

INSPECTION REPORT

PAYHEMBURY VC PRIMARY SCHOOL

Honiton, Devon

LEA area: Devon

Unique reference number: 113360

Headteacher: Mr K R Vaughan

Reporting inspector: Mrs Hazel Callaghan
22254

Dates of inspection: 26th February – 1st March 2001

Inspection number: 191390

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Church of England Voluntary Controlled
Age range of pupils:	4 –11
Gender of pupils:	Mixed
School address:	Payhembury Honiton Devon
Postcode:	EX14 3HT
Telephone number:	01404 841291
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs T Brett
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22254	Hazel Callaghan	Registered inspector	English Information and communication technology Art and design Design and technology Music Special Educational Needs	How high are standards? How well are pupils taught? How well is the school led and managed?
19639	Gillian Anderson	Lay inspector		Pupils' attitudes, values and pupils' personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
31029	Peter Thrussell	Team inspector	Mathematics Science Geography History Physical education Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Payhembury School is a Church of England Voluntary Controlled school. It is a very small school of its type having only 54 pupils on roll. Most pupils live in the village, but an increasing number of pupils travel to the school from other local villages. The pupils are taught in three classes. The youngest class comprises children in the Foundation Stage and pupils in Years 1 and 2. The middle class comprises pupils in Years 3 and 4 and the oldest class has pupils in Years 5 and 6.

Children enter the school with attainment that is generally similar to the national average. Pupils are admitted at different times during the year and many come to the school with learning difficulties and having been identified as having special educational needs. The proportion of pupils with below-average attainment fluctuates from year to year. For example, in 2000 the proportion of pupils with statements of special educational needs in Year 6 was 16.6 per cent, which is very high and this had a significant impact on the schools' overall standards achieved in the National Curriculum tests. At the time of the inspection, 12 pupils had been identified as having special educational needs (18.5 per cent) which is broadly average, but there is a high proportion of pupils with statements of special need (3.7 per cent). Four pupils were eligible for free school meals (7.5 per cent), which is a much smaller proportion than is found nationally. Pupils come from a range of socio-economic backgrounds, but are generally above that found nationally. At the time of the inspection, there were very few pupils from the minority ethnic groups and no pupils had English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. Its major strength is the very caring ethos that exists throughout the school. The pupils feel respected and well cared for, and their high self-esteem is well promoted so they approach their work confidently and find success. Pupils' progress, especially at Key Stage 2, is often very good in English, mathematics and science. The quality of leadership and management is good and the quality of teaching is good overall. In the youngest class the quality of education provided is less effective because of the wide range of ages and learning needs of the pupils. The school is judged as giving good value for money.

What the school does well

- It enables pupils to make good progress in their learning in English, mathematics and science at Key Stage 2.
- It provides an environment where pupils feel respected and well cared for, which enables them to grow in confidence and develop high self-esteem. Relationships throughout the school are very good.
- It promotes pupils' good attitudes to work so they concentrate and work with good levels of effort.
- It provides very good opportunities for pupils' social and moral development.
- It develops very good links with the local community, which greatly enhances pupils' learning.
- Pupils' levels of attendance at school are very good, which enhance their learning.

What could be improved

- Standards in information and communication technology at Key Stage 2.
- The opportunities for learning for the youngest children.
- Assessment procedures, in subjects other than English, mathematics and science where it is good, so that pupils' attainment and progress are monitored and improved across the curriculum.
- The monitoring of teaching in all subjects so that good practice can be shared and consistently implemented.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in February 1997. Improvement since the previous inspection is satisfactory. Standards have fluctuated because of the changing proportion of pupils with special educational needs in each year group, but the progress that pupils make in their learning through the school has been well maintained. At Key Stage 2 pupils' achievement is good and well above that found nationally. Most of the key issues raised in the previous report have been addressed. There are now schemes of work for all subjects. The time given to teaching English and mathematics in Class 3 is appropriate and a satisfactory policy for the provision of children under five has been drawn up, but the provision for these young pupils needs to be clearly planned. Resources have increased in history, religious education and information and communication technology. Assessment procedures have been improved, especially in English, mathematics and science, where they are now good, but there are still no clear whole-school procedures for the monitoring of pupils' attainment and progress in the other subjects. Teachers' planning has also been reviewed and there is now a satisfactory identification of the objectives for pupils' learning. Activities are usually well matched to pupils' needs in English, mathematics and science, but less so in the other subjects.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	A*	D	E	well above average A above average B average C below average D well below average E
Mathematics	A	B	D	E	
Science	A	B	D	E	

On entry to the school, children's standards are generally in line with those expected in aspects of language and mathematics. Each year the number of children admitted to the school is small in comparison with most schools and so direct comparisons are difficult as each pupil's attainment makes quite an impact on the overall standards achieved by the school.

By the time pupils leave the school at eleven they often achieve standards above those found nationally in English, mathematics and science. In 2000, however, there was a very high proportion of pupils with statements of special educational needs in Year 6, and this had a significant impact on the school's overall results, which were below those found nationally and well below those schools with pupils from similar home backgrounds. When compared with the pupils' prior attainment in the Key Stage 1 tests, pupils' achievement was well above that found in similar schools in English, and above average in mathematics and science. The school successfully met its targets for English and mathematics. During the inspection a good proportion of pupils were judged as achieving above average standards in English, mathematics and science. They have made good progress through the key stage, particularly in Years 5 and 6.

In the most recent National Curriculum tests at Key Stage 1, pupils achieved standards that were very high and in the top five per cent of schools in reading, and well above average in writing and mathematics. During the current inspection most pupils were judged as achieving average standards in English, mathematics and science. There is not the same proportion of higher-attaining pupils in the present group in Year 2. Pupils have made generally satisfactory progress in their learning.

Standards in the other subjects are generally in line with those expected except in art and in aspects of physical education where standards are good at Key Stage 2. Standards in information and communication technology are below those expected at Key Stage 2. Standards nationally are improving rapidly and the school has not yet met the new expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school: their learning benefits considerably from this enthusiasm. They show good levels of interest and motivation and they concentrate effectively on their work.
Behaviour, in and out of classrooms	Pupils behave well in lessons and around the school.
Personal development and relationships	Pupils are polite and courteous. Relationships through the school are good. Pupils of all abilities work and play together happily. They show care for each other and very good levels of tolerance and respect for each other's beliefs.
Attendance	Pupils enjoy school and attend regularly. Attendance levels are above the national average for this type of school and are a significant strength of the school.

TEACHING AND LEARNING

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

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

The quality of teaching overall is good. At Key Stage 2, it is predominantly good, and sometimes very good for the oldest pupils. At Key Stage 1 and in the Foundation Stage, there is often good teaching, but the impact of balancing such a wide range of learning needs in the class results in insufficient attention being given to each age range; in consequence teaching is satisfactory overall. In nearly all the lessons seen, teaching was at least satisfactory and it was good in about two-thirds of the lessons, which is similar to that found at the previous inspection. In two of the lessons observed (eight per cent) teaching was very good.

The quality of teaching in English and mathematics is good at Key Stage 2. It is satisfactory overall at Key Stage 1 and often good. There is a clear focus on developing pupils' reading, writing and numeracy skills, which is having a positive impact on pupils' learning, especially at Key Stage 2. Lessons are well planned and the tasks set are usually well prepared and challenging for the different ability groups, so that all pupils make progress in their learning. Throughout the school, the very good quality of relationships is obvious; they enable pupils to develop positive attitudes to their work, to concentrate and to persevere until their task is complete. The teaching of information and communication technology is satisfactory, but teachers' knowledge is not sufficient to enable pupils to achieve the standards expected by the time they leave school at eleven. This is an area of priority for all staff, and in-service training to improve their skills is already planned.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for pupils in Key Stage 1 and 2 is broad and appropriately balanced. There are a good number and range of extra-curricular activities for such a small school. The curriculum for children in the reception year is not sufficiently planned to meet the learning needs of these young children.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and they make good progress in their learning. The very positive ethos enables pupils that are new to the school to settle very quickly and achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for pupils' social and moral development is very good. It enables pupils to develop very good attitudes and social skills. The provision for pupils' spiritual and cultural development is satisfactory. The opportunities for pupils to develop their awareness of a multi-cultural society have improved since the previous inspection and are now satisfactory.
How well the school cares for its pupils	The procedures to ensure pupils' welfare are good. The school is vigilant on all aspects of health and safety. Procedures for monitoring pupils' attainment and progress in English, mathematics and science are good, but there are insufficient strategies for monitoring pupils' learning in the other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has built an effective team of hard working and committed staff. He provides very good pastoral leadership for pupils and staff. The very caring ethos throughout the school is due to his influence. The school is well managed and the staff have positive attitudes to recent initiatives, such as the National Literacy Strategy and the National Numeracy Strategy, which have been implemented well.
How well the governors fulfil their responsibilities	The school benefits from the strong support provided by the governing body, which carries out its responsibilities effectively.
The school's evaluation of its performance	The headteacher and staff review their work satisfactorily and are developing the skills of self-evaluation, which are enabling them to recognise weaknesses. They strive to address them. The monitoring of the quality of teaching and pupils' learning has started satisfactorily, but there are insufficient opportunities provided as yet to gain a clear view of the quality of provision in all subjects.
The strategic use of resources	The budget is carefully planned and effectively monitored. The governing body and staff have clear priorities for the school's development and strive to maintain the good levels of staffing in the school. The headteacher uses all evidence available to help him apply the principles of best value.

The staff work hard to overcome the difficulties of a split site. Accommodation is used well to enhance pupils' learning. The school benefits from the support of the community in its use of a private swimming pool and the parish hall to promote pupils' learning in physical education. Resources are satisfactory overall. There are weaknesses in the provision for children under five in aspects of resourcing, accommodation and staffing.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents are very supportive of the work of the school. • Parents believe the teaching is good and that teachers expect pupils to work hard and behave well. • The school has a happy, calm and purposeful atmosphere where pupils achieve well. • The school is well led and managed. • Most parents feel staff are very approachable and helpful. They feel able to come into school to discuss any concerns. 	<ul style="list-style-type: none"> • There is a difference of opinion between parents about the appropriate levels of homework. • Some parents would like to see more opportunities for pupils to participate in after-school clubs and activities. • A few parents feel the school does not work sufficiently closely with them.

