

INSPECTION REPORT

LUBENHAM ALL SAINTS CE PRIMARY SCHOOL

Lubenham
Market Harborough

LEA area: Leicestershire

Unique reference number: 120143

Headteacher: Mrs R Dunmore

Reporting inspector: Mr Paul Dennison
17736

Dates of inspection: 3-6 July 2000

Inspection number: 191887

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

School category: Voluntary Controlled

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: School Lane
Lubenham
Market Harborough
Leicestershire

Postcode: LE16 9TW

Telephone number: 01858 462319

Appropriate authority: The Governing Body

Name of chair of governors: Mrs G Langrick

Date of previous inspection: 10-12 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Dennison	Registered inspector	English Information technology Art Design and technology History Physical education Religious education	What sort of school is it? What should the school do to improve further? School's results and achievements How well are pupils taught? How well is the school led and managed? Equal opportunities Special educational needs
Mr K Osborne	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs O Cooper	Team inspector	Mathematics Science Geography Music	How good are the curricular and other opportunities offered to pupils? Under fives

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lubenham All Saints CE Primary School is a small rural school in Leicestershire. There are currently 85 pupils on roll, taught in 3 classes. It is a popular school and the number on roll continues to increase. There are 29 pupils on the school's register of special educational needs. At 34 per cent, this is above the national average. Two pupils have statements of special educational need. There is no pupil for whom English is an additional language. The proportion of pupils eligible for free school meals, eight per cent, is below the national average. There is a wide range of attainment on entry although, overall, attainment is below that expected for pupils of this age.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils achieve good standards because the quality of teaching is good, pupils have very positive attitudes and their behaviour is good. The headteacher provides very good leadership. The school is well managed and the governors provide effective support. All staff are working hard to raise standards. The school provides good value for money.

What the school does well

- Pupils make good progress and standards in reading, mathematics, geography, music and art are above the national expectation.
- The quality of teaching is good.
- Pupils have positive attitudes and their behaviour is good.
- Pupils with special educational needs are well supported and make good progress.
- The school provides a good range of relevant learning opportunities and the provision for pupils' personal development is good.
- The headteacher provides very good leadership and the school is very well managed. Governors provide effective support.
- There is a very good partnership with parents.

What could be improved

- Pupils in Key Stage 2 do not have sufficient opportunities to develop their writing skills in pieces of extended work.
- Pupils in Key Stage 2 do not take sufficient care in the presentation of their work.
- Pupils' skills in problem solving and investigation in mathematics and science are under developed.
- Provision for indoor physical education is inadequate and consequently the school finds it difficult to fulfil the National Curriculum programme of study.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. Improvement since then has been good in many areas. Improvements in the leadership and management, including the establishment of monitoring and evaluation systems and improved curriculum planning, have led to an improvement in the quality of teaching. This in turn has improved standards of attainment. The results achieved by pupils in the National Curriculum tests at the age of 11 have improved between 1996 and 1999. The key issues from the previous inspection have been satisfactorily addressed. The curriculum for pupils under five has improved. It is now good overall with a range of practical experiences well matched to pupils' age and previous attainment. Standards of attainment in information technology and geography have been raised. Additional resources have been provided to support learning in these areas and teachers have had the benefit of additional in-service training. Both subjects now fully meet the requirements of the National Curriculum. Assessment procedures have been developed and are used effectively to monitor pupils' progress and to identify targets for improvement. There has been some improvement in the investigative work undertaken by pupils and work is now recorded in notebooks to show development. However, this is an area that requires further improvement, especially in science at Key Stage 1 and mathematics.

STANDARDS

As there are fewer than 10 pupils in each year group, comparisons from year to year and with similar schools are omitted, as they are statistically unreliable. However, taking the years 1996 to 1999 together, results in English were close to the national average, results in mathematics were above average and the results in science were below the national average. Standards in all three subjects have improved since the previous inspection. Overall results of the National Curriculum tests have improved at a better rate than the national trend. There is clear evidence that pupils

are making good progress over time. This is demonstrated by a comparison of the National Curriculum test results that are obtained by the same group of pupils at the end of Key Stage 1 and Key Stage 2. On the evidence of the inspection, pupils in both key stages make good progress in English, mathematics and science. Attainment in reading and mathematics is good in relation to national expectations at the end of Key Stage 2. Attainment in writing and science is in line with the national expectation.

The provision for information technology has improved considerably since the previous inspection. Pupils make good progress throughout the school and attainment is in line with the national expectation at the end of each key stage. By the end of Key Stage 2, standards in art, geography and music are above the national expectation.

Pupils with special educational needs are well supported and they make good progress in relation to the targets set in their individual education plans, which in most cases are concerned with literacy. The school regularly analyses test results and records of progress to ensure that standards of attainment are maintained and improved. The school has set realistic but challenging targets for improvement and inspection evidence indicates that these will be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The great majority of pupils have positive attitudes to school. They work hard, concentrate well and show good levels of interest. Some older pupils however, find it more difficult to concentrate and they do not take sufficient care with the presentation of their work.
Behaviour, in and out of classrooms	Behaviour is usually good, both in classrooms and around the school.
Personal development and relationships	Personal development is good. Pupils respond well when asked to take on responsibility. Relationships are good. Pupils co-operate well with each other and their teachers.
Attendance	Attendance is very good. It is well above the national average.

Pupils demonstrate positive attitudes to school. They enjoy a good relationship with their teachers and their classmates. They are keen to learn, respond well in lessons and behave well.

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 teaching is good overall. All of the teaching is satisfactory or better; 88 per cent is good or better, including 23 per cent that is very good. Teaching of children under five has improved considerably since the previous inspection when one lesson in four was unsatisfactory. Teaching of the under fives is now good. Lessons are well planned and organised. Work is usually well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress and achieve good standards. When teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs. At times an over reliance on work sheets leads to a loss of interest from pupils and the pace of the lesson slows. Consequently, pupils make less progress in these lessons. The school meets the needs of all pupils well. Those with special educational needs are well supported and make good progress in relation to their individual learning plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant activities, well matched to the needs and abilities of the pupils. It is enhanced by visits out of school and a good range of extra-curricular activities.
Provision for pupils with special educational needs	Pupils with special educational needs are very well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote moral and social development.
How well the school cares for its pupils	The school cares for its pupils well. There are good procedures in place to ensure their welfare. Staff know their pupils well as individuals and provide a supportive environment in which pupils can develop.

The school has a very effective partnership with parents. Parents make a very good contribution to the work of the school, not only by raising money, but also by giving up time to help in classrooms, for example with literacy, numeracy, design and technology and information technology, and by helping to run sports clubs.

The school provides a broad and well-balanced curriculum. It provides a good range of interesting and challenging activities that motivate pupils. Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track progress. Procedures for child protection and for ensuring pupils' welfare are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very clear leadership and has established a very positive ethos for the school. She is well supported by all staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are effective systems in place to monitor the quality of teaching and learning, the standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Good use is made of all staff, of time, of learning resources and of the accommodation. Financial planning is good and resources are used well to support the school's educational priorities.

There are sufficient, well qualified and experienced teachers and support staff to meet the needs of pupils. Learning resources are adequate. The school building is well maintained and provides an attractive learning environment. However, space is limited. The provision for indoor physical education is inadequate to meet the demands of the National Curriculum.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. They have established a very positive ethos for the school. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

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. • Their children make good progress. • The school is well led and managed. • Children are expected to work hard and achieve their best. • They feel comfortable approaching the school with questions or concerns. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • More information on annual reports about their children. • The size of classes and the avoidance of a mixed age class which includes children from Key Stages 1 and 2.

