timetable. The additional support provided by teachers and adults during this time has a positive impact on progress because it is organised very efficiently. Despite the pupils being organised into mixed age classes, care is taken to ensure that year groups are taught in separate groups or work is planned differently for them, particularly in literacy, numeracy and science. However, the good planning for Years 5 and 6 is not supported by effective teaching.
32. There is very good provision for pupils with special educational needs and consequently these pupils are enthusiastic and clearly motivated by what they are achieving. Individual education plans are very detailed and any new provision is trialled and monitored thoroughly. Adult support is used very carefully to ensure that these pupils' needs are met. The school works well with outside agencies to develop teachers'

expertise and ensure high quality provision for each pupil. The Code of Practice¹ for pupils with special educational needs is carried out effectively.

33. Considering the small size of the school there is good provision for extra-curricular activities. Pupils have the opportunity to join a football, netball, judo or gardening club. They take part in competitive sport against other schools. At present there are no opportunities to take part in extra-curricular music activities but at Christmas pupils sing carols and take part in productions for the community. For example, pupils presented a Millennium concert at the end of term in the local village hall.
34. The school has good links with other local schools, both primary and secondary. For example, they take part in the local festival of sport. The effective links with the secondary school teachers ensure a smooth transition between stages of education for the Year 6 pupils. The school is imaginative in supporting individual pupils' needs in this transition. For example, when there is only one girl or boy in Year 6 the school ensures they have social links with pupils from neighbouring schools to give them a contact when they move to Year 7. The local partnership of schools provides an effective forum for shared development of work across adjacent schools.
35. The provision for moral and social development is clearly strong and has a significant impact on the pupils' behaviour and the positive ethos in the school. This is an improvement from the previous inspection. The provision for spiritual and cultural development is satisfactory.
36. There are a range of opportunities for the pupils to develop a sense of spirituality in school assemblies and religious education. Pupils have the opportunity to study the lives of people governed by a spiritual sense, people such as Gandhi and Jesus. The local clergy are involved in supporting spiritual development as they join teachers in assemblies and religious education lessons. Pupils also extend their spiritual development through visits and services in the local church. Art round the school and in lessons expresses more than just copying skills, rather an appreciation of colour, texture and form over and above the techniques involved in reproducing a copy. Historical artefacts, such as old toys, are treated carefully and with respect while photographs giving a bird's eye view of the village capture the imagination of old and young pupils alike.
37. The pupils' moral development is enhanced through discussion and stories and the very good role models that the staff provide. Pupils learn right from wrong throughout the school. Classroom rules are carefully and consistently re-enforced. In discussion activities pupils learn about each other and how to keep themselves safe and healthy. They learn to be responsible by undertaking jobs round the school. For example, older pupils regularly organise chairs for assembly or entertain younger pupils during wet playtimes. The behaviour policy clearly defines what is acceptable in the school and pupils are clear about the school's expectations. There is very good provision for pupils to learn about taking turns and sharing resources. For example, in art in Key Stage 1 pupils chose materials for their weaving and considered other pupils' needs.
38. Very good provision is made for pupils' social development, pervading the every day life of the school. Pupils live and work well together, caring for each other in the playground and around the building. Social skills are further developed on the residential visit where

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

pupils are provided with extended opportunities to live together, play together and work together. Pupils see their parents and the community supporting their learning during lessons and learn to appreciate their own role in the community.

39. The school makes satisfactory provision for pupils' cultural development, including local, Western and some non-Western cultures. Books and artefacts, such as the musical instruments, introduce pupils to the wider world outside of Britain, while a study of the Tudors and the local area introduce pupils to the past and present that contribute to the way we live now. Special assemblies celebrate different festivals effectively, such as Chinese New Year. Religious education promotes understanding of the importance of the differences between peoples. Pupils are given opportunities to visit museums to develop their cultural understanding and view art and artefacts from different times, styles, religions and ethnic origins. For example, pupils visited Burton Constable Hall. Parents, grandparents and governors are used effectively to develop cultural understanding. For example, grandparents develop pupils' understanding in history by discussing their experiences. One governor takes weekly music lessons and singing practice and another governor explains his work as a firefighter.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has good procedures for child protection and for ensuring pupils' welfare. Child protection procedures, which meet local guidelines, are in place. The designated teacher, all staff and governors have been trained in their use. This is supported by a good, succinct written policy. The school has a good relationship with welfare agencies. Systematic health and safety risk assessments and equipment checks are carried out and the school makes very good use of expertise of individual governors for this purpose. The absence of bullying is a consequence of the school's appropriate emphasis on a family environment and the need for all pupils to care for each other. If pupils are ill or have accidents at school they are well looked after by staff who have appropriate first aid training.
41. The monitoring of pupils' academic and personal development is satisfactory. Because of the small size of the school, staff know pupils very well. This enables them to monitor personal development such as behaviour or attitudes to work. The school's whole ethos, fostered by assemblies and the good rapport between adults, ensures that behaviour is well managed and that oppressive behaviour is eliminated. Attendance is well monitored.
42. The assessment of children under five and pupils at Key Stage 1 is good. The progress of the reception children is well monitored by the nursery nurse. She co-operates well with the class teacher so that the whole class sessions are appropriate for the younger children as well as the older ones. At the start of the reception year children are assessed effectively using standardised tests, which are repeated at the end of the year. This allows evaluation of learning in that year. At Key Stage 1 assessment at the end of topics is often good. For example, in mathematics pupils are given innovative tests in the style of portions of the National Curriculum assessment tasks carried out by the mathematics co-ordinator. However, the results are not always clearly linked to National Curriculum levels. At Key Stage 2, although the teacher knows what pupils have learnt at the end of a lesson and uses this information to plan the next, this is not always related to the pupils' potential, particularly in Years 5 and 6.
43. Across the school, assessment of pupils' progress against National Curriculum levels is hampered by the lack of portfolios of moderated work. This limits the accuracy of such assessment. There is no clear understanding of the work required for more able pupils in Key Stage 2. The school has recently started to assess all pupils at the end of each year using standardised tests in English and mathematics.

44. The school does not yet provide effective support and guidance in raising pupils' achievement throughout the school. Analysis of end of key stage test results is not used to identify weaknesses in areas of knowledge. Neither is it used sufficiently to modify teaching practices or change the emphasis within the curriculum. The results of the various tests throughout a pupil's school life have yet to be brought together into a manageable system for tracking and predicting performance. In Key Stage 1 the spelling assessment is used very effectively to set new targets and so drive up standards. However, in other areas, whilst pupils are set general targets in their end of year reports, these are not translated into weekly and termly objectives which will allow pupils to know what they have to do to reach higher levels. Often the assessment at the end of topics, though well done, is not brought into a format that can usefully be used to plan where to start that topic the next time it is encountered. There is no coherent strategy for identifying how attainment can be raised, particularly for the more able pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are very satisfied with the school. A high proportion of parents attended the meeting before the inspection and most returned questionnaires seeking their views. They are very comfortable discussing concerns or ideas with staff. They believe that the school expects their children to work hard and that they make good progress. Behaviour is good and their children enjoy coming to school. A substantial minority was dissatisfied with the amount of extra-curricular activities and some were concerned about the amount of homework. Some thought there was too much and others not enough at Key Stage 2. Some parents at the parents' meeting were concerned that more able pupils were not sufficiently stretched and there were some concerns about reliance on volunteers to help in lessons and in activities outside school hours.
46. Inspection findings support the parents' positive views of the school. Homework is good at Key Stage 1, satisfactory in Years 3 and 4 but unsatisfactory in Years 5 and 6. The concerns over the attainment of more able pupils are supported. For a school of this size, with a small number of staff members, the extra-curricular provision is better than average. Parents and other adult helpers are used well and make a very valuable contribution to pupils' learning.
47. The school's links with parents are generally satisfactory but there are weaknesses in the information given. School newsletters contain much useful information about school life. The school secretary makes full use of her growing computer skills to make them varied and attractive. Parents of children starting in the reception classes are given a good introduction to the school and good information on helping their child from home. Many parents visit the school to see the Literacy and Numeracy Strategies in action. The school consulted parents and pupils about the home-school agreement, which has now been issued. It is too soon after its introduction to evaluate its impact. The reports that pupils receive at the end of each year do not meet statutory requirements. They give brief details of what the pupils can do in mathematics, English and science but, at Key Stage 1, they do not cover all the other subjects. Apart from the end of key stages, they give no indication of the level pupils are working at in comparison with expectations. The targets for development tend to be too general. However, comments on the pupil's personal development are good. The school arranges an evening for parents to discuss the report in detail and parents find this helpful.
48. Parents and carers make a good contribution to pupils' learning. Most parents take time to hear their child read at home which has a good impact on attainment. The home-school reading book is a well-used method of communication. It also increases the usefulness of other homework, such as spellings at Key Stage 1. Many parents help on a

