

INSPECTION REPORT

BICKERSTAFFE PRIMARY SCHOOL

Ormskirk

LEA area: Lancashire

Unique reference number: 119381

Headteacher: Mrs Margaret Burrow

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 17 - 19 January 2000

Inspection number: 190946

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hall Lane Bickerstaffe Ormskirk Lancashire
Postcode:	L39 0EH
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs H Rosbotham
Date of previous inspection:	1 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr B Male	Registered inspector	Special educational needs English as an additional language English Information technology Design and technology Geography History	What sort of school is it? The school's results and achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
Ms S Boyle	Lay inspector	Equal opportunities	How well does the school care for its pupils? Partnership with parents
Mrs M Hatfield	Team inspector	Under-fives Mathematics Science Art Music Physical education Religious education	How good are curricular opportunities?

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England primary school was opened in its present buildings in 1844, and serves a wide rural area with many pupils coming from outside the parish. There are 69 pupils on roll in three classes. Seven per cent of the pupils are entitled to free school meals, which is well below the national average. Thirteen per cent are on the register of special educational needs, and this is below the national average. There is no pupil for whom English is an additional language. At the time of the inspection the headteacher and another member of staff had been at the school for just over a year, and parents were pleased with the changes they had made.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory overall standard of education and has several good features. Pupils enter with standards broadly in line with expectations and make good early progress in the school. Progress through Key Stage 2 has been slower, and standards are broadly average when pupils leave at the age of 11. The very small numbers in each year group means that overall standards can vary greatly each year. The quality of teaching is good overall. The school provides satisfactory value for money.

What the school does well

- The school gives children a good start to their schooling.
- The school provides a good overall quality of teaching.
- The school provides a good level of care for its pupils.
- There is a very good partnership with parents in promoting children's learning.
- There is very good provision for pupils with Statements of Special Educational Needs.

What could be improved

- The school needs to raise standards in information technology, at the top of Key Stage 2.
- The school needs to take positive steps to improve the attitudes of some of the older pupils.
- Expectations of behaviour, particularly for the older pupils, need to be increased.
- The support of teaching and learning, and the rate at which issues are systematically addressed, need to be improved.
- More effective use could be made of assessment information to target teaching.

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

The school's strengths outweigh its weaknesses, and recent improvements are beginning to impact on standards.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996. Since then, overall standards of attainment have fluctuated widely with the small year groups, and present standards are broadly in line with those at the last inspection in the core subjects of English, mathematics and science, but have risen in design and technology, art, music and physical education. The quality of teaching has improved significantly and is now good overall. Attitudes and behaviour were described as very good by the 1996 report, but the attitudes of some older pupils now need

improvement. The school has made good progress in addressing most of the seven key issues raised in 1996. However, standards of attainment still need to be raised in information technology, the monitoring and support of teaching need to be improved, and there is still room to improve spiritual development.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	C	n/a	n/a	well above average A above average B average C below average D well below average E
mathematics	A	D	n/a	n/a	
science	A	A	n/a	n/a	

The 1999 year group was too small to be statistically significant and the presence of an unusually high proportion of pupils with special educational needs meant that overall standards appeared very low. With very small year groups trends are difficult to establish, but there is clearly no significant trend of improvement, and, if anything, standards are declining slightly in comparison to national standards which are increasing every year. Standards in reading are generally good across the school, but writing is less well developed. In information technology they are below expectations at the top of Key Stage 2, but pupils' work in other subjects is broadly average. Pupils' achievement in terms of their potential is broadly satisfactory, but some pupils do not reach their full potential at the top of Key Stage 2. The targets set by the school are appropriate, and are particularly effective where they are shared with, and acted upon by, pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Younger pupils are keen to work, but a significant number of older pupils lack enthusiasm and do not have positive attitudes towards school.
Behaviour, in and out of classrooms	Behaviour in classrooms is mainly good, but a number of older pupils do not always listen or act politely. Pupils are allowed to move around the school in a boisterous way, and at times the behaviour of some pupils in the playground is unsatisfactory.
Personal development and relationships	Most pupils respond well to good opportunities to take responsibilities and use initiative. They show a good level of care and concern for younger children, however some aspects of relationships are not well developed, for instance some pupils do not always share willingly or show appropriate respect for others.
Attendance	The rate of attendance is satisfactory, but a significant number of pupils arrive late for school.

Behaviour is satisfactory overall, and younger pupils always behave well in class, but there are some low expectations of behaviour when pupils are moving around the school. Younger pupils are keen to learn, but the attitudes of a number of older pupils towards their work slows their progress. In a number of cases, there is an apparent lack of concern about arriving late for school.

TEACHING AND LEARNING

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

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

Teachers work hard and have a good standard of care for their pupils. During the inspection, in the school as a whole, 53 per cent of the teaching was good, 38 per cent satisfactory and eight per cent less than satisfactory. The good teaching is characterised by good relationships, high expectations and a brisk pace of work to which the pupils respond with enthusiasm, applying themselves with concentration and making good gains in learning. The teaching of older pupils is satisfactory overall with some lessons less than satisfactory. The older pupils do not always respond with enthusiasm to the lessons and the pace of learning is often slower than for younger pupils. Literacy and numeracy are taught effectively, particularly in the early years. The school does very well to meet the needs of all pupils within its mixed age range classes, and this is a tribute to the hard work of the teachers. The very good level of provision for a very young child with particular needs, and the dedication and professionalism that this involves, is to be commended.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and has a significant balance towards literacy and numeracy.
Provision for pupils with special educational needs	There is particularly good provision for a pupil with a Statement of Special Educational Need, and generally good provision elsewhere.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral, social and cultural development is broadly satisfactory although there is no structured programme for personal and social education. The issues raised by the last report about spiritual development have not been fully addressed.
How well the school cares for its pupils	There is a good level of care for pupils, and this is particularly evident in the way pupils are settled into the reception class, and the provision for pupils with particular needs.

The school has a very good partnership with parents. There are very good reports on pupils' progress and a positive involvement of parents in their children's learning. Parents raise a significant amount of money for the school each year and have carried out improvements to the premises. Curricular opportunities are satisfactory within the school

except in information technology where there is little coverage of the measurement and control element. The length of time allocated for the National Literacy Strategy is far longer than the usual hour. This does not necessarily increase learning of literacy, and takes time that could be allocated to other subjects. The provision of extra-curricular activities is limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a good view of the way in which the school needs to develop, but she needs to ensure that there is more direct support and monitoring of teaching and learning, and that there is more urgency to the systematic addressing of issues identified as needing action.
How well the governors fulfil their responsibilities	The governors exercise a general overview of the school, but need to be more specific in monitoring performance and evaluating provision.
The school's evaluation of its performance	The headteacher is thorough and perceptive in evaluating the school's performance. The school now needs to be quicker and more systematic in taking the necessary actions.
The strategic use of resources	There is generally effective use of resources across the school.

The school needs to ensure that a clear lead and good support are given to all staff. There is a good level of staffing and adequate teaching and learning resources, although some computers are at present out of use. The accommodation is spacious, but not entirely suited to modern educational needs. In particular the hall is restrictive for physical education and the need to walk through one classroom to get to another is disruptive. In running its budget, the school generally applies the principles of best value, but needs to ensure that the headteacher has sufficient time to monitor and support teaching and learning in other classes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards attained by the school. • The way the school keeps them informed. • The help and guidance given to pupils. • The school's welcoming and open approach to parents. 	<ul style="list-style-type: none"> • The school's approach to homework. • The attitudes and behaviour of a minority of pupils in the playground. • The range of extra-curricular activities offered.

Parents were generally positive about the school in their comments, stressing how much they valued its provision. The inspection endorses their views in all respects except that standards are satisfactory rather than good. The provision of homework during the inspection was satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter the school as four year olds with standards of attainment generally in line with those expected for children of this age. They make satisfactory overall progress across the school and by the time they leave at 11 years old, standards of attainment in the three core subjects of English, mathematics and science are average. This is broadly in line with the standards found at the last inspection. Standards in religious education are in line with the expectations of the Lancashire Agreed Syllabus. Standards in information technology are in line with expectations at the age of seven, but below expectations at 11. Standards in other subjects have risen since the last inspection and are now broadly in line with expectations.
2. Progress is quicker through the reception and Key Stage 1 than through Key Stage 2. In the early years, there is good teaching and pupils have good attitudes to their work, whereas teaching is satisfactory at Key Stage 2, and a significant number of pupils lack enthusiasm and so do not try hard enough. The good teaching in the early years is a relatively recent improvement and so has not affected the levels of attainment of the present older pupils. There has also been a recent improvement in teaching at Key Stage 2, but this has not reached the consistent level of Key Stage 1.
3. In the following analysis of scores in national tests it is important to remember that the school has very small year groups and percentages can be altered significantly by one pupil. This makes national comparisons somewhat unreliable; especially as the difference between above and below average in some subjects is only a few percentage points. In 1999, the number of Year 6 pupils was too small to be statistically significant and so they do not appear in the table.

Children under five

4. Pupils under five years old make good progress, and by the time they are five, overall standards of attainment in all the required areas of learning are above those usually found. The good progress results from the quality of the teaching they receive, and their own positive attitudes to their work.