Parents' views of the school are very positive. They think, and the inspection team agrees, that the school is well led and managed, with good teaching that enables their children to make good progress and to become mature and responsible. The parents have some worries about increasing class sizes, and the mixed age class that crosses the boundary between Key Stages 1 and 2. The school's strategic plan already contains proposals to improve both class sizes and do away with the mixed key stage class. A small minority of parents would like more information about their children on annual reports. The inspectors, however, found the annual pupil reports to be of good quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Although there is a wide spread of attainment on entry to the school, baseline assessment shows that overall, attainment is below that expected for the age group. Pupils make good progress in all areas of learning and by the time they are five years of age, they achieve the desirable learning outcomes in personal and social development; language and literacy; mathematics; knowledge and understanding of the world; creative development and physical development.

2. Pupils' performance in the 1999 end of Key Stage 1 National Curriculum assessments in reading, and mathematics was in line with the national average. Their performance in writing was above the national average. In science, teacher assessments at the end of Key Stage 1 in 1999 indicated that the standards were well below the national average. The small number of pupils in each year group means that these comparisons have to be treated with some caution. However, taking the years 1996-99 together, the reading and mathematics results were well above the national average and the writing results were above average. The work seen in lessons during the inspection and samples of previous work indicate that standards of attainment in reading, writing and science are above the national expectation at the end of Key Stage 1. Standards in mathematics are well above the national expectation. Standards in reading, writing, mathematics and science have improved since the previous inspection.

3. Pupils' literacy skills are good at Key Stage 1. Teachers provide a good range of opportunities for the development of pupils' speaking and listening skills and their progress is good. By the end of Key Stage 1, pupils' attainment in speaking and listening skills is above the national expectation. Pupils talk confidently about their work and listen well to stories and poems. They are beginning to express their ideas clearly. They listen attentively to adults and to each other. They make good progress in reading and writing. Most pupils are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. By the end of the key stage, pupils read a range of texts with fluency and understanding. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. They develop their ideas logically in a sequence of sentences.

4. Pupils make good progress in mathematics at Key Stage 1. They develop their understanding of the number system and their mathematical vocabulary. By the end of Key Stage 1, pupils are able to carry out written calculations accurately and most have a good knowledge and understanding of number facts, shapes and measures.

5. Pupils make good progress throughout Key Stage 1 in science. They develop their knowledge and understanding of life processes, materials and physical processes. They are able to observe changes, make sensible predictions and describe their findings with an increasingly accurate scientific vocabulary. However, their skills of investigation are less well developed.

6. Pupils' performance in the 1999 end of Key Stage 2 National Curriculum assessments in English was very high in comparison with the national average. Their performance in mathematics was well above the national average. In science, their performance was in line with the national average. Again, because of the small number of pupils in the year group, these comparisons have to be treated with some caution. Taking the years 1996 to 1999 together, results in English were close to the national average, results in mathematics were above average and the results in science were below the national average. Standards in all three subjects have improved since the previous inspection. Overall results of the National Curriculum tests have improved at a better rate than the national trend.

7. Pupils make good progress in English, mathematics and science. This is confirmed by a comparison of the National Curriculum test results obtained by the same group of pupils at the end of Key Stage 1 (in 1995) and Key Stage 2 (in 1999), which shows that almost every pupil made the expected national amount of progress over the four junior years. Attainment in reading and mathematics is good in relation to the national expectations at the end of Key Stage 2. Attainment in writing and science is in line with the national expectation.

8. Literacy skills are good at Key Stage 2. Pupils' speaking and listening skills are developed well, and by the end of the key stage, they are above the national expectation. Pupils demonstrate the ability to listen attentively and contribute to class discussion. They give clear explanations and ask relevant questions with confidence. Pupils throughout the key stage read independently from a range of texts and other material, effectively using their comprehension skills. By the end of the key stage, the pupils are familiar with a wide range of literature, and are forming opinions about their favourite authors. They read stories with fluency, expression and understanding. By the end of Key Stage 2, pupils are using punctuation with increasing accuracy and are developing skills in planning and

redrafting to produce a final copy of a piece of writing. They write descriptions, instructions and reports. In story writing, they consolidate their understanding of narrative structure and the importance of effective beginnings. They are aware of the need to use differing styles of writing for different audiences. Spelling is mainly accurate but the lower attainers have insufficient knowledge of spelling rules and conventions. Higher attaining pupils are able to compose sustained, well organised pieces which demonstrate accurate sentence construction, punctuation and grammar. However, there are too few opportunities for pupils to develop the skills and knowledge acquired in literacy lessons in extended pieces of writing.

9. In mathematics, the majority of pupils have a good understanding of place value; can use the four basic operations well; have an awareness and knowledge of shapes and their properties; and a good appreciation of the number system and measures. Standards of numeracy are good throughout the school and pupils make good progress in developing their mental strategies. However, by the end of the key stage, pupils' problem solving skills are not as well developed as other aspects of the subject.

10. Pupils make good progress in science. By the end of Key Stage 2, pupils plan and carry out their own experiments. They understand the need for setting up fair tests and record the results in charts and graphs, which they create themselves. They know the characteristics of solids, liquids and gases. Most pupils understand that some mixtures can be separated by filtration. They know the sun is a source of light and have a sound knowledge of the sun, moon and earth. They understand the main body organs and have some understanding of the functions of parts of the eye and the ear.

11. The provision for information technology has improved considerably since the previous inspection. Pupils make good progress throughout the school and attainment for a substantial majority of pupils is in line with the national expectation at the end of each key stage. They make effective use of computers to support their learning in other subjects. By the end of Key Stage 1, the vast majority of the pupils have acquired satisfactory keyboard skills. They can type in their own sentences, change the font and size of text, and print and save their work. They are beginning to edit their own writing. By the end of Key Stage 2, most of the pupils are confident in using information technology with some degree of independence. They are beginning to carry out research, for instance, in history, and can present their findings by importing text and pictures. Older pupils can use spreadsheets to help their mathematical calculations whilst solving problems. They use the digital camera to take photographs and incorporate them in text.

12. By the end of Key Stage 1, standards in art and geography are above the national expectation. Standards in design and technology, history, physical education, music are in line with the national expectation. By the end of Key Stage 2, standards in art, geography and music are above the national expectation. Standards in design and technology, history and physical education are in line with the national expectation. Standards in religious education are in line with the expectation of the locally agreed syllabus at the end of both key stages.

13. The school regularly analyses test results and records of progress to ensure that standards of attainment are maintained and improved. The school has set clear and challenging targets for improvement. The previous inspection indicated that attainment and progress in all subjects was satisfactory throughout the school. Standards have improved. In 1996, for example, 43 per cent of pupils achieved Level 4 or above in English at the end of Key Stage 2; whilst 57 per cent achieved Level 4 or above in mathematics and 43 per cent achieved Level 4 or above in science. In 1999 these percentages had increased to 100 per cent in English, 100 per cent in mathematics and 75 per cent in science. Pupils' progress has also improved. In the great majority of lessons, progress is good. There is also clear evidence that pupils are making good progress over time. This is demonstrated by a comparison of the National Curriculum test results that are obtained by the same group of pupils at the end of Key Stage 1 and Key Stage 2. Pupils with special educational needs are well supported and they make good progress in relation to the targets set in individual education plans, which in most cases are concerned with literacy.

14. The previous inspection report highlighted some concerns regarding underachievement by pupils under five in the areas of personal and social development, and knowledge and understanding of the world. There is no evidence to suggest that this is still the case. Improvements in the curriculum and the classroom organisation ensure that pupils are now making good progress in all areas of learning. Improvements have also been made in the provision for information technology and geography in Key Stages 1 and 2. These have resulted in improvements in attainment in both subjects.

15. Teachers' planning, with a focus on what pupils are expected to learn; support for teachers from subject co-ordinators and regular monitoring of planning and teaching have all contributed to the school's success in raising standards. They have also ensured equal opportunity for all pupils regardless of ability or gender.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to and enthusiasm for the school are good. They enjoy coming to school, and most arrive

promptly. They like interesting lessons and good teaching. Older pupils are able to identify reasons why some lessons might be 'boring', usually those which do not include practical tasks. They respond well to the various stickers and certificates for good attendance, good work, and appropriate behaviour, and are well aware of the system in place for loss of playtime for those who do not respond well.