regular basis in school or come in to talk about their experiences. For example, teachers use the additional support provided by parents in the Numeracy Hour very well. A governor who is a firefighter added colour and relevance to a literacy lesson. Groups of parents, led by parent governors, organise social and fund-raising activities. As well as providing invaluable additional resources, they help to cement the school together as a community and make a positive impact in raising educational standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the headteacher are very good. She sets a very clear educational direction and is determined to raise standards. She has evaluated the strengths and weaknesses of the school thoroughly and is working steadily to improve the provision. She has monitored the weaknesses of the Key Stage 2 teacher very thoroughly and has set a wide variety of achievable targets, which have improved her performance. The leadership of the physical education co-ordinator is good. She shows a high level of commitment to her responsibilities considering she is only employed permanently for half a day a week.
50. The governing body has a good understanding of strengths and weaknesses as many governors are involved directly with the work of the school. For example, the vice chair teaches music every week. They consider new initiatives very carefully to ensure they will benefit the school. For example, they considered their inclusion in the rural achievement zone very thoroughly to balance the merits of the scheme with the commitment of time required. The chair of governors is very effective. She works in close partnership with the headteacher to plan future developments and to evaluate provision. She has a very good understanding of the strengths and weaknesses of the school as she spends a great deal of time in the school working with pupils or supporting with general tasks around the school. For example, she hears individuals read every day and supports practical investigations in science and geography. The governors do not fully comply with statutory requirements as their annual report to parents does not include all the required details. However, it does include informative accounts from each governor of their work and responsibilities in the school.
51. The school has clear aims that set the work of the school firmly in the context of the community. They are very successful in achieving this aim and make very good use of the locality to promote learning. For example, the whole school witnessed the launching of a ship from the village shipyard and used the experience as a stimulus for work on science, design and technology, art, English and information technology. All other aims are well met except for producing high standards in Years 5 and 6.
52. There is a good level of delegation both within the school staff and the governing body. Roles and responsibilities are clearly defined. The headteacher has set up very effective monitoring systems. Monitoring is carried out regularly and thoroughly. Clear targets for improvement are set and are then evaluated carefully. Governors are involved in the monitoring of teaching and produce clear written reports of their evaluation visits. For example, the numeracy governor has a good understanding of the requirements of the National Numeracy Strategy as he was fully involved in the training. This ensured good quality observations in his six classroom monitoring sessions. The headteacher is monitored effectively by another headteacher. The local education authority personnel play an important part in the monitoring processes. They produce detailed reports of their work in the school.
53. The school improvement portfolio is very good. It is a well organised document that identifies clear and appropriate priorities for development. It builds carefully on the previous portfolios and sets realistic strategic targets for each theme. These themes

cover the full range of the school's provision including raising standards, the community and premises. Appropriate timescales are set together with the means of evaluation. It is all fully costed. It is regularly used to ensure the action identified is being carried out successfully. There is a high level of shared commitment by staff and governors to improve. However, the capacity to succeed is reduced by the shortcomings of the Key Stage 2 teacher.

54. The school manages its finances wisely. School priorities are carefully considered and matched to available funds. The headteacher works hard to acquire additional funding by bidding for different grants. She has a good level of success. For example, she used her knowledge of physical education equipment to purchase appropriate mats for gymnastics from a donation from local industry, which has had a positive impact on standards in physical education. Resources are considered carefully and used strategically. For example, the additional funding from the rural achievement zone is targeted on raising standards in numeracy and literacy in Years 5 and 6 by reducing the pupil-teacher ratio during these lessons. The secretary administers the financial systems thoroughly in conjunction with the headteacher and chair of governors. The school applies the principles of best value well by consulting appropriately and considering the most efficient ways of spending.
55. The school uses new technology well for administrative purposes. Computers are used effectively in Key Stage 1. In Key Stage 2 pupils are beginning to use the new laptop and the internet on a regular basis and are beginning to develop skills in these areas. However, they do not receive sufficiently regular opportunities to practise on computers to reach the expected level across the information technology curriculum. The school uses the information technology facilities of the large local industry well to develop pupils' understanding of its use in an industrial process. For example, on their last visit pupils monitored the insulation properties of chemical tanks using the firm's technical equipment.
56. There is a good match of support staff to the needs of the school. The match of the Key Stage 1 teachers is good but the Key Stage 2 teacher does not have sufficient expertise to teach across a whole key stage class. Induction systems are very good and new staff have a very clear understanding of the expectations and systems of the school. For example, the headteacher worked with the new nursery nurse for several sessions before she began her work in the school. Staff development is carefully matched by the headteacher to the needs of the individual and the school. For example, the Key Stage 2 teacher has benefited from a series of long and short term courses to raise her level of expertise as a result of the good appraisal systems.
57. The quality of accommodation is satisfactory overall. There are a good number of classroom spaces, which the school uses well. The grounds are of a good size for the number of pupils and include a large garden that is used well to support pupils' understanding in science both during lessons and in the gardening club. However, the hall is too small for physical education in Key Stage 2 and is adversely affecting standards. The quality of resources in all subjects is satisfactory and there is a good level of resources in physical education.
58. The overall effectiveness of the school is satisfactory. Attainment on entry is average and standards are broadly average when pupils leave the school. Pupils' attitudes to work, behaviour and relationships are very good. The headteacher and governors work very hard together to improve the school's provision. The headteacher has been successful in improving the quality of teaching in Key Stage 2 by very thorough monitoring. However, the school's capacity to succeed is restricted by the quality of teaching in Years 5 and 6. Progress is good in the under-fives and Key Stage 1 as the teaching is good. Progress is

satisfactory in Years 3 and 4 but unsatisfactory in Years 5 and 6. This results in standards of attainment not being as high as they should be by the end of Key Stage 2, particularly in science and in information technology. The cost per pupil is well above average and value for money is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to improve the school's provision the governors, headteacher and staff should:-
- 1) raise standards in science in Years 5 and 6 by:-
 - raising the teacher's expectations of pupils' ability;
 - increasing the level of challenge of the work;
 - teaching the knowledge aspects of the subject more thoroughly;*Paragraphs 6, 22, 25, 58, 91, 94, 95, 96*
 - 2) raise standards in information technology in Years 5 and 6 by:-
 - increasing the opportunities for pupils to develop communication and handling information skills;
 - increase the amount of time pupils spend on computers;
 - track pupils' progress across the information technology curriculum more effectively;
 - produce a portfolio of pupils' work to identify standards across the school;
 - teach skills more regularly;*Paragraphs 8, 30, 43, 55, 58, 96, 116, 119, 122*
 - 3) raise standards in speaking in Years 5 and 6 by:-
 - widening opportunities for speaking across a range of contexts;
 - developing pupils' use of technical language across the curriculum more precisely;
 - assessing pupils' rate of progress more closely;*Paragraphs 5, 74*
 - 4) improve the quality of teaching in Years 5 and 6 by:-
 - identifying pupils' individual and specific learning needs more precisely;
 - devising more effective teaching strategies to meet these needs;*Paragraphs 16, 18, 22, 225, 27, 28, 29, 31, 56, 58, 79, 85, 94, 95, 119, 120*
 - 5) raise standards of more able pupils in Years 5 and 6 by:-
 - identifying these pupils more clearly;
 - raising teacher's expectations of these pupils;
 - increasing the level of challenge of these pupils' work;*Paragraphs 18, 22, 25, 29, 30, 46, 70, 79, 81, 85, 86, 94*
 - 4) improve the use of assessment and individual target setting throughout the school by:-
 - accurately assessing each pupil's level of attainment in relation to the National Curriculum levels;
 - using this assessment to identify specific and detailed targets on a weekly and termly basis;
 - monitoring progress towards achieving these targets;
 - involving pupils in setting and monitoring their own targets.*Paragraphs 42, 43, 44*