Key Stage 1

5. In national tests for seven year olds in 1999, the overall standards, as measured by average point scores, were well above average in mathematics, average in reading and below average in writing. Compared to schools of similar background, mathematics was well above average whilst reading and writing were below average. However, the number of pupils gaining the expected level (Level 2) was very high; it was the relative low number of pupils scoring Level 3 that reduced the English scores. Again the small number of pupils makes comparisons difficult. The scores in mathematics have increased steadily over the last three years, and standards in reading and writing have been generally improving, although the 1999 writing scores were unusually low.

6. Inspection evidence shows that present standards in reading are in line with the 1999 scores, although it is unlikely that all pupils will attain Level 2 as they did last year. Standards in writing are higher than 1999 and are now average. Standards in mathematics are not quite as high as 1999, but are still above average. The school continues to improve standards at the end of Key Stage 1, but low numbers of pupils means that standards will fluctuate from year to year.
7. In other subjects at the end of Key Stage 1 standards are broadly in line with national expectations, and in religious education standards are in line with the expectations of the Lancashire Agreed Syllabus.
8. The good quality of the teaching and the challenge to pupils means that pupils are making at least the progress that might be expected, and that standards are at least in line with those of similar schools.

Key Stage 2

9. The number of pupils taking the national tests for 11 year olds in 1999, was so low that no reliable comparison with national averages can be made. The overall scores of those taking the tests were quite low as a high proportion of the pupils had special educational needs. In 1998, the overall standards were well above average nationally in science, average in English and below average in mathematics. Although trends are difficult to detect with small year groups, national test scores suggest that there has been a decline in standards at the end of Key Stage 2 over the last four years. During that time teachers have changed and so the quality of teaching has not been consistent, and Year 6 pupils over the last four years did not benefit from the present good teaching at Key Stage 1. However, the unsatisfactory ethos of work amongst the pupils and the attitudes of a significant number of pupils also affect learning, and these need to be changed before standards can be raised.
10. In other subjects, by the age of 11, standards of attainment are generally in line with national expectations and those expected by the Lancashire Agreed Syllabus for religious education, except in information technology where standards are below expectations.
11. Most pupils make the progress through Key Stage 2 that would be expected, except for those pupils who do not approach their work with enthusiasm or do not listen sufficiently attentively in lessons. This detracts from a general ethos of striving to achieve in which all pupils would seek to produce their best work at all times.

Progress of different groups

12. Throughout the school, pupils with special educational needs make generally good progress, and the very good provision for pupils with particular needs has allowed very good progress to be made. The variation between the progress of high, average and low attaining groups is in line with that usually expected. Girls tend to score slightly higher than boys in national tests, but this is in line with national trends.
13. There is little variation in progress between subjects, and where there has been variation in the past, for instance high scores in mathematics at Key Stage 1 in 1999, this is related to the variations usually found in small groups.

Core subjects

14. In English, standards at the end of Key Stage 1 are above average in reading and in line with the average in speaking and listening, and writing. By the end of Key Stage 2, standards are above average in reading, average in speaking and below average in writing. Standards in reading are good across the school with pupils enjoying the good range of literature available and reading with fluency and expression. Most pupils are able to write appropriate sequences of sentences properly punctuated by the end of Key Stage 1. By the end of Key Stage 2, a small number have attained the higher level (Level 5) with a varied and interesting style and words used imaginatively and precisely, but many write in a perfunctory way with too many errors of spelling, punctuation and grammar. Younger pupils listen very well across the school, and value other people's points of view, but too many older pupils fail to pay attention to other speakers. Across the school, most pupils are able to express themselves clearly.
15. The ability to use numbers within mathematics is average at both key stages. By the age of 11, pupils have an appropriate understanding of the principles of number, and a satisfactory recall of number facts. There is an appropriate level of attainment in all areas of the subject.
16. Standards in science are average in both the knowledge-based elements and investigational aspect of the subject. At Key Stage 2, attainment is higher in the physical aspects than in life and living processes as there has been more emphasis on these aspects.
17. Standards in information technology are in line with expectations at the end of Key Stage 1 where most pupils are able to use simple programs effectively and store and retrieve their work. Standards are below expectations at the end of Key Stage 2, particularly in the use of technology for measurement and control. Older pupils are able to use simple word processing, but few can use data-handling programs to generate graphs and charts, or can use the measurement and control facilities of information technology equipment.
18. In religious education, standards are in line with the expectations of the Lancashire Agreed Syllabus at both key stages. Older pupils have developed an appropriate understanding of the Christian faith, and they have some understanding of the richness and diversity of religions and religious concepts through their studies of other world faiths.
19. Parents are generally pleased with the progress pupils make and the standards they achieve.

Pupils' attitudes, values and personal development

20. Most pupils like school and enjoy their lessons. Younger pupils are confident in leaving their parents or carers and are enthusiastic about the tasks set for them by the teacher. Older pupils are mostly interested in their work, but at times a small but significant number of pupils, particularly those at the end of Key Stage 2, lose interest, chat to a neighbour and lack a commitment to finish their work.
21. A significant number of parents have concerns about behaviour, and although this is mostly satisfactory, there are circumstances in which some pupils do not behave

well, for example lining up at the end of break and when moving around the school. Younger pupils in particular tend to be quite boisterous when moving from the classroom to other areas and this frequently goes on unchecked by adults. Most pupils behave appropriately in the classroom and work well on their own, or in pairs. However, some older pupils do not behave well, but talk to others and neglect their work when they have been set an unsupervised task. Most pupils are courteous and older pupils usually stand back to let an adult pass or open a door for them. However, although teachers in the school set a good example of polite behaviour, pupils are not always polite and sometimes they do not show appropriate respect to adults or each other. Behaviour is satisfactory overall. No pupil has been excluded from school.

22. Older pupils are encouraged to help with school routines. They enjoy their role as monitors and most do this sensibly, although some pupils when acting as door monitors are silly and feign a reluctance to let other pupils in and out which goes beyond light-hearted teasing. In assembly, pupils responsibly operate the tape machine and overhead projector and cope well when things do not run as smoothly as they should. Pupils show caring attitudes towards each other, and when a younger child is hurt, older pupils are quick to come to their assistance, and show appropriate concern. Most pupils get on well with each other but at times there are silly disputes and pupils demonstrate a mild aggression towards each other. Some of these incidents, such as hitting a fellow pupil on the head with a book, go unchecked or unnoticed by the member of staff on duty. Sometimes younger pupils are not willing to share, and push others away from them.
23. Pupils relate very well and show respect and a caring concern for pupils with particular special educational needs. Teachers set an excellent example and are very good role models in their dealing with this pupil. Pupils listen to what others have to say and respect their ideas, but sometimes some older pupils do not sufficiently value other pupils' views.
24. Attendance rates at the last inspection were above average. Since then the national average attendance rates have risen, but attendance rates at the school are the same as they were at the last inspection, so that now, by comparison with other schools, they are now average. A significant number of pupils are arriving late each morning and with little sense of urgency. The layout of the school means that this often causes disruption to other classes as well as the pupils' own class.
25. There has been a deterioration in pupils' behaviour and the attitudes of some older pupils since the last inspection, when they were regarded as good.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching is good overall, and this represents a significant improvement since the last inspection. In the school as a whole, well over half of the teaching is good or better, and there is a particularly high proportion of good teaching in the first two classes. Teaching is good for the children under five and at Key Stage 1, and satisfactory at Key Stage 2.
27. The teaching of pupils under five is consistently good. There are good relationships with the pupils, lessons are well planned, and there is a high level of challenge, and a good working atmosphere created.

28. At Key Stage 1, teaching is good in over two thirds of lessons. Teaching is good in English, mathematics, geography and history, and satisfactory in all other subjects. Insufficient teaching of information technology, religious education, design and technology or music was seen for a judgement to be made.
29. In the first two classes, the good teaching, a brisk pace and high expectations ensure that pupils acquire knowledge and skills at a good rate. Pupils are well motivated by the lessons and apply themselves productively to their work. They are interested in what they do, and even young children sustain their concentration well. Explanations are clear and activities well pitched to different ages so that pupils clearly understand what they are doing. For instance, in a Year 1 mathematics lesson well-planned group work set different addition and subtraction tasks that were challenging to different groups of pupils and very effective classroom support was used to ensure that all pupils understood their task and that they were concentrating and productive.
30. At Key Stage 2, teaching is satisfactory overall. A quarter of the teaching is good; this is mostly of the youngest pupils. A sixth of the lessons seen were unsuccessful; all of these were of the oldest pupils. Teaching is satisfactory overall in English, mathematics, science, history and art, with the strongest teaching in English. Insufficient teaching of any other subject was seen for a judgement to be made.
31. Although mainly satisfactory, lessons for the older pupils do not always have the briskness of pace and the high expectations of work being completed within a given time that characterise Key Stage 1 lessons. Pupils' rate of acquisition of skills and knowledge is therefore satisfactory rather than good. A number of older pupils do not always apply sufficient effort to their activities, and work at a fairly leisurely pace. In some cases, this could be improved by more lively and stimulating lessons, but these pupils do not always take the interest in their work that the teaching deserves, and are easily distracted into talk with fellow pupils. It was these features of the pupils' response that made some lessons unsuccessful. The teaching techniques are mostly good, with some clear structures and explanations that make clear to pupils what they need to do.
32. At both key stages, teachers have generally good subject knowledge, except in some aspects of information technology. There is a high level of competence in the teaching of phonics and other basic skills. Lessons are planned effectively and there are some very effective methods used, for instance, the use of large coins in a Year 2 mathematics lesson to illustrate different ways of making the same sum of money. Seeing the coins physically manipulated effectively reinforced and extended the pupils' understanding. A similar technique was used in a Year 2 literacy lesson to help understanding of a sequence of instructions.
33. Across the school, there has been a recent successful initiative to involve pupils actively in assessments of the progress they are making so that they become aware of how well they are doing and know what they need to do to improve. The targets set are helpful and challenging, and where pupils keep them in mind, they are having a very positive impact on learning.
34. Satisfactory progress has been made in addressing the key issue about assessment and learning objectives raised by the last inspection. Objectives are

now set in planning that relate to assessments made, and effective targets are set for pupils. This could be built on by more specific use of the assessment information in lesson planning. For instance, teachers have assessed which pupils are at Level 2 in their writing, and are aware of what needs to be learned in order to attain Level 3. However, few lesson plans refer specifically to these areas in setting learning objectives. Together with the pupils' targets, such use of assessment information would enhance learning.