17. Interest and involvement in activities is good. The wide range of musical instrumental tuition and after school clubs enables pupils to participate in much more than the basic curriculum. Pupils had enjoyed their visit to the Millennium Dome or to Dudley Zoo. They were looking forward with excitement to the school sports day and barbecue. The school choir sings at events both in the village, for example the Leavers' Service in the parish church, and in Leicester.

18. Behaviour in lessons and around the school is good. Some children, with recognised behaviour problems, need careful control, and teachers sometimes have to remind older pupils not to be too unruly, but most pupils are very well behaved. There have been no exclusions. No bullying or oppressive behaviour was noted during the inspection. On the infrequent occasions on which pupils fall out with each other, they are encouraged to discuss the situation, and must then write a letter of apology to the injured party.

19. Pupils' understanding of the impact of their actions on others is good, for example a parent reported that older children had voluntarily helped younger ones to complete the sponsored run for charity, rather than maximising their own performance. Pupils collect funds for a range of charities. They learn to work together in groups and to take turns in circle time.

20. Respect for the feelings, values, and beliefs of others, is good. The infants are learning about people's lives in South-East Asia and Australasia through postcards and e-mails from someone who is travelling in that part of the world. Older pupils exchange e-mails with a school in India. Personal development and relationships are good. Pupils have good relationships with each other, with teachers, classroom staff and with the lunchtime supervisors. Pupils of all ages play well together in the playground, and older ones explain the rules of games, for example 'Tig' to the younger ones. Pupils willingly take on responsibility. Older pupils undertake a range of duties within the school, including looking after the pet rabbits, collating the numbers for dinner, checking that everyone is on the bus at home time, and helping to serve food to other pupils at lunchtime. The good standards relating to this aspect of school life have been maintained since the last inspection.

21. Attendance, in the 1998/99 academic year, was very good, and well above the national average. There have been no unauthorised absences. Punctuality is satisfactory, but quite a number of pupils arrive just as the bell is rung for the start of school.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 88 per cent of the teaching observed was good or better including 23 per cent that was very good. No teaching was less than satisfactory. The quality of teaching has improved since the last inspection when over half of the teaching was good, 14 per cent of teaching was very good but 7 per cent was less than satisfactory.

23. Teaching of children under five has improved considerably since the previous inspection when one lesson in four was unsatisfactory. Teaching of the under fives is now good. They are provided with many interesting practical activities and the children respond well. The adults work well together as a team and have secure understanding of the national desirable outcomes and of how young children learn. All activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding.

24. Teachers plan work carefully, providing a variety of interesting and rich learning experiences, linked to the National Curriculum, and individual pupil's needs. They use a variety of teaching techniques and organisational strategies that enable the pupils to learn in the most appropriate way. Good use is made of the resources available to provide interesting tasks which motivate pupils and which are generally well matched to their needs and abilities. Pupils are encouraged to be responsible about their work and are given opportunities to work independently and in pairs or groups. Relationships are usually very positive and most pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently to enable the teacher to give more intensive support to others. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress and achieve good standards.

25. Teachers have good subject knowledge and their own enthusiasm for the work leads to pupils responding well to the teacher's high expectations. A good example was observed in a Year 5 and 6 literacy lesson on different styles of writing. The teacher provided work that had interest and challenge. The group activities were well matched to pupils' needs and

the good use of questioning enabled her to assess pupils' understanding and meant that pupils knew exactly what was required to improve the quality of their work. Teachers effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. Good examples of this were observed especially in literacy and numeracy lessons. A very well planned and organised lesson on simple subtraction in the reception class was enhanced by the group work led by support staff. This helped all pupils to maintain their interest and concentration as they tackled a range of activities well matched to their needs and abilities.

26. Teaching in English and mathematics is especially effective. Teachers generally have high expectations and provide work that is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the framework provided by the national literacy and numeracy strategies. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. A good example of this is the emphasis that the school places on developing pupils' understanding and skills of mental arithmetic.

27. When teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs. At times an over reliance on work sheets leads to a loss of interest from pupils and the pace of the lesson slows. Consequently, pupils make less progress.

28. Teachers make good use of review sessions to reinforce and evaluate learning. Many lessons end with a general discussion about what has been learned. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. The use of written comments is not always used effectively to ensure that pupils are aware of areas that need to be improved or to set clear targets for improvement.

29. Teachers make positive efforts to ensure that appropriate support is provided for pupils who have special educational needs. Any problems are identified quickly, and individual education plans are established which enable pupils to achieve as much as possible. The specialist support teaching provided when groups or individuals are withdrawn from lessons is good.

30. Homework is used effectively to support learning. From the time they start in the reception class, pupils are expected to read at home. The amount of homework given to pupils is increased as pupils progress through the school. This takes a variety of forms including reading activities, mathematics and following up class work to support learning across the curriculum.

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

31. The school provides a wide range of interesting experiences and activities, which cover all subjects of the National Curriculum, religious education and areas of learning for children under five. The curricular provision for children under five shows a notable improvement on the provision at the time of the previous inspection. The curriculum meets statutory requirements and effectively promotes high achievement and personal development and prepares pupils well for the next stage of their education. The allocation of time to subjects is satisfactory and reflects the increased time being given to the development of skills for literacy and numeracy. However, the time allocated to science is low in comparison with other primary schools nationally and this does not allow for in-depth coverage of the National Curriculum programme of study.

32. The strategies for the implementation of literacy and numeracy are good and are supporting pupils' learning. The effect of the numeracy lessons is evident in pupils' skills in mental recall of number facts. Both strategies have been fully implemented throughout the school and adapted well for children under five. The school has adopted the national exemplar schemes of work for all subjects except music where it is following its own scheme. The schemes of work support the long and medium term planning.

33. A good range of extra-curricular activities, fieldwork, and residential and educational visits enriches the curriculum. A large proportion of pupils participates in the activities. There is also a high level of instrumental tuition available in brass, keyboards, woodwind and stringed instruments. The range of activities effectively promotes pupils' progress and personal development.

34. The curriculum is socially inclusive and provides equality of access and opportunity for all pupils. The provision for pupils with special educational needs is good. The policy meets the requirements of the Code of Practice. Pupils have individual education plans, which are of good quality and used to plan activities closely matched to individual needs and which build on their prior attainment. The provision for pupils who have formal statements of need meets the requirements contained in the statement and enables pupils to make good progress towards their targets.

35. There is satisfactory provision for pupils' personal, social and health education, including sex education and awareness of the safe use of drugs. A short time is allocated for discussion of personal views and feelings in most year groups. Pupils in junior classes are encouraged to evaluate their own and each others' work and to accept the opinions of others. This evaluation is effective in promoting pupils' personal development.

36. Members of the local community further enrich the curricular provision, for example, by sharing their experiences of life during World War II. Pupils have enriching opportunities to link with others around the world through e-mails and the correspondence with a local resident during his yearlong journey around the world. Links with the local partner institutions are satisfactory and support the transition to high school.

37. The provision for pupils' spiritual, moral, social and cultural development is good overall. Spiritual development is good. It is successfully promoted through acts of collective worship, which are planned carefully around themes and which meet statutory requirements. There are opportunities for pupils to reflect on their place in the world and to develop insight into the values and beliefs of others. Provision for moral and social development is good. Pupils have a clear understanding of right and wrong and are given chances to develop and express moral values, which are promoted well by all adults. Pupils take on responsibilities willingly when given the opportunity, for example in caring for the school's pet rabbit and in completing research work into topics in their own time. They show initiative in organising fund raising events for charities such as Blue Peter appeals. All adults set good role models and actively promote the value of respect for others and understanding of living in a community. The provision for cultural development is satisfactory. Through religious education, history, art, literature and music pupils gain understanding of their own culture. There is, however, insufficient emphasis on preparing pupils for the multi-cultural society of today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Procedures for child protection and for ensuring pupils' welfare are good overall. Child protection procedures comply with the local guidelines. The headteacher is the designated teacher, and all other members of the staff have been trained appropriately. The school has good procedures to ensure the health, safety and well-being of pupils. The governing body undertakes regular formal assessments of the building. Procedures for recording and reporting accidents are effective, and many of the staff hold first aid certificates. A younger pupil who was feeling unwell during the inspection was appropriately allowed to lie down on cushions in the classroom until his mother could take him home. A health education bus visits once a year, allowing pupils to have a wider experience of those aspects of the curriculum. No health and safety issues were noted during the inspection.