The inspection team agrees with these positive comments, but has no evidence to support some of the criticisms. Parents are generally very supportive of the school; this support has

a positive impact on pupils' learning. Homework is given in all classes and has a good focus on developing and extending pupils work in lessons. There are a good number and range of clubs and extra-curricular activities for such a small school. Staff are approachable and the school has worked hard to promote good relationships with parents. Recent initiatives are further improving the levels of information provided and opportunities to seek parents' views are being made.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When they first come to school, the majority of children exhibit average standards in most elements of language, communication and literacy and in mathematics. Early assessments show there are very few children who are either above or below the standards found nationally. They settle well into school and make generally satisfactory progress in their learning across the six areas of learning recommended for these children. The potentially higher-attaining pupils make good progress and start to show the standards of which they are capable, especially in reading. Children make steady progress in their learning in English and mathematics, but children's progress in gaining knowledge and understanding of the world would be improved if there were greater focus on developing activities that more nearly matched their maturity and learning needs.
2. Each year the number of children admitted to the school is small in comparison with most schools and so direct comparisons are difficult as each pupil's attainment makes quite an impact on the overall standards achieved by the school. Making comparisons with schools where pupils come from similar socio-economic backgrounds is also difficult for the same statistical reason. There is no significant difference in the achievement of boys and girls.
3. At Key Stage 1 in the most recent National Curriculum tests, pupils achieved standards that were very high and in the top five per cent of schools in reading, and well above average in writing and mathematics. The proportion of pupils attaining the higher levels was much greater than is found nationally and this is the reason for the overall high scores. These high standards were the result of pupils' good achievement through the key stage. In science, however, standards were not as high and no pupils were judged as achieving the above average standard. During the current inspection most pupils were judged as achieving the expected standards in English, mathematics and science. There is not the same proportion of higher-attaining pupils in the present group in Year 2. Pupils have made generally satisfactory progress in their learning.
4. By the time pupils leave the school at eleven they often achieve standards above those found nationally in English, mathematics and science. In 2000, however, there was a very high proportion of pupils with statements of special educational needs in

Year 6, and this had a significant impact on the school's overall results, which were below those found nationally and well below those schools with pupils from similar home backgrounds. When compared with the pupils' prior attainment in the Key Stage 1 tests, pupils' achievement was well above that found nationally in English, and above average in mathematics and science. This shows that pupils of all abilities have made very good progress in their learning through Key Stage 2. The school exceeded its agreed targets for English and mathematics in 2000. During the inspection, a good proportion of pupils were judged as achieving above average standards in English, mathematics and science. They have made good progress through the key stage, particularly in Years 5 and 6.

5. In the other subjects pupils achieve standards that are generally in line with those expected for their age. In art and in aspects of physical education, however, standards are good at Key Stage 2. In information and communication technology standards are overall in line with those expected at Key Stage 1, but below expected standards by the time pupils reach the end of Key Stage 2. Pupils are introduced to all programmes of study required in information and communication technology but are not yet up to the appropriate standards. Teachers recognise that their own knowledge and skills need to be improved if pupils are to achieve good standards, of which many are capable. Higher-attaining pupils do not sufficiently achieve the higher levels in geography and history because their knowledge and skills are not effectively challenged. Pupils' good literacy skills are also not always sufficiently used to record their work and ideas.
6. Pupils with special educational needs make good progress against their own individual targets and often achieve well compared with their abilities and learning difficulties. Those pupils who enter the school with low self-esteem and emotional difficulties settle into school very well. They thrive in the very supportive ethos of the school and parents are very pleased with the big leap in progress that they make. Pupils with learning difficulties are quickly identified and provided with activities that match their needs. They are given good levels of support, which enable them to take a full part in lessons and succeed in their tasks. Potentially higher-attaining pupils are also successfully identified and their learning effectively challenged so they achieve the standards of which they are capable. The school supports those who exhibit particular talents. Staff work well with the parents of these children so they are challenged and opportunities out of school are sought to further extend their skills.
7. There are very few pupils from other ethnic groups in the school, and as all pupils are treated as individuals, and the staff know their pupils well, they are all provided with opportunities to succeed.

Pupils' attitudes, values and personal development

8. Pupils have good attitudes and are happy to come to school. They all, from the youngest upwards, work purposefully from the start of the school day. All are interested in their work and nearly all sustain concentration well. Pupils' enthusiasm is

good. In the lessons observed this enthusiasm was obvious, with pupils keen to show their geography project to parents, and one pupil enthusiastically saying 'oh good' when a spelling test was announced, whilst pupils in Year 5 and 6 are enthusiastic in mathematics. Pupils' interest and involvement in their activities are good. From the Foundation Stage, pupils show a developing interest in books. In Years 3 and 4 in design and technology pupils are well motivated and show an interest in each other's design. In topic work pupils are interested in their work, but sometimes a few pupils become restless, especially in whole-class discussions and introductions to lessons.

9. Pupils' behaviour in lessons and around the school is good. When expectations are high behaviour is good, but when expectations in lessons are not explicit it is less good. The effective management and organisation of playtimes contributes to pupils' good behaviour. There is no oppressive behaviour, and bullying is not an issue as it is handled very well by the headteacher. There are no exclusions.
10. The pupils' personal development is good. Pupils are developing a strong sense of what is right and wrong and they have a good understanding of the impact of their actions on others. The system of rule making, and the consistent implementation of the school behaviour policy, enable pupils to understand the consequences of their behaviour. Their respect for the feelings, values and beliefs of others is good and pupils show empathy for others. This was clearly seen in their reactions to the consequences of the farming crisis. Pupils are good at showing initiative and taking personal responsibility. Pupils are pleased to take on jobs in class and around the school, and older pupils willingly take responsibility for younger pupils.
11. Relationships are very good between pupils and with all members of the school community. Such relationships have a very positive impact on the pupils' learning. The high quality interaction is natural and instinctive and evidence of a well-knit and egalitarian community. Adults are very good role models. In design and technology in Years 5 and 6 there are gentle humorous relationships, pupils are receptive to the ideas of others, and in Years 3 and 4 pupils are interested in each other's designs. Pupils are developing their capacity for personal study well through homework where Year 5 and Year 6 pupils enjoy researching projects on bridges and the Victorians, using books and information and communication technology. Pupils are good at working collaboratively when required, as in the Years 5 and 6 swimming lessons and in science investigations.
12. Attendance is very good at nearly 96 per cent and has improved since the last inspection. This regular attendance has a considerable impact on pupils' progress.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching overall is good. At Key Stage 2 it is predominantly good and sometimes very good for the oldest pupils. At Key Stage 1 and in the Foundation Stage there is often good teaching, but the impact of balancing such a wide range of learning needs in the class results in insufficient attention being given to each age range; in consequence teaching is satisfactory overall. In nearly all the lessons seen

teaching was at least satisfactory and it was good in about two-thirds of the lessons, which is similar to that found at the previous inspection. In two of the lessons observed (eight per cent) teaching was very good.

14. The quality of teaching for children in the Foundation Stage is usually satisfactory and often good in language, communication and literacy and in mathematics, but children do not receive sufficient focused teaching time to enable them to make good progress in all areas of learning. The teacher and classroom assistant provide effective teaching when they work with the reception children. The activities provided in English and mathematics are good, and the adults' effective questioning enables children to work satisfactorily towards the standards expected. There is, however, a lack of a clearly-planned curriculum for children in the Foundation Stage and insufficient attention is given to providing activities that are matched to their interests and levels of maturity in all areas of learning. Sometimes the tasks are more appropriate to pupils in Key Stage 1, that are also in the class, and they lack a focus on the recommended areas of learning for the young children. Activities are therefore not sufficiently matched to their learning needs in some areas of the curriculum. This is because there are insufficient opportunities for children to participate in outside adventurous play. There is a lack of large resources, such as large wheeled vehicles, to develop pupils' physical development, there is no secure area large enough for their use, and there are insufficient staff to ensure pupils are provided with good levels of attention and good teaching opportunities at all times during the day.
15. The quality of teaching in English and mathematics is good at Key Stage 2. It is overall satisfactory at Key Stage 1 and often good. The clear focus on developing pupils' reading and writing skills is having a positive impact on pupils' learning especially in Key Stage 2. Teachers are promoting a love of literature and of writing. Pupils are often eager to start writing, as was seen in the Year 3/4 class when they wanted to complete their letters explaining about the new friend they had met. Similarly, in the Year 5/6, class pupils were well motivated to write their own poems, and they worked well, individually and in pairs, producing their often humorous ideas. In mathematics, as in English, teachers show good subject knowledge and lessons are well planned. The tasks set are usually well prepared and challenging for the different ability groups, so that all are able to make satisfactory, and often good, progress. In the English lesson observed in Class 3, the teacher made good use of the classroom assistant and the learning of all groups in the class was very well managed so that all made good progress in developing their reading, speaking or writing skills.
16. Throughout the school, the very good quality of relationships is obvious and enables pupils to develop positive attitudes to their work, to concentrate and to persevere until their task is complete. The sensitive manner in which pupils' efforts and ideas are treated ensures pupils' high self-esteem, good motivation and willingness to participate. In the most effective lessons, the pace of pupils' learning is good, the activities are well organised and demonstrations are used to focus pupils clearly on what they need to do in order to improve. This was seen clearly in the Year 5/6 swimming lesson. Resources are used well in the best lessons. For example the teacher's use of small white boards in a mathematics lesson enabled all the pupils' to participate, showing their answers in the quick 'mental maths' session, and in an

information and communication technology lesson they were effectively used with pairs of pupils to brainstorm ideas.

17. There are no general areas of weakness other those already mentioned. In one class, pupils are not sufficiently expected to develop their good listening skills and focus carefully on what is being said in lesson introductions, but they quickly settle to their individual tasks and work well. The teaching of information and communication technology is satisfactory, but teachers' knowledge is not sufficient to enable pupils to achieve the standards expected by the time they leave school at eleven. The school recognises that in-service training for all staff is a priority and is already planned.
18. The teaching of pupils with special educational needs is good. Their needs are identified effectively and good levels of support are provided by the class teachers, who ensure that activities match pupils' learning needs. Those pupils who have statements of special educational needs are well supported by the sensitive help provided by the learning support assistant, who ensures that they make good progress against their individual targets for learning.
19. Teachers' planning is well supported by the use of the nationally recognised schemes of work. Pupils' literacy and numeracy skills are well developed in other subjects and information and communication technology is also used effectively to support pupils across the curriculum. Teachers use their knowledge of how pupils are learning to adapt their future teaching appropriately, so that pupils' build on their prior knowledge and skills. Activities are generally well matched to the learning needs of pupils in English and mathematics and usually in science at Key Stage 1 and Key Stage 2. In the other subjects, however, less challenge is provided for the higher-attaining pupils and their knowledge is not sufficiently extended.
20. Teachers mark pupils' work regularly, but the quality of the comments is inconsistent. Praise and encouragement are generally well used, but there is insufficient use of comments that are linked to the learning objectives of the lesson, showing how well pupils have done and what they need to do to improve.
21. Homework is set regularly throughout the school and is used effectively to support and develop further the work being covered in lessons. At Key Stage 2, it covers a wide range of subjects: usually aspects of English and mathematics and often research linked to work in other subjects. Over half the pupils have the use of a computer at home and the opportunity to work in this way is encouraged by the school, whilst enabling other pupils to work in more conventional ways.

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

22. The curriculum for children in the Foundation Stage is broad but does not sufficiently take into consideration the learning needs of these young children. Children are generally making satisfactory progress in their learning and often good progress in developing early literacy and mathematics skills, as they are provided with appropriate activities that build on their knowledge and skills. Less progress is made in the area of knowledge and understanding of the world because there is not a clearly planned curriculum for pupils in the Foundation Stage. Insufficient attention is given to providing activities that are matched to their interests and levels of maturity. Too often the tasks are more appropriate to pupils in Key Stage 1 and lack a focus on the recommended

areas of learning for the young children. Their learning opportunities are also reduced because there is a lack of appropriate resources to support their physical development, especially in the control of large apparatus. For a good proportion of the week there is also a lack of adult support in the classroom. The teacher works alone to support children in the Foundation Stage and in Key Stage 1. The very wide range of abilities, levels of maturity and, therefore very different learning needs, creates great difficulties in ensuring that all pupils make effective progress.

