

INSPECTION REPORT

BROCKDISH CofE VC PRIMARY SCHOOL

Diss

LEA area: Norfolk

Unique reference number: 121028

Headteacher: Mr Tim Brook

Reporting inspector: Mr Michael Raven
3961

Dates of inspection: 27th – 29th March 2000

Inspection number: 191749

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: Voluntary Controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Grove Road
Brockdish
Diss
Norfolk

Postcode: IP21 4JP

Telephone number: 01379 668284

Fax number: 01379 668546

Appropriate authority: The Governing Body

Name of chair of governors: Mr Barry Whiting

Date of previous inspection: 25th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Michael Raven	Registered inspector	Under fives	What sort of school is it?
		English	The school's results and achievements
		Information technology	How well are pupils or students taught?
		History	
		Physical education	
		Religious Education	
Ms. Fran Luke	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with the parents?
Mr J Stevens	Team inspector	Special educational needs	How good are the curricular and other opportunities offered to pupils?
		Mathematics	How well is the school led and managed?
		Science	
		Art	
		Design and technology	
		Geography	
		Music	

The inspection contractor was:

Advisory and Inspection Service

Essex County Council
PO Box 47
Chelmsford
Essex
CM2 6WN

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brockdish Primary School is a smaller than average Church of England Voluntary Controlled school for pupils aged from four to 11 years. Currently there are 52 pupils on roll. Pupils' attainment on entry to the school is below average. The proportion of pupils with special educational needs is much higher than that found in most primary schools, at 56 per cent of the total school population. The proportion of pupils eligible for free school meals is above the national average. All pupils are of white United Kingdom heritage and there are no pupils for whom English is an additional language.

HOW GOOD THE SCHOOL IS

Brockdish Primary School's overall effectiveness is satisfactory. Most pupils are now making good progress in their learning. Pupils' attitudes to learning and their personal development and relationships are good. Behaviour is satisfactory. Attendance is in line with the national average. The quality of teaching is good and this promotes pupils' good progress in their learning. The new headteacher provides good leadership, but the role of the governors in monitoring standards and shaping the direction of the school is unsatisfactory. Improvement since the last inspection has been satisfactory. Skills in writing have not improved, but teaching in information technology is better than it was. Teachers' class management skills have improved. The school has ensured that lesson content is appropriate and lesson objectives are met. The promotion of pupils' awareness of a range of different cultures is now satisfactory. In relation to the achievement of pupils, especially those with special educational needs, and to the good quality of education provided and the expenditure per pupil, which is high, the school offers sound value for money.

What the school does well

- The quality of teaching is good. Teachers teach the basic skills of literacy and numeracy well. They manage pupils well and they have good knowledge and understanding of the subjects they teach.
- The quality of learning is good. Pupils work at a brisk pace and make good use of time. Pupils with special educational needs make good progress in their learning.
- Pupils' attitudes to school are good. They enjoy coming to school and are enthusiastic about their lessons. They show interest and involvement in their work.
- Relationships are good. Boys and girls get on well together in and out of lessons. Older pupils relate well to younger ones, for example, helping them at lunch-time.
- The provision for pupils with special educational needs is good. They are very well supported in lessons by teachers and by skilled support staff and they are helped to have full access to the curriculum and make good progress in their learning.
- The recently appointed headteacher provides effective leadership for the school's development. This is beginning to have a significant impact on the quality of education offered. He has produced a very good new development plan, which identifies appropriate targets for school improvement.

What could be improved

- Standards in English, mathematics, information technology and religious education are lower than they should be by the time pupils leave the school.
- The school's new policy on homework has not been satisfactorily implemented.
- The behaviour of a small minority of pupils at the end of Key Stage 2 is unsatisfactory and this adversely affects their learning.
- The curriculum is not satisfactorily balanced, as too little time is devoted to religious education to meet the expectations of the locally Agreed Syllabus.
- There is no consistent whole-school policy or practice for assessing and recording pupils' attainment and progress.
- Reports to parents do not point out what pupils should do to improve their work and how parents can help them.
- The role of governors in shaping the direction of the school, setting targets for improvement and monitoring progress is unsatisfactory.
- The presentation of pupils' work and pride in what they do is unsatisfactory at Key Stage 2

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved satisfactorily since the last inspection. The last inspection set for the school five key issues for action. Progress on most of these has been satisfactory. Skills in writing have not improved and these remain below average when pupils leave the school at the age of 11. The quality of teaching in information technology has improved satisfactorily, but standards remain too low because there is too little hardware and software to support pupils' learning. Teachers' class management skills have improved and pupils are managed well. Although there is still some unsatisfactory behaviour at the end of Key Stage 2, the new headteacher has made improvement in behaviour a top priority and this is beginning to bear fruit. Teachers now ensure that lesson content is appropriate to the needs and capabilities of pupils. This is particularly challenging because there is a high proportion of pupils with special educational needs and a wide age range in both classes and teachers meet this challenge well. Lesson objectives are clearly set out in planning and these are satisfactorily met. Pupils' awareness of the richness and diversity of a range of different cultures is now satisfactorily developed.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	[1997]	[1998]	[1999]	[1999]
English	[E]	[B]	[E]	[D]
Mathematics	[C]	[A]	[E]	[D]
Science	[D]	[E*]	[C]	[C]

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils at Brockdish Primary School are achieving standards in English and mathematics which are lower than the national average by the time pupils leave the school at the age of 11. In the 1999 national tests and assessments for 11 year-olds standards in English and mathematics were well below average. Standards in science are average. Inspection evidence supports the view that standards in English and mathematics are below average by the age of 11, and standards in science are average. The school has a much higher than average proportion of pupils with special educational needs and this partly accounts for the lower than average standards in the basic subjects. Another factor is that the oldest pupils have had three different class teachers in the past three terms and there are currently three teachers teaching this class in addition to the headteacher, who is the class teacher. This has meant that the quality of teaching has been very variable and the scrutiny of pupils' work shows that much of the teaching has been unsatisfactory this school year. The majority of the teaching is now good and there is a greater degree of stability of staff. Trends in standards over the past three years appear to be static, but very small cohorts make such conclusions unsafe.

The good teaching and support they receive means that, by the time they are five years old, most pupils are achieving what is expected of pupils of this age in language and literacy and mathematics. Their personal development is in line with national expectations. There are too few pupils at the end of Key Stage 1 to draw any sensible conclusions about standards. Comparisons of the school's results with those of similar schools, shows that standards are lower than in other schools. But the comparison does not take into account the very high proportion of pupils having special educational needs which is much greater than that found nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils work with interest and sustained concentration on tasks set for them.
Behaviour, in and out of classrooms	Satisfactory. The behaviour of most pupils is good but there is some unsatisfactory behaviour at the end of Key Stage 2. There is a calm, purposeful atmosphere in Key Stage 1 and this is true much of the time in Key Stage 2. Pupils are mostly kind and considerate to one another in the playground and the oldest pupils look after the youngest ones well at lunch-time.
Personal development and relationships	Good. Pupils willingly take responsibility for routines around the school, such as ringing the school bell, and there are beginning to be some good opportunities for independent learning, for example in literacy lessons in Key Stage 2.
Attendance	Average.

TEACHING AND LEARNING

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

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

The quality of teaching is good. It is good in almost eight lessons in every ten and in the rest it is satisfactory. No unsatisfactory teaching was seen during the inspection, although the scrutiny of pupils' work clearly shows that there has been unsatisfactory teaching in Key Stage 2 this school year. The teaching of English and mathematics is good at both key stages. Teachers have good skills in teaching the basic skills in reading and number. The teaching meets the needs of pupils well. In particular good teamwork between teachers and support staff enables pupils with special educational needs to learn well. The support for the youngest children in reception is of a very high quality and promotes their learning well. The management of pupils' behaviour is good in both key stages. This is having a positive impact and improving pupils' behaviour at the end of Key Stage 2. Pupils' effort and pace of work are good. They apply themselves well to the task set, showing good levels of interest and concentration. Their acquisition of skills, knowledge and understanding is good. The presentation of work and pupils' pride in what they do is unsatisfactory at Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and meets statutory requirements, but it is not satisfactorily balanced between subjects.
Provision for pupils with special educational needs	Good. These pupils are well supported and this helps them to make good progress in their learning and have access to the full curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Strengths are the provision for moral and social development. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory. Procedures for child protection and for ensuring the health and safety of pupils are satisfactory. Procedures for monitoring and promoting pupils' personal development are satisfactory. Procedures for assessing pupils' attainment and progress are unsatisfactory. There are satisfactory procedures for monitoring and promoting attendance.