In addition to these issues for improvement the following weakness may be included in the action plan:-

- improve handwriting and presentation in Years 5 and 6; *Paragraphs 5, 18, 30, 76, 86*
- improve the provision of homework in Years 5 and 6; *Paragraphs 29, 46, 95*
- fulfil statutory requirements in pupils' annual reports by including comments on every subject; *Paragraph 47*
- include all details of statutory requirements in the annual report to parents. *Paragraph 47*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	40	44	8	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	35
Number of full-time pupils eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	6

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	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	33
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.1
Number of pupils per qualified teacher	16.7
Average class size	17.5

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	43

Financial information

Financial year	1999
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	£
Total income	108,695
Total expenditure	108,201
Expenditure per pupil	2,516
Balance brought forward from previous year	0
Balance carried forward to next year	494

Results of the survey of parents and carers

Questionnaire return rate 88.6%

Number of questionnaires sent out

35

Number of questionnaires returned

31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	19	0	7	0
My child is making good progress in school.	77	17	3	3	0
Behaviour in the school is good.	74	23	0	3	0
My child gets the right amount of work to do at home.	48	29	10	10	3
The teaching is good.	65	26	6	3	0
I am kept well informed about how my child is getting on.	55	35	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	84	13	3	0	0
The school works closely with parents.	71	19	10	0	0
The school is well led and managed.	71	23	0	6	0
The school is helping my child become mature and responsible.	62	32	0	3	3
The school provides an interesting range of activities outside lessons.	39	26	26	9	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

60. The teaching and provision for children under five is a strength of the school. They enter into the reception class in the autumn term after their fourth birthday, bringing with them a range of skills and abilities. Attainment on entry is average. Children settle quickly into school and make consistently good progress as a result of the good quality teaching. By the time they are five most children exceed the nationally recommended standards for five-year-olds. In personal and social development their attainment is well above expected standards.

Personal and social development

61. Personal and social development underpins all the work in the reception class of the school. The children become increasingly independent from adults and become competent learners. They gain the good skills and experiences in structured sessions as the teaching is based carefully on individual needs. Children are confident and willing to take the initiative in directing their own learning. They relate with confidence to each other and adults. They select the resources they wish to use and contribute with fluency to discussions. They share resources, concentrate and persevere for some length of time over the activities in which they are engaged. This includes activities such as early morning mathematics activities where they investigate shapes of solid objects while the nursery nurse listens to others reading. They are gaining an understanding of right and wrong, considering fair treatment of others by thinking about how they like to be treated. They are learning to show respect for the beliefs of others. They are eager to explore and willing to have a go at new activities. The teacher and nursery nurse provide a good range of activities and role models, especially developing the children's literacy skills of speaking and listening. Routines are well established and this helps the children know what is expected of them.

Language and literacy

62. The children achieve standards above the expected level and make good progress in their learning. They are on course to exceed nationally recommended levels in their speaking, listening, reading and writing skills as well as in their understanding of language. Their skills in English have a positive impact on their learning in all other areas of the curriculum. They listen well and respond to stories with enthusiasm. They join in the chorus of repetitive verse stories with vigour. The children practise their reading skills using phonemes, phonics, initial sounds and number words. They use their speaking and listening skills to discuss the pictures seen in the book and compare these with the written words. They identify words from the key vocabulary and practise reading and writing the words appropriately. They are given the opportunity to work at their own levels on specifically targeted tasks, practising, consolidating and extending their prior learning. Through role play they practise communication skills with each other, especially in the 'emergency centre' or imagining they are on a fire engine. Older children, in particular, are fluent users of language. They have a range of skills to read print, and are developing the writing skills necessary to be able to communicate their ideas and understanding. Younger children listen to and follow instructions with understanding and speed, using language across the wider curriculum into other subject areas. The headteacher keeps directing children to the key vocabulary. She encourages children to use language with clarity of speech and thinking. She asks them to give more than one-word answers and requires them to compose appropriate sentences.

Mathematics

63. Children's good progress in mathematics is supported by their developing language skills as they become more familiar with the vocabulary needed. In formal mathematics sessions children achieve standards above expected levels and make good progress. Children count on and back to five confidently. They identify two-dimensional and three-dimensional shapes and use the correct vocabulary to identify key features, matching objects correctly to numbers. Individual children are carefully challenged by the teacher and nursery nurse to reach their potential and make good progress. For instance, in group activities older children know that shapes have faces and corners and that shapes can be grouped using common criteria into such as cuboids, cubes, triangles and spheres. Children develop skills to record their number work. The headteacher provides regular opportunities for them to write number sentences and stories making sure that their numbers are correctly formed. Children develop understanding of number through a range of opportunities to sort, match and order play objects. In their water and sand work they experiment with weight, volume and capacity.

Knowledge and understanding of the world

64. Children's knowledge and understanding of the world is varied upon entry to the school but they make good progress and achieve standards above expected levels. For example, children develop a good understanding of materials through interesting investigations into the waterproof properties of gloves. Children make predictions appropriately and carry out tests to confirm the predictions. They share their opinions confidently and offer suggestions to the teacher well. The nursery nurse supports their understanding well in whole class discussions by asking supplementary questions. As a result they thoroughly enjoy the work and try hard in the practical work. Children have a good level of skill in using computers. For example, a child worked independently to produce a picture from a paint program using three different techniques.

Physical development

65. All children make good progress in developing their fine motor skills. For example, children put on and zip up their coats confidently. They use scissors, glue and brushes well in creative work and pencils and other markers in their written work. Children are given very good opportunities to develop physical skills using the physical education equipment. They show good control in moving in different ways. They have good skills of balancing. In these lessons they strive hard to match the demonstrations of the older pupils. They use physical equipment correctly with due care and attention to health and safety requirements, especially when learning the sequencing of instructions as well as waiting and taking turns. They demonstrate understanding of the technical language of physical education and are starting to evaluate their own and others' work. Their development in judo is well above expected levels. Teaching is consistently good and enables the children to learn within a safe environment with a good number of role models to ensure good progress.

Creative development

66. Achievement is above expected levels because the quality of teaching is good both by the teacher and the nursery nurse. Children mix paints, aware that red and white make pink. They use the colour they have made with care to reproduce their ideas. They compose pictures and prints using a range of resources, cut and stick a range of papers and fabrics to investigate thick, thin, long, short and fat and work in a range of media such as playdough. They use paint, glue, crayon, paper and material to make a range of lively picture and patterns big and small. Children also have access to a range of musical instruments to develop their creative skills musically and compose tunes and sound effects to illustrate stories, taking part in performances for others. Other creative activities include the opportunity to act out the stories that are the focus of the National Literacy Strategy.