35. The significant improvement in the quality of teaching since the last inspection is associated with changes in staff and also approaches include:
- good relationships with pupils that allow younger pupils to be both challenged and supported;

- teachers using a good range of strategies that involve whole-class, group and individual approaches;
 - pupils being involved in a range of learning styles including reflecting upon their own learning at the end of lessons which helps them develop sound concepts;
 - the valuing of pupils' responses to questions giving them confidence and developing good attitudes to work.
36. The teaching of pupils with special educational needs is generally very effective across the school. There is very good support for children with particular needs; this involves a high level of care and understanding, but also of challenge to ensure progress. There is good provision for younger pupils within the activities that support literacy and numeracy. Where a special group of older pupils is created for extra support in literacy, the teaching is very good with good pace and challenge, and work well related to needs. This is having a very positive effect in standards. The Code of Practice is fully implemented, and individual education plans are appropriately drawn up and reviewed. The targets on the plans for Year 2 and 3 pupils are rather broad and long term. Those plans where targets are short term and specific are the most helpful.
37. Parents are happy with the amount of homework given, although some said they would prefer a regular day with more time for work to be completed. Inspection evidence suggests that homework is used well to reinforce and extend what is learned in school. The school's policy is always to give time for homework to be completed, and this was the case during the week of the inspection.

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

The curriculum

38. The curriculum is broad and understandably balanced in terms of time and emphasis to literacy and numeracy. Religious education is provided appropriately in accordance with the locally agreed syllabus. Curricular provision has improved since the previous inspection. The school does well to meet the needs of all pupils, particularly as there are wide age differences within each class and pupils with a range of special educational needs. The school has effective strategies for teaching the basic skills of literacy and numeracy and pupils make a particularly good start in these areas.
39. The curriculum has been improved since the last inspection and the school has broadly addressed the key issues raised in this area. Policies and schemes of work have been drawn up that ensure progression across the school although there is still room for improvement in the ways these plans progress within the mixed age range classes. The required Programmes of Study are now planned for information technology, although there needs to be more emphasis on the measurement and control elements.
40. At Key Stage 1 and 2, there are satisfactory systems in place for long, medium and short-term planning that ensure that the required Programmes of Study are covered. However, planning for continuity and progression within these mixed age classes is not always clear and plans are not always sufficiently differentiated to ensure a structured approach to learning for the different year groups.

41. There is an effective curriculum for children under five that covers all the recommended areas of learning, although planning is often in terms of the National Curriculum rather than the Desirable Learning Outcomes. Provision for children with special educational needs is good, and the school complies with the requirements of the Code of Practice. The school ensures equal opportunity and access for all.
42. Health education, including sex education, is taught satisfactorily through the science curriculum, and is effectively supported by contributions from the school nurse. Although the school's provision for health education is satisfactory, there is no planned provision for personal and social education or drugs' misuse. Raising pupils' awareness of drugs' misuse is restricted to older pupils. There is no formal programme for personal development.
43. The school has addressed the previous inspection key issue, by providing comprehensive policies and schemes of work in all subjects, except music, which is currently being addressed, and information technology where the scheme of work is being revised. Because of the emphasis on numeracy and literacy, there is an imbalance in the time allocations for the non-core subjects. This affects the depth to which subjects such as music and geography are taught.
44. The community makes an effective contribution to pupils' learning. The school has close links with the church and with the parish council which is planting a school wildlife garden to celebrate the Millennium. The school makes a constructive contribution to the community, for example, in promoting 'maypole dancing'. There are also constructive relationships with the partner secondary schools, and improved links that enhance progression; for example, pupils visiting for some religious education lessons and for concerts. Close links are maintained with the pre-school organisation that is held within the school and this helps transfer to the reception class. The school effectively hosts up to two trainee teachers each year from a local college, as well as students from local secondary schools, for work experience.
45. The good provision for extra-curricular activities found at the time of the previous inspection has not been maintained. Provision is currently limited to netball which is well supported by both boys and girls. This limits the potential enrichment of the curriculum for the pupils. Educational visits to such places as a bird sanctuary and a theatre are used well to enhance pupils' curricular experiences and opportunities.

Provision for pupils' personal development

46. Provision for pupils' spiritual development was unsatisfactory at the last inspection and little has been done since then to improve this aspect. Opportunities for reflection are not well imbedded in the daily life of the school or well planned through the curriculum. This is in part reflected in pupils' personal development where the attitudes of some of the older pupils, and the relationships between pupils, are at times unsatisfactory. The school has not developed a programme for personal and social development to deal with this.
47. Pupils' social development is mostly satisfactory, but the quality of relationships between pupils are, at times unsatisfactory. There are some sound opportunities for older pupils, as monitors, to take responsibility and to use their initiative, however, because pupils do not always relate as they should to each other, there is

sometimes some silly behaviour with pupils not being allowed easy access in or out of the building.

48. Provision for moral development is satisfactory. Pupils know the difference between right and wrong, although there is scope still for adults in the school to make it clear to pupils when they are behaving in ways which are inappropriate.
49. Pupils visit a range of museums and places of interest. They make a strong contribution to the local culture through their annual participation in the local 'treat day' when they perform morris and maypole dancing for the community. Opportunities to appreciate other cultures are provided mainly through religious education and the study of world religions. These opportunities are limited and do not give pupils sufficient insight into the lives of others, or opportunity to learn about other cultures in ways which are meaningful.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Pupils' welfare, health and safety

50. The school takes appropriate measures to ensure pupils' welfare, health and safety.
51. The school is small and staff know pupils well. It has begun to set targets for older pupils, but some pupils seem unsure of their targets. Pupils' personal development is effectively monitored through pupil reports and through the house point system where points are awarded to individuals for behaviour and work. However, the school has not effectively addressed the issue of attitudes, although it is aware that the attitudes of some pupils are unsatisfactory at times. There is not, for example, a scheme of work for personal and social development, or sufficient opportunities made within the existing curriculum to explore personal and social issues. The system of monitoring attendance through class registers is appropriate, and there is good support for this from the educational welfare service who also follows up those pupils who are persistently late. The school has recognised lateness as an issue, and although the efforts by the educational welfare service to deal with more serious instances of persistent lateness are good, some parents and pupils still have lax attitudes towards punctuality.
52. Attendance and punctuality are not well promoted. Attendance rates at the time of the last inspection were good, but are now satisfactory. In view of this, and the fairly relaxed attitudes of pupils arriving late for school, the school needs to take a more pro-active approach to attendance and punctuality.
53. There is very good educational and personal support for children who have a Statement of Special Educational Need. The class teacher works very closely with the family and with support workers to ensure that particular needs are well met.
54. Arrangements for children starting school are very good and parents are right to be pleased with the support given to them and to their children.
55. Child protection arrangements are satisfactory. Two members of staff have had training and teaching staff are clear about procedures. Staff work closely together, and non-teaching staff go to teachers with their concerns, but there is still scope to involve non-teaching staff in child protection training.

56. The behaviour policy works fairly well but there are too many instances when staff do not appear to notice unacceptable behaviour which consequently goes unchecked. Teaching and support staff need to have consistent expectations, clear strategies for reinforcing good behaviour, and ways of addressing poor behaviour. The playgrounds do not offer a stimulating play area. There is little for pupils to do and this contributes to the boisterous and sometimes rough play.
57. The school deals with bullying incidents as they arise. While this is satisfactory there is scope to take a more pro-active approach and look at bullying alongside broader issues to do with relationships and the effect of behaviour on others. The school keeps appropriate records of behaviour incidents.