The school implements the national literacy and numeracy strategies well. Special educational needs provision and support is well organised and matched to pupils' needs. The curriculum is broad but it is not well balanced. Too high a proportion of the time is given to some subjects, such as design and technology, and too little is given to religious education. There is a satisfactory working relationship with parents. There is appropriate attention to the health and safety of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the new headteacher who has a clear vision for the improvement of the school, reflected in a very good, new school development plan.
How well the governors fulfil their responsibilities	The working relationship between the governors and the school is improving, but as yet the governors' role in shaping the direction of the school and in holding it to account for the quality of education provided and the standards achieved is unsatisfactory.
The school's evaluation of its performance	The new headteacher has introduced a good new system of mutual lesson observations and he helpfully monitors teachers' planning. Governors have started to monitor lessons and feed back their findings to the headteacher and full governing body. Governors have not yet set targets for improving standards.
The strategic use of resources	Unsatisfactory. There are three teachers providing cover for the headteacher to enable him to fulfil his management responsibilities. This leads to unsatisfactory variability in the quality of teaching and expectations for pupils in Key Stage 2. Support staff working with the youngest children and pupils who find learning more difficult are deployed very effectively. Good financial planning and control. A prudent budget reserve is maintained to cater for reduction in income consequent upon the school's fluctuating roll.

The headteacher gives very clear educational direction for the school. The priorities identified in the new school development plan are very clear and appropriately promote school improvement. The school broadly achieves its aims. The appraisal of teaching staff is behind schedule and does not meet requirements. This is because the school awaits new national guidance. The application of the principles of best value in managing the school's resources is satisfactory. Too many different teachers are employed to teach in Key Stage 2. This leads to unsatisfactory variability in the quality of teaching and expectations for the older pupils. Accommodation and learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is good They feel comfortable about approaching the school with questions or problems The school expects pupils to work hard and do their best They are kept well informed about how their children are getting on The school helps pupils to become mature and responsible There is good support for pupils who find learning more difficult, especially at Key Stage 1 	<ul style="list-style-type: none"> The behaviour of some pupils at the end of Key Stage 2 There is not enough homework. Reading alone is not enough There are too few extra-curricular activities

Inspectors agree with parents' positive views on the whole. Although reports to parents inform them about how their child is getting on, they do not do enough to point out what children need to do to improve. There is a small amount of unsatisfactory behaviour in Key Stage 2. The inspectors found that homework is not making a satisfactory contribution to pupils' learning. The provision of extra-curricular activities is unsatisfactory. The extent to which the school works in co-operation with parents is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on starting school is below average for their age. A much higher than normal proportion of pupils in the Key Stage 1 class and in Key Stage 2 are on the school's special educational needs register. About two-thirds of the pupils at Key Stage 1 are on this register. These pupils' needs have been accurately assessed by the school, and where appropriate, by specialist staff, such as the educational psychologist and the behavioural support team. As a result of the good teaching and learning support they receive, the attainment of pupils by the age of five meets national expectations in the basic skills of reading, writing and number. Their creative development and their knowledge and understanding of the world match expectations for their age.
2. In the National Curriculum tests for 11 year olds in 1999 pupils' overall performance in English and mathematics was well below the national average when compared to all schools nationally and well below average when compared with similar schools. Inspection evidence broadly confirms the picture of attainment evident in the national tests and assessments for 11 year-olds. The attainment of the present cohort of 11 year olds is below average in English and mathematics, but not well below average. Reading and writing skills are less well developed than expected for pupils of this age, although speaking and listening skills are average. The difference from 1999 test results is due to cohort differences. Small cohorts such as that found in this school mean that comparisons of standards from year to year must be treated with caution.
3. In the 1999 tests and assessments for seven-year-olds pupils achieved results in reading that were well above average compared to all schools nationally and very high compared to similar schools. In writing they were below average compared to all schools and well below average compared to similar schools. In mathematics their results were above average by both comparisons. A very small cohort presently at the end of Key Stage 1 makes it impossible to draw firm conclusions about attainment at the end of the key stage in English and mathematics this year, although inspection evidence of standards throughout the key stage suggests that this is below average. Where a school has such small cohorts, attainment can fluctuate markedly from year to year, making it impossible to draw safe conclusions about trends in improvement over time. Comparisons with similar schools are based mainly on free school meals entitlement and do not take into account the very high proportion of pupils with special educational needs. Reading and writing skills are less well developed than expected for pupils of this age, although speaking and listening skills are average. Attainment in science is average by the end of Key Stage 2. The school has set appropriate targets for improvement in attainment in English and mathematics in the coming year.
4. Standards in science were broadly in line with the national average by the end of Key Stage 2 in the 1999 national tests and assessments. Inspection evidence confirms that standards are average by the time pupils leave the school at the age of 11. It is not possible to judge standards at the end of Key Stage 1 presently, due to the very small cohort size, but standards in the 1999 national assessments were very high.
5. Attainment in religious education fails to reach the standard expected by the locally Agreed Syllabus by the end of Key Stage 2, because the school devotes too little time to this subject. Less than half the recommended number of hours per year are spent on this at Key Stage 2.

6. Attainment in information technology fails to meet expectations at the end of Key Stage 2 because the software and hardware available to pupils is dated and inadequate to support their learning in this and other subjects.
7. Pupils with special educational needs are very well supported by class teachers and especially by skilled classroom assistants and they make good progress in English, mathematics and science. They achieve well in relation to what might be expected of them.
8. Comparisons of boys' and girls' standards in the 1999 tests at the end of Key Stage 2 are meaningless, as only one boy and four girls took the tests. Inspection evidence shows that there are no gender differences in attainment at the end of Key Stage 2 at present and there are no boys at the end of Key Stage 1.
9. Attainment in the work seen in the other subjects of the curriculum is mainly in line with that expected for pupils in both key stages. In art, for example, pupils use appropriate skills as they design, build and decorate a cylinder of clay to make a pot. In design and technology pupils show satisfactory skill as they design and make 'mini-beast' models using paper mache. They successfully evaluate their designs and product at the end of lessons. Pupils study Egypt as part of a good integrated geography and history topic. They have a satisfactory understanding of the history of ancient Egypt. They know that the River Nile was vitally important to the ancient Egyptians as a source of water for crops and for drinking and washing. They understand the important role of the river in transport both for the Ancient Egyptians and today. Pupils have satisfactory skills in music. They are taught by a specialist teacher and learn to sing and play the recorder and percussion instruments with skills appropriate to their age.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