39. The school has a very detailed and effective range of monitoring systems for pupils' academic performance and personal development. Pupil attitude surveys, detailed assessments of learning and achievement, special educational needs assessments, and social and behavioural assessments provide the school with detailed information to enable very good educational and personal support and guidance to be provided for pupils. Attendance and punctuality are closely monitored, and followed up promptly when problems arise. Good behaviour is promoted well through high expectations, and the school has a reputation locally for being able to deal with pupils whose behaviour displays personal or learning problems. The anti-bullying procedures are clear and effective, and pupils understand them.

40. Procedures for assessing pupils' attainment, academic progress and personal development are good, and use a wide range of measurements, including statutory and other diagnostic tests, comparisons against national attainment tasks and expected achievement levels and teachers' own detailed records. Lesson planning takes good account of assessment information. There is good provision of support and additional work for higher-achieving pupils, including homework and small group lessons. Pupils identified as having special educational needs are well cared for; targets are set and their progress is regularly reviewed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents' views of the school are very good. They feel, and the inspection team agrees, that the school is well led and managed, with good teaching that enables the children to make good progress and helps them to become mature and responsible. They have some worries about increasing class sizes, and the mixed age class which crosses the boundary between Key Stages One and Two. Some would like more information on annual reports about their children. The school's strategic plan already contains proposals to improve the class size situation, and the team would agree with parents about the other comments.

42. The school's links with parents are very effective and based on an open, welcoming policy, which works well within the village community. Parents make a very good contribution to the work of the school, not only by raising money, but by giving time to help in classrooms, for example with literacy, numeracy, design technology and

information technology, but also by helping to run sports clubs. A range of residential and day visits, which are funded from parental contributions and fund raising events, enriches the curriculum.

43. The quality of information provided for parents, particularly about pupils' progress is good. The school prospectus and governors' annual report are informative and helpful without being extravagantly glossy. Monthly newsletters are chatty and give important information and reminders. Annual reports on pupils are good, and include spaces for future targets and for pupils' own comments. They could be made even more useful by reporting separately on information technology and design and technology. The contribution of parents to children's learning at school and at home is good. Homework diaries play a useful role in linking parents and teachers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The school is very well led and managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. She is very well supported by all the staff. The very positive and supportive ethos and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. There are high expectations of pupils' standards of achievement and behaviour, good relationships and equality of opportunity for all. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims.

45. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. The curriculum for pupils under five has been improved. It is now good overall with a range of practical experiences well matched to pupils' age and previous attainment. Standards of attainment in information technology and geography have been raised. Additional resources have been provided to support learning in these subjects and teachers have had the benefit of additional inservice training. The subjects now fully meet the requirements of the National Curriculum. Assessment procedures have been developed and are used effectively to monitor pupils' progress and to identify targets for improvement. There has been some improvement in the investigative work undertaken by pupils and work is now recorded in notebooks to show the development. However, this is an area that requires further improvement, especially in science and mathematics.

46. The governors are regular visitors to the school and they are kept well informed. Individual governors have responsibility for aspects such as the early years, special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities.

47. The school strategic plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. It is supplemented with clear action plans for each area of development.

48. The provision for pupils with special educational needs is well managed. The school fulfils the requirements of the code of practice in having a special needs register, consulting parents, and holding annual reviews. All statutory requirements are met. Good use is made of the educational psychology service and other outside agencies to enhance pupils' progress. The progress of all pupils with special educational needs is monitored and individual education plans are adjusted as necessary. There is clear evidence of pupils making good progress and when appropriate, being removed from the register. Effective use is made of all staff to teach pupils with special educational needs. This includes additional support staff provided by the local education authority for pupils with statements of special educational need.

49. The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership and the literacy and numeracy strategies are very well managed and have been implemented effectively.

50. All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies and guidance for staff which supports teachers in teaching the National Curriculum. Coordinators are responsible for managing their subject and providing curriculum support. The headteacher regularly monitors curriculum development and the quality of teaching through classroom observations and the scrutiny of teachers' planning. Co-ordinators are also effectively involved in monitoring planning, teaching and pupils' attainment. Teachers are provided with useful feedback that helps them to evaluate and improve the effectiveness of their teaching.

51. Daily management and organisation is efficient and unobtrusive. The school bursar works hard to assist the smooth day to day operation of the school which has a positive effect on the quality of learning and standards of achievement.

52. The strategic use of resources is good. Although the unit cost is well above the national average, the school has effective planning and monitoring systems in place. For example, the pupil-teacher ratio is about average but by using six teachers for four full-time posts, a much wider range of expertise is available and pupils benefit from being taught by more than one adult. Expenditure on learning resources is appropriately high. The governors are fully involved in the planning and control of expenditure and the school's bursar is well qualified and effectively keeps day to day account of the school's finances.

53. The school's strategy for appraisal and performance measurement is good. National comparisons are supplemented by information about similar schools in the local education authority. The school is working towards achieving Investors in People accreditation, and sees this as parallel to the effective staff development, appraisal and performance management procedures already in place. Induction procedures are good. Although there are no recently appointed teachers, the headteacher has a clear view of the process of induction that would be necessary to comply with Investors in People. The school already acts as a base for placements of initial teacher training students from Nene College, and receives funds for mentoring students. The headteacher acts as a mentor to newly appointed headteachers in the local authority.

54. Educational priorities are well supported through the school's financial planning. The school's development plan for five years ensures that there is a rolling programme of curriculum development, staff development, building maintenance and resources development. The governors take steps to identify potential additional funding sources when appropriate, for example for extra classroom or hall space. Specific grants are used well for their designated purposes.

55. School makes good use of new technology, and is keen to receive more opportunities, for example through the installation of Internet links, and on-line links with the local education authority's SIMS system. Use is already made of E-mail, word processing, spreadsheets, pupil records, and budget modules.

56. The principles of best value are applied well. Prices are compared, services are only purchased if they provide value for money, parents and pupils are consulted appropriately, and the school believes that monitoring and comparing its performance against local and national outcomes is essential.

57. There are sufficient, well qualified and experienced teachers and support staff to provide good coverage of the National Curriculum and religious education. There is little turnover of staff and a good mix of highly experienced and younger teachers. Teachers are suitably deployed in terms of their classroom responsibilities. Learning support assistants are well qualified and deployed effectively. The caretaker, cleaners, school meals and supervisory staff help to provide a clean, safe and healthy environment for pupils and make a valuable contribution to their well-being.