The effectiveness of the school's assessment and monitoring of pupils' academic performance

58. The school has effective arrangements for assessing pupils' attainment and progress. In addition to the statutory assessments, the school is currently using national test materials to make annual assessments. The school also makes ongoing, informal assessment and keeps appropriate records of pupils' attainment and progress in the Programmes of Study of the core subjects. The information is used appropriately to identify pupils who are experiencing difficulties and to set targets. This target setting with pupils is a very useful development that is already beginning to improve standards through the provision of effective support and advice to pupils on their academic progress. This information could now be used more precisely in setting the more short-term lesson objectives.
59. Assessment procedures for children under five are effective, and baseline assessments, undertaken when children start school, are used to plan suitable programmes of work. Individual targets are set and these are reviewed termly to check children's progress. Staff make ongoing assessments which effectively informs the planning of new work.
60. There is effective assessment to identify pupils with special educational needs and this feeds appropriately into the individual education plans, although the targets on many of these plans are not always sufficiently precise.
61. The clear, detailed assessment, recording and reporting policy provides useful guidance for staff, contributing to a whole-school approach to assessment, and is much improved since the last inspection. Assessment information is analysed effectively and is used to identify areas for development for raising levels of pupils' attainments. Individual Records of Achievement for each child contain useful samples of work in English, mathematics and science. There are appropriate collections of moderated work to support assessment in English, mathematics and science but these have not been kept up-to-date.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. Most parents and carers are very supportive of the school, and are very satisfied with the provision the school makes for its pupils and the standards it attains. However, some had concerns about timing of homework, the lack of extra-curricular

activities, and behaviour in the playground. The inspection findings mostly endorse parents' views, except for standards, which are satisfactory rather than good.

63. The school has established a very good relationship with parents. Parents are happy to come into school to talk to teachers about their children's work, and when they have concerns. They feel that the school has a genuine open door policy and that teachers are very approachable. They are very satisfied with the information they get about their child's progress. Pupil reports are clear, with information about the progress pupils have made, what pupils can do and many have information about the next stage of learning. Some reports, particularly those for the younger children, have useful information which parents can use to help their children when working with them at home. There are appropriate opportunities for parents to meet with class teachers to discuss the contents of the report. Information about the school generally, for example in the school brochure, is comprehensive and helpful. Parents have had written information about the year's curriculum, but are not given details termly.
64. There is a very active PTFA which raises a great deal of money each year and supports the school well by for example organising a decorating weekend to tackle the poor state of the cloakrooms. The impact of this and other outside support is considerable; for example, the church donated the money to make a suitable screen to provide a proper divide between two classrooms.
65. Staff from the first class visit parents and their children in their home before they start school and parents are very satisfied with the induction arrangements, and for the support given to them and to their children when they are in the reception class.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The headteacher and senior staff

66. The headteacher is thorough and perceptive in evaluating the school's performance and has a good view of the direction in which the school needs to develop. She had only been in the school for just over a year at the time of the inspection, and had been full-time teacher of a mixed-aged class during all that period without sufficient time to monitor and support other classes. Despite this, several initiatives to improve educational provision and the building had been started. For instance, targets are now being set with pupils, and parents have been involved in making improvements to the building.
67. The role of subject co-ordinators has been extended since the last inspection and they generally manage their subjects well. The introduction of the National Literacy and Numeracy Strategies has been well managed and is already impacting positively on standards. The provision of support to pupils with special educational needs is generally well managed, but some individual education plans need more specific targets.
68. Some aspects of management need strengthening. The headteacher and co-ordinators have had full-time teaching commitments and so no time to monitor and support teaching and learning in other classrooms. This has significantly lessened the impact the headteacher has had upon the school. More time is now being made available through a recent national funding initiative and the school must ensure

that it is used effectively to monitor standards of attainment across the year groups and to allow colleagues to work together to develop teaching and learning.

69. Although the new initiatives mentioned above have started, few have yet been completed. This is partly because the headteacher has insufficient time allocated, and partly because the school needs a greater focus on priorities and targets. Staff need to work more closely together to evaluate progress made, to prioritise actions and set clear targets within a short time-scale.
70. There are explicit aims and values stemming from the school's Church of England status that inform the work of the school. There is a successful commitment to equal opportunities and a general commitment to building good relationships within the school. Teachers are very good role models for caring and sensitive relationships.

The governors

71. The governing body exercises an effective general overview of the school. The governors have improved their effectiveness since the last inspection, and have ensured that all statutory requirements are met, but need to be more specific in monitoring performance and evaluating provision. For instance, greater use needs to be made of the comparative data available in the 'PANDA' to analyse the school's expenditure and standards of attainment against other similar schools. In evaluating progress towards such targets as improving standards in information technology (a key issue from the last inspection report) more specific data needs to be considered; for instance, how many pupils have attained Level 4.

Monitoring, evaluation and targets

72. The school is using many measures of its performance and is well aware of its needs. This has improved significantly since the last inspection. The school's development plan contains appropriate targets some of which, such as the focus of support on certain Key Stage 2 pupils, within English to raise standards, are being well met and evaluated. In some other areas, such as information technology, planned progress has been slow.
73. Targets set for pupils are appropriately challenging and progress is being made towards these. There is a good, shared sense of wanting to improve standards of attainment amongst the staff, and teachers work hard to achieve their goals. There is a shared commitment to improve and a capacity to succeed that will be realised with a more urgent and systematic approach.

Strategic use of resources and principles of best value

74. Effective use is made of resources across the school. Financial planning is sound, and all spending is accounted for, but the governors have been unable to find sufficient money within the budget to allow sufficient time for the headteacher to monitor and support staff. As the income per pupil is slightly above the national average there is scope within the budget to find this. The budget is scrutinised thoroughly by the governors and the best value principles of challenge, consultation and competition are applied appropriately. Specific grants such as those for special educational needs are used appropriately.

Staffing, accommodation and learning resources

75. There is a good number of teaching staff well qualified to match the demands of the curriculum and the age range. There are good arrangements for the professional development of staff through access to courses, but not through monitoring and support within the school. There are appropriate induction arrangements.
76. There is a good level of support staff. They are well qualified and experienced and are deployed very effectively across the school. Some mid-day staff require more training and need to ensure that they adhere to the school's agreed policies. There is a satisfactory provision of teaching and learning resources except in information technology where the number of computers in use is low as many older machines are in need of repair. The accommodation is spacious, but not entirely suited to modern educational needs. The hall is restrictive for physical education, and the need to walk through one classroom to get to another is disruptive. The toilet facilities need refurbishment. Work has started to improve facilities in the very attractive grounds, a start has been made to improve the entrance hall, and there are plans to improve the library area. These projects need to be prioritised and tackled with some urgency.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build upon the strengths of the school, and to quicken the pace of progress being made, the headteacher, governors and staff need to:

- 1) Raise standards in information technology by ensuring that:
 - the maximum number of computers is brought into use;
 - the measurement and control aspects of the Programmes of Study are taught;
 - the revision of the scheme of work is completed swiftly;
 - there is sufficient direct teaching of the required Programme of Study. (para 140)

- 2) Improve the attitudes and behaviour of some of the older pupils by:
 - ensuring that lessons are exciting and challenging;
 - raising expectations of behaviour and participation;
 - applying these expectations rigorously and consistently;
 - celebrating positive behaviour in a way that reinforces and exemplifies it;
 - ensuring that all staff are vigilant in challenging all incidents of unsatisfactory attitudes and behaviour;
 - using good relationships to build an ethos of positive attitudes and a commitment to the school's values. (para 20)

- 3) Strengthen leadership and management by:
 - ensuring that the headteacher has sufficient time to monitor and support teaching and learning;
 - staff work together to evaluate progress and establish goals;
 - prioritising time and actions to make sure that projects are completed more quickly; (para 66)

- 4) Ensure that assessment information is used effectively to enable teaching to build on prior learning by:
 - making broad assessments of what pupils need to do to improve within specific

areas;

- using these data to identify different learning needs within the class;
- basing learning objectives on the identified needs;
- checking lesson outcomes against these needs. (para 34)

The school may also wish to address the following minor issues and could also make them the subject of an action plan:

- improve standards of writing, particularly at the top of Key Stage 2 by taking the steps set out in the section on English in this report; (para 95)
- take positive steps to ensure that all pupils arrive in school on time; (para 24)
- review the arrangements for using and accessing the playground; (para 22)
- review the amount of time allocated to the national literacy strategy; (para 101)
- ensure that targets are sufficiently specific on individual education plans; (para 36)
- governors need to be more specific in monitoring performance and provision; (para 71)
- ensure that work is always well matched to different year groups within a class. (para 30)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
		53%	39%	8%		

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)		69
Number of full-time pupils eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		9

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	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	3	4
	Girls	5	4	5
	Total	9	7	9
Percentage of pupils at NC level 2 or above	School	100	78	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	4	2
	Girls	4	5	4
	Total	7	9	6
Percentage of pupils at NC level 2 or above	School	78	100	67
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	4	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	3
	Girls	2	4	4
	Total	4	6	7
Percentage of pupils at NC level 4 or above	School	44	67	78
	National	70	68	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	3	3
	Girls	2	4	4
	Total	4	7	7
Percentage of pupils at NC level 4 or above	School	44	78	78
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	69
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR –Y6

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	23
Average class size	23

Education support staff: YR - Y6

Total number of education support staff	3
Total aggregate hours worked per week	30

Qualified teachers and support staff: nursery

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

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

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

Financial information

Financial year	1998-99
	£
Total income	126,324
Total expenditure	124,622
Expenditure per pupil	1,979
Balance brought forward from previous year	-90
Balance carried forward to next year	1,612

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	69
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	36	7	0	0
My child is making good progress in school.	43	43	7	7	0
Behaviour in the school is good.	21	57	14	7	0
My child gets the right amount of work to do at home.	14	64	21	0	0
The teaching is good.	50	43	0	0	0
I am kept well informed about how my child is getting on.	43	43	7	7	0
I would feel comfortable about approaching the school with questions or a problem.	64	21	7	7	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	43	43	7	7	0
The school is well led and managed.	43	43	0	7	7
The school is helping my child become mature and responsible.	43	43	7	0	7
The school provides an interesting range of activities outside lessons.	7	64	21	7	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

77. There is one mixed reception and Year 1 class, and nine children were under five at the time of the inspection. Most children have experienced some form of pre-school education in the playgroup run in the school.