9. Throughout the school pupils are generally keen and enthusiastic to come to school. In class, most listen quietly and enjoy their work. Pupils generally concentrate well; they pay attention and are keen to offer their contributions. At the parents' meeting parents expressed concern about the behaviour of some children in Key Stage 2. The inspection supports this view; the majority of children behave well most of the time, but a small number of children at the end of Key Stage 2 do behave badly at times. The majority of children know the difference between right and wrong and at the beginning of each school year class rules are negotiated to reinforce this. Pupils are polite to adults and to each other.
10. Pupils have constructive relationships with each other and with all adults in the school. No bullying was seen during the inspection and staff confirmed that procedures are in place for dealing with and monitoring any such incidents. Pupils handle resources well and take care of school property; no graffiti or litter was seen during the inspection.
11. Pupils have a good understanding of the impact of their actions on others and are encouraged to think about the effects of what they do. There are some limited opportunities for pupils to take on additional responsibility as, for example, older pupils help serve the younger ones at lunch-time.
12. Attendance is in line with the national average and there is very little unauthorised absence. Newsletters encourage parents to bring their children to school on time. Most pupils arrive at school on time and lessons begin and end promptly.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching is good. It is never less than satisfactory. This represents an improvement on the quality of teaching at the time of the last inspection, when it was sound overall and a small proportion was unsatisfactory. Across the school teaching in nearly eight out of every ten lessons is good. The rest is satisfactory. Teaching for the under-fives is good and learning support assistants make a very important contribution to the learning of these children. Firm foundations for learning are laid in the reception year. Teaching is good in about nine lessons in every ten in Key Stage 1. At Key Stage 2 teaching is good in about seven lessons in every ten. In both key stages teaching is good in English, mathematics and information technology. No teaching was seen in religious education, but there is evidence in the work scrutinised that teaching has been unsatisfactory in the past because too little work has been done. Teaching in art is good. In design and technology it is satisfactory. No judgement can be made about teaching in music, as the visiting music teacher was not in school during the inspection. Similarly, no teaching was observed in physical education. Teaching in the integrated subjects of geography and history is satisfactory. Literacy and numeracy are well taught and this is having a positive effect on the skills pupils learn. The teaching of pupils with special educational needs is good and they are well supported in lessons by teachers and support staff and helped to make good progress in their learning towards the targets set for them in their individual education plans.
14. Teachers have a good knowledge of the subjects they teach; and extra expertise is provided by employing specialist teachers in music, design and technology and physical education.
15. Reading is well taught and teachers have sound skills in teaching phonics. The teaching of writing is satisfactory but too little attention is given to handwriting and the way pupils present their work. Some Year 6 pupils are still not using a cursive handwriting script, which is expected of much younger pupils. Some books and folders in Key Stage 2 in particular have been allowed to become unacceptably messy. This is a weakness in the teaching. Spelling is taught systematically and regularly tested. Basic skills in number are well taught. The adoption of the national strategies for teaching literacy and numeracy means that teachers have good guidance about what to teach and when and this has a positive effect on the quality of teaching in the basic subjects.
16. Teachers have good relationships with pupils and this helps develop good attitudes to learning. Teachers' planning is satisfactory overall. It is good in literacy and numeracy, informed by the use of the national literacy and numeracy strategies. Teachers often make it clear to pupils what they are going to do and learn in a lesson and this helps pupils focus sharply on the lesson and learn well and achieve what is intended. Teachers make good use of plenary sessions at the end of many lessons, particularly in literacy and numeracy and this makes a good contribution to pupils' learning, consolidating for them and fixing in their mind what has been learned. Where teachers have high expectations of what pupils can achieve, for example, in pottery lessons in Key Stage 2, learning is accelerated and pupils achieve well in relation to their ability and prior attainment. Expectations of the presentation of pupils' work are not high enough in Key Stage 2 and this results in pupils not taking enough care in presentation and pride in what they do. Some good use is made of day-to-day assessment. For example, a numeracy lesson on data handling the teacher modified the task for pupils in light of his assessment of what they had achieved and what they had not mastered in the previous lesson. At Key Stage 1 much oral feedback on their work is given to pupils as they work and as they complete tasks and few comments are made in their books and folders. This is an appropriate way of 'marking' the

work of pupils of this age. In Key Stage 2 it is clear that there has been too little marking of pupils' work in books and folders and little if any advice has been given to pupils on what they need to do to improve. Marking has improved recently and it is at present satisfactory.

17. Pupils are well managed and standards of discipline are good in Key Stage 1. In Key Stage 2 good new behaviour management strategies have recently been introduced by the new headteacher and these are having a positive effect and improving the behaviour and attitudes of a few pupils at the end of the key stage whose behaviour is unsatisfactory. Class management has improved significantly since the last inspection.
18. Teachers have a good awareness of the very differing needs of pupils of different ages and abilities in their classes. They match tasks well to pupils' needs and abilities and give good support, especially to those who find learning more difficult. Learning support staff play a very important role in meeting the different needs of pupils, particularly the youngest pupils. Too little is expected of the most able pupils at Key Stage 2 with the result that these pupils achieve standards which are just average for their age in reading and writing and in mathematics, instead of reaching the higher standards of which they are capable. The headteacher has started to address this problem and some good examples of more challenging work for more able pupils were seen during the inspection, for instance, when in a literacy class the most able pupils were given independence and responsibility to choose their own approach to factual writing about the Ancient Egyptians.
19. Pupils' learning is effective because they generally enjoy what they are doing, teachers have a good understanding of their needs and work is mostly well matched to their capabilities.
20. Lessons start on time and proceed at a brisk pace. Full use is made of the time available for lessons. There is an appropriate new scheme and guidelines for homework but this is not yet fully implemented and there is too little systematic homework to support pupils' learning.

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

21. The curriculum is broad and meets requirements to teach the National Curriculum and religious education. However, it is not well balanced. Too little time is given to religious education and the time allocation does not meet the requirements of the locally Agreed Syllabus. Much higher than the average proportion of time is given over to design and technology. The school has appropriately adopted the National Literacy Strategy and this is now well established and effectively promotes pupils' literacy skills. Teachers are skilled in teaching phonics and they are well supported in this by skilled support staff. The school has also successfully adopted the National Numeracy Strategy and this has a positive impact on the development of pupils' numeracy skills.
22. All pupils, including those with special educational needs, have appropriate equality of access to the full curriculum. Pupils with special educational needs are well supported in their learning by teachers and support staff and tasks are well matched to their capabilities, needs and interests. Individual education plans set appropriate targets for pupils' achievement in literacy and numeracy. The requirements of the Code of Practice on special educational needs are fully met.
23. The school offers too few opportunities for pupils to participate in extra-curricular activities, particularly sport. This was a valid concern voiced by parents before the inspection. Art, drama and a games clubs take place at lunch-times in different terms. There is only one extra-

- curricular activity available to pupils in any one term. At present, no other extra-curricular activities take place either at lunch-times or after school.
24. The school makes satisfactory provision for personal, social and health education, including sex education and drugs awareness. Health education is taught in the context of science at both key stages. The health education policy is outdated, having last been reviewed in 1993, but the sex education policy was reviewed in October 1999. The policies state appropriately that children's questions will be answered as honestly and as accurately as possible. In the summer term, the school nurse helpfully visits the school to talk to the older pupils about sex education.
25. Parents are concerned about the work their children are given to do at home. Inspection evidence confirms that homework does not make a satisfactory contribution to pupils' learning in school. Pupils are given reading books to take home and they may be asked to finish off class work, but there is no consistent homework provision. The school has appropriate plans to address this issue.
26. Links with the community make a satisfactory contribution to pupils' learning. The school has good links with Wingfield College where there are art and music opportunities for pupils. Year 7 teachers from the local secondary schools appropriately visit the school to talk to Year 6 leavers in the summer term. The rector comes into school every Thursday to take assembly. There are also good links with the pre-school on site. A member of the school's support staff works in close liaison with the pre-school and this is very helpful in smoothing the transfer of children into school as they approach their fifth birthday. Pupils take part in appropriate educational visits to support their learning in school. For example, the younger pupils have visited an auction room to look at Victoriana in connection with their study of the Victorians.
27. The provision for pupils' spiritual and cultural development is satisfactory whilst provision for moral and social development is good. There are some good opportunities for reflection in assembly but there are too few planned opportunities for spiritual development through the curriculum, for example, in art and music lessons. Appropriate opportunities are given in assembly for teaching pupils the difference between right and wrong. This was seen, for example, in an assembly where the headteacher told a story, which emphasised the goodness in everyone. Class rules which are displayed in each classroom appropriately emphasise positive behaviour. Provision for pupils' social development is good. Older pupils help look after the younger ones at lunch time and there are many good opportunities for pupils to work together in pairs and small groups, for example, as they gather and analyse survey data in a Key Stage 2 mathematics class. Grace is said before the meal and this contributes effectively to pupils' moral and spiritual development as they briefly reflect on God's gifts. Older pupils also take responsibility as library monitors. Opportunities for pupils' cultural development are satisfactory. Pupils listen to music by a range of composers from Western culture, such as Vivaldi, and from a range of other cultures, such as Indian and African. Pupils' awareness of a range of different cultures is also successfully promoted through the study of major world religions, such as Islam and Buddhism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. Overall, the school makes satisfactory arrangements for the support of its pupils; staff are caring and know their pupils well.
29. The school's management of health and safety matters is satisfactory. Arrangements are made for the local education authority to carry out a regular check of the buildings and grounds. Fire drills are held termly, but there are no formal procedures to record these or other checks. Arrangements for the provision of first aid are satisfactory, with an appropriate number of

qualified first aiders on the staff. The school follows the local education authority's guidance with regard to child protection; the headteacher is the nominated officer responsible for child protection matters, although, as he has not yet undertaken any formal training, provision for child protection is unsatisfactory.