23. The curriculum for pupils in Key Stage 1 and 2 is broad and balanced, and overall it provides a satisfactory range of learning opportunities for pupils throughout the school, to which all have equal access. Statutory requirements are met in all subjects, and religious education meets the expectations of the locally agreed syllabus. The issue from the previous inspection of time allocation for English and mathematics at Key Stage 1 has been addressed, and pupils now have an appropriate amount of balanced time for these subjects.
24. The National Literacy and Numeracy Strategies have been implemented successfully throughout the school. The provision and planning for literacy and numeracy are good; planning identifies tasks for pupils with differing abilities and establishes a range of assessment opportunities. Good opportunities are provided for pupils to use literacy and numeracy skills in other subjects. However, the level of skills achieved in literacy at Key Stage 2 is not always reflected in the tasks set in other subjects, or in the quality of work produced.
25. Since the previous inspection much thought and effort has been given to the content and delivery of the curriculum, with the introduction of materials from nationally produced schemes of work. The school is using and reviewing these plans, and adapting them to its own needs. The plans are used over a two-year rolling programme, which makes effective provision for mixed age classes in the school. They also help to ensure pupils' learning progresses systematically through the school.
26. The provision for extra-curricular activities is good, particularly given the size of the school, and staff give a great deal of their time to provide a satisfactory range of clubs to suit pupils' interests. Activities include recorder and guitar tuition, athletics, netball, football and pottery. These activities are well supported and provide opportunities for pupils from both key stages to be involved. Older pupils were keen for younger pupils not to miss out and organised football sessions for them to join in. Out-of-school visits for all pupils enrich the curriculum. Residential field trips for the older pupils help to develop their independence and inter-dependence.

At Key Stage 2 the range of learning activities is further extended with opportunities for instrumental tuition, a weekly art workshop and the chance to take part in village drama productions, sometimes organised by the school, which provide opportunities to develop pupils' speaking and social skills and their self-confidence.

27. The contribution that the community makes to pupils' learning is very good. The strong place that the school has in the community makes a strong impact on learning, particularly in the development of relationships and through the enhancement of resources. The school's neighbours are very supportive and contribute to improved access, swimming and a safe route to the village hall. The millennium celebration was a village production led by the school. There are regular opportunities for pupils to meet and work with senior citizens, and residents from the local community give valuable support with lessons. The school is involved with many village projects and

benefits from being in the hub of the community; such involvement contributes to a good developing sense of citizenship in the pupils. The residential trip for pupils in Years 3, 4 and 5 promotes pupils' independence and inter-dependence.

28. The constructiveness of relationships with partner institutions is good. The local cluster of schools works well together developing joint policies, and providing joint staff training. Competitive sports arranged with other schools promote pupils' social skills and sportsmanship.
29. The programme for personal, social and health education provided is satisfactory. There are many good opportunities for pupils' knowledge and skills to be developed such as a police liaison officer coming into school to talk about drugs' awareness. A clear policy for sex education is sensitively implemented. The school has considered how opportunities for personal, social and health education arise in different areas of the curriculum, for example when discussing democracy as part of a study of ancient Greece or by providing opportunities for pupils to work collaboratively. However, this does not ensure a developing programme of study since personal, social and health education opportunities are not shown in lesson planning, and there is no certainty that all elements can be covered in this way.
30. Pupils with special educational needs are provided with good learning opportunities. Their needs are effectively identified and activities are planned so they build successfully on their prior learning. Pupils with statements of special educational needs are well supported in class so they are able to work alongside their peers and take an active part in the lesson. The staff have recently focused on improving the quality of pupils' individual education plans and targets are now clear and manageable.
31. The overall provision for the spiritual, moral, social and cultural development of pupils is very good and has been effectively maintained since the previous inspection. The school makes very good provision for moral and social development, and so provides a positive contribution to the quality of education and pupils' good attitudes to learning. Provision for pupils' spiritual development is good, whilst the provision for cultural development, although improved since the last inspection, remains satisfactory.
32. Provision for pupils' spiritual development is good. It is promoted mostly through the school's daily assemblies that provide a time of reflection and prayer. Pupils in the youngest class are also encouraged to say their own prayers, to which many respond with enthusiasm. However, assembly times are not sufficiently set apart from other classroom activities. Insufficient attention is given to making them special occasions. In religious education pupils learn about Christianity and elements of other people's religious beliefs and celebrations. They reflect on their own experiences and other people's lives and beliefs. The local vicar takes whole-school assemblies every week and pupils take an active part in services at Harvest Festival, Christmas and Easter, held in the parish church.
33. Provision for moral development is very good and is largely the result of the very good relationships that are promoted in the school. All members of staff act as very good role models, and provide a strong ethos of care and respect. Pupils' understanding of right from wrong is well developed throughout the school. In religious education lessons pupils look at moral codes and see the need for having their own code of conduct. Classroom rules are discussed and their importance in the life of the school

clearly understood. The school emphasises a positive approach of encouragement and praise, which is evident in all lessons.

34. The school makes very good provision for pupils' social development. Within lessons there are many opportunities for pupils to work in groups, sharing resources, equipment and ideas, sometimes producing work that is a team effort. Often they work in mixed-ability groups, giving the more able pupils an opportunity to support others less confident than themselves, which they do without taking over. There are many opportunities for older pupils to take responsibility for younger ones, such as at playtimes, in shared reading and in extra-curricular games. Pupils in Key Stage 2 are given regular opportunities to organise their own breaktime activities in and around the school, which they do sensibly. For example, they use the computers and play board games, usually unsupervised, and they are expected to be responsible and show good levels of self-control and common sense. Pupils are encouraged to realise that they are part of the wider community by contributing and raising money for charity. Village activities and residential field trips provide further good opportunities for social development away from the school.
35. The promotion of pupils' awareness of other cultures is satisfactory. The school has improved its provision of developing pupils' awareness of our multi-cultural society. In religious education they study the celebrations and festivals associated with the main world religions. Pupils find out about different world cultures, for example in geography where they study life in Kenya; they learn about past cultures in history, for instance in their studies of ancient Greece and Rome. They are beginning to look at art and crafts from other parts of the world. The school has improved its range of resources and started to invite people of other ethnic groups into the school. All these experiences are making the pupils more aware of the richness and diversity of other cultures. This is an area, however, that still needs to be developed further. The range of books in the library, and the big books used in literacy, do not sufficiently reflect the range of cultures present in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. This is a caring community in which all pupils are well supported and encouraged to succeed. All staff are committed to ensuring the pupils' happiness and well-being, a similar situation as was found at the previous inspection.
37. The procedures for ensuring health and safety are thorough and effective, and they ensure that there are no significant outstanding issues. The procedures to ensure the welfare of pupils are also good. All staff know the pupils and their families well. They are vigilant and watch for aspects of concern. When necessary, good use is made of support agencies. Child protection procedures are effective, but the headteacher accepts that his training needs updating.
38. The procedures for monitoring and improving attendance are good. The registers are well kept and the headteacher is alert to patterns of absence and follows them up appropriately and effectively thus achieving very good attendance.

39. The procedures for monitoring and promoting good behaviour are effective. Teachers have high expectations for pupils' good behaviour and have developed a range of satisfactory strategies to support the few pupils who find it difficult to maintain the good levels of sensible behaviour. Pupils understand the school rules and most are involved in making rules for their class. Bullying is not an issue in the school. The very good relationships promote pupils' good behaviour. When problems arise they are handled well by the headteacher. Pupils feel confident to tell their teacher or other adult if they have problems and parents report that there is no evidence of fighting or of other serious conflict. Activities provided for pupils to enjoy at lunchtimes also contribute to the development of good relationships and behaviour.
40. Procedures for monitoring and supporting pupils' personal development are good. All staff know pupils very well and share information and concerns. Staff monitor individual pupils with care, particularly at play. Mealtime assistants know the pupils well and provide friendly support for them. Annual reports include a statement about the pupil's social development and behaviour ensuring that parents are informed about this area of development.
41. The support and guidance provided for pupils with special educational needs is very good. Pupils' difficulties are effectively identified and they are provided with appropriate levels of support. The headteacher is the special educational needs coordinator. He monitors the pupils' progress regularly and is fully aware of their needs and their progress. He involves the appropriate outside agencies when necessary and makes good use of their additional expertise. Many of the pupils who are admitted to the school not only have learning difficulties, they also experience emotional problems and low self-esteem. They are very sensitively managed and enabled to make good progress. The very good support provided enables these pupils to grow in confidence and find success.
42. The procedures for assessing pupils' attainment and progress in English and mathematics are good. They are less secure in science, particularly at Key Stage 1, but are being satisfactorily developed. The results of national tests and other end-of-year assessment in the core subjects are used well to monitor pupils' attainment and to provide starting points for the next stages of their learning.

The school has started to analyse the results of National Curriculum tests in order to identify strengths and weaknesses. This information is then used to develop strategies to address the areas of concern. The information is also used to set realistic school targets for English and mathematics. Information gained from teachers' ongoing assessment in English and mathematics is used to amend the weekly planning to ensure that pupils continue to make effective progress in their learning.

43. In the other subjects, there are no formal procedures for assessing and recording pupils' attainment and progress. This was an issue at the previous inspection and has not been addressed. The school has examined a variety of different procedures but has not found a system to suit its needs. In order to raise standards in the foundation subjects, procedures to monitor pupils' learning are needed to ensure that teachers have the information on which to plan for the progressive development of pupils' knowledge and skills.
44. The school is starting to track individual progress in English and mathematics in order to identify more clearly those who need further support in their learning. End-of-year assessments in core subjects are used well to group pupils in lessons, so that the work set is appropriate for their ability.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The parents' views of the school are very good. They are very supportive of its work and see it as a happy place where pupils achieve well. Nearly all parents find the teachers approachable and feel welcome into the school.
46. The school has developed good links with the parents, but is looking for ways in which the partnership can be improved. The headteacher and governors have asked parents what they think about the school and aspects that they consider need improving. This should prove beneficial as a few parents feel the school does not work sufficiently closely with them.
47. The quality of information provided for parents about the school and about pupils' progress is good. The prospectus is comprehensive and regularly updated. The headteacher makes good use of regular newsletters. The headteacher was quick to communicate with parents, for example regarding the farming crises, in order to keep them well informed. Information about progress is good and includes focused annual reports with specific targets and clear information about what a pupil can do. There are three formal meetings a year; one following the annual reports, to ensure that parents are well informed about progress. The school has also recently started to send out information on what pupils will be learning about in the next half-term so that parents can be more involved in supporting their child's learning if they so wish. Teachers are available most days for parents to have informal chats, to share information and to discuss the progress of their child. The headteacher is also available at the end of the week in the playground. Parents of children with special educational needs are kept well informed and involved. They are invited to regular reviews and discuss with the pupil the targets for future learning. The majority of parents are very happy with the progress their children make and how happy they are at school.
48. Parents of children in the youngest class respond very well to the opportunity to participate in the shared reading session at the start of the school day. The contribution made by parents to children's learning at school and at home is good. Three parents help regularly in school, and many of them on a less regular basis. Parents' views about the quantity of homework are mixed, but most parents support their children by hearing them read, doing research, or whatever else needs to be done. The school has also provided a successful course for parents and the local community on information and communication technology and the course is to be repeated. Some parents would like to see more opportunities for pupils to participate in after-school clubs and activities.
49. The impact of parent's involvement on the work of the school is good. The 'Parent, Teacher, Friends Association' is very supportive both financially and socially and makes a very effective contribution to the bonding of the school with the community.
50. The strengths of the schools' partnership with parents identified at the previous inspection have been well maintained.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher has built an effective team of hard-working and committed staff. He provides very good pastoral leadership for pupils and staff. The very caring ethos throughout the school is due to his influence and way of working. The pupils feel respected, well cared for and their self-esteem is well promoted so they approach their work confidently and find success. The school's aims and values are well met. The school is well managed and the staff have positive attitudes to new initiatives, such as the National Literacy Strategy and the National Numeracy Strategy which have been implemented well. The headteacher and staff are committed to providing the best education possible for the pupils. They review their work satisfactorily and are developing the skills of self-evaluation, which are enabling them to recognise weaknesses. They strive to address them.
52. Improvement since the previous inspection is satisfactory. Standards have fluctuated because of the changing proportion of pupils with a variety of attainment in each year group, but the progress that pupils make in their learning through the school has been well maintained. At Key Stage 2 pupils' achievement is good and well above that found nationally. Most of the key issues raised in the previous report have been addressed. There are now schemes of work for all subjects. The time now given to teaching English and mathematics in Class 3 is appropriate. Resources have been improved in history, religious education and information and communication technology. Assessment procedures have been improved, especially in English, mathematics and science, where they are now good, but there are still no clear whole-school procedures for the monitoring of pupils' attainment and progress in the other subjects. Teachers' planning has also been reviewed and there is now a satisfactory identification of the objectives for pupils' learning. Activities are usually well matched to pupils' needs in English, mathematics and science, but less so in the other subjects. The needs of talented and higher-attaining pupils are well recognised, but these pupils are not always sufficiently challenged in some lessons and in some classes.
53. There was concern at the previous inspection that there was no clear policy to direct the provision for children under five and this has been successfully developed. There remains, however, concern over the provision for these young children, as there is no specific scheme of work that sets out what is to be taught and what children are to learn. The recommended curriculum for children in the Foundation Stage is quite different from that for pupils in Key Stage 1, and the children's learning needs are also quite distinct from those of older pupils in the class. When the teacher is supported by the learning support assistant, particularly for English and mathematics, the teaching is balanced and pupils of all ages and abilities are effectively supported. At other times there are great difficulties in ensuring that the children in the Foundation Stage make appropriate progress. There are also weaknesses in the accommodation and resources for these young children, which result in a lack of appropriate provision for aspects of their physical development.
54. Communication through the school is very good and staff know all the pupils well. The number of teachers is small and the coordination of all National Curriculum subjects has been shared between them. There has been very little opportunity to provide clear leadership in many of the subjects, except English, mathematics and science. Much of the school's ongoing development is brought about by regular discussion. Some observation of the literacy lessons has been undertaken. However, the headteacher recognises the need for more formal monitoring and so a cycle of examining pupils'