Overall attainment and progress

78. Children enter school with standards of attainment that are broadly average for their age in all areas of learning. They make good progress during their reception year, and by the age of five, most achieve above the expected outcomes for their age in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. Standards are broadly in line with those found at the time of the previous inspection.

Teaching and learning

79. The quality of teaching is good in all the areas of learning. The constructive and warm relationships motivate the children, promote positive attitudes to learning and elicit good response. The caring approach and effective interaction with children are significant in encouraging them to listen, concentrate and behave well. The teaching of the basic skills is clear and accurate, particularly in literacy and numeracy and impacts very positively on children's good progress in learning. Activities are appropriately challenging, contributing very effectively to the good efforts and progress that the children make. Day-to-day assessment is ongoing and is effectively used to plan new work. Adults work well together and this good teamwork has a positive effect on the children's attainment and progress. Class management is effective, overall, but children are allowed to move noisily about the room.

Personal and social development

80. Children behave well and develop positive attitudes to learning. They develop co-operation, as well as independence. When using the 'feelie' box, for example, they learn the importance of taking turns. They share equipment fairly, for instance when using gluesticks to make patterns, developing respect for people and property. Choosing various materials and tools in creative activities develops their decision-making skills. Many children show high levels of concentration, as when making models or completing jigsaws. They develop effective relationships with staff and are eager to explore new learning. They display caring attitudes towards each other and especially towards children with special educational needs. Most respond positively to well-established, daily routines which give them confidence and a sense of security. By the age of five, children achieve above the expected outcomes for their age in this important area of learning.

Language and literacy

81. Children make good progress and their attainment is above average by the age of five. Meaningful interaction by staff and the quality of talk and questions have a

positive impact on children's speaking and listening skills. They listen attentively to stories, respond willingly to teachers' probing questions, using a growing vocabulary with developing confidence. They handle books carefully and know how books are organised. Many children hear and say initial letter sounds and recognise some common words. In group reading sessions, they follow text as their teacher reads, and read aloud with the teacher. Some high attainers are able to read independently. A display of writing about 'I can write my name' reveals that many make good progress in developing pre-writing skills. The majority of children develop sound pencil control, practising letter formation with increasing skill.

82. The quality of teaching is good. Effective revision of previous learning reinforces phonic skills. The school has adapted a literacy hour style of planning for early years which is effective, providing a good balance of reading and writing activities, which closely match children's needs, but opportunities for children to develop language skills through role play are underdeveloped.

Mathematics

83. By the age of five, attainment is above average and most children progress well. Children develop good mathematical skills through well-organised practical activities; for example, by dividing seven chocolates between six bears, they develop good understanding of basic division, with 'one over'. The teacher uses errors made by children as very effective teaching points. Through number rhymes, such as 'Shopping basket' they make good progress in learning to count and add on, with developing understanding. By the time they are five, they count reliably to ten, and beyond. They make simple charts, for instance, to show 'Our pets'. They begin to use mathematical language appropriately and develop good understanding of simple addition and subtraction of number. They identify basic shapes and most recognise and recreate patterns. They explore capacity through sand play.
84. The quality of teaching is good. Good class management and the efficient use of good resources consolidate and extend children's understanding of numbers. A feature of good teaching is when the teacher involves all children in discussion, effectively enhancing mathematical language development, as well as speaking and listening skills. Good questioning skills contribute positively to the good progress made by the children during lessons.

Knowledge and understanding of the world

85. Children's attainment is, overall, above average for their age and they progress well. They handle, explore, select and use various patterned and plain materials to make their own patterns. They are able to sort materials into those which are patterned and those which are plain. They use their sense of touch to discriminate between different textured materials, when using the 'feelie box' and develop appropriate vocabulary, such as, 'hard', 'soft', 'smooth'. Children talk about their families and homes, about past experiences, such as a holiday to France, with great enthusiasm. They begin to know about their own, and other cultures, when comparing their own way of life with that in France and are enthused by the exciting resources provided by the teacher. They are familiar with the computer and use it with developing confidence.

Creative development

86. The quality of teaching is good. The attainment of most children is above average for their age, by the age of five. They make good progress. Children experiment with a wide range of tools and techniques to find different ways of making prints, with growing confidence. The teacher's effective interaction assesses their progress and understanding of the work. They explore colour, texture, shape and form and paint self-portraits. Children are able to sing simple songs and rhymes and they listen and respond well to the teacher's guitar playing; for instance, they are able to sing 'Frere Jacques', with enjoyment and some are aware it links with their lesson about France. Children are provided with two role-play areas, but these are under-used and children are not encouraged to play in them, so progress in this aspect is limited.

Physical development

87. Teaching in this area of learning is good. Most children progress well and achieve above the Desirable Learning Outcomes by the time they are five. In a physical education dance lesson the children move confidently and imaginatively around the hall, with improving control and co-ordination and an awareness of space and of others. They follow instructions sensibly, responding well to the tape and many listen well. They handle a range of small tools, such as scissors, glue sticks and paintbrushes carefully and safely.

ENGLISH

88. At the end of both key stages, standards of attainment are in line with national expectations. Standards in reading are higher than those in writing and in speaking and listening. Pupils make satisfactory overall progress through the school. Standards are in line with those found at the last inspection.
89. In national tests for seven year olds in 1999, the percentage of pupils attaining and exceeding the national expectation (Level 2) was well above the national average in reading but below average in writing. The proportion attaining the higher level (Level 3) was below average in both areas. Compared to schools of similar background, the overall standards were below average in reading and writing. Standards have fluctuated widely over the last four years, which is normal for schools with very small year groups.
90. Too few pupils took the tests for 11 year olds in 1999 for the scores to be significant, but the presence of an unusually high proportion of pupils with special educational needs meant that scores were very low. In 1998, scores were above average. There has been a slightly declining trend of scores over the last four years, but the small groups make trends unreliable.
91. Inspection evidence suggests that standards this year, at the end of both key stages, are broadly average, and this is in line with the findings of the last inspection. At both key stages, standards in reading are higher than those in writing. At Key Stage 1, reading is slightly above average, and writing is average. At Key Stage 2, reading is average and writing is slightly below average. Standards in speaking are average, and most pupils listen attentively at Key Stage 1, but less well at Key Stage 2. Most Key Stage 1 pupils attain in line with their potential, but there are some pupils at Key Stage 2 who do not reach their potential, particularly in writing. This is mainly because their attitudes to work are not sufficiently positive.

and they do not make sufficient effort. Too few are willing to take the time and trouble to improve their writing or produce their best work.

92. Across both key stages, progress is generally equivalent for boys and girls and for different groups within the school. The number attaining the higher level (Level 3) at both key stages is now broadly average. Pupils with special educational needs make good progress.
93. By the age of 11, almost all pupils start to reveal confidence in speech, although not all listen carefully. Most show an understanding of the main points in discussion, but few are able to explain more complex ideas clearly.
94. By the age of 11, most pupils are able to read texts with appropriate accuracy and understanding. Most read independently, establishing meaning through appropriate strategies and have good word recognition. Many are able to talk about the stories they have read and relate their opinions to the text. The ability to establish more complex meaning is very well developed through some good work in the literacy hour. Many pupils are able to refer to the relevant parts of the text to explain their views.
95. Standards of writing are not as high as reading across the school. By the age of seven, most pupils reach the expected standard of being able to write an appropriate sequence of sentences properly punctuated and a few pupils reach the higher level of grammatical structures and vocabulary showing variety and interest. By the age of 11 there is an above average proportion of pupils whose spelling, grammar and punctuation are not well developed. Their writing is perfunctory rather than being the "lively and thoughtful" pieces "with ideas sustained and developed in interesting ways" that is the national expectation. A satisfactory proportion of 11 year olds attains the higher level (Level 5), with writing that is varied and interesting, and where words are used imaginatively and precisely.
96. The quality of teaching and learning is good at Key Stage 1 and satisfactory overall at Key Stage 2. The key difference is one of pace and the response of pupils. At Key Stage 1, pupils are engaged by the lessons and are keen to learn. They listen attentively and try hard with their work. The activities are challenging and help sustain the pupils' concentration. At Key Stage 2, even where the lessons are equally interesting, the pupils' response is not so enthusiastic. Lessons sometime fail to engage their attention and many do not listen attentively. There is a small number of pupils who do not try sufficiently hard with their work, particularly in writing, and are content with less than their best. These attitudes inevitably affect their progress adversely.
97. The literacy hour sessions are generally well conducted with a good concentration on the development of skills. Pupils are involved well and usually well challenged. The final plenary sessions are well used to review work in an analytical way. This promotes some very good learning. However, the sessions are far longer than the recommended one hour. This is to enable the teacher to focus on more than one year group. In many lessons, the extra time does not increase the amount of learning, but decreases the pace. The basic literacy skills are well taught, but, in all classes, there could be more precise use of assessment information in learning objectives for lessons.