30. Good attendance and punctuality is satisfactorily promoted through newsletters and through discussion with parents. Registers are appropriately marked at the beginning of both the morning and afternoon sessions. Staff confirm that the majority of parents inform the school promptly of the reasons for any absence. Arrangements for monitoring and promoting good attendance are satisfactory. Support from the education welfare service is given when necessary.
31. The promotion of good behaviour, through the awarding of team points, is satisfactory. The headteacher, who sees any discipline reports and may discuss these with parents, carries out an appropriate monitoring of pupils' behaviour.
32. There are no formal procedures in place to monitor pupils' personal development, instead staff rely on their knowledge of individual pupils. In such a small school community this is effective.
33. The school has unsatisfactory procedures for monitoring and assessing pupils' academic progress. There is no systematic whole-school policy or approach. The current assessment and recording policy was last reviewed in 1994. The school carries out a base-line assessment of children's attainment in basic skills such as personal and social development, language and number within the first few weeks of their starting school. There are other appropriate diagnostic assessments to help identify children's needs on admission. This information is used effectively to plan an appropriate programme of work. Pupils are given regular reading tests and this helps to identify their progress. Pupils in Years 3, 4 and 5 have recently started to take the non-statutory National Curriculum tests, but there are no existing records of any previous assessment of progress and attainment of pupils in Key Stage 2. Assessment practice in English and mathematics at Key Stage 1 is satisfactory. Attainment and progress is assessed half-termly in relation to what lessons were intended to achieve. Satisfactory records are kept in Key Stage 1 but these do not at present feed into assessment at Key Stage 2. There is no evidence of reading records at Key Stage 2 for terms before the present one, but an appropriate new reading record is currently being tried out. For those pupils who have special educational needs satisfactory individual education plans are drawn up and maintained, setting appropriate targets for improvement in language, mathematics and behaviour as necessary. Because assessment records are inadequate at Key Stage 2 teachers cannot use assessment information systematically to plan the next steps in their teaching, although there are some good examples of this happening on a day-to-day basis using informal assessment, for example, in numeracy. The school is beginning to build a helpful portfolio of pupils' work assessed against National Curriculum criteria.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The effectiveness of the school's links with parents is satisfactory overall. Parents' views of the school as shown through the questionnaire responses and the pre-inspection parents' meeting are positive. However, only a small number of parents returned their questionnaires, and few parents attended the meeting, so these views are obtained from a limited sample.
35. The impact of parents' involvement on the work of the school is satisfactory, but only a small number help out in the classroom on a regular basis. An appropriate home-school agreement is

in place. A homework policy has recently been introduced, but this has not proved to be well supported by parents as few help their children with homework.

36. The parents of pupils having special educational needs are appropriately invited to regular reviews of pupils' individual education plans.
37. The parents', teachers' and friends' association helpfully raises funds to support the school. Appropriate planned initiatives include the improvement of the school grounds.
38. The school has held helpful information evenings for parents on curricular initiatives. There are two formal parent consultation evenings held each academic year for parents to meet staff and discuss their children's learning behaviour and progress. At these meetings advice is given on what pupils need to do to improve. The expectation of the school is that parents will approach staff if there are problems concerning their children's education. Eighty-five per cent of parents who responded to the questionnaire did say they were kept well informed about how well their children were doing. However, the inspection found that although the written annual reports for parents are informative about what pupils know and can do, they do not give parents and pupils advice on what they need to do to improve and no targets for improvement are set. Parents are kept informed about what is happening in school through newsletters, which are sent out half-termly. Parents of children with special educational needs are offered appropriate opportunities to be involved in reviews of their children's learning and achievement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. There have been considerable changes in the school since the last inspection. The headteacher took up his post at the beginning of term and had therefore only been at the school for twelve weeks at the time of the inspection. The previous permanent headteacher had left at the end of the previous term. In the autumn term 1999, there was a temporary headteacher. The leadership and management provided by the new headteacher is good and much progress has already been made in overcoming the difficulties caused by past upheavals and in school improvement, particularly in learning and behaviour at the end of Key Stage 2.
40. Since taking up his post the headteacher has re-written the school's development plan following an analysis of current needs. The new plan represents a very considerable improvement on the previous one and it sets out a clear and appropriate agenda and targets for school improvement. The headteacher has a very clear vision of school improvement and a good understanding of how to achieve it. He has begun to improve pupils' self-esteem, mutual respect and collaboration skills and this is improving behaviour of pupils at the end of Key Stage 2. He has also started to put in place the systematic monitoring of standards of work, especially writing, across the school and monitoring and evaluation of the quality of teaching, through an appropriate programme of mutual classroom observations. Good relationships are already firmly established in the school under the leadership of the new headteacher.
41. The governing body is not effective enough in fulfilling its responsibilities. Governors have played too little part in shaping the school's educational direction and they have not yet set targets for school improvement. This situation is getting better. The governors, headteacher and staff have an appropriate commitment to school improvement and there is a satisfactory capacity for continuing improvement. Governors are beginning to hold the school to account for the standards achieved and the quality of teaching provided. Some governors are now helpfully monitoring what goes on in the classroom and feeding back to the full governing body. This means that governors have an increasing understanding of the strengths and weaknesses of the school.

42. The school is not meeting requirements concerning the regular appraisal of staff and performance management is unsatisfactory. This is because the school awaits further national guidance, in common with many other schools. There are no satisfactory procedures for the induction of new or temporary staff.
43. Financial management and controls are satisfactory. The school's accounts have not been audited by the local education authority since July 1996, before the last inspection. The issues raised for attention at that audit have been successfully addressed. The very capable school secretary controls the school's accounts efficiently. The governors, through the finance committee, consider educational priorities carefully and deploy funds appropriately in accordance with the school's priorities. They use the funds dedicated to the support of pupils who have special educational needs well. The principles of best value are satisfactorily applied. Appropriate competitive tendering procedures are followed for the supply of resources and facilities such as transport for educational visits. Effective use is made of information and communication technology for day-to-day administration. The school office uses the internet successfully to support administrative procedures.
44. Four part-time teachers are employed to allow the headteacher to be released from classroom duties to attend to the management of the school. This is unsatisfactory. It results in inconsistencies in teaching and learning for pupils at Key Stage 2 and it has an adverse effect on the smooth progression of pupils' learning from day to day. The match of full-time teachers' qualifications and experience to meet the demands of the curriculum and the needs of pupils is satisfactory. There are adequate numbers of well-qualified and skilled support staff who make a valuable contribution to pupils' learning, especially at Key Stage 1 and for pupils who find learning more difficult.
45. The school's co-ordinator for special educational needs manages provision effectively and has undertaken appropriate training for her role. There is a governor with special responsibility for special educational needs who keeps in touch with this aspect of the school's work through regular meetings with the special educational needs co-ordinator. The support offered by outside agencies, such as the speech therapist, the occupational therapist and the behaviour support team, is well managed for the benefit of pupils.
46. Since the last inspection, a spacious new classroom has been added to the buildings and this has a positive impact on pupils' learning. Classroom accommodation is now adequate for the number and age range of pupils. There is a well-stocked library, which supports pupils' learning in literacy and in other subjects such as science and religious education. The school makes good use of the county library service.
47. Resources for mathematics and information and communication technology are unsatisfactory. For the rest of the curriculum resources are adequate for the requirements of each subject.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. In order to improve the quality of education provided the governors, headteacher and staff should:
- further develop the role of the governors in supporting the work of the school and holding it to account for the standards achieved and the quality of education provided; (paragraph 41)

- raise standards in English and mathematics at the end of Key Stage 2 by continuing to evaluate standards of teaching and learning, as set out in the interim school development plan, and by putting in place a consistent whole-school approach to the regular assessment and recording of pupils' attainment and progress; (paragraph 2, paragraph 33, paragraph 59, paragraph 69)
- raise standards in information technology by using the funding which will become available in the new financial year to improve hardware and software resources to help support pupils' learning; (paragraph 5, paragraph 103)
- raise standards in religious education by extending the time devoted to teaching and learning to meet the recommendations set out in the locally Agreed Syllabus and by improving the quality of teaching. (paragraph 4, paragraph 111)

Other less significant weaknesses:

- the presentation of work and pupils' pride in what they do is unsatisfactory at Key Stage 2; (paragraph 16)
- annual reports to parents do not give pupils advice on what they need to do to improve; (paragraph 38)
- homework does not satisfactorily support pupils' learning in school. Improvement in this is an appropriate target in the interim school development plan; (paragraph 25)
- the behaviour of some pupils at the end of Key Stage 2 is unsatisfactory. This is the subject of a top priority target in the interim school development plan. (paragraph 9, paragraph 40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
		79	21			