58. The school building is well maintained and provides an attractive learning environment. It is in good decorative order, and colourful, informative displays brighten the corridors and classrooms. However, space is limited. The provision for indoor physical education is inadequate to meet the demands of the National Curriculum. The small hall currently used for school assemblies will be used as a permanent classroom next term. This will reduce the space available for whole school activities such as singing or assemblies. The school has a well organised library area with an adequate selection of books. There are attractive and spacious grounds which include a hard-surfaced play area and a large playing field. The range and quality of learning resources are sound overall. They are easily accessible to teachers and pupils, and are used effectively. However, the class to be created next term will require additional resources to support teaching and learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- To improve the school further, the headteacher, staff and governing body should:
 - Provide more opportunities in English and in other subjects for pupils at Key Stage 2 to develop the writing skills acquired in literacy lessons in longer pieces of sustained writing (*paragraphs 8 and 77*).
 - Ensure that pupils in Key Stage 2 improve the presentation of their work, in particular the standard of their handwriting (*paragraphs 79, 88 and 117*).
 - Provide more opportunities to develop pupils' skills of problem solving and investigation in science and mathematics (*paragraphs 4, 9, 90 and 93*).
 - Investigate means of providing access to indoor facilities for physical education (*paragraphs 58, 130 and 132*).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improve the quality of written reports on pupils' progress by reporting separately on information technology and design and technology (*paragraph 43*).
- Ensure that the new classroom to be established for pupils in Years 1 and 2 has an appropriate range of resources and equipment to support the teaching and learning (*paragraph 58*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	65	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	85
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	29

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	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	2.9
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	3	6	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	89	100	89
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	67	89	67
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	2	8

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	100	100	75
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	88	100	88
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	70
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	21.3
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	78

Financial information

Financial year	1999/2000
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	£
Total income	182674
Total expenditure	190451
Expenditure per pupil	2506
Balance brought forward from previous year	6823
Balance carried forward to next year	-954

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	29	7	0	0
My child is making good progress in school.	62	38	0	0	0
Behaviour in the school is good.	49	38	2	0	11
My child gets the right amount of work to do at home.	53	38	7	0	2
The teaching is good.	73	27	0	0	0
I am kept well informed about how my child is getting on.	51	42	4	0	3
I would feel comfortable about approaching the school with questions or a problem.	87	11	2	0	0
The school expects my child to work hard and achieve his or her best.	73	24	3	0	0
The school works closely with parents.	56	37	7	0	0
The school is well led and managed.	69	29	0	0	2
The school is helping my child become mature and responsible.	58	40	0	0	2
The school provides an interesting range of activities outside lessons.	53	40	0	0	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

59. At the time of the inspection there were five children under the age of five, all of whom were admitted in January 2000. They are accommodated in the same class as the five and some six-year-old pupils. The provision for children under five had weaknesses at the time of the previous inspection. There has been notable improvement and the weaknesses have been remedied. Assessment of children soon after they enter the school shows attainment to be below the average for other schools in the local authority and below that found to be typical nationally. Early writing skills are particularly weak and are well below average. This indicates that attainment on entry is lower than at the time of the previous inspection. The children make good progress in all areas of learning as a result of the consistently good teaching and the level of adult support. Many interesting practical activities are provided and the children respond well. By the age of five years, most children attain the desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development and many are working within the National Curriculum framework.

60. The adults work well together as a team and have secure understanding of the desirable outcomes and of how young children learn. Good routines are established from an early stage and the children tidy away sensibly. There is a good balance between children being able to choose activities themselves and being directed to activities by adults. All activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Regular assessments of children's attainment are carried out and the information is used when planning activities. This leads to the close match of tasks to the needs of individuals. The quality of teaching has improved since the previous inspection. Other improvements, in response to the previous inspection, have been monitored effectively by the nominated governor. There is now good leadership and co-ordination of the early years phase which is beneficial for all the children and enables them to achieve their potential.

Personal and social

61. The great majority of the children are on course to achieve the outcomes expected at the age of five. All the children under five are gaining confidence in working with each other and with different adults. They are confident in moving around activities when given the chance to choose what they do and also in approaching adults when in need of help. They work independently for short periods of time. Their hygiene skills are good. All the children can share equipment and take turns, although they still have difficulty in putting up their hands and waiting for their turn to speak. Most of the children have good concentration spans for their age, evident in the adapted literacy and numeracy lessons. The children have a good understanding of what is right and what is wrong and usually behave in appropriate ways. All the children have settled well to the routines of school life and feel safe and secure. The calm atmosphere and reassuring manner of all staff helps in this. The children show care for others and are at the stage of being happier in a group than working individually. All children make good progress in this area of learning, as they are responsive to learning situations. This includes children with special educational needs. Teaching in this area of learning is good. Every opportunity is taken by all adults to promote the development of children's skills. The staff work well as a team, set good role models and use praise effectively to promote the children's self-esteem.

Language and literacy

62. Most children are on target to achieve the level expected on entry to compulsory education soon after they become five. Children of all abilities make good progress through the literacy hours, which have been adapted well, or through specific tasks planned to meet the needs of individuals. The children listen attentively during literacy hours or when adults are talking to them. They show by responding to what is said, that they have listened carefully, for example when questioning whether the teacher was mistaken in identifying father bear in the story of Goldilocks. Most children can make their thoughts and needs known to each other and adults. Where they have speech problems, they make good progress in increasing their range of vocabulary and clarity of speech with external support from speech therapists. The higher attaining children can tell a story from a picture book when acting as a narrator. The children extend their range of vocabulary well through acting familiar stories. Two-thirds of the children recognise sufficient familiar words to be reading early books from the graded reading scheme. Others know how books are organised and that print and pictures convey meaning. They know most letter sounds and can write their own names legibly and unaided, often forming letters correctly. Higher attainers are beginning to attempt to write familiar words. The quality of teaching is good, the teacher is very competent in teaching basic literacy skills and planned activities are well matched to the prior attainment of individuals. The deployment of classroom support assistants is also good, they are well informed of their roles during activities and so provide good quality support.

Mathematics

63. Most children are likely to achieve the outcomes expected by the age of five. Through counting rhymes and songs the children have learned to count to ten and are beginning to recognise numerals to 9. Through practical activities led by adults they learn to count forwards and backwards and are beginning to understand that counting on 1 is addition. Most can recognise and name simple shapes such as squares, circles and rectangles. They can continue sequencing patterns and understand comparative language such as heavier and lighter. They can order the three bears by size. The quality of teaching is good. Care is taken to use correct mathematical vocabulary and the children are encouraged to follow their example. The high level of practical activities is helping the children develop a secure understanding of number concepts.

Knowledge and understanding of the world

64. The children make good progress and most attain standards in line with expectations. Most children can talk about their families and things they do at home. They have some awareness of the features of the local environment. They know wind moves objects and are beginning to understand that pushes and pulls are forces. They begin to understand the passage of time when talking about how they have changed since they were babies and how they differ from their grandparents. They begin to develop close observational skills when examining minibeasts found in the school grounds. They know some materials sink and others float. They begin to use computers, understanding that such devices respond to commands. They can cut and join different materials together by gluing or when using construction apparatus. The children are confident in asking questions to gain information and extend their learning. The quality of teaching is good, with practical activities well planned for these young children as part of the work being undertaken by older children in the class.

Physical development

65. Virtually all children are on course to achieve the desirable outcomes soon after the age of five. There is good accommodation for outdoor play with grassed and hard surfaced areas, plenty of small apparatus, and a climbing frame but few wheeled toys. The indoor accommodation is unsatisfactory for physical development, although the best possible use is made of the space available. The children move imaginatively in response to music. They can run, jump, climb, balance and are developing basic actions in throwing. They can grasp small items of equipment and grips pencils and crayons tightly. Emphasis is placed on using equipment safely and the children respond well. The quality of teaching is good, there is daily access to the grassed or hard surface play area when the weather is suitable. The children are developing a positive attitude to physical activity. The space for indoor physical activities will be significantly reduced when the hall is used as a classroom. The school will need to consider how the provision for this area of learning is to be satisfactorily sustained.

Creative development

66. The great majority of the children are on course to achieve the expected outcomes and a small number are likely to exceed them. The children are confident in representing what they see when directed by adults. They are not as confident in communicating their feelings and expressing their ideas using a variety of materials which they select themselves. Their drawings of the three bears showed good detail for their age, with facial features and paws. Some higher attaining children drew the broken chair and the pieces on the floor, the three bowls on the table, with good proportion in the size of the bowls. They have painted pictures based on the work of Jackson Pollock with good use of colour. They act out the story of Goldilocks with developing creativity. The quality of teaching is good; there are frequent opportunities for free choice when painting, picture making and modelling.