98. The teaching of reading is generally good. There is a good range of literature available and teachers' own enthusiasm has engaged the interest of pupils across the school. There is a very good start to the teaching of early literacy skills in the reception class, and pupils now make good progress through Key Stage 1 in terms of word recognition and phonic skills. The number of pupils at Key Stage 2 who still struggle with some phonic skills and spelling suggest that they did not receive such a firm foundation as that now being offered by the school. There is a good concentration on the analysis of literature at Key Stage 2, and this is sometimes carried over in the pupils' own writing, for example work done on the poetry of Ted Hughes. This helps older pupils understand the structure of writing and appreciate its subtleties.
99. The teaching of writing is successful in its concentration on early sentence formation, spelling, punctuation and the mechanics of writing. Younger pupils are now receiving a very good grounding in these skills. Some older pupils lack these skills and this adversely affects their ability to produce lively and interesting writing. At Key Stage 2, more opportunities need to be created for pupils to engage in extended writing, and to review and redraft their work. There are few opportunities for pupils to consider the quality of their writing with adults or other pupils, and when work is re-drafted it is usually to correct errors rather than improve style, clarity and the level of interest. The features of teaching that would help the school raise standards in writing are:
- ensuring that writing activities and learning objectives support and promoting the highest levels of attainment;
 - ensuring a more direct focus on specific writing skills within lessons;
 - creating more opportunities for pupils to refine and improving their writing;
 - creating more opportunities for pupils to develop their writing skills in other subjects.
100. There are few structured opportunities for speaking and listening, where, for instance, pupils are asked to discuss issues in small groups and report back.
101. The contribution of other areas of the curriculum to pupils' competence in English is generally sound. Pupils are developing appropriate mathematical and scientific vocabulary. Reading skills are adequately developed across all subjects, but there are too few opportunities for pupils to develop writing skills in other subjects. There is scope to use some of the extra time allocated to literacy for extended writing within history or geography. There are good computer programmes to teach the early reading and writing skills, but little use of information technology word processing to develop and extend skills in writing.
102. The subject is well managed and the arrangements for the introduction of the literacy hour have been effective. The co-ordinator has offered effective support to her colleagues, and has selected a very good range of reading materials which interests and challenges the pupils well. There is good monitoring of standards through assessments and tests, and the school has built up a good overview of progress.

MATHEMATICS

103. At the end of both key stages, standards of attainment are broadly average. Pupils make satisfactory progress across the school. Standards are in line with those found at the last inspection.
104. In national tests for seven year olds in 1999, standards were well above average nationally and for similar schools. Over the last four years, standards at Key Stage 1 have improved steadily.
105. Inspection evidence shows that by the end of Key Stage 1, most pupils acquire sound mathematical skills, knowledge and understanding. Year 1 pupils can solve problems to ten and many count on in twos and threes. Year 2 pupils use and apply their knowledge of number to work with money and are able to calculate amounts mentally. Most are able to calculate the total of bills, using various coins, demonstrating sound strategies for adding tens and ones, to make larger numbers. Many average and higher attaining pupils have satisfactory understanding of place value to 100, and more. Lower attaining pupils are able to 'buy' items, using a ten pence piece and begin to understand the concept of giving change. Standards in shape, space and measures are satisfactory. Pupils sort shapes into those that have right angles and those that do not, communicating their findings in simple tables. They use mathematical names for common two and three-dimensional shapes and can describe their properties. Pupils' understanding and use of mathematical terms are satisfactory.
106. Too few pupils took the 1999 National Curriculum tests for 11 year olds for the overall scores to be statistically significant. The small number of pupils in each year group makes the evaluation of trends in attainment unreliable, but there is clearly no strong trend of improvement.
107. By the end of Key Stage 2, most pupils' develop an appropriate understanding of number, shape, space and measures and of data handling. Most Year 3 pupils have good mental recall of number facts and many add on in twenties. Higher attainers begin to use decimal notation and understand, for example, that 900p is £9.00. Many Year 4 pupils have sound understanding of place value to 1000. However, many are insecure in their knowledge of three-dimensional shapes. Year 5 pupils are able to solve problems, using fractions and some begin to understand probability. In a plenary session, higher attainers are able to explain the strategies used in this work, with confidence. By the end of Key Stage 2, the majority of pupils use and apply the four number operations to solve problems, including money. They extend their understanding of the number system to working with decimals to two places. They become familiar with metric weights and length and develop a sound understanding of reflective and rotational symmetry. Many have a satisfactory knowledge of data handling and use frequency tables to record information, for example, on television programmes. Pupils use and apply their mathematical knowledge appropriately in solving problems.
108. Pupils, including those with special educational needs, make good progress in learning at Key Stage 1. They increase their knowledge of shapes and their understanding of place value, from units, to tens and units. They increase their ability to mentally recall number facts and to count sets of objects. During Key Stage 2, most pupils, including those with special educational needs make satisfactory progress in learning in all attainment targets. Previous learning is built on and extended appropriately.

109. Most pupils have positive attitudes towards learning and enjoy the subject. They contribute well to oral sessions, willingly explaining their strategies. Many behave, listen and concentrate well, applying themselves confidently to their work. This has a positive effect on their progress. However, a small minority of older pupils have indifferent attitudes, find it difficult to settle to their work, to sustain concentration and do not show a real commitment to their work. This has a negative effect on their progress.
110. The use of numeracy across the curriculum is appropriate. For example, in science, Key Stage 1 pupils make simple charts to show materials that are magnetic or non-magnetic. In art, Key Stage 2 pupils use shape and patterning to design pots in the style of Clarice Clift. In science, graphs and charts are used to record and interpret findings. Literacy skills are appropriately enhanced by the extension of mathematical language at both key stages.
111. At Key Stage 1, the quality of teaching is good, overall, with one third being satisfactory. The teaching of the basic skills and subject content is clear and relevant to pupils' needs. Well-planned group work, differentiation and good use of support staff increase pupils' understanding and ensure pupils keep on task. These also effectively aid pupils' concentration, as well as their productivity and effort. For example, when Year 1 pupils develop good understanding of counting on in twos and threes. Clear explanations, well-targeted questions and time given for pupils to think, promote pupils' recall skills and mental calculation, as seen in Year 2 pupils' problem solving in money. Teachers' expectations of pupils are appropriately high and their subject knowledge is secure. This ensures that work is suitably challenging, so that many make good progress. Teachers use, and encourage pupils to use and understand, correct mathematical terms, such as 'add on', 'take away', 'total', helping pupils to explain their thinking with clarity. Less effective teaching is seen when class management is inconsistent and pupils' unacceptable behaviour goes unheeded. The marking of pupils' work is inconsistent and day-to-day assessment of pupils' work is insufficiently used to plan future work. These have a negative effect on pupils' progress.
112. At Key Stage 2, the quality of teaching is satisfactory, overall. Half of the teaching is good but a fifth is unsatisfactory. The teaching of the basic skills, subject knowledge and content are appropriate and planning is effective. Lessons are well structured and teachers' positive interaction motivate the pupils well; for example, in a Year 6 lesson on 'shape'. Good resources are used effectively to clearly demonstrate problem solving in money. Good open-ended questions check pupils' understanding and encourage pupils to think, as seen in a Year 3 lesson on money. In the unsatisfactory lesson it was the failure of the teacher to engage the pupils' attention and ensure that they were all applying themselves to their work that made the lesson unsuccessful.
113. The school's strategy for numeracy is effective. The school has adopted the National Numeracy Framework and teachers' planning is based on it. The curriculum is broad, balanced and meets statutory requirements. The implementation of the National Numeracy Framework is an identified priority in the school development plan which also includes implementation of regular testing. To help to raise standards, the school has set appropriate targets for pupils for the year 2000. Although assessment and recording procedures are generally appropriate and track the progress that pupils make, insufficient use is made of this information to target precisely what children should learn next. All classes contain mixed age

groups and although, overall, planning is satisfactory, continuity and progression are not always clear between the different years.

114. The subject is appropriately co-ordinated but there is too little time for the monitoring of standards and provision in other classes. Little whole staff moderation of pupils' work takes place, to standardise judgements about pupils' attainment levels, and the collection of examples of attainment levels to support teachers' judgements of standards is out-of-date. Resources are adequate. They are accessible to pupils and teachers, and good use is made of them.