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)	52
Number of full-time pupils eligible for free school meals	15

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	20

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

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	5	2	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	3	5
	Girls	2	2	2
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100	71	100
	National	82	83	87

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

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	1	4	5

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	0	1
	Girls	2	3	3
	Total	3	3	4
Percentage of pupils at NC level 4 or above	School	60	60	80
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	4	4	4
	Total	5	5	5
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	52
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	21.7
Average class size	26

Education support staff: YR – Y7

Total number of education support staff	4
Total aggregate hours worked per week	53

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	1
Total aggregate hours worked per week	24

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998 - 1999
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	£
Total income	118630
Total expenditure	120600
Expenditure per pupil	2805
Balance brought forward from previous year	20500
Balance carried forward to next year	18530

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	52
Number of questionnaires returned	13

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	38	38	23		
My child is making good progress in school.	15	62	23		
Behaviour in the school is good.	15	38	46		
My child gets the right amount of work to do at home.		82	9		9
The teaching is good.	23	69	8		
I am kept well informed about how my child is getting on.	23	62	15		
I would feel comfortable about approaching the school with questions or a problem.	31	69			
The school expects my child to work hard and achieve his or her best.	38	62			
The school works closely with parents.	15	54	31		
The school is well led and managed.	8	58	25	8	
The school is helping my child become mature and responsible.	8	69	8	15	
The school provides an interesting range of activities outside lessons.	8	15	23	54	

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

49. Children's attainment on entry to school is below average. At the time of the inspection there were two children under the age of five. They are taught in the school's Key Stage 1 class alongside older pupils in Years 1 and 2 and some from Year 3. They are provided with a broad and balanced curriculum which is appropriately planned to take account of the desirable learning outcomes and lead into the National Curriculum programmes of study for Key Stage 1. Teaching for the children under five is good and their learning is very well supported by learning support assistants. Teaching has improved since the last inspection, when it was satisfactory.

PERSONAL AND SOCIAL DEVELOPMENT

50. Children enter the school with personal and social skills, which are in line with expectations for their age. They come to school happily and interact well with other children. Most make good progress and quickly settle into the routines of the school. They behave appropriately in the classroom and play and work amicably. Children are learning to work independently some of the time and organise their time and resources effectively. They are able to dress and undress themselves for physical education lessons. By the age of five the children have developed an appropriate range of personal and social skills and meet the desirable learning outcomes specified in national guidance.
51. Provision for children's personal and social development is good. The teaching is good. Positive attitudes to learning are successfully nurtured. The teacher and classroom assistants work hard to instil classroom routines firmly but kindly. They are consistent in their expectations. They know the children well and provide appropriate opportunities for the development of each child.

LANGUAGE AND LITERACY

52. The teaching is good and the support offered by support staff is very good. Appropriate emphasis is placed on developing language skills and children spend a high proportion of their time on this. They are keen to contribute their ideas and views in discussion, where they are learning to listen to others and take turns to talk. The children listen attentively to stories, songs and rhymes and enjoy joining in with 'One, two, three four, five....' and 'The wheels on the bus....', for example. They enjoy talking about their experiences, for instance, after a holiday or half-term break they are given good opportunities to talk about the best and worst features of their holiday. There are good opportunities for the children to take part in role play, for example, on the 'island' and in the 'Victorian kitchen' role-play areas. There are some good opportunities for role play in other subjects of the curriculum, such as being the 'shop-keeper' and doing the 'shopping' in mathematics lesson, and these contribute positively to the children's language development. The children use and enjoy books. They know how books 'work', for example, that we read from the left to the right in English, from the top of the page to the bottom and from the front of the book to the back. The children learn to recognise their own names and some other familiar words around the room. They write their own names for their coat pegs and recognise these when they come into school in the morning and when they are getting ready to go home. They make appropriate use of upper and lower-case letters in their writing. Most children attain the desirable learning outcomes in language and literacy by

the age of five. The good teaching and learning support means that they achieve well in relation to what might be expected of them.

MATHEMATICS

53. Teaching is good and pupils' are very well supported by classroom assistants. Good opportunities are taken to develop children's mathematical development as these arise throughout the day. For example, pupils count the number of children absent at registration time and, with help, work out how many are present. They are learning to recognise the coins from 1p to 10p and enjoy 'shopping'. Through structured play in the sand children learn about capacity as they fill containers of different sizes. They use some of the language of mathematics as they do this, for example, bigger, smaller, more and less.
54. Children achieve well in relation to what might be expected of them and by the age of five most of them attain the desirable learning outcomes in mathematics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

55. On entry to the school children have a satisfactory knowledge and understanding of their immediate environment. In school they have good opportunities to talk about their families and past and present events in their lives, for example, as they talk about the good and bad things about their holidays and as they 'show and tell'. They talk about their birthdays and about the weather and complete a daily weather chart. They have satisfactory opportunities to explore some of the features of living things, such as the visiting goldfish, and they plant seeds and watch as they grow and develop. There are good opportunities for the children to use such skills as cutting, joining, folding and building, for example, as they create a colourful and effective collage using a wide variety of different fabrics. The children are offered good opportunities to make appropriate use of technology. They use tape recorders to record their own voice and enjoy listening as they play it back. They programme the 'roamer' and enjoy making it move along the floor and change direction in response to their instructions. They use the computer to support their learning, for example, in language and literacy as they manipulate text on the screen and learn to change the font size and colour. The teaching is good and successfully promotes the children's attainment of the desirable learning outcomes by the age of five.

PHYSICAL DEVELOPMENT

56. Many good opportunities are provided for the children to develop physical control and dexterity. They handle tools successfully in construction and play activities. They use pencils and crayons with developing skill and produce, for example, effective pastel drawings in connection with the night and day theme being followed. They have appropriate experience of equipment such as large and small bricks, a range of different construction kits and 'junk' modelling. They use balancing and climbing apparatus with increasing skill in physical education lessons. The good teaching and support, which the children receive, enables them to meet the desirable learning outcomes by the age of five.

CREATIVE DEVELOPMENT

57. Good teaching and support means that children are on course to meet the desirable learning outcomes by the age of five. They have good opportunities to explore sound, for example, as they clap sound patterns and sing a variety of different songs. They play percussion instruments and have good opportunities to listen and appreciate music, for instance, as the

music teacher plays his accordion and as music is played in assembly. Children are given good opportunities to explore colour, texture, shape and space in two and three dimensions, for instance, as they work on fabric technology in design and technology lessons. They show an increasing ability to listen, observe and use imagination through art, music, dance, stories and imaginative play.

ENGLISH

58. In the 1999 national tests and assessments for seven year olds, pupils attained standards which were well above average in reading by national comparisons and very high compared to similar schools. In writing attainment was below average by national standards and well below average compared to similar schools. The validity of these data is limited because only seven pupils took the tests. It is not possible to judge standards at the end of Key Stage 1 currently, as there are only two pupils at that stage. Since the previous inspection in 1996 standards in the national tests and assessments have fluctuated markedly from year to year, being alternately above, below and in line with the national average. This is due to there being so few pupils in Year 2 each year, so that one single pupil or a few attaining very well or very badly can skew the overall results profile.
59. By the end of Key Stage 2, attainment in English is below average. This inspection finding is consistent with the 1999 national test results, although it must be noted that comparisons with national averages in 1999 are of limited validity because only five pupils took the tests. Trends in standards since the last inspection in 1996 cannot be accurately determined because of the small cohort size in each year. No conclusions about differences in attainment between boys and girls can be drawn because there were only two girls at the end of Key Stage 1 and one boy at the end of Key Stage 2 that year. Learning is now effective in lessons and pupils are making satisfactory progress, but standards remain below average at present because of the high proportion of pupils with special educational needs and the unsatisfactory teaching in the past, which is evident from the scrutiny of pupils' work. Pupils with special educational needs are well supported at both key stages and helped to make good progress towards the literacy targets set for them.
60. Standards in speaking and listening are average by the end of Key Stage 2. Most pupils listen well to teachers and pay close attention. They concentrate particularly well when a spellbinding story is well told by the headteacher in assembly, about a blind man who 'sees with his ears'. A few pupils do not listen well, play around and do not involve themselves well either in listening or speaking. The headteacher is successfully addressing this problem and these pupils are beginning to pay attention and join in better. Most pupils share their ideas happily and make good responses to questions, for example, when talking about the Ancient Egyptians in a lesson seen which linked well with the topic being studied in geography and history.
61. Standards in reading heard during the inspection are below average by the end of Key Stage 2. The most able pupils are attaining at a level expected for their age, whereas they should be doing better than this in view of their abilities. The average and below average pupils in the class are not reaching the level expected of 11 year olds. They read with reasonable confidence, recognising many words in an appropriate text and correct themselves making satisfactory use of the context to help them. They are able to talk about the plot and characters and describe their favourite part of the story. But most pupils are not clear about the difference between fiction and non-fiction books, although they read some non-fiction, it emerges on questioning, and can use the school library's simple classification system. The school library offers an appropriate range of fiction and non-fiction reading matter and pupils make good use

of this facility. Ongoing records of pupils' reading development are missing at Key Stage 2 and the only records relate only to the present term. This is clearly unsatisfactory and is having a negative effect on pupils' progress and attainment in reading. Pupils regularly take reading books home at both key stages, benefiting from the support of parents and other adults. They display positive attitudes towards reading and are keen to improve their skills.