ENGLISH

67. The results of the 1999 National Curriculum assessments in reading at the end of Key Stage 1 were in line with the national average, the results in the writing assessments were above the national average. The small number of pupils in each year group means that these comparisons have to be treated with some caution. However, taking the years 1996 to 1999 together, the performance of the pupils in reading was well above the national average; in writing it was above the national average.

68. The results of the 1999 National Curriculum tests in English at the end of Key Stage 2 were very high in comparison with the national average. Again the small number of pupils involved means that comparisons have to be treated with caution. Taking the years 1996 to 1999 together, pupils' performance was close to the national average.

69. Evidence from the work seen during the inspection indicates that standards at the end of Key Stage 1 are currently above the national average in reading and writing, whilst standards in English at Key Stage 2 are broadly

in line with the national average. Attainment in reading is above the national average whilst attainment in writing is in line with the average.

70. Standards of attainment in English as measured by the results of national tests have improved since the previous inspection. In 1996 only 43 per cent of pupils achieved Level 4 or above in the end of Key Stage 2 tests, whilst in 1999 all pupils achieved Level 4 or above.

71. Overall, attainment on entry to the school is below that expected for the age group. Pupils make good progress and the test results show that pupils make clear gains in their knowledge, skills and understanding in both key stages. Pupils with special educational needs are well supported in their learning and make good progress in relation to their individual education plans.

72. Teachers provide a good range of opportunities for pupils to develop speaking and listening skills and their progress is good. By the end of Key Stage 1, pupils' attainment in speaking and listening skills is above the national expectation. Pupils talk confidently about their work and listen well to stories and poems. They are beginning to express their ideas clearly. They listen attentively to adults and to each other. In Key Stage 2, pupils' speaking and listening skills are further developed, and by the end of the key stage, they are above the national expectation. Pupils demonstrate the ability to listen attentively and contribute to class discussion. Pupils give clear explanations and ask relevant questions with confidence.

73. Pupils' attainment in reading is above the national average at the end of both key stages. By the end of Key Stage 1, the majority of pupils read accurately and with growing confidence when reading a range of simple texts. Higher attaining pupils are fluent and expressive readers. They show good understanding of the meaning of the text, are able to make reasonable predictions about the plot and show some insight into how the characters might feel. Most pupils have a good understanding of the text and can explain clearly what they have read. By the end of Key Stage 2, the pupils are familiar with a wide range of literature and are forming opinions about their favourite authors. Pupils read independently from a range of fiction. They read stories with fluency, expression and understanding. They are able to discuss books they have read and express preferences. All pupils benefit from well planned guided reading activities as part of the literacy hour.

74. Pupils in both key stages make good progress in reading, extending their interest and enjoyment of books as they develop confidence in their reading skills. They develop a growing technical vocabulary using dictionaries and thesauruses with ease. Most pupils enjoy reading and are able to use and identify the contents page, index and glossary in a range of non-fiction books.

75. Pupils' attainment in writing is above the national average at the end of Key Stage 1. The majority of pupils write in complete sentences which are generally correctly punctuated. Common short words are usually spelt correctly and attempts at longer words are phonetically plausible. Pupils write for a number of different purposes including creative, descriptive and poetry writing. Higher attaining pupils produce stories that have a clear structure. Ideas are expressed well using a wide range of vocabulary. They use dictionaries to help their spelling and vocabulary.

76. At the end of Key Stage 2, attainment is currently in line with the national average. However, there is evidence that pupils in Years 3 and 4 are achieving better than this. Pupils use punctuation with increasing accuracy and are developing skills in planning and redrafting to produce a final copy. They are able to write descriptions, instructions and reports. In story writing, they consolidate their understanding of narrative structure and the importance of effective beginnings. Pupils can plan and draft stories and they use the computer for drafting and re-drafting. They choose words carefully to persuade or describe and are aware of the need to use differing styles of writing for different audiences. Pupils use punctuation with increasing accuracy. Spelling is mainly accurate but the lower attaining pupils have insufficient knowledge of spelling rules and conventions. Higher attaining pupils are able to compose sustained, well-organised pieces that demonstrate accurate sentence construction, punctuation and grammar. However, there are too few opportunities for pupils to develop the skills and knowledge acquired in literacy lessons in extended pieces of writing.

77. Pupils in both key stages make good progress in writing skills. Their work shows clear progression in pupils' knowledge of parts of speech, use of speech marks, different tenses and different writing styles well matched to the needs of the audience.

78. Standards in handwriting and presentational skills are generally satisfactory at Key Stage 1. By the age of seven, most pupils present their work well. They acquire skills of letter formation and develop a simple printed script. A cursive script is introduced in Year 2 and this is developed throughout Key Stage 2. However, by the age of eleven, many pupils still use a printed script for much of their work and pupils do not take sufficient care with the presentation of their work. This is particularly true of pupils in the current Year 6.

79. Standards of literacy are good throughout the school. Pupils develop a good understanding of the rules of grammar and punctuation. Reading and comprehension skills are developed well.

80. Pupils usually respond positively to their work in English lessons. They are generally enthusiastic and hard working readers and writers who are able to persevere with their work. They work well independently and in groups and are aware of the needs and contributions of others. They enjoy the whole class and group reading activities and are keen to contribute to class discussions.

81. The quality of teaching throughout the school is good. Teaching was good in 88 per cent of the lessons observed and very good in the remaining 12 per cent. Overall, the quality of teaching has improved since the previous inspection. Teachers have appropriately high expectations of pupils' behaviour and attainment. The school is successfully implementing the National Literacy Strategy. Books and other texts are used appropriately and teaching points and good interactive discussions provide opportunities for introducing new points and consolidating understanding. Teachers structure lessons well, with a whole class introductory focus, followed by group activities and the lesson concludes with a plenary session. Time is used effectively and the range of activities are challenging and interesting, building on pupils' previous learning. Teachers make good use of questions to promote discussion and further pupils' understanding. Most lessons are well planned with learning outcomes clearly identified and shared with pupils so that they have a clear understanding of the purpose of the activities. Work is appropriately matched to the different abilities of the pupils. Where teaching is very good there is exuberance and vitality and a confidence born of secure understanding of the goals planned for the lesson. This teaching motivates pupils who meet the teachers' high expectations and results in very good progress.

82. Teachers make good, effective use of support staff and work closely with them. Consequently, groups of pupils targeted for extra support in literacy improve their rate of progress. Pupils with special educational needs also benefit from the support they receive and make good progress in relation to their ability. Teachers ensure that work is well matched to the needs of pupils with special educational needs and some additional teaching is provided in small withdrawal groups when that is considered appropriate.

83. The curriculum is broad and balanced with a good range of interesting and relevant activities that stimulate pupils' interest. Pupils are encouraged to make good use of their skills of reading, writing, speaking, and listening across the curriculum. They are introduced to a wide range of stories and poems and are also encouraged to read non-fiction texts in support of their work in other subjects such as history and geography.

84. The school has a number of useful assessment strategies for recording pupils' progress. These include the use of standardised tests as well as teachers' day-to-day observations. This information is used effectively to support teachers' planning and ensure that work is well matched to pupils' needs. Test results are analysed to monitor pupils' progress and identify areas of weakness. A school portfolio of pupils' written work has been established for use as a benchmark for school assessments and to identify target areas for improving the standard of writing.

85. English has been a major priority in the school strategic plan. The school has improved the range and quality of books. Information technology resources have also been developed and are used to good effect to promote word processing and reference skills. Additional books, including sets of group readers and large books for whole class sessions have been used very effectively to support the implementation of the National Literacy Strategy.

86. The coordinator provides very good leadership for the subject. Her own subject knowledge is good and she has a clear understanding of the developments needed in the subject. She has worked hard to support her colleagues with their planning and assessment and the delivery of the curriculum. Very good arrangements are in place for the monitoring and evaluation of the quality of planning, teaching and learning. Standards of attainment are also effectively monitored.