67. Teaching in the reception class is good. Activities are well planned and structured to promote learning across the curriculum. The headteacher and nursery nurse work very effectively together. They have good subject knowledge and understand the abilities of the children. The headteacher plans lessons very thoroughly in conjunction with the nursery nurse, which results in pupils tackling tasks with confidence. They harness learning by using well-focussed individual responses to children's questions, which extends and reinforces learning well. All adults use plenty of praise as children tackle and complete tasks but do not accept work that is not of quality. Through their own speech and behaviour the headteacher and nursery nurse are good role models for the children. They are especially skilful at refocusing pupils as concentration lapses, encouraging development of perseverance skills and raising and extending children's concentration levels. Teaching proceeds at a brisk pace and children's behaviour is managed very well. Resources are used well across all areas of the curriculum. By the end of lessons children know where they started and where they have arrived, seeing the progress they have made over the lesson.
68. Leadership and management of the work of the under-fives is very good. Careful records are kept, initial assessments are made upon entry to the school and these are used effectively to guide the planned curriculum. Ongoing assessments and discussions ensure that the adults identify targets to ensure progress and empower the children to contribute effectively to their own learning. The headteacher especially values the relationship with parents and involves them with their children's learning from the beginning. Parents are encouraged to work with their child at home, sharing a book or completing a simple task together, and parents are invited to contribute to lessons, helping with practical sessions and hearing readers. This has a good impact on the standards the children achieve.

ENGLISH

69. Standards in English overall by the end of Key Stage 1 are above the national average. This is an improvement from the previous inspection where standards were in line with national expectations in speaking and listening, reading and writing but below in handwriting. Standards in English overall by the end of Key Stage 2 are average. This is similar to the standards identified at the previous inspection.
70. Standards are rising as the National Literacy Strategy is making a positive contribution to pupils' learning, especially in Key Stage 1 and Years 3 and 4. Standards for more able and talented pupils in Years 5 and 6 are well below that which would be expected for their ages and abilities.
71. By the end of Key Stage 1 pupils' attainment in speaking and listening is above national expectations. Pupils listen attentively to teachers and each other and answer questions using a wide vocabulary and generally correctly formed sentences. They listen to and follow instructions accurately, working out the logical order for giving simple instructions to each other and complete tasks following those instructions. When using their speaking and listening skills in other areas of the curriculum they take their time to answer fully, expanding sentences to fully convey their ideas and opinions. For example, pupils shared knowledge from a range of books about the Great Fire of London.
72. By the end of Key Stage 1 pupils' standard in reading is above the national average. They make good progress through the key stage. Pupils read a wide range of material such as fiction, poems and factual works. They identify characters, recall the plot and predict what happens next in stories. Pupils are starting to use their knowledge of alphabetical order to find information in books. Pupils have a broad range of skills to help them read unknown books. For example, they use letter names and sounds to build up

words. More able pupils recognise their errors and generally self correct. They achieve a good degree of fluency and read with expression. The school works hard to encourage parents to share in reading at home, which has a positive impact on progress.

73. Attainment in writing is above the national average. Pupils make good progress. Pupils structure their writing correctly both for stories and for factual writing. They have good standards of spelling as the headteacher has organised very effective individualised homework which is monitored very effectively. Pupils are starting to produce pieces of extended writing, redrafting and perfecting their work across a range of formats. In Year 2 pupils write for a range of purposes including simple stories, letters, instructions, news and comprehension. They are developing early skills of extracting information from non-fiction texts and simple poetry is included in their writing activities. Standards of handwriting are above average. Pupils are introduced to the formation of letters very carefully and begin joining their letters at an early stage. The teachers in Key Stage 1 give clear guidance in their marking which ensures a good rate of progress for all pupils as they understand how they can improve their work.
74. By the end of Key Stage 2 pupils' attainment in speaking is below national expectations, although their listening skills are above the expected level. Pupils pay close attention to what others say. However they have a restricted spoken vocabulary and although they know what they want to say they do not often have the range of language to fully convey what they mean. Pupils attempt to formulate appropriate and extended sentences, give detailed descriptions and debate, but have few opportunities to take different roles and characters in activities such as drama, or formulate persuasive and comparative arguments in activities in other subjects.
75. By the end of Key Stage 2 pupils' reading is in line with the national average. More able pupils in Years 5 and 6 do not reach their potential as they do not receive sufficiently challenging work. Pupils use extended reading skills with fiction and non-fiction texts. Pupils use an index and contents page to find information correctly, but few pupils use skimming or scanning techniques confidently. Pupils have a range of favourite authors and illustrators, including Roald Dahl and C S Lewis, and experience a range of genres such as horror and history.
76. Attainment in writing by the end of Key Stage 2 is in line with the national average. Pupils make steady progress in using grammar and by the end of the key stage their work is at the expected level. Pupils produce writing in a range of styles. Spelling is at the expected standard. Pupils do not have sufficient skills in redrafting. The teacher's marking does not give sufficient guidance for pupils to identify future targets and this reduces the pupils' rate of progress, particularly in Years 5 and 6. More able pupils do not reach their potential as the work they are set lacks sufficient challenge. Handwriting and presentation skills are weak in Years 5 and 6. Pupils are not encouraged to consider the presentation of their work or to take a pride in the final outcome.
77. Pupils with special educational needs make good progress in relation to their individual education plans as a result of the good quality support they receive.
78. Teaching is good in Key Stage 1. The headteacher sets challenging work and has high expectations which pupils respond to well. She teaches basic skills thoroughly. For example, in handwriting she ensures that pupils are guided carefully through the formation of different letter formation so that they learn the different joins carefully. Pupils' rate of productivity is good with pupils learning quickly and successfully completing all the planned tasks. The enthusiasm of the headteacher ensures that pupils enjoy the books they are reading and are successful in their writing. She uses questions skilfully to challenge and guide pupils to further learning. She uses a high proportion of

effective direct teaching and ensures that pupils are actively involved during lessons. She has a good knowledge of pupils' individual levels of ability and matches their work well to their needs. This leads to a good level of acquisition of skills and knowledge. The school is working hard to raise the levels of attainment in writing through improved use of writing frames.

79. Teaching is unsatisfactory in Key Stage 2. Expectations of the pupils in Years 5 and 6 are too low and they do not make satisfactory progress over time. The teacher does not give pupils sufficient opportunities to make their own contributions to their work. Tasks are not matched effectively to pupils' individual needs. This particularly effects the standards achieved by the more able pupils in Years 5 and 6. This lack of challenge causes pupils to lose concentration and results in untidy, incomplete work. Pupils in Years 5 and 6 are given too few opportunities to speak within formal contexts to develop these skills.
80. Teachers are implementing the National Literacy Strategy well and this is having a positive impact in raising standards. Planning is thorough and detailed. The headteacher has worked hard to improve the level of planning in Key Stage 2 by careful monitoring. The school is aware of the need for pupils to write in very specific and structured sessions and in Year 2 pupils' learning is enhanced by this each week. However, this does not occur in Years 5 and 6 sufficiently frequently. The curriculum for English supports work effectively in other subjects especially in history, geography and religious education.