work through the school and monitoring the quality of teaching has been initiated this year, starting with mathematics. This monitoring has identified areas that can be improved and the headteacher has planned discussions on issues such as the effective use of the plenary session. There has been insufficient monitoring of the quality of teaching and learning in the foundation subjects. In such a small school there are many difficulties in providing time and resources for teachers to be out of their classroom, and there has been little opportunity for coordinators to be aware of the quality of teaching in other classrooms. There has been very little sharing of good practice so that pupils benefit from the collective knowledge and expertise in the school to enable them to make good progress across the curriculum.

55. The headteacher has analysed test results, identified areas of weaknesses, and effective strategies to address them have been developed. Writing, for example, was recognised as below the standard of reading and is now a clear focus of the teaching. This focus is having a positive impact on standards. A much greater proportion of pupils with special educational needs has been admitted over the last few years and the impact of these pupils' standards of attainment are well recognised by the teachers and governors.
56. The school benefits from the strong support provided by the governing body. Governors are well informed and have a good understanding of the school's strengths and difficulties. They have a clear view of the needs of the school and strong purpose in maintaining its effectiveness. They have recently set up a Marketing Committee that is finding a variety of ways of promoting the school and so raise the number of pupils on roll, in an effort to maintain the three classes. They carry out their statutory responsibilities well through an appropriate range of other committees. Several governors work in the school on a regular basis adding their interests and expertise to enhance pupils' learning. In the Key Stage 2 art and design afternoon, for example, one governor works with groups of pupils in the cycle of activities to develop further their knowledge and skills. She is also well informed about individual pupils' progress.
57. The provision for pupils with special educational needs is well managed and results in pupils' good progress in learning. The special educational needs register is well maintained. The special educational needs Code of Practice is effectively met and the governing body is kept well informed. Staff are fully aware of the need to ensure pupils of all abilities have equal opportunities to learn and succeed, and they work successfully to ensure that boys and girls are treated equally. All pupils are effectively included and share equal opportunities across the curriculum.
58. The school development plan is comprehensive and builds effectively from year to year. There is a heavy load for a small school, but together the staff are satisfactorily tackling most of the targets for development. Financial resources are used well to support the priorities for school development. The long-term plan provides satisfactory information to support budget planning and the governing body has clear priorities to maintain the number of teaching staff in order to sustain the quality of education provided. Governors have explored many different possibilities with the headteacher, so they are well prepared for change.
59. The match of teachers to the demands of the curriculum is good. The generous match of staff to pupils gives an average class size of 18, but there is a wide range of ages and abilities taught across the three classes. The qualifications and experience of teaching staff are relevant for teaching the National Curriculum and religious education. Staff are hard working and committed and form a very strong team understanding their own role and that of others, and valuing them. The school's

strategy for appraisal and performance management is good. Staff willingly undertake regular training linked to the school development plan, and to their personal targets, to ensure good professional development. The induction of new staff is good. The part-time teacher is effectively monitored and mentored by the headteacher. The learning support assistant who works with pupils who have statements of special educational needs is well trained and she gives sensitive support, which enables them to work successfully as part of the class. In the youngest class the teacher is well supported by the classroom assistant in the mornings, but there is no one trained to give good quality support at other times, and this has a detrimental impact on the learning of pupils in a class with such a wide ranging ages and learning needs. The school benefits from the support of voluntary helpers but this is not always sufficient.

60. The school has sufficient accommodation to allow the curriculum to be taught effectively, The staff work hard to overcome the difficulties created by a split site. The school recognises the difficulties of providing a broad and balanced curriculum for children in the Foundation Stage, and several adjustments to the accommodation have been made. There is secure play area for children under five, but it is very small and not large enough for large wheeled vehicles. The school has effectively overcome the lack of a school hall and uses the parish hall for physical education lessons. The provision of a special time and special place for assemblies is, however, weakened because classrooms are used, and insufficient focus is made of separating lesson time from collective worship.
61. The adequacy of learning resources is satisfactory and the key issues identified at the previous inspection have been addressed satisfactorily. They are well organised and accessible and are sufficient to meet the needs of the curriculum. In science and physical education resources are good. There is lack of large wheeled toys, and storage to keep them in. The school are planning how best to remedy the problem.
62. Taking all sources of evidence into account, such as the average standards of children's attainment on entry to the school; pupils' good achievement through the school, particularly in English, mathematics and science; the quality of education provided, particularly the overall good quality of teaching; and balancing them against the amount of financial resources available, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the governing body, headteacher and staff should:

1. Raise standards in information and communication technology by improving teachers' own expertise through in-service training, some of which has already been planned. (see paragraphs 5, 17, 117-124)
2. Improve the provision for children in the Foundation Stage by:
 - developing a scheme of work based on the recommended areas of learning for these young children;
 - reviewing the level of staffing in the youngest class so all pupils receive the appropriate opportunities for good focused teaching;

- ensuring that the appropriate range of resources is available for promoting children’s physical development;
 - ensuring there is sufficient secure area for children to use a range of resources and enjoy outside adventurous play.
- (see paragraphs 1,14, 53, 59, 63-70)
3. Develop manageable procedures for the monitoring and recording of pupils’ attainment and progress in the foundation subjects so pupils make good progress in their learning.
(see paragraphs 43, 105, 110, 110, 115, 128, 137)
 4. Provide opportunities for coordinators to monitor the quality of teaching in their subjects so that the good practice in the school is shared in order for standards to continue to rise.
(see paragraphs 7, 54, 79, 128)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

25

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

21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	56	32	4	0	0

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

Information about the school’s pupils

Pupils on the school’s roll

YR – Y6

Number of pupils on the school’s roll (FTE for part-time pupils)	54
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54

Number of full-time pupils known to be eligible for free school meals	4
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4

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	2
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2

Number of pupils on the school's special educational needs register	12
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	1

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.9

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

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2000	6	5	11
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	6	5	6	
	Girls	5	5	5	
	Total	11	10	11	
Percentage of pupils at NC level 2 or above	School	100 (67)	91 (67)	100 (33)	
	National	84 (82)	85 (83)	90 (87)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	6	6	6	
	Girls	5	4	5	
	Total	11	10	11	
Percentage of pupils at NC level 2 or above	School	100 (67)	91 (33)	100 (100)	
	National	84 (82)	88 (86)	88 (87)	

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year		Year	Boys	Girls	Total
		2000	5	7	12
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	2	2	3	
	Girls	6	7	6	
	Total	8	9	9	
Percentage of pupils at NC level 4 or above	School	67 (100)	75 (91)	83 (100)	
	National	75 (70)	72 (69)	85 (78)	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	2	2	3	
	Girls	6	7	6	
	Total	8	9	9	
Percentage of pupils at NC level 4 or above	School	67 (100)	75 (91)	83 (100)	
	National	70 (68)	72 (69)	80 (75)	

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	53
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.1
Number of pupils per qualified teacher	17.4
Average class size	18

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	36

Financial information

Financial year	1999
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	£
Total income	130,297
Total expenditure	135,228
Expenditure per pupil	2552
Balance brought forward from previous year	6,865
Balance carried forward to next year	1,934

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	54
Number of questionnaires returned	30

Percentage of responses in each category

56 per cent of parents returned the questionnaire.

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	52	45	0	0	3
Behaviour in the school is good.	45	52	0	0	3
My child gets the right amount of work to do at home.	38	45	14	0	3
The teaching is good.	76	17	0	0	7
I am kept well informed about how my child is getting on.	48	45	0	3	3
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	76	17	0	0	7
The school works closely with parents.	55	38	7	0	0
The school is well led and managed.	83	17	0	0	0
The school is helping my child become mature and responsible.	55	31	3	0	10
The school provides an interesting range of activities outside lessons.	21	52	17	3	7

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

63. Children are admitted into the school from the September of the year in which they are five. This is in line with the local education authority new admission policy and children are generally younger on entry than was the case at the previous inspection. Children are taught in the same class as pupils in Year 1 and Year 2 and this results in a class that contains pupils with a very wide range of attainment and maturity.
64. When they first come to school, the majority of children exhibit average standards in most elements of language, communication and literacy and in mathematics. There are very few children who are either above or below the average standards found nationally. They settle well into school and make generally satisfactory progress in their learning. The potentially higher-attaining pupils make good progress and start to show the standards of which they are capable, especially in reading. Children are generally making satisfactory progress in their learning and often good progress in developing early literacy and mathematics skills. Less progress is made in the area of knowledge and understanding of the world because there is not a clearly planned curriculum for pupils in the Foundation Stage. Insufficient attention is given to providing activities that are matched to their interests and levels of maturity. Too often the tasks are more appropriate to pupils in Key Stage 1 and there is a lack of focus on the recommended areas of learning for these young children. The quality of teaching is usually satisfactory and often good, but children in the Foundation Stage do not receive sufficient focused teaching time to enable them to make good progress. Activities are not sufficiently matched to their learning needs in some areas of the curriculum and there is a lack of resources, particularly for outside adventurous play, which prevents them from enjoying good levels of provision.