MATHEMATICS

87. Standards in mathematics are well above the national average at the end of Key Stage 1 and are above the national average at the end of Key Stage 2. Inspection findings show there has been improvement in standards at both key stages since the previous inspection. The school's 1999 results of national tests at Key Stage 1 showed standards were in line with the national average. Whilst the proportion of pupils reaching the expected level for 7 year olds was broadly average, the proportion reaching the higher level was below the national average. The school's 1999 Key Stage 2 results in national tests were above the national average. Whilst all pupils achieved the expected level for their age, the proportion achieving the higher level was well below the national average. The school recognised this as an issue and has focused on improving the attainment of more able pupils. As a result, there has been significant improvement in results at Key Stage 1, with all pupils currently achieving the expected level for their age, or higher, and over two fifths of pupils reaching the higher level. At Key Stage 2, almost four fifths of pupils are achieving the expected level and one third are reaching the higher level. The above average standards have been sustained at Key Stage 2.

88. Pupils of all abilities, including those with special educational needs, make good progress over time because of

the full and effective implementation of the National Numeracy Strategy, the consistently good teaching and the pupils' positive attitudes. Pupils' response in lessons is better where the pace is brisk and sustained throughout. The presentation of work in Years 5 and 6 lacks pride and care and is unsatisfactory. In other year groups, the pupils often complete worksheets or workbooks, which does not encourage them to set their work down in an organised manner. Pupils use their mathematical skills well to support their learning in other subjects, for example in science and geography.

89. Standards of numeracy throughout the school are good. At Key Stage 1, pupils begin to develop their skills in mental recall of number bonds and to explain how they have arrived at the answers to questions. As they gain in understanding of how to order, add and subtract numbers, they apply their knowledge successfully to money and measures. By the end of the key stage, they use non-standard measures, such as pencils, and standard measures, such as centimetres and metres, with increasing accuracy. They can recognise and name most regular two-dimensional and some three-dimensional shapes. They begin to tell the time in hours and half-hours. There are occasions when the progress of lower attaining pupils is hindered because the tasks are too challenging as all pupils are given the same worksheets. Average and higher attaining pupils have some understanding of multiplication and division, halving and doubling numbers and of fractions. Information technology is used well to support the presentation of data in graphs.

90. Pupils build successfully on their knowledge and skills at Key Stage 2. They continue to develop their understanding of the four rules of number and apply them to different situations with increasing accuracy. However, by the end of the key stage, pupils' problem solving skills are not as well developed as other aspects of the subject. This was evident when Year 6 pupils had to work out the difference between the heaviest and lightest of four fish. The scrutiny of pupils' work showed this aspect has not received sufficient emphasis over time. Pupils have sound understanding of percentages, decimals and fractions and can round decimals to two or three decimal places. They can measure areas and perimeters of regular and irregular shapes accurately. They can draw acute and obtuse angles accurately, and recognise and name properties of three-dimensional shapes. Again, there are examples of lower attaining pupils being given work which is too demanding, for example when pupils of all abilities are given long division questions to answer.

91. The quality of teaching is good overall at both key stages and is never less than satisfactory. There are examples of very good teaching in both key stages. The very good lessons are characterised by the thorough preparation of resources, which allows the lessons to proceed at a brisk pace and with challenging activities that build well on pupils' prior attainments. Because the tasks are well matched to the needs of differing groups or individuals, the pupils' respond well and the rate of learning is good. A significant feature of very good lessons at Key Stage 2 is the sharing of the learning objectives with the pupils at the start of activities. This provides a focus for the lesson and is returned to towards the end to check whether it has been achieved. There is good quality feedback to pupils on their work and effort both verbally and through marking. In good lessons, there is an introductory oral and mental session, which effectively develops pupils' mental recall skills and promotes their use of different strategies to answer questions. Tasks often involve the completion of worksheets and this sometimes results in some boredom for pupils. Teachers assess pupils' work frequently and set challenging targets for improvement. Pupils with special educational needs are well supported by classroom assistants and have tasks adapted to meet their needs. Good quality resources made by teachers are used well and enable pupils to make good progress. The example of satisfactory teaching resulted from a lack of clarity in the explanation of the task, which led to some confusion for pupils in what they had to do.

92. The leadership of the subject is good and has been influential in raising and sustaining standards in recent years. There has been effective monitoring of teaching since the implementation of the numeracy strategy and this has also helped to improve teaching. There are sufficient resources and these are used well. The change in organisation, implemented recently, is an improvement on the previous provision. This has made all groups smaller in size and has been beneficial to pupils' progress.

SCIENCE

93. Standards are above average at the end of Key Stage 1 and average at the end of Key Stage 2. Inspection findings show standards have improved significantly at the end of Key Stage 1 and have been sustained at the end of Key Stage 2. This difference in standards does not indicate unsatisfactory progress at Key Stage 2 but reflects the lower attainment of the current Year 6 when they entered the key stage four years ago. Teachers' assessments of pupils' attainment at the end of Key Stage 1 in 1999 showed standards to be well below the national average both for the level expected for pupils' aged seven and for the higher levels. There was an imbalance in the coverage of the programme of study at Key Stage 1. Pupils' knowledge of materials and their properties was very high in comparison with the national average, whereas knowledge of life and living processes was below average; in experimental and investigative science and physical processes, attainment was well below the national average. Inspection findings show that all pupils at the end of Key Stage 1 are achieving the expected level for their age and

just over 40 per cent are reaching the higher level. The school's national test results at Key Stage 2 showed that the proportion of pupils attaining the level expected for their age, or higher, was below the national average in 1999 but the proportion reaching the higher level was close to, but just below, the national average. Inspection findings show almost nine-tenths of pupils reaching the level expected at the end of Key Stage 2 but only one tenth reaching the higher level. The scrutiny of pupils' work shows that the balance of the curriculum has been improved at Key Stage 1, although more emphasis on developing experimental and investigative skills is required.

94. Most pupils of all abilities, including those with special educational needs, make good progress in acquiring knowledge and skills over time in the school. In occasional lessons, the lower attaining pupils are expected to cover the same topics at the same level as other pupils and they struggle to keep up as their literacy skills are weaker and they are slower to record their findings. The good teaching and pupils' attitudes make a significant contribution to pupils' progress. They are particularly interested in practical activities, work hard and learning is often very good.

95. By the end of Key Stage 1, pupils can carry out investigations, for example, into different types of paper to determine which is best for wrapping presents. They follow this by investigating different materials used for clothing to determine which wear well. They understand some of the conditions necessary to sustain the life of animals and plants and the difference between trees and flowers. They can group materials into those that are magnetic and those that are not. They understand the effect of heat on materials such as water and butter. They can construct simple electrical circuits and understand that a circuit will not work if there is a break in it. Higher attaining pupils have some knowledge of insulators and conductors. They understand some sources of light and how shadows are formed.

96. Pupils continue to build on their knowledge and skills at Key Stage 2, revisiting topics at appropriate intervals to consolidate and deepen their understanding. There is a greater emphasis on developing pupils' experimental and investigative skills, especially in Years 5 and 6 and pupils' rate of progress improves. By the end of the key stage, pupils can plan and carry out their own experiments, for example, when investigating which type of sugar dissolves quickest. They understand the need for setting up fair tests and record the results in charts and graphs, which they create themselves. They know the characteristics of solids, liquids and gases. Higher attaining pupils understand the water cycle, although average and lower attaining pupils are slightly confused by this. Most pupils understand that some mixtures can be separated by filtration. They know the sun is a source of light and have a sound knowledge of the sun, moon and earth. They understand the main body organs and have some understanding of the functions of parts of the eye and the ear.