MATHEMATICS

81. The good progress made by children under five continues into Key Stage 1 and by the end of this key stage attainment is above the national average. This is an improvement from the previous inspection. In Years 3 and 4 pupils make satisfactory progress but progress slows in Years 5 and 6 and attainment by the end of Key Stage 2 is only in line with the national average. Progress of more able pupils is unsatisfactory as they receive insufficient challenge. Progress of pupils with special educational needs is very good. Their progress is carefully monitored and well structured individual programmes are provided to meet their needs.
82. Teaching in Key Stage 1 is very good. Good standards in mental mathematics are achieved as the daily sessions move at a fast pace and target individual pupils rigorously. For example, younger pupils are required to count up in fives but older pupils have to count backwards. Several different strategies are used within each session, which ensures a high level of concentration and interest as pupils are striving to meet each of the new demands. Strategies include the headteacher and pupils using a large number square, completing a multiplication number square on the white board, using fingers to identify the number of multiples used and using multiplication in combination with complex addition sums.
83. Pupils develop very good skills of independence in Key Stage 1 as they are set tasks clearly and then work to carry them out without the direct supervision of the headteacher. For example, the Year 1 pupils are carefully taken through the process of collecting data in a tally chart and translating that into a block graph. They proceed to carry out their own investigations during the lesson and then collect different data on the following day. This allows the headteacher to check that they have understood the process. Work is carefully planned to ensure the older pupils receive sufficient challenge. The headteacher carefully organises her time to ensure all pupils receive individual attention to achieve their potential. She sets a fast pace in lessons which keeps all pupils alert and ensures a high level of productivity. She teaches basic skills very thoroughly across all the elements of mathematics and has high expectations for the pupils' responses. For

example, Year 2 pupils divide whole numbers by 10 with confidence. This is well above the expected levels of attainment. Pupils develop a good understanding of shape and measurement as they apply their understanding in both mathematics and design and technology lessons. The curriculum is organised well to develop pupils' skills in using their knowledge across a range of practical contexts. For example, pupils work out different totals for bills and the change required for customers in the class 'hat shop'. There is a good balance of whole class discussion and individual tasks across lessons with very effective plenary sessions.

84. Pupils' work is reviewed carefully in Key Stage 1 and targets are set for future lessons. The headteacher prepares resources very carefully to reinforce key teaching points. For example, she had a carefully set out board of pupils' previous work, a tally chart, a block graph, and unifix cubes to represent the block graph for the beginning of the main lesson. This ensured a good rate of acquisition of knowledge for all the pupils. Extra adults are very well briefed and are used very effectively to support individuals in learning new work and carrying out practical tasks. For example, a parent helped pupils to set up their clipboards for collecting data about favourite puddings. Information technology is used well to extend pupils' learning of data handling and to reinforce basic number skills.
85. Teaching in Key Stage 2 is unsatisfactory. There is a satisfactory level of expectations of the Years 3 and 4 pupils. Work is set at the appropriate level and pupils strive to match the work of the older pupils. They acquire skills and knowledge in number, shape and measurement and data handling at a satisfactory rate. The classroom assistant works well with these pupils and organises tasks efficiently, supporting learning well with carefully targeted questions. She supports pupils with special educational needs very well. There are low expectations for the Years 5 and 6 pupils, particularly for the more able pupils. The teacher does not challenge these pupils sufficiently. Pupils use fractions and percentages correctly and add and subtract decimals to two places correctly. However, this is only carried out at the expected national level. They have not built on their earlier learning to achieve at the higher levels. The teaching of mental mathematics is poor. It is not organised effectively and is carried out too slowly to improve the speed of pupils' responses. Questions are not prepared to challenge the more able pupils or to target the different year groups. This results in insufficient acquisition of skills and knowledge at the appropriate level.
86. Pupils in Years 3 and 4 are given tasks that match their needs but the older pupils are not challenged sufficiently. For example, Year 6 pupils were given a task of converting miles to kilometres in data handling but not the appropriate graph paper to produce sufficiently detailed work. More able pupils are not given extra challenges to enable them to fulfil their potential. Targets for the week are well displayed for each year group but were inappropriate for two of the year groups since they were achieved by the Tuesday. The pace of the lesson is too slow, particularly at the beginning. Pupils are not expected to settle quickly to their tasks and as a result waste time organising their resources. Plenary sessions are unsatisfactory. The reporting back from a specific year group is not made relevant to the other pupils. This results in a lack of concentration and interest, particularly from the older pupils. Presentation of pupils' work is untidy. The teacher does not emphasise sufficiently the importance of taking care with setting out work or with the formation of numbers. She does not provide a good role model as her own presentation is untidy. Opportunities are missed in information technology to extend pupils' mathematical understanding or to develop skills in data handling.
87. Planning is good throughout the school. The headteacher has monitored the Key Stage 2 planning very thoroughly. Tasks are identified in detail for each year group. The headteacher's subject knowledge is good in Key Stage 1 and is used well to reinforce pupils' understanding through the use of technical language. For example, the term 'axis'

is used regularly by the headteacher and pupils are encouraged to use the word themselves. Subject knowledge is satisfactory in Key Stage 2 but opportunities are missed to reinforce key technical language. Pupils have little understanding of their own level of learning as their work is not assessed according to National Curriculum levels.

88. All teachers manage pupils well. There are very good relationships throughout the school. Pupils behave very well in lessons even when the work is not set at a challenging level in Years 5 and 6. All pupils respond very courteously to adults and often offer to help each other in the practical tasks. For example, in Year 1 pupils support each other in recording their data in the correct columns. The provision of homework is satisfactory in Key Stage 1 and for Years 3 and 4 but there is insufficient homework for Years 5 and 6, particularly for the more able pupils.
89. The co-ordinator has produced some very good quality systems to assess pupils' learning at the end of each half term. They are produced in the national test format to give pupils experience of the format of the tests. These assessments are analysed carefully in Key Stage 1 to diagnose individual learning difficulties. However this analysis is not linked sufficiently well to the National Curriculum levels or used to set individual targets for future learning. The school is adopting national tests at the end of each year but has not yet set up simple recording systems to track individual progress or to predict future achievement.
90. The numeracy governor is very well informed about the mathematics throughout the school and has an active interest in his area of responsibility. He has carried out the numeracy training and has monitored the teaching of both key stages regularly, writing detailed reports for the governing body. The headteacher organises the two classes well for mathematics as the subject is taught at the same time and more able Year 2 pupils join Year 3 pupils to ensure a good level of challenge in their work.

SCIENCE

91. Progress in Key Stage 1 is satisfactory and by the end of the key stage standards are in line with the national average across all the aspects of the science curriculum. Progress continues to be satisfactory in Years 3 and 4 but there is insufficient challenge in Years 5 and 6. By the end of Key Stage 2 standards in experimental science are in line with the national average but their knowledge in life processes, materials, and physical processes are below the expected level. Pupils with special educational needs make good progress as they are given additional adult support. There is a deterioration in standards in Key Stage 2 from the previous inspection.
92. The science co-ordinator from the Key Stage 2 class teaches science throughout the school. This allows her to have an overview of the rate of progress of all pupils and ensures continuity between the two key stages. Teaching in Key Stage 1 is satisfactory. Pupils are given good opportunities to develop skills in investigative science. They regularly carry out investigations that are organised to meet their different needs. For example, when investigating waterproofing properties of materials the Year 1 pupils experimented with different types of materials in water, whereas the Year 2 pupils restricted the amount of water on their materials by using a dropper to count the amount of water used. Pupils develop predicting skills effectively as these are built into the practical tasks. More able pupils fulfil their potential, as their written work is more detailed. For example, when investigating materials the higher attainers produced detailed drawings of the socks of different fabrics being stretched by a brick. Pupils acquire the expected level of knowledge across the science curriculum as it is covered in turn during the school year.