Personal, social and emotional development

65. Children in the Foundation Stage are taught in the same class as the pupils in Key Stage 1 and they quickly settle into class routines and recognise how to behave appropriately. They receive good support from the teacher and classroom assistant, which results in their increasing confidence and self-discipline. Regular opportunities are provided for them to organise their own activities, which they do well, planning which tasks they will tackle first out of those chosen by the teacher. Children work and play together well. They are satisfactorily developing the patience to take turns, although a few still find it difficult. They share resources sensibly. Children listen with good attention in whole-class sessions and several show good levels of confidence, answering questions and offering ideas. Children follow instruction sensibly and show good levels of interest in their tasks. They are developing good relationships with the adults in the class. They willingly try something new; many ask for help when it is needed and sometimes talk to the adults about their work. In class assemblies, children understand the conventions of prayer and show interest in the attitudes of other people. For example, they showed good levels of interest when the teacher talked about how people in Greece celebrate Lent. Most children are well on their way to achieving the standards expected at the end of their reception year.

Communication, language and literacy

66. Children's speaking and listening skills are developed satisfactorily. The teacher ensures that opportunities are provided in whole-class sessions for them to take part in sharing ideas. Effective opportunities are provided to ensure that they all develop confidence in speaking within a group. For example, the teacher provided a good opportunity to promote children's speaking skills using a tape recorder into which each child spoke his/her idea about the next section of the story of 'Little Red Riding Hood'. Even the shyest children managed to add their part with her support, which delighted them all. Children make good progress in developing their early reading skills. The teacher effectively promotes children's love of stories and interest in books. They hold books carefully and know how to turn the pages. Most understand that print holds meaning and many identify separate words, reading simple repetitive texts with growing confidence. In the guided reading sessions the teacher appropriately draws their attention to the pictures, and her questions enable pupils to make effective guesses at unknown words. They also use their developing knowledge of letter sounds to help them read new words. Children's early writing skills are developing satisfactorily. Many opportunities are provided for them to record their ideas. A few children are writing their own sentences using their knowledge of initial letter sounds to help them write words. Others are developing their understanding of writing by using letter strings, and are able to tell an adult what they have written. Most children recognise their written name and several write it correctly for themselves. Most children are well on their way to achieving the standards expected at the end of the reception year.

Mathematical development

67. Children make at least satisfactory progress in developing their mathematical skills and knowledge, and it is often good. Most children respond well to opportunities to work with an adult, and stimulating activities are provided to promote a wide range of knowledge and skills. For example, the classroom assistant worked well with the children making jelly, providing them with satisfactory opportunities to practise and develop further their knowledge of ordering numbers and learning the word 'cube'. Pupils are provided with appropriate opportunities to practise counting and develop an understanding of number so that the higher-attaining children recite numbers to 20 and order numbers up to 12. Many read and write numbers to ten using recognisable number shapes. Children use the terms 'more than' and 'less than' correctly. All children recognise simple shapes such as square and circle, and name all the most usual colours. They are developing an understanding of addition, the more able using formal recording as well as working practically to count on and share objects. Children are exposed to much larger numbers when they work with older pupils in science, but opportunities to measure with non-standard units were missed in an experiment to see the effect of a steep slope on the distance a car would travel. Most children are able to sustain a simple repeating pattern, which they designed for 'Joseph's Multi-Coloured Coat'. Most children are well on their way to achieving the standards expected at the end of the reception year.

Knowledge and understanding of the world

68. Pupils' progress in developing an awareness of the greater world are satisfactorily provided in whole-class lessons, and children respond with interest to lessons about the adventures of Barnaby Bear in Nigeria and a television programme about Florence Nightingale. However, many opportunities are missed to develop children's knowledge and understanding because there is insufficient focus on the learning needs of the young children. This means that children are not making the progress of which they are capable.

There are insufficient opportunities for children to build upon what they already know; to share their knowledge about where they live, to discover information about their family and

friends and to find out about changes and happenings in their own past. Children satisfactorily use their senses to explore a variety of materials. They are developing sound observational skills, which they use effectively to help them understand the changes in jelly as it melts. They recognise that textiles have different textures, which make them interesting to feel. They are provided with satisfactory opportunities to play with water to see its effect on different fabrics and then pin them out to dry. The children enjoy the activities but there was no evidence that their experiences are discussed so they develop a great understanding.

Physical development

69. It is not possible to judge the standard of overall physical development because the children under five usually join in the class physical education lessons, and none took place during the inspection because it was raining. Physical education lessons should provide the appropriate opportunities for children to develop their balance and explore a variety of ways to move in gymnastics and dance. Children do not, however, have the recommended opportunity to develop the control of large wheeled vehicles. The secure outside play area is rather small and restricts the opportunities for adventurous play. The school climbing frame is close to the classroom, but restrictions in the number of staff available during the day limits the opportunities for these young children to develop their confidence and control, and learn through directed play. Children control small apparatus and tools satisfactorily. They are developing satisfactory skills of controlling pencils, crayons and brushes and their coordination is improving. Most write recognisable letters and numbers. The higher-attaining children are careful and their writing is showing good improvement. Children use scissors effectively, as was seen when they successfully cut out pieces of fabric of different textures to fit on the faces of a cube.

Creative development

70. Children are provided with a satisfactory range of opportunities to develop their imagination and creativity. The role-play areas stimulate their ideas and promote opportunities for acting out real-life situations in 'Granny's House', the 'Travel Agents' and the 'Fabric Shop'. These areas are well developed to support the children's learning in other areas of the curriculum and so build on their knowledge and understanding. The children's enjoyment of singing is promoted in class music lessons and in assemblies where they successfully follow the refrains in songs and hymns. They use a range of materials satisfactorily to create colourful patterns and pictures.

ENGLISH

71. Standards in English are usually at least average and often above at both key stages. At Key Stage 1 in the most recent National Curriculum tests, pupils achieved standards that were very high and in the top five per cent of schools in reading, and well above average in writing. The proportion of pupils attaining the higher levels was much greater than is found nationally and this is the reason for the overall high scores.

When compared with similar schools standards were above average in both reading and writing. Similar standards are often achieved at Key Stage 2. In 2000, however, there was a very high proportion of pupils with statements of special educational needs in Year 6, and this had a significant impact on the school's overall results, which were below those found nationally and well below those schools with pupils from similar home backgrounds. When

compared with the pupils' prior attainment in the Key Stage 1 tests, pupils' achievement was well above that found in similar schools. This shows that pupils of all abilities have made very good progress in their learning through Key Stage 2.

72. During the inspection, standards in English at Key Stage 1 were broadly average. Standards in speaking and listening are similar to those expected. Pupils talk with confidence about their work, and respond appropriately to questions. They listen carefully when the teacher is talking, take turns in conversation and are polite when spoken to. Sometimes there are too few opportunities for pupils to express themselves in lessons. The wide range of ages and abilities in the class reduces the time given in asking pupils to give their opinions and in encouraging pupils to be fully involved and to ask questions.
73. At Key Stage 2 pupils' speaking and listening skills continue to be broadly average for their age. In Years 5 and 6, pupils listen well in class, and offer appropriate comments. They share opinions about school life with adults, and show confidence in their own abilities. Higher-attaining pupils show a growing maturity as they discuss their ideas about moral codes and many think carefully about their answers. Opportunities to develop their speaking skills are satisfactory. Older pupils make simple presentations to the class and show generally good levels of confidence. Parents commented on the high standard of presentation in the Millennium Concert. Teachers throughout Key Stage 2 involve pupils in all aspects of discussion, but effective listening skills are not sufficiently developed in the younger Key Stage 2 class. Pupils are often restless and lack the ability to focus on the speaker and respond appropriately in whole-class situations. Pupils with special educational needs are encouraged to take an active part in discussions in all classes and they are well supported in small group work. They benefit from good questioning and their confidence and developing high self-esteem are well nurtured.
74. Pupils make good progress in reading at Key Stage 1 because of the good opportunities provided to read in class. Pupils read regularly to the teacher or classroom assistant, share texts in the literacy lessons and frequently join in with story reading, which provides opportunities to develop fluency and style. Pupils are developing appropriate phonic awareness and benefit from the way the teacher explores new vocabulary. This helps them to learn about new words and extends their knowledge. In Year 2 pupils listen well to stories and talk with interest about what is happening. They like reading and are keen to read to adults. Higher-attaining pupils tackle new words with confidence using their knowledge of letter sounds, and have a satisfactory understanding of the plot. Guided reading sessions are managed well and pupils are developing effective strategies for tackling new words. This development would be further enhanced if all teachers kept records of the pupils' emerging skills, so that their knowledge was developed progressively. Pupils are encouraged to read regularly at home and most parents are effectively involved in supporting their child's progress.
75. At Key Stage 2, pupils' reading skills continue to be developed well and are often above average. A good proportion of pupils in Year 6 are already attaining the higher levels. Most are independent readers and several are able to tackle adult texts with good understanding and fluency. Pupils through the key stage continue to be heard to read, and good opportunities are made to discuss the text and develop pupils' inferential skills, so pupils' good understanding is promoted. Pupils read with fluency and expression. Their reading skills are used effectively to research for information for

other subjects using books, and older pupils use the Internet, Pupils make appropriate use of dictionaries to support their work, and have a good understanding of how to retrieve information from the library. There are some good quality reading books available, although the higher-attaining pupils are eager for additional texts.

76. Pupils' writing skills are broadly average at Key Stage 1. Pupils in Year 1 are beginning to understand how letters blend together and they are developing an appropriate style of writing. They draw pictures and talk about them to adults, and most are beginning to write their own attempts at sentences. In Year 2 they begin to develop their writing into sequences of ideas, and they spell simple words accurately. Higher-attaining pupils are beginning to write stories with a beginning, middle and end. They use simple punctuation accurately and are beginning to use a wider range of vocabulary to make their work interesting.
77. Standards in writing, across Key Stage 2 are good and often above that expected for the pupils' age, so that by Year 6 a good proportion is attaining the higher levels. Pupils write for a range of different purposes and to support their work in other subjects such as geography and history. Pupils make good progress in writing. Teachers have effectively focused their attention on developing pupils' writing skills and use effective strategies to promote the use of exciting language. For example, in the lower Key Stage 2 class, pupils were stimulated to use good descriptive language to create imagery. One pupil wrote, "He looked up through the structure of leaves, branches and twigs and saw the sun breaking through like spears". By Year 6 pupils are developing humour in their writing as was seen in their items about the 'Killer Cat'. They are developing the use of metaphor and similes in their writing to create imaginative detail. The use of exciting language and good pace creates tension and suspense, as was seen in their writing about a stranger in the house. The good range of writing opportunities promotes pupils' enthusiasm and a keenness to share their writing with others. There is evidence around the school of writing for a range of purposes. For example, some good descriptive work, based on a trip to the Exeter museum, shows accuracy and fluency. Pupils write from different viewpoints and achieve good standards overall. By the time they have reached Year 6, pupils have developed a clear handwriting style, and are confident writers.
78. The quality of teaching in English is satisfactory overall at Key Stage 1, and is good at Key Stage 2. At Key Stage 1 pupils are taught well, but the opportunities for the teachers' good interaction with each age group is reduced because of the range of ages and abilities in the class. In the lessons observed, the teacher exhibited very good management of the learning activities and all pupils made good progress in developing a range of knowledge and skills. However, over time, pupils are generally making satisfactory progress in most aspects of English due to the reduced opportunities for providing focused teaching. Teachers have implemented the National Literacy Strategy appropriately, and they make use of some good new resources.