62. Pupils in Key Stage 1 are gaining relevant skills including the use of letter sounds, word recognition and context cues to help them tackle new material. Shared and guided reading as part of the literacy hour is helping to improve these skills.
63. Attainment in writing is below average by the end of Key Stage 2. Pupils are currently making satisfactory progress in their learning but unsatisfactory progress in the past, evidenced in their books and folders, together with the higher than average number of pupils with special educational needs means that standards do not match the national average for pupils of this age. The highest attaining pupils reach only an average standard for their age and the rest fail to meet the expected standard. In literacy lessons pupils write for a range of different purposes and audiences. For example, they write factual accounts of stories in the news, such as the Paddington train crash, they write letters and poetry and also instructions, such as how to bake a cake or boil an egg. They know what similes and metaphors are and about homonyms and antonyms. They are familiar with parts of speech such as nouns, pronouns and verbs.
64. Spelling is taught and tested systematically throughout the school. Pupils are regularly given lists of words to learn. Pupils at Key Stage 1 learn to spell phonetically simple words in word 'families', such as 'man, can' and 'bin, tin'. Handwriting skills are poor by the end of Key Stage 2. Scrutiny of pupils' handwriting exercise books show that many of them are capable of a good cursive handwriting style but this is not reproduced in other subjects and presentation of work is poor, suggesting that pupils take little pride in their work. This is at least partly because work has not been carefully marked in the past and few if any comments have been added to pupils' work to tell them what to do to improve. Marking is now satisfactory.
65. Most pupils have good attitudes and behaviour in English lessons, throughout the school. Teachers quickly establish interest and purpose, for example, in a lesson at Key Stage 1 the teacher used an attractive 'Big Book' to introduce the use of dictionary skills. Most pupils listen carefully to lesson introductions and quickly settle to work. There is some unsatisfactory listening at the end of Key Stage 2. The good quality of teaching, well informed by the use of the National Literacy Strategy, enables pupils to learn well and they are now making good progress. This is a recent development for pupils in Key Stage 2. Lessons are planned thoroughly using the Literacy Strategy. The purpose of lessons is usually made clear to pupils at the outset and this helps them understand what they are expected to achieve by the end of the lesson and learn well. Behaviour is well managed and the few pupils whose behaviour is unsatisfactory at the end of Key Stage 2 are improving. The careful planning, based on the Literacy Strategy and on a thorough understanding of the differing needs and capabilities of the pupils, results in work that is well matched to pupils' needs. Better assessment of attainment and progress at Key Stage 2 is needed to make this process as effective as it is at Key Stage 1. The pace of lessons is good and full use is made of the time available for teaching and learning. Teachers have a good knowledge of the subject, seen, for example, in their good questioning skills that provoke discussion and widen understanding. Plenary sessions are used effectively to consolidate learning, to encourage pupils and to recognise their efforts. The quality of reading records is unsatisfactory at Key Stage 2.

66. There are some good opportunities for pupils to apply their reading and writing skills in other subjects. For example, as they read to derive information about Egypt in history and geography lessons in Key Stage 2, and as they record their investigations of the properties of light in Key Stage 1.
67. The English curriculum is well-structured, broad and balanced, with a good choice of texts for study. The school uses the National Literacy Strategy well as the basis for teachers' planning. The English co-ordinator has a sound understanding of the role, which is necessarily shared closely with other staff in this very small school. There has been a little release time from classes for the co-ordinator to monitor teaching and learning and there are appropriate plans to develop this aspect of the role. There are adequate resources to meet the requirements of the curriculum and the wide interests of the pupils. Good use is made of loans from the county library service. The school library is adequately stocked and used regularly by pupils. There are too few information technology resources to enable pupils to use computers effectively to support their learning, but good use is made of tape recorders and story tapes at Key Stage 1.

MATHEMATICS

68. In the 1999 national tests and assessments for pupils aged seven, attainment was above average compared to all schools nationally and compared to similar schools. The proportion of pupils reaching the expected level for seven year olds was very high and the proportion reaching higher levels was above the national average. It is not possible to judge attainment at the end of Key Stage 1 currently because there are only two pupils at that stage.
69. Test results at the end of Key Stage 2 were well below average compared to all schools nationally and compared to other similar schools. The trend in standards since 1996 has been fluctuating and this is typical of schools with very small cohort sizes, where national comparisons must be treated with much caution. Inspection evidence shows that attainment at the end of Key Stage 2 is currently below average.
70. The school has successfully implemented the National Numeracy Strategy. One teacher and a governor have attended a beneficial three-day course in numeracy although the co-ordinator has yet to attend such a course. Pupils have access to the full breadth of the National Curriculum in mathematics and there is a good balance of experience, including practical mathematical activities. For example, Key Stage 1 pupils were observed 'buying' articles from a shop where pupils had to give the correct change. Key Stage 2 pupils were observed drawing line graphs and bar charts from data collected on temperatures recorded at different times and locations around the school.
71. The quality of teaching is good and this, together with most pupils' positive attitudes and good behaviour results in them making good progress in their learning at both key stages. Pupils in Years 5 and 6 are able to calculate a mean temperature from data which they have collected. In Years 3 and 4, the majority of pupils are able to draw a frequency chart and bar graph correctly. Pupils with special educational needs working with support staff are also, with help, able to find the frequency of temperatures, draw a bar chart and answer such questions as what were the highest and lowest temperatures.
72. Pupils in Key Stage 1 are able to count in fives up to one hundred. They can also count on in fives from a given number suggested by the teacher. Pupils in one lesson in Key Stage 2 had to use the numbers 2 and 5 with the four rules of number, square and square roots to make numbers one to ten inclusive. In another lesson they used the numbers 4 and 7 to make 3, 5 and 8. five and eight.