93. In both key stages pupils are provided with appropriate materials and equipment to carry out investigations. In Key Stage 2 pupils have a good level of independence as they are regularly required to select their own apparatus to carry out investigations. Additional adults are used well to support the practical tasks. The chair of governors regularly works in both key stages and uses questioning effectively to support learning. Pupils are managed well in both key stages as the teacher has good relationships with pupils and sets clear parameters for the practical work. This results in very good behaviour and high levels of co-operation in solving problems.
94. Teaching in Key Stage 2 is unsatisfactory, as the older pupils do not receive sufficient opportunities to acquire knowledge across the different aspects of science. All Key Stage 2 pupils have skills at the expected level in carrying out investigative work as they are required to devise experiments at increasingly difficult levels. For example, Year 3 pupils investigated absorbency of varying materials whereas Year 6 pupils testing absorbency of different kitchen rolls. All pupils understand the importance of maintaining variables to ensure a fair test. However, the Years 5 and 6 pupils do not produce sufficiently detailed records of their findings using a range of tables and charts. The co-ordinator has been involved in a local initiative to improve attainment in investigative science, which has supported the development of her work in this area effectively. Progress of pupils with special educational needs is good in Key Stage 1. In Key Stage 2 progress is particularly good as these pupils receive very good support to develop their skills.
95. The Years 3 and 4 pupils have the expected level of knowledge across the curriculum. The older pupils do not have the required technical language to express their understanding of scientific ideas. The teacher does not use this language sufficiently well herself with the older pupils, despite her satisfactory subject knowledge. She does not use questioning effectively to probe individuals' thinking or to extend their learning. Older pupils are not given science homework sufficiently regularly to supplement and extend their learning in lessons.
96. Planning is very detailed across the school and there is a detailed breakdown of skills to check progress. However, these systems are not related to the National Curriculum levels and pupils have no idea of the level of their own learning or how to improve their performance, as they do not have individual targets. Numeracy and literacy are developed effectively across the school up to Years 5 and 6 where expectations are too low and pupils do not write or produce charts with sufficient detail. Opportunities are missed to use computers to record the outcomes of experiments.
97. All pupils benefit from very good links with local industry. They have regular visits to a large industrial complex where they develop a good understanding of the application of science. They also benefit from the very good scientific knowledge of the educational officer of this industry and the 'link' system that enables parents who are employees to work in the school. However, the knowledge gained from these excellent opportunities is not followed through sufficiently well in lessons to raise the level of pupils' knowledge required in the National Curriculum. The link governor has monitored teaching and has a good understanding of the work of the school.

ART

98. Pupils make good progress throughout the school. The headteacher teaches both classes and ensures careful progression. By the end of both key stages attainment is above the expected levels for the pupils' ages. Pupils with special educational needs make good progress as they receive individual support. Standards in Key Stage 2 have improved since the previous inspection.

99. Teaching is good in both key stages. The headteacher demonstrates specific skills thoroughly on a step by step basis. This ensures pupils gain the techniques needed to produce a painting, drawing or object. For example, in Key Stage 2 pupils practise shading and sketching techniques regularly. The headteacher's subject knowledge is thorough and enables her to develop and expand tasks for the more able pupils in Key Stage 2 to ensure they fulfil their potential. She uses good quality technical language effectively and encourages pupils to use this language themselves. For example, in Key Stage 1 pupils evaluate their different weaving patterns using words based on colour and texture. Pupils develop good skills in patterning. They are provided with regular opportunities to practise and are given specific guidance from the headteacher of how to improve their work. There is thorough coverage of famous artists and pupils develop a good knowledge of their work. Pupils contrast different styles confidently and are given regular opportunities to develop these skills. For example, in Key Stage 2 they compare the different brush techniques of Monet and Van Gogh.
100. The headteacher gives clear instructions when setting tasks. This produces a good rate of productivity by pupils throughout the session. She organises lessons efficiently, matching pupils to the appropriate resources. This leads to good levels of concentration and perseverance from pupils. Adults are used very effectively to support individuals. The headteacher ensures they are thoroughly briefed and understand what work the pupils must produce. This increases the rate of progress of individuals effectively. Planning is thorough and effective links are made across the curriculum. It includes the development of evaluative skills. Pupils are willing to be self-critical and are prepared to rework outcomes to improve their quality. The art curriculum is covered thoroughly and pupils develop good skills across painting, drawing, using graphics, textiles and three-dimensional work. For example, in Key Stage 1 all pupils produced large-scale puppets. In Key Stage 2 pupils use 10 centimetre frames to make close observational studies. Work in art supports literacy well. For example, Key Stage 2 pupils made a three-dimensional dragon, castle and trees to illustrate a fairy story. Information technology is used well in art. For example, pupils use the paint programme to produce interesting graphics and older pupils use the Internet to research the work of major artists.
101. The headteacher is enthusiastic and this promotes a positive attitude towards art in both classes. She organises lessons carefully to develop skills of independence which pupils respond to well. For example, pupils get out the resources for themselves and then tidy them away at the end of sessions. Pupils develop good skills of initiative as the headteacher ensures there are regular contexts to make choices. She ensures that older pupils have opportunities to work for extended periods and use their initiative in selecting colours, brushes and papers. Pupils are organised effectively in groups, which develops their social skills well.

DESIGN AND TECHNOLOGY

102. All pupils, including those with special educational needs, make good progress in this subject throughout the school. Attainment at the end of both key stages is above national expectations. The school has maintained the good standards from the previous report and has improved the links with the community.
103. Teaching is good in Key Stage 1. The headteacher provides regular opportunities for pupils to develop their understanding of mechanisms and construction. For example, pupils were required to make a machine that included cogs and handles. Basic skills are carefully taught within interesting contexts, which produced a good rate of acquisition of the skills. For example, pupils produced puppets with articulated movements. The headteacher ensures effective development of planning skills as she includes

opportunities for planning across the curriculum. For example, in history pupils produced plans of castles across three different centuries using different perspectives in their plans.

104. In Key Stage 2 teaching is good. The regular opportunities to undertake design and technology activities continue across the year groups. Pupils manipulate materials accurately and with confidence as they are building well on previous experiences. For example, in half an hour Year 6 pupils made an accurately proportioned cube and fixed a pneumatic system to move a figure fixed to the cube. Pupils develop good skills of evaluation as they are required to write their suggestions for improvement at the end of projects. This develops literacy skills effectively. Older pupils understand the importance of drawing plans from different perspectives to inform the making process. The teacher provides good opportunities to prepare these plans before beginning projects. Very good links with parents from a local industry enhance the quality of teaching. Pupils have all produced very good quality models of bridges including beam, suspension, Dutch and tower bridges. This high quality project was a result of parents from a local industry working with groups to explain the principles of the construction and to ensure a good level of accuracy in the making process.
105. All teachers manage pupils well. This results in high standards of behaviour. The provision of very interesting projects ensures pupils' high level of enthusiasm and good levels of confidence in their work.
106. The school has very good links with local industry and uses them very well to develop understanding of design and technology in an industrial context. This includes whole school visits to witness major events. For example, pupils watched the launch of a ship in their village including observations of a crane carrying out lifting manoeuvres. Older pupils explained the importance of pneumatics and triangulation for strength from this experience.
107. Design and technology is linked well with science to develop understanding in both subjects. For example, pupils made different working models of pulleys and levers, which reinforced their understanding of the scientific principles. Regular work with the education officer at the large local industry ensures imaginative projects on a regular basis. For example, pupils investigated the different springs used throughout the industry's site. A good quality display was produced to celebrate pupils' achievements and to reinforce learning. The links with the education officer have increased the subject knowledge of teachers effectively. Numeracy is developed well in the subject as pupils are required to measure accurately. They also develop a good understanding of mathematical shapes.

GEOGRAPHY

108. Teaching was inspected in Key Stage 2 but it was not possible to inspect a lesson in Key Stage 1. Judgements are also made from discussion with pupils and teachers, scrutiny of work and teachers' planning. Attainment at the end of both key stages is in line with national expectations.
109. Teaching is satisfactory in both key stages with some good features in Key Stage 2. The good features are the provision of practical tasks to develop pupils' understanding of geographical knowledge. The progress of pupils in Key Stage 2 is good in performing practical investigations because pupils are given good opportunities to develop these skills. For example, they developed a good understanding of differences in the speed and flow of water and the meaning of 'meander' during their work on rivers. Tasks for the different age groups are planned well to ensure work is matched to pupils' needs. Teachers use resources effectively. For example, Key Stage 2 pupils use secondary

evidence to develop observational and analytical skills. They work confidently with photographs, maps, globes and atlases. Teachers have satisfactory subject knowledge and cover different aspects of the geography curriculum effectively. This includes their local environment, different aspects of land use and the relationship between geographical features and maps, and recycling.