The school strategy for providing good focused teaching in writing is producing good results and pupils' enjoyment of writing and reading is well promoted. Guided reading sessions are managed well and pupils are developing effective strategies for tackling new words. Teachers know their pupils well and provide activities that are well matched to their learning needs. Higher-attaining pupils are challenged and enabled to achieve above-average standards. The provision for pupils with special needs in English is good. Teachers are very aware of their difficulties, and additional support is allocated to ensure they meet their targets. The good support and encouragement they receive enables pupils with special educational needs to make good progress. Several boys on entry to the

school had low self-esteem and showed poor attitudes to their work. In only a term their attitudes and achievement have risen significantly.

79. Leadership of English is satisfactory. Teachers have been effectively supported in their implementation of the National Literacy Strategy, but insufficient time has been given to monitoring the quality of teaching so as to share good teaching practice across the school. Assessment procedures for English are good and clear records are kept to show pupils' progress. Analysis of test results has identified areas of weaknesses and effective strategies have been developed to address them. Writing, for example, was recognised as below the standard of reading and is now a clear focus of the teaching. Pupils' literacy skills are well promoted in other subjects. Pupils' reading and writing skills are regularly used and further developed in their research in history and geography. Information and communication technology is also used well to support pupils' learning in English. The new book resources are good, and are having a good impact on pupils' interest and eagerness to read and write. The school recognises that more will be required to ensure the availability of quality of resources as the cycle of studies moves round. Some effective displays of pupils' written work enhance the school environment and promote pupils' pride in their work.

MATHEMATICS

80. Standards attained by pupils by the age of eleven in National Curriculum tests in 2000 were overall below the national average, and well below average when compared with similar schools. The small number of pupils in each year group, however, makes these comparisons unreliable. A significant number of pupils with special educational needs had a considerable impact on the school's overall scores. When prior attainment is considered, it shows that pupils' overall progress in Key Stage 2 was above average when compared with that found in similar schools.

81. In the 2000 National Curriculum tests at the end of Key Stage 1 standards overall were well above the national average, and well above the average for similar schools, with all pupils reaching the expected level. Forty-five per cent reached the higher level compared with 25 per cent nationally. A dip in the 1999 results to well below the national average reflects a small cohort with a significant number of pupils with learning difficulties, and again demonstrates the unreliability of making comparisons with national figures.

82. For the current Year 2, standards are in line with national expectations, with satisfactory progress being made across the key stage. Progress in this key stage is constrained by the class teacher having to plan for two age groups plus the Foundation Stage. By the age of seven pupils are competent when working with numbers up to three digits. They understand the different processes of addition and subtraction, and count up to 100 and back in fives and tens. Higher-attaining pupils are able to link these sequences with the five and ten times tables. Most recognise pattern in number and identify odd and even numbers, explaining why they are odd or even. All pupils use the names for two-dimensional shapes confidently, and point out the number of sides and corners. They begin to use standard measures for length, making estimates before measuring, and have an understanding of capacity through

measuring with cups and bottles. There is less evidence in the recorded work of problem-solving activities. Mathematical language is well developed, with pupils using and understanding terms such as sequence, multiple and digit.

83. During the inspection pupils at the end of Key Stage 2 were achieving standards that are in line with national expectations, with a significant number attaining at a higher level. Pupils are making good progress throughout Key Stage 2 due, in part, to a focus on the subject with the introduction and implementation of the National Numeracy Strategy. By the age of eleven pupils can carry out written calculations accurately, and have a good knowledge and understanding of number facts. Higher-attaining pupils work in numbers up to 1,000,000 and beyond, and are adept at multiplying and dividing numbers by ten and 100. With the introduction of the mental/oral session in the numeracy hour, pupils are developing a speedier recall of multiplication tables and addition and subtraction facts. They are becoming confident in their ways of working out. For example, in a Year 3/4 lesson, pupils explained their strategies for multiplying three numbers, looking for a product that was easier to multiply by the third number. They understand and use fractions and decimals, with higher-attaining pupils able to work to two places of decimals and to reduce fractions to their simplest form. They are able to measure angles accurately and recognise acute and obtuse angles, with some identifying reflex angles and easily reading scales on a 360 degree protractor. They understand the use of brackets, and some use formulae to work out the areas of rectangles and triangles. They construct bar and line graphs from given data and show the mean, mode and median from a set of results. There is less evidence in their recorded work of problem-solving activities linked to their developing mathematical skills, although in discussion they can quickly point out the stages required to answer a two-step problem.
84. From pupils' past work and observation of lessons, teaching in mathematics is at least good with one lesson seen judged to be very good at Key Stage 2. It is satisfactory overall, but often good, at Key Stage 1. Lessons are planned well with clear learning objectives, which are generally shared with pupils so that they know the purpose of the lesson and have some understanding of their own learning. Mental /oral sessions encourage pupils to think quickly and, when used well, involve all pupils and help them to develop subject vocabulary. For instance, in Year1/2, pupils recalled odd and even numbers and counted on and back in fives using a counting stick, recognising that the multiples of five end in five or zero.

Good methods are used during introductions to assess pupils' understanding. For example, in Year 5/6, pupils all had small white boards and were asked to draw a line perpendicular to another. The class teacher was able to see instantly that few understood this term. In another lesson, however, a lack of effective class management enabled pupils' enthusiasm to get the better of them and caused the introduction to lose its focus. A few pupils were calling out answers without being prepared to listen to others and wait for their turn. The tasks set are usually well prepared and challenging for the different ability groups, so that all are able to make satisfactory and often good progress. This was evident in the Year 3/4 class where pupils were working out their own strategies for multiplication and addition. Higher-attaining pupils generated their own sums in pairs using dice, and then timed themselves to see how quickly they could work out the answers. Others were challenged to find out the number of different addition sums that could be set out using three numbers from a set of four. Pupils are enthusiastic about their lessons,

work well together in groups or in pairs, supporting each other in their learning. They mostly concentrate well and maintain interest throughout lessons. Pupils with special educational needs are well supported. In the Year 3/4 lesson the class teacher provided appropriate tasks involving the use of structured apparatus to enable pupils to understand addition; in the Year 5/6 class, the special needs assistant worked well with pupils, supporting their work on angles. Pupils' work is well presented but marking, although consistent, does not always show pupils how well they have learnt or what they need to do to improve.

85. Mathematics is used well in other curriculum areas, for example in science where pupils often measure, record and compare the results of investigations, and in geography where pupils use coordinates and scale in their map work. Satisfactory use is made of information and communication technology with, for example, pupils using programs to practise their number skills.
86. Mathematics is well coordinated. Some lessons have been observed and areas for development, such as the use of the plenary session to check on the learning that has taken place, have been identified. It is apparent from the inspection, however, that elements of good practice within classes are not always recognised and shared. Results from national and other end-of-year testing have been analysed, showing that problem solving and probability are areas that need to be given attention in order to improve standards further. These results are also used to help form groups for numeracy, so that pupils are given tasks that reflect their ability, and receive additional support when required. Clear records are kept of pupils' progress to inform future planning. These show the topics that have been taught in each year group and how well pupils have achieved.

SCIENCE

87. Standards attained by pupils by the age of eleven in national tests in 2000 were below the national average, and well below when compared with similar schools. As with English and mathematics, the small cohort size and a significant number of pupils with special educational needs, make these comparisons unreliable. When prior attainment is taken into account, it shows that pupils' overall progress in Key Stage 2 was above average when compared with similar schools.
88. At the end of Key Stage 1 in the 2000 tests, the proportion of pupils achieving the national standards in science in teacher assessments was very high in comparison with other pupils of the same age, but there were no pupils reaching the higher level, which was well below the national average. This does not reflect the proportion reaching the higher level in other core subjects. The school recognises that it needs to look carefully at its assessment procedures in science, for pupils at the end of Key Stage 1, so that those attaining the higher level are identified and further challenged.
89. During the inspection, pupils in Year 2 were achieving standards that were broadly in line with those expected, with satisfactory progress being made across Key Stage 1. Progress across this key stage is constrained by the class teacher having to work unassisted with two age groups plus the Foundation Stage. Pupils in Year 2 have a developing understanding of fair testing, for instance in their investigation of cars

travelling down a ramp where only the height of the ramp was altered. They carefully measure and record the results of their investigations and made comparisons using, for example, block graphs. They look at different musical instruments and begin to find out how sounds can be made. They investigate different materials, developing a good scientific vocabulary to describe similarities and differences.

90. During the inspection, at Key Stage 2 standards were in line with national expectations, with a significant number attaining at a higher level. Pupils are making good progress throughout Key Stage 2, due in part to a focus on investigative and experimental science. By the age of eleven, pupils have a good knowledge and understanding of the investigative process: the need to observe carefully and to record and compare results. They make predictions, draw conclusions and indicate what else they might have done. Higher-attaining pupils are able to apply their knowledge from investigations to solve problems, for example how to separate mixtures such as salt, sand and water. They are able to describe how they would set up their own investigation, for example the growth of mould on bread, with a clear understanding of fair testing and methods for recording results. They have a good knowledge and understanding of the earth in space, the apparent movement of the sun and the phases of the moon. Through a challenge 'to make a model boat to hold as many marbles as possible', pupils started to understand the balance of forces in stationary objects. They know the major organs of the human body and their functions, and that the skeleton protects them.
91. Teaching at Key Stage 1 is satisfactory, and good at Key Stage 2. Although the Key Stage 1 teacher works hard to provide good learning opportunities in science, the range of age and ability within the one class is not always sufficiently accounted for. In the lesson observed, higher-attaining pupils were not sufficiently extended, and once out of the well-controlled whole-class session, a few pupils found it difficult to stay on task. Pupils are expected to record their investigations, but these tasks are not always appropriate to enable all to have a clear understanding of learning goals, especially for those with less well developed writing and recording skills.

At Key Stage 2, lessons have a good pace and pupils respond well to the challenges set. Introductions are generally used to check on pupils' previous learning before moving on to the next stage of learning and introducing tasks. However, in the lesson observed, the teacher did not sufficiently manage the pupils' enthusiasm. A few pupils called out their ideas and answers, and were not prepared to listen to others and wait their turn. This inappropriate behaviour resulted in a lack of focus to the introduction and pupils' reduced clarity of thinking. Tasks are well explained with guidelines and key questions displayed so that pupils know clearly what they have to do. Resources are well prepared, enabling pupils to 'get on' quickly.

92. Pupils work well in pairs or in groups as in Year 3/4 where they were comparing liquids and solids. Discussion in pairs enabled pupils to find and record the similarities and differences between solids and liquids. When working in mixed-ability groups, more able pupils include and support other pupils well. Good support is provided for pupils with special educational needs to enable them to reach learning objectives. In Year 6, pupils were well supported by a special needs assistant when looking at reversible and irreversible changes. They were guided through the lesson without being taken over, and were given a writing frame to help with recording,

enabling them to make good progress. Pupils' work is generally of a high standard. They take care in drawing diagrams, in producing charts and in recording their results, demonstrating their overall high standard of learning. Although this work is regularly marked, marking does not always show pupils how well they have done and what they need to do to improve and move forward.