73. There are many pupils with special educational needs at both key stages. They are very well supported by teachers and support staff and helped to make satisfactory progress in their learning.
74. Pupils at the end of Key Stage 2 can do short and long multiplication, find factors of numbers between 21 and 50, use the four rules with money, find areas and perimeters of rectangles and know the properties of different triangles, such as equilateral, scalene and isosceles triangles. They can add and subtract in decimals and can do problems with fractions. Too few pupils are working at the higher levels of the National Curriculum.
75. Teachers have a good understanding of the requirements of the National Numeracy Strategy. They are effective in teaching the basic skills of numeracy, such as mental calculation, seen taught well in both classes. There is an appropriate balance of whole-class and small group work in both classes and teachers are skilled at balancing teaching and learning time between these activities. Pupils are well supported by support staff working alongside teachers both in group and whole-class activities, particularly the younger pupils and those who find learning more difficult. Teachers have a confidence and enthusiasm for the subject, which often rubs off on pupils and enthralls them and encourages their learning. They exercise good class control and manage pupils well. Praise is given where due and this encourages pupils well and makes them want to work hard and make good progress. There is some appropriate feedback given to pupils and information on what to do to improve, as teachers mark their books with them as they work. The scrutiny of pupils' books shows that marking at Key Stage 2 has been unsatisfactory in the past, but it is now improving and pupils are receiving appropriate advice to help them improve their standards and to motivate them to try harder. Positive feedback on their work is helping to raise the self-esteem of pupils at Key Stage 2 and this is helping to ensure good progress towards the school's top priority for school improvement.
76. Teachers clearly identify in their planning what they intend that pupils should learn in each lesson. They helpfully share these intentions with pupils at the start of lessons, seen, for example in a Key Stage 1 lesson where pupils were going to be learning to recognise and use a number of different coins. Good use is made of time limits for the accomplishment of tasks and this encourages pupils to work harder and make full use of the time available for learning. This was seen in a lesson on data collection and analysis at Key Stage 2. Practical activities, such as the 'shopping' at Key Stage 1, make a good contribution to pupils' language and social development as well as their numeracy skills. Some good use is made of assessment to promote progress in pupils' learning. For example, in a lesson seen at Key Stage 2 the teacher had assessed work done the previous day on data handling and graph work and built on this well to clarify what pupils had not understood and needed to re-visit.
77. Pupils have positive attitudes towards mathematics at Key Stage 1 and behaviour was always good in the lessons observed. The majority of pupils at Key Stage 2 also have a positive attitude but a few pupils do not concentrate well enough and this adversely affects their learning. Most pupils concentrate, listen well and work well on their own or in pairs. The behaviour of these pupils has a positive effect upon their learning. The management of the subject is developing satisfactorily under the new headteacher. An appropriate start has been made on monitoring and evaluating teaching and learning and this aspect of the management of the subject is in need of further development in order to raise standards. Resources for mathematics are satisfactory at Key Stage 1 and inadequate at Key Stage 2. They are easily accessed by teachers and pupils. The few computers, which are in classrooms, are inadequate to support pupils' learning.

SCIENCE

78. The last inspection report in 1996 stated that the overall standards in science met national expectations at the end of both key stages.
79. There are no science tests at Key Stage 1 but teachers' own assessments indicate that by the age of seven, the pupils' results were very high in comparison with the national average in 1999. It is not possible to judge attainment at the end of Key Stage 1 currently due to the very small cohort size of pupils at that stage.
80. Results of the 1999 National Curriculum tests and assessments at the end of Key Stage 2 show the proportion of pupils reaching the expected level was close to the national average, although the proportion of pupils reaching higher levels was below average. Standards were below average compared to other similar schools. Standards since 1996 fluctuate markedly from year to year and comparisons with national averages must be treated with great caution because of the small numbers of pupils taking the tests. Inspection evidence shows that standards at the end of Key Stage 2 are currently average by national comparisons.
81. The teaching at Key Stage 1 is satisfactory. In one lesson observed on the topic of light, pupils had to use a 'peep hole' in a box to see whether they could see an article with and without the aid of a torch. They were asked to compare their results and make conclusions. Teachers provide good opportunities for older pupils to work with younger ones and this makes an important contribution to their social development. Teachers have good subject knowledge, evident in the content of lessons and in planning and this has a positive impact in promoting pupils' learning. Pupils are encouraged to think, make predictions about what might happen, make comparisons between different conditions and draw conclusions. Support staff are effective in promoting pupils' learning, especially during practical activities and with pupils who find learning more difficult.
82. At Key Stage 2 the teaching is good. Teachers have good subject knowledge, evidenced, for example, when explaining about loudness and pitch as pupils investigated how sound travels. Teachers explain and demonstrate things clearly, for example, when a guitar was played to illustrate how pitch and vibration alter as the length of strings is varied. Good use is made of appropriate resources as aids to teaching and learning. For instance, pupils listen to music such as Vivaldi's 'Spring' and listen hard to discover whether the pitch is high or low at certain points. Pupils are given good opportunities to investigate aspects of science. For example, they investigate, predict, observe and record the different sounds made by plucking elastic bands stretched over a carton. Teachers make good use of plenary sessions at the end of lessons to pull together pupils' learning and help them understand what they have learned. The last inspection found that pupils were not given enough opportunities to record their own work either independently or under supervision. This weakness has been remedied and pupils develop their recording skills satisfactorily, for example, their findings about vibrations, sound waves and water resistance.
83. Judged by lessons observed, the scrutiny of pupils' work and conversations with pupils and teachers, pupils, including those who have special educational needs, are making satisfactory progress in their learning at Key Stage 2
84. Science is satisfactorily managed by the teachers in co-operation. There is too little systematic monitoring and evaluation of teaching and learning. Resources are satisfactory in quality and quantity and they are easily accessible. The few computers located in the classrooms are inadequate to support pupils learning.

ART

85. Only one lesson was observed at the time of the inspection. Evidence upon which judgements are based was obtained from this lesson, discussions with pupils and the scrutiny of work on display.
86. At the end of both key stages, the pupils reach standards expected for their age. These are similar to findings of the last inspection when standards were reported as satisfactory.
87. The teacher who co-ordinates art has good subject knowledge, is confident and has high expectations of the pupils. As a result, pupils' learning is at least satisfactory and sometimes good.
88. In the one lesson observed at Key Stage 2, the teacher was giving the fourth lesson in a series of four on designing and constructing a clay cylinder. She built well on the previous lessons and gave pupils good opportunities to review and evaluate their work and suggest improvements. The lesson was well planned with clearly identified intentions about what pupils would do and learn. The teacher provided good resources which were well-prepared and she set appropriate time limits in order to encourage pupils to work harder. She had good class control and managed effectively a few older pupils who were inclined to misbehave. As a result pupils listened well, enjoyed their work and shared tools sensibly. Because of her good subject knowledge, good teaching with well-matched tasks, the pupils made good progress in their learning. They designed, built, decorated and evaluated a cylinder of clay and they used appropriate skills such as joining clay, using slip. They also used moulding tools with satisfactory skill.
89. Other evidence around the school, includes some bright and attractive pictures in the entrance hall of nature - flowers, birds, shells and trees. Also in the entrance hall Years 3 and 4 pupils have planned, painted and mounted their own pictures which included ships and cars. At Key Stage 1 pupils use computers very effectively to design and produce a good collage on the Millennium 2000. There are some very good drawings and paintings of birds done by the youngest children in school in connection with their 'Fantasy Island' topic. At Key Stage 2 pupils draw some interesting roundel designs in connection with their history and geography study of modern and ancient Egypt. There are neat and clear diagrams of the tomb of Tutankhamun and a collage of Moses and Egypt.
90. The school has been chosen to display pupils' work at an art exhibition at Wingfield College. There are adequate resources including numerous paints, crayons and pastels. The enlargement of the accommodation since the last inspection means that there is better provision for art.

DESIGN AND TECHNOLOGY

91. Standards in design and technology continue to meet national expectations by the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress in their learning. Judgements are based on lesson observations, photographs of pupils' work, discussions with pupils and scrutiny of work on display.
92. The teaching at Key Stage 1 is satisfactory. In a lesson observed where pupils were completing a collage picture of the British Isles, pupils were well supported by teaching and support staff and helped to make good progress in their learning. Teachers take good care to remind pupils about the safe use of tools such as scissors. Pupils use tools and resources such as glue

effectively to make their finished product. They are competent in choosing an appropriate fabric, drawing the shape of their product, cutting it out and sticking to make their finished product. Pupils also use an appropriate range of fabrics to make very effective sock puppets and felt animal figures. In food technology lessons pupils investigate fruit and vegetables, design salads and fillings for jacket potatoes. Pupils enjoy their work in design and technology. They work hard and behave well, share resources well with others and take a pride in their finished product.

93. In Key Stage 2 teaching is satisfactory. Pupils in Years 3 and 4 design and make effective hand powered mini-beasts from papier-mache. Such lessons are well planned, with a clear indication of what pupils will do and what it is intended they will learn. Teachers explain and demonstrate clearly, for example, showing pupils how to fix rubber bands to a cylindrical solid, which is placed underneath the mini-beasts' shells. The solid cylinders were made from clay in previous weeks and allowed to dry. Pupils used their skills well to drill holes through the solids for rubber bands. A few pupils were able to complete their mini-beasts before the end of the lesson and test their mobility on tabletops, with reasonable success. They then mixed various paints and painted their models in attractive bright colours. Pupils also investigate different flavoured drinks, different breads and make and try toasted sandwiches. They use looms and shuttle weaving effectively and design and make a purse. Pupils in Years 5 and 6 investigate scone-based pizza and design and make a felt hat. Pupils usefully evaluate their own work at the end of lessons and this is effective in motivating them to try harder and improve the standards of work produced.
94. Design and technology is satisfactorily led and managed by the part-time specialist teacher. The provision of tools and materials is adequate and these are accessibly stored.