- 110. Teachers organise lessons effectively. They ensure that pupils maintain their concentration and work steadily at their tasks. Opportunities are provided for pupils to discuss their work and suggest answers to other pupils' questions. They are proud of what they have achieved and are involved in their work. Pupils take responsibility for their own work and concentrate and persevere with the tasks set for them. Pupils are able to co-operate over resources. Teachers use adults well to support individual pupils and groups. For example, the chair of governors asked additional questions to Key Stage 2 pupils when they carried out their investigations into rivers.
- 111. Planning is clear. The curriculum is focused on building up pupils' skills of research and identification of geographical techniques via practical activities. Pupils develop skills of citizenship as they consider local environmental issues. Literacy is developed effectively as pupils are expected to consider the most appropriate way of recording their findings.

HISTORY

- 112. It was not possible to observe lessons in history during the inspection. Judgements are made from discussion with pupils and teachers, scrutiny of work and teachers' planning. Attainment is at the expected level at the end of both key stages. Pupils with special educational needs make good progress as they are given additional help from adults. The standards reflect the findings of the previous inspection in 1996.
- 113. Teaching is satisfactory in both key stages. Pupils are developing an appropriate sense of chronology as teachers build carefully on previous learning. Firm foundations are provided in Key Stage 1 in developing historical understanding. Pupils are provided with good opportunities to develop this understanding within the work on castles. The headteacher plans interesting tasks. For example, pupils consider the different changes to the construction of castles over three centuries.
- 114. Teachers plan work effectively within historical topics. For example, pupils made an in-depth study of the Tudors. They considered genealogical tables, consolidated previous work on houses, homes, customs and researched key events of the 14th and 15th centuries, such as the Armada. Opportunities are provided for pupils to develop historical research skills. For example, pupils considered the differences between oral traditions and the reading of written texts. All pupils are making satisfactory progress as historians. Even the youngest pupils understand the value of secondary sources, such as that in factual texts used in their national literacy work as well as that of first hand sources, such as Samuel Pepys' diary entries of the Great Fire of London. They are aware that even first hand accounts can contain bias, depending upon a political point of view. Older pupils are making good progress in understanding chronology by the recognition that past times can have similarities as well as differences. Teachers provide satisfactory opportunities for pupils to use reference books and information technology to support their learning.
- 115. Teachers have good subject knowledge, are clear about the specific curriculum for their key stage of pupils and provide activities to develop historical researching skills. Resources are appropriate and to hand. The history curriculum is focused on building up skills of research and the identification of historical language. Pupils are encouraged to use a range of resources and artefacts to identify key elements in the past and compare

with today. This broad and balanced mixture of skills and facts supports pupils' learning well. Literacy is well supported in Key Stage 1 as planning for the Literacy Hour is often based on historical themes. For example, pupils developed daily diary writing skills from the perspective of a Londoner in the Great Fire of London.

INFORMATION TECHNOLOGY

116. Progress in Key Stage 1 builds effectively on the skills developed in the under-fives and by the end of the key stage attainment is in line with national expectations across all aspects. Progress is unsatisfactory in Key Stage 2 as pupils do not receive sufficient time on computers to develop their skills. By the end of Key Stage 2 attainment in the monitoring and control areas of the curriculum is in line with national expectations, but all other aspects are below expected levels.
117. Teaching in Key Stage 1 is satisfactory. The headteacher organises pupils efficiently to work on computers in most lessons. This ensures that pupils develop confidence in handling the mouse and the keyboard and understand how their work is printed. Clear guidance is given in using a variety of menus. For example, in a paint program a pupil moved between different colours, changed from wide to narrow lines and used the erase facility to improve his work. Adults are used well to support individuals and outcomes are celebrated with the whole class. The headteacher provides a varied range of programs and they are carefully linked with the content of other areas of the curriculum. For example, pupils produced graphics in the style of Kandinsky when they were learning about this artist. The headteacher ensures development of understanding in control as pupils have appropriate opportunities to develop skills in programming floor robots in different sequences.
118. In Key Stage 1 pupils are given regular tasks of word processing that supports the writing carried out in literacy. For example, when writing about "The Real Princess" half the pupils produced their final version in a range of different fonts. Good opportunities are provided for more able pupils to fulfil their potential. For example, a pupil drafted her work on screen using highlighting, spell checks, paragraphs and different font sizes. Information technology is used well to support literacy through the development of the communication aspect. The headteacher and nursery nurse provide good role models as they use the computer to record the thoughts of pupils for display. For example, the nursery nurse scribed straight onto the computer the description of a visit to a local industry for pupils who did not have sufficient speed in writing.
119. Teaching in Key Stage 2 is unsatisfactory overall. Teaching of the control aspect is satisfactory. It builds effectively on the Key Stage 1 work by transferring the skills from programming floor robots to programming on computers. Pupils are given appropriate tasks to extend their understanding of the control process with interesting challenges. For example, Year 6 pupils write instructions to produce a spiral on screen. Very good opportunities are provided to develop pupils' understanding of the use of information technology for monitoring. Pupils visit a local industry to follow the process of its use in a real life context. The education section of this industry provides very effective facilities to reinforce this learning and allows pupils to work individually on computers. For example, pupils used monitoring equipment to measure the insulating properties of some cladding around tanks, then transferred this information to computers and produced different line graphs. Pupils develop confidence with the Internet, using it to research. For example, the headteacher organised pupils to research information about Van Gogh.
120. Planning of individual lessons is satisfactory in Key Stage 2. However, the learning objectives of lessons are not always carried through to the teaching. For example, a learning objective was to develop the use of the spell check but pupils were not directly

taught this skill or encouraged to use it to carry out the task. This reduced their rate of acquiring the technique. Expectations are too low for the Years 5 and 6 pupils, both in communicating and handling data. For example, pupils do not use computers to draft straight onto the screen or to produce extended writing. Opportunities are missed to develop these skills within the context of other lessons. For example, in a data handling lesson in mathematics there was no work organised on computers. The pace of lessons is inconsistent. Insufficient urgency is set at the beginning of sessions and when pupils move between tasks. This reduces the rate of productivity of pupils. There is little use of display in this key stage and no systems set up to provide guidance for tasks or to track the amount of time each pupil spends at the keyboard. Pupils do not have an understanding of their own level of learning.

121. Teachers' subject knowledge is satisfactory in both key stages and there is good provision of training to ensure expertise is updated. Management of pupils is good across the school resulting in very good behaviour from pupils. Organisation of pupils in pairs and groups ensures a very good level of co-operation. For example, in writing a program to produce a spiral in Year 6, pupils shared their ideas well and were delighted when they were successful.
122. Resources are good with the provision of both desktops and a laptop computer. The school is about to install a smart screen in order to communicate first hand with other schools. Funding is used carefully to provide these good facilities. Medium term planning does not provide sufficient detail for the steady development of skills in Key Stage 2, as it is not linked directly to each year group. Assessment systems are in very early stages and do not allow tracking of the coverage of the curriculum or the rate of progress of individuals. They are not linked sufficiently well to the National Curriculum.