SCIENCE

115. Standards of attainment are in line with the national expectations at the end of both key stages. Pupils make satisfactory progress, across the school. Standards at both key stages are in line with those found at the time of the previous inspection.
116. There is no national test in science for seven year olds, but assessment by teachers in 1999 indicates that the proportion of pupils attaining the expected Level 2 was well below the national average, and very low in comparison with schools of similar context. The proportion attaining the higher Level 3 was below the national average and schools of similar context.
117. By the end of Key Stage 1, pupils experience practical investigations, use simple equipment appropriately and record their findings in various ways. Year 1 pupils begin to understand the difference between living and non-living things. They recognise differences and similarities between themselves and others, making simple charts to record different hair colour. Year 2 pupils recognise properties of everyday materials and describe how some materials change, by bending and stretching them. They investigate light and shadows and find that shadows move when light moves. Higher attainers can explain, simply, that shadows are formed when the light is blocked. They respond appropriately to suggestions on how to find things out, and make their own suggestions, with support.
118. As with English and mathematics, too few pupils took the 1999 National Curriculum tests for 11 year olds for the overall scores to be statistically significant, but there is clearly no strong trend of improvement over the last four years.
119. Since last September, the main focus for Years 4, 5 and 6 has been physical processes. By the end of Key Stage 2, pupils' knowledge of materials, of physical processes and of experimental and investigative science is, overall, average. In work scrutinised, Year 3 pupils are able to describe ways of sorting materials into groups according to their properties. Year 4 pupils understand how switches are used to control devices. Year 5 pupils understand that the earth is roughly spherical and that shadows change with the apparent change of the sun's position. Year 6 pupils are able to select and use appropriate equipment carefully, to devise an experiment to find if the direction of reflected light can be changed, with some success. They make predictions and higher attainers explain their findings clearly, using scientific terms, such as 'reflection', 'angle' and 'light source'. However, few work quickly enough to complete written recording within the lesson.
120. Most Key Stage 1 pupils, including those with special educational needs, make satisfactory progress, overall. They consolidate and extend their work on living things, on materials and their characteristics and on their work on light in a

structured way. The majority of pupils make sound progress, and some make good progress in investigative skills through carrying out appropriate practical experiments.

121. At Key Stage 2, pupils' rates of progress vary, but overall most pupils, including those pupils with special educational needs, make satisfactory progress. Although there is very little differentiation between work that is planned for the three different age groups in the older class, generally, the majority of pupils consolidate and develop their previous knowledge and understanding appropriately. The youngest pupils build on and develop their understanding of materials and their properties satisfactorily. Most pupils make suitable gains in their knowledge of light. For example, Year 3 pupils learn about this aspect at a level suitable to their needs. Pupils in the older class approach this aspect in a more complex way, generally showing appropriate progression from the start to the end of the key stage, although progression between the three older year groups is not addressed in a systematic way. This would improve pupils' attainment and progress.
122. Some use is made of information communications technology to record results. An effective contribution to pupils' literacy skills is made, for example, in written recording of findings. Appropriate use of numeracy skills is made in recording findings in charts and graphs.
123. Across the school, pupils' attitudes to learning are generally satisfactory. They are interested in their work and try to do their best. They behave and respond appropriately and most enjoy experimental activities. Many relate well to, and co-operate with other pupils in group work. A small minority of older pupils display indifference and a lack of interest and commitment to their work. They find it difficult to listen and to concentrate and sometimes cause disruption, mainly because they lose interest in their lessons.
124. The quality of teaching at both key stages is satisfactory. Teachers' subject knowledge is secure and this has a positive impact on pupils' knowledge and understanding of all aspects of science. At Key Stage 1, clear explanations, open-ended questions and use of correct scientific terms, such as 'predict' and 'magnifying', encourage pupils to understand concepts and scientific language. The teaching of basic skills and subject content is clear and knowledgeable. The appropriately high level of challenge in experiments on 'light and shadows', tackled with enthusiasm by many pupils, impacts effectively on the pace of learning, on the development of positive attitudes and in eliciting good pupil response. These factors have a positive effect on the progress that pupils make. Class management, overall, is appropriate. At Key Stage 2, the teaching of basic skills and subject content is effective, using clear explanation and demonstration. Effective teaching is where appropriate interaction with pupils, checks their understanding and contributes to the development of skills and knowledge, for example, when Year 6 pupils learn about reflected light. Good revision of prior learning consolidates what pupils know. Where pupils are involved in the aims of the lessons, they understand what they are doing and know what they are required to do. Less effective teaching is seen when class management is inconsistent and expectations of behaviour and the rate of work are too low. At both key stages, some planning does not set clear learning objectives that take account of pupils' differing needs. The marking of pupils' work is inconsistent and day-to-day assessment is not used sufficiently to plan new work. This makes it difficult to track pupils' progress and to adapt subsequent work. These factors have a negative impact on progress.

125. The curriculum is broad, but not balanced, because the 'Life Processes and Living Things' element of the Programme of Study is not fully addressed and there is insufficient time allocated to the subject at Key Stage 1. Science is an identified priority on the school development plan which rightly includes the review of planning, as well as teaching the mixed age classes. This should be the opportunity to review time allocations and adapt the nationally developed units of work to ensure appropriate coverage. There is little moderation of pupils' work to standardise judgements about attainment levels. The school is reviewing its collection of pupils' assessed work in science, which are now out-of-date. Science resources are adequate. They are well organised and are accessible to staff and pupils. Sound use is made of resources outside school, for example, visits to places such as a bird sanctuary.

ART

126. Pupils make satisfactory progress as they move through the school, and overall standards of attainment are broadly in line with those normally found. This is an improvement since the previous inspection when Key Stage 2 attainment was below average.
127. By the end of Key Stage 1, pupils work with a variety of media, tools and techniques, recording their ideas with increasing confidence. Year 1 pupils explore colour, texture and pattern in painting self-portraits. They create 'patterns with lines'. They use a range of techniques to explore printmaking effectively, using a variety of media. Pupils in Year 2 experiment with colour mixing to create a variety of shades. They make observational drawings for instance of parts of a bicycle and develop an appropriate understanding of line and form.
128. By the end of Key Stage 2, pupils use increasing accuracy to detail when representing things. They use their sketchbooks, effectively practising the elements of line, tone, shade shape and form, with developing attention to detail. They investigate texture tone and line, to create pictures and pattern work in the style of Escher. Many pupils work carefully, examining elements of design and colour in the work of Clarice Clift. They mix colours, at a reasonably refined level match exactly the shades she used in her work, and apply this to their own work.
129. Throughout the school, many pupils' attitudes are positive and behaviour is satisfactory. The majority enjoy art, and are enthusiastic and interested. They listen attentively and begin to develop responsibility for their own work, taking pride in its presentation. However, some pupils are easily distracted and noisy, lacking commitment to their work. This has a negative effect on the progress that they make.
130. The quality of teaching at both key stages is satisfactory. Teachers' subject knowledge is secure, planning is effective and organisation meets the needs of the pupils. Teaching is effective where resources are well prepared and used efficiently so that pupils work productively. Lively exposition, good questioning and clear demonstration by the teacher have a positive impact on children's progress and efforts.

131. The subject is appropriately managed and there is helpful guidance for teachers in continuity, progression and planning. Resources are adequate and accessible and are used well.

DESIGN AND TECHNOLOGY

132. It was not possible to see any design and technology lessons during the inspection, and so no overall judgements can be made. There was little direct evidence of previous work by older pupils, but models made by younger pupils were of a good standard. The school has devised an appropriate scheme of work and has improved its provision since the last inspection.

GEOGRAPHY AND HISTORY

133. There was only one geography lesson seen during the inspection, and this was taken by a supply teacher, so no overall judgements can be made about the quality of teaching and learning. In the lesson seen, the Year 1 pupils were well engaged and challenged when looking at the similarities and differences between countries in the context of teddy-bear's journey. The tasting of food made this a very real first-hand experience that very effectively enhanced the pupils' learning.
134. By the end of Key Stage 1, most pupils have a good awareness of places beyond their own locality and can express their views on their own environment. Most can make early comparisons between one place and another. This indicates good progress in geography through the key stage. At Key Stage 2, there is too little work in pupils' geography books for a judgement to be made about standards.
135. There was one history lesson in each key stage during the inspection. There was some teaching and learning in a Key Stage 1 lesson where a model of a Roman fort was used well to stimulate interest and illustrate the differences in the level of technological development between the Roman invader and the indigenous population of Britain. This was a high challenge for Year 2 pupils, and they responded well, drawing up lists of differences and explaining the reasons for the Romans' success.
136. The Key Stage 2 lesson was satisfactory review of changes in Victorian life brought about by inventions such as the telephone and gas lighting. The lesson reviewed the changes appropriately and addressed the higher level (Level 4) of attainment by looking at changes within the Victorian period. The lack of any artefacts or first-hand account meant that the lesson failed to catch the imagination of the pupils and their response was mainly perfunctory.
137. Standards are broadly in line with expectations across the school. At Key Stage 1, pupils have a good knowledge of the periods and events they have studied, and can talk about the reasons why people in the past acted as they did. At Key Stage 2, most pupils are able to talk about the characteristic features of the periods they have studied, contrasting for instance the Victorian period with Britain since the 1930s. Many are able to talk about the reasons why Britain changed in that time, referring to the impact of technological change on the way people live their lives.
138. In both history and geography, there are few examples of sustained writing in the pupils' books at Key Stage 2. The entries for both subjects are sporadic and do not illustrate a sustained or in-depth study of any element of study. The mixing up of

work in the exercise books does not give the pupils a coherent reference in which they can look back over what they have learned. Some of the map work in geography is at a very elementary level. There are appropriate schemes of work for both subjects, but the work of pupils at Key Stage 2 suggests that they have not followed these in a systematic way over the last four years.