93. Pupils use their literacy and numeracy skills well in science. Investigations are generally written up carefully and scientific vocabulary is developed thoroughly. Within literacy lessons, useful links are made with science, for example with the use of big books such as 'Drop Goes Plop', 'The Senses', 'Investigating Fungi' and 'A Medical Encyclopaedia'. Pupils measure and record findings carefully, often comparing results using line and block graphs.
94. Science is well led and managed by the coordinator. Materials from the nationally recognised scheme of work have been introduced to support science teaching, and to help ensure pupils make steady progress in learning in all aspects of the subject throughout the school. Programmes of study are organised in two-year cycles to take account of mixed-age classes. Assessment procedures give clear indications of the progress individual pupils are making in investigative and experimental science, and of the developing knowledge and understanding of groups of pupils. End-of-unit tests are now being used in Year 5/6 to assess pupils' knowledge and understanding and the effectiveness of teaching and learning, with a view to extending this practice to other year groups. The school recognises the need to consider assessment procedures further in Key Stage 1 in order to identify more clearly the levels at which pupils are attaining. Good resources enhance and support pupils' learning in science. A wildlife area has been developed for pupils to explore environmental science.

ART AND DESIGN

95. Although no art lessons took place during the inspection there was a good range of work on display and judgements have been made by studying this work, pupils' sketch books and teachers' planning, and by discussion with pupils about their work. At Key Stage 1, pupils achieve standards that are in line with those expected. At Key Stage 2, however, standards have improved since the previous inspection and pupils are often achieving standards that are above those expected for their age through the key stage.
96. At Key Stage 1 pupils have a satisfactory range of experiences that enables them to develop appropriate skills and knowledge. They mix colours satisfactorily to achieve the effect that they require, as could be seen in their collage of nursery rhymes. They explore different techniques, such as marbling, and use it to create impressions of a night sky. They studied a satisfactory range of photos and used silhouettes to create impact in their pictures. In their study of different artists' work, pupils satisfactorily experiment with a variety of styles in their own work, making colourful abstract patterns similar to those of Mondrian and Klee. Pupils have looked at some examples of art from other cultures, such as some batik from Nigeria, which was a focus of pupils' work in geography.
97. At Key Stage 2 pupils, including those with special educational needs, make good progress in their learning across a wide range of knowledge and skills. All pupils in the key stage are taught as a group and sub-divided into mixed-ability and mixed-age

groups. This has a very positive impact on all pupils' achievement, enabling them to learn from each other as well from the four adults who work with them. Pupils' expressive skills are developing well as they experiment with different materials and themes. They have recently explored relationships, and after studying how other artists have positioned characters in their paintings, pupils very successfully considered a variety of relationships in their own work. Their figures are effectively positioned and their proportions and perspectives are successfully portrayed. These ideas were further developed in clay and the careful positioning of the figures successfully portrayed movement. Pupils' observational skills are also well used in the sketching of shoes and vegetables, exploring textures and detail satisfactorily. Pupils have developed a range of different skills, such as printing, and used a satisfactory range of media to develop their expressive and imaginative ideas.

98. The quality of teaching is good and pupils' learning is significantly enhanced by working with additional adults who give their time on a regular basis. They are well briefed by the teacher and work together well so pupils learn effectively. The quality and quantity of the work produced shows that pupils are well involved and enthusiastic in their tasks. In their sketchbooks, pupils are given the opportunity to draft ideas and they are effectively developing the skills of shading to create tone, shade and line in their work. The pupils' knowledge is also enhanced through the opportunity of working with different crafts people, so, for example, they have tried making their own felt and made Peruvian braids.
99. The curriculum for art and design is broad and well balanced so pupils are provided with good opportunities of working in both two and three-dimensions, individually and in groups. Pupils of all abilities are well stimulated to learn and given the opportunity to express their ideas and develop the appropriate skills. Information and communication technology is well used to support pupils' learning and pupils at both key stages are learning how to develop patterns. Some patterns are highly ornate, and pupils used symmetry very effectively in their patterns as well as free design.
100. The art curriculum has been effectively developed using the nationally recognised scheme of work, which is being evaluated and adapted to the school's needs. The coordinator teaches all of Key Stage 2 and has a good appreciation of pupils' achievement, but there is very little monitoring of pupils' learning in the other key stage.

DESIGN AND TECHNOLOGY

101. Standards at the previous inspection were judged as above average at both key stages. The school has maintained the quality of its provision and a broad and balanced curriculum enables pupils to have good quality experiences across a wide range of activities. Most schools have improved their provision for design and technology and so the school is now similar to that found nationally. Pupils are achieving standards that are generally in line with those expected at both key stages.
102. At Key Stage 1 pupils use construction equipment to successfully build bridges from pictures and instructions. They planned and made a tower for Rapunzel after hearing the story as part of their literacy work on traditional stories. They made sensible decisions about the materials they would use and developed their cutting and joining skills satisfactorily. Pupils have developed the skills of using plasticine and clay to

make simple pots. Having tried their designs in plasticine they successfully refined them in clay, which they decorated with individual designs using glazes.

103. At Key Stage 2 pupils' designing skills are satisfactorily developed so that by Year 6 their drawings clearly show how their artefacts are to be made. Their designs for building a wind buggy, for example, showed it from several angles with additional designs showing simply how parts were to be joined. The pupils listed the materials to be used, but did not provide the measurements on their drawings, which would have made the designs of a higher standard. Pupils use effective skills of observation and analysis when looking at commercially produced artefacts. In the Year 3/4 class, pupils have looked closely at boxes used for packaging and designed their own nets to make a box which is to be an Easter present for their mothers. Their nets were mathematically correct and the more able pupils recognised the need to orientate their designs carefully so that when the boxes were completed each face would present an attractive image the right way up. The oldest pupils in Key Stage 2 collected a range of moneyboxes that they studied, looking closely at the mechanisms for putting money in and getting it out again. They used the information to suggest satisfactory solutions for their own design brief and considered successfully the methods of manufacture and materials. Pupils' making skills are generally satisfactory and the standard of their presentation and lettering is often good. The wrappers they had designed for their own idea of a chocolate bar were of a high standard. Each had its own character, and the product's name, slogan and marketing ideas were well thought out, eye-catching and interesting.

104. The quality of teaching is at least satisfactory and is often good, resulting in all pupils, including those with special educational needs, making at least satisfactory progress in their learning. Teachers stimulate pupils' interest. They provide interesting activities and pupils are well motivated to learn.

Tasks that are given as a part of homework are completed well, and several pupils are so interested they do more than is required. Their ideas are well developed and pupils work effectively in pairs, and individually. These good attitudes have a positive impact on their learning. Teachers are secure in the knowledge of teaching design and technology and they use effective strategies to develop pupils' knowledge and skills. They provide good support for pupils with special educational needs but they do not always ensure that the higher-attainers develop their designs to their potential. Appropriate opportunities are provided for pupils to evaluate their work and consider more effective methods for working which supports their progress.

105. The curriculum is broad and well balanced. Pupils are provided with opportunities to experience the full design and making process, using a good variety of materials including textiles and learning about food technology. The school has adopted the nationally recognised scheme of work and is adapting the plans to suit the needs of the pupils. The subject has been well led in the past and continues to be well coordinated. There has been no monitoring of the quality of teaching, but the coordinator has a satisfactory knowledge of pupils' learning through the evidence of their work. There are no procedures for assessing pupils' attainment or for monitoring their progress and so teachers cannot ensure that pupils' knowledge and skills are developed progressively through the school.

GEOGRAPHY

106. It was only possible to observe one lesson in geography. Based on this lesson, an analysis of pupils' work and displays, and an interview with pupils, standards reflect those expected for their age, which is similar to the findings in the previous report. Much of the fieldwork in geography, for example exploring the local environment and observing river development, is carried out in the late spring and summer. Annual residential trips for pupils at Key Stage 2 give them further opportunities to study different localities and environments.
107. At Key Stage 1 pupils become familiar with different areas and countries of the world through the journeys of Barnaby Bear. For example, he has been taken to African countries and reported back to the class on life there. These trips are shown on a wall map so that pupils start to build up a concept of the world. Pupils start to look at geographical features such as islands, and make satisfactory comparisons with their own locality, identifying human and physical features.
108. In Key Stage 2 pupils develop satisfactory mapping skills, becoming proficient with the use of four-figure coordinates and Ordnance Survey maps and their keys. They study rivers and more able pupils are able to link contour lines showing high ground with the sources of rivers. Linked with their studies in history, Year 4/5 pupils look at settlements and begin to understand what aspects have to be considered for them to prosper. In Year 5/6 pupils look at 'What's in the news', and through this become more aware of different countries and the links between them. They begin to understand natural and political developments, how these are reported and how they affect lives. Within literacy they have added opportunities to discuss and to write about environmental issues. Through topics such as 'Save Our Earth, Reduce Waste' they start to understand the impact that man makes on his environment.
109. From work seen, teachers' planning and the lesson observed, teaching is satisfactory. In this lesson activities were well planned and subject vocabulary was well developed. Pupils were able to use their knowledge of mapping skills effectively to locate and identify the courses of local rivers and streams. The final activity, to draw a diagram showing the development of a river and labelling its parts, assessed pupils' knowledge and understanding of the topic. The restless behaviour of a few pupils was managed satisfactorily, but it did slow the pace of the lesson so that activities and planned extension work were not completed.
110. Materials from a national scheme of work have recently been introduced, and are being adapted to the requirements of the school. They are helping to ensure continuity of teaching and learning throughout the school. As in the previous inspection, there is no standard procedure for assessing and recording the progress made by pupils in geography, so that it informs future planning and helps to raise standards

HISTORY

111. It was possible to observe only one history lesson, but from this and from an analysis of pupils' work and an interview with pupils, standards are similar to those expected for their age, which is similar to the findings in the previous report.
112. In Key Stage 1 pupils develop a sense of chronology with timelines and events, and know about the lives of famous people that have contributed to the present. For example, they learn about Florence Nightingale, put the events in her life in order and

consider her influence on hospitals and nursing today. They understand the importance of pictures and photographs in providing evidence of the past. By comparing toys from the past with toys today, they begin to understand that changes take place over time.

113. In Key Stage 2 pupils understand that the past can be divided into different periods of time. Pupils in Year 3/4 study Roman Britain and the revolt of the Celts led by Boudicca and from their visit to a local museum they learn about evidence unearthed by archaeologists. They begin to look for reasons for events and changes, for example, why the Romans built a road system, why the Celts revolted and why the Romans eventually left Britain. In Year 5/6 pupils study the Victorians; they see how education has changed and developed from this time; they find out about the Industrial Revolution and the lives of people living and working in the new towns. From this they start to learn about the need for social reform, and how life today has benefited.

114. Teaching in history is satisfactory. In the lesson observed, most pupils were able to use reference materials to find out about King Alfred the Great and his achievements. Despite an over-long introduction that was not clearly focused, pupils were enthusiastic about their work and cooperated well, sharing books and information, although it took them some time to settle. From this lesson and an analysis of pupils' work, tasks set do not always take sufficient account of pupils' abilities.

Activities do not always sufficiently challenge higher-attaining pupils, for example by expecting more from research and reasoning. They are sometimes inappropriate for lower-attaining pupils whose literacy skills are not sufficient for them to research from books or to write their own meaningful accounts. Good methods are used to bring history to life, as in Year 3/4, where they held a Roman feast.

115. Materials from a national scheme of work have recently been introduced, and are being adapted to the requirements of the school. These are helping to ensure steady progress in teaching and learning throughout the school. Within literacy lessons, useful links are made with history, with the use of big books such as 'My History', 'Tudor Medicine' and an 'Encyclopaedia of Greek and Roman Gods and Heroes'. As at the previous inspection there is no standard procedure for assessing and recording the progress made by pupils in history, so that it informs future planning and helps to raise standards.