MUSIC

123. Standards in music are satisfactory at both key stages with pupils making satisfactory progress overall. Pupils with special educational needs make good progress. This maintains the standards of the previous inspection.
124. Teaching is satisfactory in both key stages. The headteacher co-ordinates the subject well and uses a range of different opportunities to develop pupils' skills. Planning is clear with well-defined learning objectives. The expertise of the visiting specialist music teacher is used well to extend pupils' learning. For example, in Key Stage 1 the specialist teacher, class teacher and nursery nurse all worked with small groups to develop their percussion skills. Despite the volume of noise engendered by each group, the good ratio of pupils to adults ensured a high level of concentration from every pupil. Teachers ensure that pupils have the opportunity to compose using a range of tuned and untuned percussion instruments. Pupils develop understanding of the components of music such as pitch, melodic shaping, ostinato, harmony, tempo and dynamics as they are provided with appropriate tasks to develop this understanding. Teachers provide effective opportunities to listen to and appraise the work of others in their class and that of some famous composers including Grieg, Mozart, Copeland and Holst. Older pupils also have the opportunity to learn to play the recorder and guitar within class. Younger pupils learn a range of nursery rhymes and action songs. The headteacher uses assemblies well to develop singing skills. For example, pupils sing sweetly in two parts during hymns, maintaining their melody through careful support from the headteacher.
125. Teachers are clear about what they are going to teach and have the resources available to hand ready for use. Older pupils learning the recorder and younger pupils exploring dynamics hear the teachers using the correct technical terms for the subject. Each lesson includes all the elements of the music curriculum. The headteacher provides good

opportunities for pupils to develop confidence in performing as there are regular performances for parents. Recorder players develop performance skills well as they play regularly in assemblies, both supporting the melody and playing contrasting descant lines.

126. Teachers are enthusiastic and pupils respond well to their lessons. They are keen to sing and do so in a controlled way, listening to instructions. They attempt to follow the dynamic markings such as 'forte' or 'piano'. When using percussion instruments they do not all rush to use the loudest or biggest, but consider the sound they need for their compositions and select accordingly.

PHYSICAL EDUCATION

127. Attainment by the end of Key Stage 1 is above expected levels as pupils benefit from small classes. A high proportion of pupils also take part in judo. They work with the older pupils and develop high standards as they strive to match older pupils' performance. The weekly opportunities in this work improves their gymnastic skills of balance and movement as well as developing skills of defending and attacking in games. By the end of Key Stage 2 attainment is in line with national expectations. Standards in swimming are above national expectations. The hall is too small to accommodate these larger pupils and restricts their development during wet weather. Standards have improved at the end of both key stages since the previous inspection. The school has worked very hard to improve the level of provision and expertise in this subject.
128. The part time teacher is co-ordinator for physical education. She teaches pupils across the school and has a good understanding of the development of every individual. She plans carefully to ensure pupils achieve steady progress of skills each year. Teaching in Key Stage 1 is good. Planning of lessons ensures a careful progression of tasks that allows pupils to build on their skills. For example, in Year 2 pupils developed skills of dribbling a ball well because the teacher began with simple individual tasks and then moved to more complicated work, firstly in twos and then in threes. Lessons proceed at a brisk pace and ensure a good rate of progress as the pupils carry out a large number of tasks.
129. Teaching in Key Stage 2 is satisfactory except in dance where it is unsatisfactory. Pupils have good standards in athletics. The teacher structures the work carefully upon a national scheme. Pupils are offered effective opportunities for competition in athletics and are involved annually in a regional competition that complements their own sports day effectively. Standards in games are above expected levels. The teacher provides a good range of opportunities for the development of skills and uses a national scheme to develop different games skills and to enable pupils to gain awards. The teacher plans a balanced programme of games, which ensures a steady development of expertise for all pupils in a range of different games. These include football, netball, hockey, basketball, tennis and cricket. Pupils have a good understanding of their attainment because they are regularly assessed against the national schemes' criteria and provided with certificates at different stages.
130. The teacher organises an effective programme of orienteering, abseiling and adventurous activities within the residential trip. There are a high number of teachers to support the development of the pupils' skills, which has a positive impact on standards. The unsatisfactory teaching in dance is a result of too many pupils within the restricted space of the hall. The accumulated noise of the pupils in the restricted space prevents them from hearing the music and responding sensitively. The use of games equipment within the dance is inappropriate, as pupils become too concerned with retrieving dropped balls rather than concentrating on the quality of their movements.

131. The co-ordinator uses assessment well across most aspects of physical education. This is recorded particularly well in Key Stage 2 with very thorough records that are used effectively to plan future provision. She has great enthusiasm for her subject. This is reflected in the great enthusiasm and positive attitudes from pupils, particularly in Key Stage 2. In partnership with the headteacher she has clear plans for continuing to improve provision through increasing the range of opportunities for pupils.
132. Both the headteacher and the co-ordinator have good subject knowledge in games, athletics and outdoor and adventurous activities as they regularly attend local training opportunities. Planning in Key Stage 2 is based carefully on national schemes. Resources are used well with a high ratio of equipment per pupil as the school has worked hard to improve this provision since the last inspection. Very good use is made of the expertise of the local sports development officers both in demonstrations within lessons to improve teaching and in the annual residential trip.
133. There is good extra-curricular provision. Many girls and boys play football throughout the year and are often successful in their matches against other schools. The school has been successful in obtaining grants to improve the quality of their provision. For example, a local industry donated funds to buy good quality mats to allow teaching of gymnastics. This, together with the very good quality of the judo teaching, has had a positive impact on standards

RELIGIOUS EDUCATION

134. Pupils make steady progress through the school and attainment is in line with the locally agreed syllabus by the end of both key stages. Pupils with special educational needs make good progress.
135. Teaching is satisfactory in both key stages with some good features in Key Stage 1. Good features include the effective use of all pupils' contributions. The headteacher uses stories to capture pupils' imagination. She combines modern day stories well with extracts from the Bible. She reinforces pupils' understanding of the structure of the Bible as she regularly refers to the Old and New Testaments and to the position of stories within these different sections.
136. Teachers' planning is clear and is based carefully on the annual plans for the subject. It is well matched to pupils' ages and abilities within each class. For example, in Key Stage 1 the nursery nurse gave extra support to the children under five during the whole class discussion. Religious education supports pupils' spiritual development appropriately. Pupils in Key Stage 1 make satisfactory progress in considering general themes such as worship ceremonies, weddings, baptism, special people and places from the different faiths of Judaism, Hinduism, Christianity and Islam on a three year rolling programme. Key Stage 2 pupils develop understanding of journeys and pilgrimages, sacred texts, symbols and artefacts, creation stories and rituals and ceremonies. For example, Key Stage 2 pupils examined the life of Gandhi and the influences of Hinduism upon his philosophy of peaceful protest. At both key stages teachers ensure that pupils have opportunities to reflect upon the concept of living a faith, especially prayer, worship and dress. Pupils consolidate the skills of using language to convey meaning and feelings, giving respect to key prophets such as Guru Nanak, Moses and Jesus and to sacred texts such as the Torah, the Bible and the Qur'an.
137. Teachers establish an appropriate context within lessons to allow for reflection and pupils take their work seriously. They work hard, concentrate and enjoy considering the deeper meaning of issues. Pupils reflect on the themes of their lessons, use resources

independently and give respect to the work of others. Lessons are characterised by pupils' positive relationships with their teachers and other adults.

138. Teachers have secure subject knowledge and good understanding of how to structure lessons and tasks to ensure pupils of different backgrounds think about relationships with each other and with God. They hold high expectations that pupils will develop more consideration for each other and each other's beliefs. Tasks for younger pupils remain firmly religious education focused rather than becoming English or art exercises. Some work of older pupils, however, was marked against grammar criteria, for spellings and sentence construction, at the expense of the development of religious education ideas. Literacy skills are developed well in Key Stage 1 as the headteacher combines an understanding of the use of reference books with the content of the book. Both teachers take care to be accurate when telling faith stories putting the stress on the belief as well as the facts of a faith.