139. The subjects are appropriately managed with adequate resources in history, but a shortage of some books and maps in geography. There is little systematic recording of pupils' levels of attainment in these subjects that would enable their progress to be monitored, or lesson objectives to be set sharply on what skills need to be developed.

INFORMATION TECHNOLOGY

140. There was too little direct teaching of the subject during the inspection for a judgement to be made about the quality of teaching. Judgements about attainment and progress are based on observations of groups of pupils. Standards have improved at Key Stage 1, but not yet at Key Stage 2 since the last inspection, when this subject was raised as a key issue.
141. By the end of Key Stage 1, attainment is in line with the national expectation and pupils make satisfactory progress through the key stage.
142. By the age of seven, pupils generate and communicate ideas using text and pictures. They show appropriate knowledge of the keyboard and confidently and competently use the mouse. They use the features in a variety of programs. They use information technology simulations to explore imaginary situations and can give direct commands to produce a variety of outcomes when using controllable toys. They confidently use the listening centres, and make good use of computer programmes to develop early reading skills.
143. By the end of Key Stage 2, standards of attainment are below average. Progress through the key stage is unsatisfactory.
144. By the age of 11, standards of attainment are in line with expectations in terms of word processing, but below expectations in other areas. Most pupils are able to use a simple word-processing program to enter and amend text and know how to print out their work. They know how to save and retrieve their work, and can access different programs. Few have gone on to be able to use the more complex features such as inserting graphics or formulating text. Too few have developed an ability to use a spreadsheet or database, and many who are able to do this have learned at home. There is little use made of measurement and control features of information technology.
145. Pupils have made satisfactory progress in the word processing but slower progress in other aspects of the subject. At both key stages, pupils with special educational needs make progress in line with their peers.
146. Pupils enjoy working with computers. They work sensibly and often show good co-operation when working in pairs. However, many are content to use the computer as a recreational resource rather than seeking to develop their skills.

147. Insufficient teaching was observed for an overall judgement to be made. The relatively low number of computers means that they need to be used for a great deal of the time in order to give pupils sufficient opportunities to develop skills. The school owns a number of older computers, some of which need only minor repairs to become serviceable. The use of these computers would greatly increase the pupils' access to information technology and give more opportunity for the development of their skills and knowledge. Some use is made of other subjects to promote information technology; for example setting out results in science and early reading programs in English.
148. In response to the key issue raised by the last inspection, the school has revised its scheme of work to ensure that the Programmes of Study are being taught and has raised standards at Key Stage 1. However, it still gives too little emphasis to the measurement and control elements of the programmes, and this, together with the need for more use of computer time for developing skills, has kept standards of attainment below average at the end of Key Stage 2. It is also the case that the present Key Stage 2 pupils did not have the same early experiences as those now being offered. The school intends to revise its scheme of work in line with the units of study developed nationally by the Qualifications and Curriculum Authority, and should do so as quickly as possible to ensure effective balance of coverage of programmes.
149. There has been little direct assessment of pupils' levels of attainment, and this has meant that the school has not had the data necessary to monitor its, or its pupils', performance. Had this been done it might have been aware earlier of the relatively low levels of attainment and gaps in knowledge at the top of Key Stage 2.

MUSIC

150. Standards are in line with those normally found. Pupils across the school make satisfactory progress. This is an improvement since the last inspection when attainment was below average.
151. By the end of Key Stage 1, pupils are able to sing a range of songs tunefully and confidently, with improving control of pitch, breathing, rhythm and dynamics. Year 1 pupils play a range of percussion instruments, with developing awareness of pulse. They listen and respond appropriately to repeated rhythms played by the teacher and by other pupils on untuned instruments, and to the teacher playing a guitar. They are developing satisfactory understanding and knowledge of tempo and pulse. They sing such songs as, 'If you're happy and you know it, clap your hands', with developing confidence.
152. By the end of Key Stage 2, pupils demonstrate satisfactory understanding of the musical elements in a taped music lesson. They sing songs, for example, 'A dangerous friend' expressively, with improving control of diction and phrasing. Most follow notation in their song books satisfactorily. They listen attentively and respond positively to the music of Prokofiev, appraising it simply and talking imaginatively about what it suggests to them. They are introduced to the minor scale of C, and some begin to develop understanding of this aspect. They are developing appropriate understanding of the musical elements.
153. Throughout the school, pupils' attitudes, behaviour and response are positive. Most listen attentively and many willingly join in making simple appraisals of pieces of music. Pupils are interested and co-operate appropriately in music lessons.
154. The overall quality of teaching is satisfactory. Effective class management and use of resources elicit a positive response from most pupils and have an effective impact on pupils' behaviour, involvement and progress. Constructive relationships between teachers and pupils promote positive attitudes and encourage pupils in their efforts and in the development of their musical skills. Prior learning is appropriately consolidated and extended.
155. The subject is appropriately co-ordinated and there is an adequate level of resources. The curriculum is enhanced by a good range of activities, for example, Christmas performances, Easter and Harvest Festivals. Good use is made of the local church for these events. The involvement of the church organist who plays the piano for concerts effectively supports the school.

PHYSICAL EDUCATION

156. During the inspection, there was no physical education taught at Key Stage 2.
157. At the end of Key Stage 1, standards of attainment are in line with those normally found and pupils make satisfactory progress. Pupils in Year 2 develop satisfactory games skills and improve their performance with practice. They effectively improve their throwing and receiving skills. They are able to work safely alone, in pairs and in groups and are able to play simple competitive games. They listen appropriately and are able to follow the teacher's instructions, willingly.

158. By the end of Key Stage 2, 75 per cent of Year 6 pupils are able to swim at least 25 metres, unaided.
159. The quality of teaching in the lesson seen was satisfactory. Planning was effective, with clear aims. Pupil management was sound and keep pupils on task. Clear instructions given to pupils ensured that they were clear about what was expected of them, and promoted their understanding. Expectations were appropriate. The suitable level of challenge in the activities made a sound contribution to pupils' progress in the development of their games skills. Pupils enjoyed the activities and tried hard.
160. The subject is effectively co-ordinated, and development of the curriculum is identified as a priority on the school development plan. Indoor accommodation is restricted, because of the size of the hall. The field and playground provide adequate space for games. The residential visit to Tower Wood provides good opportunities for outdoor and adventure activities for Key Stage 2 pupils. Resources have recently been increased and are adequate an improvement since the school was previously inspected. Extra-curricular sporting activity provision has declined since the previous inspection, and at the time of the inspection was limited to netball.

RELIGIOUS EDUCATION

161. The attainment of the majority of pupils currently at the end of both key stages meets the expectations of the locally agreed syllabus. Pupils make satisfactory progress at both key stages. Standards are generally in line with those at the time of the last inspection.
162. By the end of Key Stage 1, pupils know about religious celebrations, such as Good Friday, Easter, Harvest Festival, and Christmas. They gain a satisfactory level of knowledge of Christianity. They develop an appropriate understanding of the beliefs of other religions, for example, through learning about Islam. They learn about the life of Jesus and are able to talk about some of the parables Jesus told, such as, 'The Good Samaritan'. Pupils learn about the Old Testament story of the Creation and they record the story in a series of drawings and write about it. Many begin to develop a sound knowledge of founders and leaders and understand symbols of authority, such as God and the Queen.
163. By the end of Key Stage 2, pupils gain satisfactory knowledge of Christianity, Hinduism and Judaism. Studying these faiths gives pupils a sound insight into other cultures and their festivals. They begin to understand and respect that other people's beliefs are important to them and that religious beliefs can affect the way people live. They discuss the Easter story with growing confidence and begin to understand its significance for Christianity. They learn about the 'Torah' and some of its teachings. Some begin to relate these to the Ten Commandments. They understand that it is important to have rules and they consider the rules by which we can live peacefully together.
164. At both key stages, many pupils develop satisfactory attitudes to the subject. Most listen well, joining in discussions with confidence and enjoyment. They behave well, sustain concentration and are interested in the subject themes that they study. However, there is a small minority of older pupils who do not listen well or sustain concentration. They display inappropriate behaviour, mainly because they lose

interest in their lessons and they lack commitment and effort. This impacts negatively on the progress that they make.

165. The quality of teaching is satisfactory overall. At Key Stage 1, class management and positive relationships impact effectively on the efforts and sound progress pupils make. At Key Stage 2, teaching does not impact so positively on some older pupils who fail to be enthused by their work. Teachers interact and support pupils so that they develop confidence in discussing their ideas about God and the Creation. Teachers' subject knowledge is secure and contributes to pupils' understanding of the Bible as a religious book. Teachers effectively use a range of religious artefacts, to promote effective learning, as in a Year 6 Lesson about the 'Torah'. Lesson planning is effective, with clear aims and lesson structure. Effective opportunities are provided for children to express their thoughts and feelings, for instance, about the Creation. This has a positive effect on the attainment and progress of pupils. In some lessons, time is not used effectively and lesson introductions go on for too long so that pupils lose interest and inappropriate behaviour results; this impacts adversely on pupils' learning.
166. Co-ordination of the subject is appropriate. Teachers' plans are monitored regularly but as there are few procedures for assessment, there is no systematic monitoring of standards of attainment. Resources are adequate, accessible and used effectively. Good use is made of the local church, for example, at harvest time, Christmas and Easter.