HISTORY AND GEOGRAPHY

95. Standards in history and geography are in line with national expectations by the time pupils leave the school at the age of 11. It is not possible to judge attainment at the end of Key Stage 1, as there are too few pupils at this stage. Pupils by then end of Key Stage 2, including those with special educational needs, make satisfactory progress in their learning. Few lessons were observed during the inspection and these judgements are based on the lessons seen, the scrutiny of pupils' work and teachers' planning and on discussions with pupils.
96. Pupils at Key Stage 1 learn about what homes were like a long time ago. They compare homes today with homes long ago and look at pictures of Edwardian and Victorian homes to identify similarities and differences. They apply their learning about homes long ago as they turn the 'home corner' into a Victorian room, furnishing it with appropriate artefacts.
97. At Key Stage 2 pupils study Ancient Egypt as part of a combined history and geography topic. By the end of the key stage they know about the farming practices of the Ancient Egyptians. They understand the important part the River Nile played in the lives of the Ancient Egyptians, as a source of water for crops, for drinking and washing, and for transport. They know about the practice of mummifying bodies and that this was done because they believed that the body was needed for the afterlife. They relish describing how the brain was removed from the head through the nose, and then fed to the cats! Pupils know about the pyramids, that they were built out of sandstone and used for burial. They know about the discovery of the tomb of Tutankhamun by Howard Carter in 1922. They know that the homes of the Ancient Egyptians were built from baked mud and straw and that the Nile was prone to flooding, leaving behind very fertile land for growing crops.

98. The teaching of history and geography is satisfactory, based on the lessons observed, the work scrutinised and the scrutiny of teachers' planning. Lessons are well prepared. Teachers' knowledge and understanding is secure. Assessment is unsatisfactory, as there are no records at Key Stage 2. There is no systematic, whole-school approach to assessment and recording of pupils' attainment and progress and there is no assurance that assessment is used to help teachers plan future lessons. Resources for history and geography are adequate.
99. Only one geography lesson was observed during the inspection. Evidence of work at Key Stage 1 provided insufficient evidence to make a judgement on standards and teaching at this stage.
100. Pupils at Key Stage 1 follow the National Curriculum and this is effectively supported by the use of good national guidance for teachers. Pupils have read the book "Katie Morag and the Two Grandmothers" and have created a very effective imaginary island, Struay, which they have found is different from the mainland. They are able to identify the physical and human features of the island; its types of transport and its environmental changes. They are able to see that the world extends outside their own community and how buildings and land are used.
101. In the one geography lesson observed at Key Stage 2, the pupils were comparing Ancient and Modern Egypt. They knew, for example, that the Aswan Dam stops the River Nile from flooding. Given a number of statements about change in Egypt, pupils are able to place these correctly into one of four categories - technological change, religious change, climatic change and political change. Pupils know that in 800 BC camels came to Egypt and in 1800 AD trains came to Egypt. The standards reached by the end of the key stage are in line with national expectations for pupils of this age
102. Pupils successfully draw maps of North East Africa. They know about the climate in Egypt and how it differs from that in Great Britain. They understand the importance of the River Nile to contemporary Egyptians, especially as a means of transport. There is some good use of numeracy skills in history and geography lessons, for example, as pupils draw Venn diagrams to compare some of the features unique to Egypt, some unique to Great Britain and some common to both countries. Year 6 pupils know that the Suez Canal was built in 1869, that the Nile is used for transport and it is now cleaner. They also know that the climate is very hot. The two class teachers lead and co-ordinate geography and history effectively in co-operation.

INFORMATION TECHNOLOGY

103. The previous report found that provision for information technology was unsatisfactory at Key Stage 2 and that standards and progress were 'limited'. This remains the case and unsatisfactory improvement has been made since the last inspection. There has been some in-service training for teachers and their knowledge and understanding is now equal to the task of teaching the subject. The reason standards are below expectations is that the hardware and software available to pupils is outdated and there is too little of it and therefore too little use is made of information technology to support pupils' learning across the curriculum. Pupils' learning is unsatisfactory as they have too few opportunities. The school has appropriate plans to extend the resources available using funds, which will become available this year from government.
104. By the end of Key Stage 1 pupils can select a font from a word-processing menu and manipulate style, size and colour to produce text on screen. They enjoy writing their own name. Their keyboard skills are not well developed, as they have too little experience of this.

They are competent using the mouse to manipulate images on screen. Pupils can programme the 'roamer' to make it move between given points on the floor, and change direction by giving appropriate commands. They enjoy programming the roamer to make it knock down constructions of bricks and boxes. Pupils are competent in the use of tape recorders. Working independently, they record and successfully play back their own voice and are fascinated by the process.

105. By the end of Key Stage 2 pupils have satisfactory word-processing skills. For instance, they can find and replace words in text using appropriate commands from the menu. They understand some of the reasons why the use of information technology has become widespread and appreciate the advantages of being able to delete text easily and make corrections on screen.
106. The lessons in information technology seen were well taught. Lessons are well planned and the younger pupils are appropriately grouped to take account of age and ability. Teachers' subject knowledge is secure. Good use is made of classroom support staff to help pupils learn, particularly the youngest children in reception and those who find learning more difficult. There are some good links of information technology with other subjects of the curriculum. For example, pupils at Key Stage 2 edit text which relates to their study of Egypt in history and geography. Teachers make good use of questioning to help pupils think about what they are doing and learning. This was seen, for example, as a classroom assistant led pupils to predict how far the 'roamer' would travel in response to commands and as the Key Stage 2 pupils considered the advantages of the use of information technology.

MUSIC

107. No music lessons were observed during the inspection. The subject is taught by a specialist part-time teacher once a week. This teacher was not in school during the week of the inspection.
108. Interviews with Year 6 pupils indicate that the older pupils play recorders and others play percussion instruments. They listen to taped or CD music in assemblies and during the inspection some Indian music was played. This makes a good contribution to pupils' awareness of the richness and diversity of a range of different cultures. In a science lesson on sound, part of Vivaldi's "Spring" was played to help pupils understand high and low pitch. Key Stage 2 pupils are doing a project on ancient and modern Egypt and music related to Egypt is played in assemblies. In addition to singing in music lessons, pupils are also given tasks to compose and play their own music. Pupils sing in assembly each day. Their singing skills are similar to those found nationally for pupils of this age.
109. Pupils enjoy taking part in music festivals. The school possesses a good range of instruments. These include recorders, guitars, drums, cymbals, a glockenspiel and electronic keyboards.

PHYSICAL EDUCATION

110. No lessons in physical education were taught during the inspection and it is therefore not possible to make judgements about standards or the quality of teaching. It is clear from the scrutiny of teachers' planning and through discussions with pupils that the full National Curriculum is taught, including swimming. Pupils clearly enjoy their work in gymnastics, dance, games, swimming and outdoor and adventurous activities.

RELIGIOUS EDUCATION

111. No lessons in religious education were taught during the course of the inspection. Judgements are based on a scrutiny of pupils' work, the examination of teachers' planning and on discussion with pupils. The school devotes too little time to this subject and so standards by the end of both key stages do not meet the expectations of the locally Agreed Syllabus. At Key Stage 1 about half the recommended time is given to religious education and it is even less than this at Key Stage 2.
112. By the end of Key Stage 2 pupils know about some of the major world faiths. They know for example, about Islam and that followers of Islam are called Muslims. They know that Muslims pray at the mosque and that there are certain rituals associated with prayer, such as washing, taking shoes off and facing east. The study of Islam is well supported by an attractive and informative display in the school library. Pupils know about Buddhist monks, that they shave their hair and wear saffron coloured robes and that meditation is an important part of their religious observance. They know that Christians believe that Jesus is the son of God. They know that Christians pray in a church and that there are certain key festivals in the Christian calendar when Christians go to church, such as Christmas and Easter. They know that some Christians give up things they enjoy for Lent and that this period of fasting has its origins in Jesus's fast for forty days in the desert. Pupils know the significance of eating pancakes on Shrove Tuesday and that some Christians attend services of 'ashing' for the imposition of ashes on Ash Wednesday and that the ashes are made from burned palm crosses.
113. The work in pupils' folders is poorly presented and shows that too little religious education has been taught at this stage, more than half way through the school year. Too much use is made of work sheets which are not demanding enough of the older pupils, particularly the most able.