116. The coordinator for history and geography is fairly new to the post and there has been very little monitoring of pupils' learning or of the quality of teaching in the past. The subjects have been satisfactorily maintained, but insufficient focus has been given to raising standards and enabling higher-attaining pupils to achieve the standards of which they are capable.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards at the previous inspection were judged as satisfactory at both key stages. Over the last four years, national expectations of pupils' attainment have risen, and although standards in the school have not declined, standards are below those now expected at the end of Key Stage 2.

118. At Key Stage 1 standards are generally in line with national expectations and pupils satisfactorily communicate their ideas in text and pictures using word processing and art programs. They have produced some effective pictures in the style of different artists such as Mondrian and created their own 'coat of many colours', similar to Joseph's. Pupils have the opportunity to develop their control of the mouse using simple games and have a satisfactory understanding of the keyboard, using the space bar, return key and caps lock to create capital letters.

119. At Key Stage 2 pupils continue to develop their word-processing skills effectively and by Year 6 pupils confidently present their work using a variety of styles of text to suit the task. They redraft their work successfully using the cut and stick functions that pupils learnt previously in Years 3 and 4. Pupils in Year 6 merge text and graphics successfully, but they are not yet able to create multi-media presentations. The skills of creating pictures, patterns and designs introduced in Key Stage 1 are developed satisfactorily so that in Year 3 and 4 pupils create pictures using dots of colour similar to the style of pointillism. In the lesson observed in the Year 3/4 class, pupils learnt how to copy images they have created on the screen, and then reproduced them on screen in a variety of sizes to create shoals of multi-coloured fishes, which they then saved and printed for display. Pupils research for information, successfully using the Internet and CD-ROMs.

By Year 6 most pupils confidently use various search engines to research information to support their learning in many subjects, as well to enable them to find out about their own interests and hobbies during breaktimes. They are learning how to use spreadsheets to help them carry out repetitive calculations, but are not yet able to interrogate and interpret the information held on databases.

120. Most pupils enjoy information and communication technology and are keen to have their go at the computer. Almost half of them have a computer at home and use it to complete their homework and carry out further research. Pupils work well in pairs and small groups, sharing ideas and providing support for those who are less confident. Pupils' good levels of perseverance enable them to master new learning quickly and their good attitudes have a positive impact on their learning. In the lesson observed in the Year 5/6 class pupils worked effectively in pairs to explore the range of data that could be held about themselves and their families on a data base. They showed mature attitudes and recognised the moral dilemma created by the need for information and how this conflicts with the need for confidentiality.

121. The quality of teaching is satisfactory overall, but all the teachers have recognised that they need further professional training if they are to enable pupils to achieve the standards that are expected, and extend the knowledge and skills of the more capable pupils so they attain the higher than expected levels. Teachers manage the use of information and communication technology well and it is an integral part of the pupils' work. In literacy lessons in particular, pupils regularly have the opportunity to redraft their work and to compose original texts.

122. The curriculum is appropriately broad and satisfactorily balanced. The school is using the government-sponsored scheme of work to develop pupils' skills and knowledge progressively through the school. They are not yet working at the appropriate level although pupils are often making good progress in their learning. Information and communication technology is used to support pupils' learning across the curriculum. For example, pupils regularly present their stories and poems using the computer and in mathematics they present information on graphs and draw angles for each other to measure. Several pupils in Year 6 also explained how they had enjoyed making

music with the aid of information and communication technology. In design and technology pupils in Year 6 looked on the Internet for examples of moneyboxes to stimulate their own designs. At present there are no procedures for assessing and recording evidence of pupils' attainment. The school recognises that is necessary and one teacher is about to trial the process of using pupils' own self-assessment as a means to keeping track of their understanding, developing knowledge and skills.

123. The provision for information and communication technology has been maintained since the previous inspection and in several areas it has improved. Pupils' learning is well supported by a good number of computers and associated hardware. The connection to the Internet is being used satisfactorily although pupils have not as yet sent e-mails. There is an improved range of software, but the teachers have identified additional programs that they plan to purchase which would further improve the range and quality of pupils' learning experiences.
124. The subject is effectively coordinated by the headteacher and he has a satisfactory knowledge of the quality of pupils' learning through the school. There has been very little opportunity to observe other teachers' lessons but staff have discussed their desire for further training and this is a priority of the school development plan.

MUSIC

125. No lessons took place during the inspection and standards are judged on the small amount of singing observed in assemblies, listening to taped music created by the pupils and by talking with pupils about their work.
126. Standards appear to have been effectively maintained since the previous inspection and are generally in line with those expected at both key stages. Pupils of all ages and abilities sing with a sweet tone. At Key Stage 1 pupils successfully sing unaccompanied. They all knew the words of 'He's got the whole world in his hands' and obviously enjoyed adding actions to the words. They follow the tune well and sing with effective pitch and pace. They are supported by the use of a few untuned instruments played by chosen pupils who satisfactorily maintain the beat. Pupils' singing skills progress satisfactorily and at Key Stage 2 pupils in the top class successfully sang 'Rejoice in the Lord' as a round in two parts, with the support of the adults present. Assemblies provide an opportunity to enjoy the music from a variety of composers and pupils are given satisfactory opportunities to develop their own skills of playing and composing. Pupils at Key Stage 1 have been listening to African drum rhythms and pupils in Years 5 and 6 have developed satisfactory performances made up of repeating phrases played on untuned percussion with good regard to dynamics and rhythms. Pupils enjoy making music and show good discipline when playing their own compositions. They have a satisfactory understanding of how music is recorded and pupils at Key Stage 1 have designed their own representations to help them plan and play their own compositions.
127. Although no direct teaching was observed the quality of teaching is judged as at least satisfactory. Music has a high profile at the school. The headteacher is an experienced guitarist and pupils' learning is enhanced by his expertise. A good proportion of pupils at Key Stage 2 also take instrumental lessons, learning to play the trumpet, cornet, clarinet, flute and piano. The teachers also provide extra activities that include guitar lessons and recorder club, which overall is a very good range for such a small school. Pupils' expertise is celebrated in the Year 6 leavers' assembly as well as in concerts for parents.

128. The curriculum is satisfactorily planned and a commercially produced scheme is used to support the quality of teaching and ensure balance of pupils' learning in Years 3 and 4. Other teachers are confident and enable pupils to experience the expected range of knowledge and skills in their own way. The coordinator for music is a part-time member of staff and the limited time in school does not enable her to monitor the quality of teaching, or of pupils' learning other than at concerts. Pupils' attainment and progress are not systematically assessed and recorded and it is difficult to ensure pupils' learning is developed progressively through the school.

PHYSICAL EDUCATION

129. It was not possible to observe physical education lessons in Key Stage 1, and therefore judgements on standards and teaching and learning cannot be made. Two lessons were observed in Key Stage 2 and from these standards overall are judged to be good, linked to good teaching and learning. This is an improvement on the standard found at the previous report.

130. Pupils understand the importance of warm-up and winding-down sessions, and the benefits to health of physical activity. By Year 4 pupils show satisfactory coordination and control when practising games' skills. For example, when practising hockey skills they are able to control balls when moving and can make careful aims at targets. When looking at others' work they begin to see how they could improve their own performance. By Year 6, most pupils are competent swimmers, able to swim at least 25 metres using a recognised style.

131. Teaching overall at Key Stage 2 is good, and demonstrates good subject knowledge. Lessons are well planned with a range of activities to help maintain pupils' interest and concentration. Good organisation ensures the optimum use of time as in the Year 5/6 swimming lesson where pupils of differing ability were all able to make good progress within the lesson. Pupils generally behave and listen well, and carefully follow instructions so that the pace of lessons is maintained. They work sensibly in groups and in pairs when practising and developing skills. Teachers have high expectations and continually encourage pupils to do their best.

132. Physical education is well led and managed; good use is made of the opportunities and facilities available to raise standards. Long-term planning shows that all aspects of physical education are sufficiently covered over the course of a year. Elements from a national scheme of work are being used to help ensure continuity and progression throughout the school, and will be reviewed and adapted to suit the needs of the school. The school has made good use of the 'Top Sport' programme to gain further training for teachers and up-to-date equipment, for example in cricket, basketball, football and tennis. Participation in 'Top Dance' is planned to help develop this aspect further. As a result resources in physical education are good. The school uses the parish hall for gymnastics and dance, but the lack of fixed equipment restricts the opportunities to develop gymnastics skills. Apart from in swimming, there are no recorded assessment procedures in physical education to indicate the progress being made. However, where pupils have obvious talents, the school seeks out opportunities in the wider community to develop these. Some pupils have further opportunities through extra-curricular football and netball.

RELIGIOUS EDUCATION

133. Only one lesson was seen in religious education, but an analysis of pupils' previous work, teachers' planning and classroom displays, and an interview with pupils, show that by the end of both key stages standards are satisfactory and meet the expectations of the locally agreed syllabus. Pupils make satisfactory progress as they move through the school in gaining a knowledge of Christianity, and the development of reflective skills and empathy. Pupils' unsatisfactory acquisition of knowledge about the other major world religions was a concern in the previous report. It is improving, but greater focus on this aspect of pupils' learning is needed.
134. Much of the work in religious education is conducted orally. Pupils in Key Stage 1 find out about belonging and the importance of families. They look at what it means to belong to a school or a club, and how the logo on their sweatshirt identifies them with the school. This is then linked with belonging to a faith community, how Christians are baptised as babies or adults when they join a church, and how Christianity has its own special symbols.
135. In Key Stage 2 pupils begin to understand how people's lives have been shaped by faith, for example Elizabeth Fry and Gandhi. They understand that religions have moral precepts such as the Ten Commandments and the Pillars of Faith in Islam. With discussion, these are linked to the need for rules and codes of conduct in pupils' own lives. Pupils have a good knowledge of the events in the life of Jesus, and that he taught people using parables. They know about the journey of the Israelites to the Promised Land and the significance of Passover in Judaism. These journeys are linked to pilgrimages that people make today, for example the Hajj in Islam. Pupils take part in church services at harvest, Christmas and Easter, and know why these are important festivals for Christians. Although the scheme of work contains units linked to world faiths other than Christianity, pupils' knowledge and understanding of these faiths is still quite limited.
136. The overall quality of teaching is satisfactory. Many opportunities are provided for pupils to reflect on religious ideas and teachings and to relate them to their own experiences, so aiding their understanding. The one lesson observed was well planned. Pupils recalled the journey of Moses and its significance in Judaism. This was then linked to the Hajj in Islam and reinforced pupils' understanding of pilgrimage. A video was used to introduce the Hajj, but pupils would have gained more from this with a greater knowledge of the basic facts of Islam and a clearer indication of what to look for in the video. Pupils have positive attitudes to religious education, and begin to see its relevance in the lives of people and communities, respecting others' points of view.
137. The planning for religious education meets the requirements of the locally agreed syllabus. Materials from a national scheme of work are used to support teaching and learning. As in the previous inspection there are no assessment procedures for religious education, and therefore, what pupils already know and understand does not inform future planning for the subject, and restricts the progress that pupils are able to make. The school has built up its resources, particularly for world faiths other than Christianity, to support learning about these faiths. Visits are made to the local church to look at its features and their significance to Christian worship, and a visit to a synagogue is planned.