97. The quality of teaching is good at both key stages and is never less than satisfactory. There are examples of very good teaching at both key stages. In very good lessons, teachers have secure subject knowledge, which is used effectively to extend pupils' learning as far as possible and to maintain a level of challenge. For example, in Years 5 and 6 when pupils investigated parts of a flower and dissected different flower heads to identify the stamens and pistils. The lesson was well organised with ample resources readily available that enabled pupils to progress at their own rate. The different group tasks extended pupils' knowledge and developed observational skills. Similarly with Year 1 pupils, a lesson on forces was very well organised and the work well matched the pupils' needs. Year 1 pupils are encouraged to predict the outcome of forces such as pushes and pulls on materials, and record their findings on a simple chart. Support staff are deployed very effectively and are very well briefed prior to the start of the lesson. Teachers have high expectations of pupils' work and behaviour and pupils rise to these. Where staff are less secure in their subject knowledge they rely more heavily on commercially produced materials which are less interesting for pupils.

98. The subject is well led and managed. Weaknesses have been identified and are being remedied, with the co-ordinator providing good support for other colleagues. Effective use is now made of assessment information to pinpoint areas for further improvement. Monitoring of teaching and learning has been effective in supporting the improvement since the last inspection. There are sufficient resources and they are used well to support learning.

ART

99. No lessons were observed. It was not therefore possible to make a judgement on the quality of teaching. However, from the evidence of pupils' work and discussions with teachers and pupils, attainment is above the national expectation by the end of each key stage. Standards have improved since the previous inspection when they were reported to be broadly in line with the national expectation.

100. Teachers' planning indicates that work in a range of media including drawing materials, paint, printing, clay, collage and textiles is provided during the year. Pupils also have opportunities to study the work of other artists and apply this to their own work, a good example being work done as part of a National Gallery project using Constable's 'Haywain' as a stimulus. Pupils in Key Stage 2 have created a collage based on this work using a range of media including textiles. Younger pupils produced their own paintings on the same theme. Pupils also had the opportunity

to study the work of Andy Goldsworthy and then produce their own art using natural materials. Pupils in Key Stage 1 develop an understanding of colour mixing and the selection of appropriate materials. They express themselves through drawing, painting, and modelling and use simple techniques with developing control. Pupils in Key Stage 2 produce careful observational drawings using pencils and are introduced to shade and tone. A very good example was observed in a science lesson when they produced accurate drawings of flowers. These were large, bold and very detailed. Pupils' accuracy in representing what they observe is developing well, and they also have opportunities to express their thoughts and feelings in an imaginative way. They demonstrate a growing skill and understanding of a variety of media. Pupils in both key stages have produced some high quality clay work.

101. Teachers often integrate artwork with design and technology and it is also used effectively to support learning in other subjects. Pupils' work is displayed with care and imagination and makes a positive contribution to the school environment.

102. The school has adequate consumable resources and is developing a collection of reference materials about artists and their work. There is a school policy and a scheme of work, which provide guidance for staff and support the development of skills. Samples of work are kept to monitor standards and the development of skills.

DESIGN AND TECHNOLOGY

103. During the inspection, there was no opportunity to observe design and technology teaching and so judgements are based on the scrutiny of pupils' work, teachers' planning and discussions with staff and pupils. It was not possible to make judgements about the quality of teaching.

104. Much of the work done in design and technology is closely linked with art. There is a clear programme of activities for pupils in Years 2 to 6 which provides for the appropriate development of skills in designing and making using a range of materials including clay, textiles, wood, card and recycled materials.

105. At the beginning of Key Stage 1, pupils make good use of construction kits to make effective models. They learn to use simple tools such as scissors with increasing control and awareness of safety. They make simple models using paper and card. By the end of Key Stage 1, standards of achievement are in line with national expectations and pupils make good progress. Pupils are developing simple designing skills, drawing annotated pictures of what they want to make and identifying the materials and tools necessary to produce them. Pupils looked carefully at their playground equipment before producing their own design drawings which were then used to produce models in card. The pupils know about simple joining techniques including sewing, gluing and stapling. They are beginning to evaluate their work.

106. Pupils in Key Stage 2 develop good making skills. Year 3 pupils develop their understanding of structures through making Tudor houses from card. In Year 4, pupils make a clock using a simple commercial mechanism on a box construction frame of wood. They produce clear design drawings with careful measurements and information about the materials to be used. Year 5 pupils built a water wheel using plastic materials. In Year 6, they built wind-powered vehicles using axles and wheels. Work in clay and textiles is used in all years to provide a clear development of skills. Pupils in Y6 for example have produced a Millennium wall hanging using embroidery. Pupils in Y5 made use of skills in embroidery and quilting to design and produce a card for Mothers' Day. Pupils carry out some simple evaluation of their work although this is an element that is not fully developed. Overall, standards are in line with the national expectation. Pupils take great pride in their work and enjoy the practical activities.

107. The subject is well managed by the co-ordinator. Pupils' work is assessed and there is a portfolio of individual work to help monitor standards and the progressive development of skills.

GEOGRAPHY

108. Standards are above average at the end of both key stages. This is a considerable improvement from the below average standards found at the time of the last inspection. Pupils throughout the school, including those with special educational needs, make good progress and achieve well. The positive attitudes of most pupils, the good teaching and the range of experiences and opportunities for field trips support the good rate of learning.

109. By the end of Key Stage 1, pupils can express their likes and dislikes about the local area showing their knowledge of geographical features and they know the nearest town and city. Pupils in Year 1 can compare their village with Struay, a Scottish village. They can locate England, Ireland, Scotland and Wales on a map of the United Kingdom and have some understanding of the continents of the world. Through links with a family in India, pupils can compare and contrast the differences in every day life such as the houses, jobs, food, scenery, weather and plants. Through e-mail, pupils' questions about India are answered and this effectively extends their knowledge. The

pupils know that in Chembakoli, parents have to teach the children themselves and that the people living there must walk a long way to obtain their water from a well. The level of knowledge of contrasting localities is above that expected at the end of the key stage. Pupils' mapping skills develop well. The current exchange of information with a friend of the school, who is travelling the world and sending postcards and messages back, is helping to extend pupils' knowledge of localities world wide through a display around a large map of the world.

110. By the end of Key Stage 2, pupils mapping skills are good. They can use Ordnance Survey maps confidently locating geographical features prior to their visit to the Isle of Wight. The knowledge gained from a field trip to Godshill is used effectively, for example, when planning a new attraction for the village. They consider carefully the advantages and disadvantages and the implications for the people who live there. Pupils can use six figure grid references and demonstrate understanding of contour lines when discussing the effect this would have on any planned development of the area. They can identify the main wet and dry areas on a world map and understand some of the problems associated with such areas. Pupils develop their range of geographical vocabulary well over the key stage and use the correct terminology. From the study of the River Nile, pupils gain the associated vocabulary such as source and tributary. Their skills in information technology are used well to support learning when pupils produce their own questionnaires as part of a survey to consider whether a bypass should be built for the village. All the junior pupils visited the Millennium Dome and travelled on the underground in London, which again extended their knowledge of cities. Written tasks effectively support the development of pupils' literacy skills such as when researching information on Indian villages and writing accounts of daily life in contrasting localities.

111. Most pupils respond well in lessons; they enjoy using and learning about maps and the first hand experiences of fieldwork. They settle well to written tasks but the presentation of work, particularly in Years 5 and 6, is untidy and shows a lack of care.

112. The quality of teaching is good overall at both key stages. The features of good lessons include skilful questioning which encourages all pupils to participate and to think carefully about the problem posed, for example when setting up a new tourist attraction. Relationships between teachers and pupils are good and pupils settle to their work and achieve well. Where teaching is only satisfactory, the pupils are requested to write a report to consolidate their learning about a contrasting locality and they work independently with little interaction with the teacher.

113. The subject is well co-ordinated by the headteacher. Each geography topic is resourced adequately and, when appropriate, fieldwork is included. The school has successfully looked at ways of teaching skills and using personal contacts to add interest for the pupils. Teaching has been monitored effectively and this has had a positive impact on pupils' attainment since the previous inspection.

HISTORY

114. In addition to the one lesson observed during the inspection, evidence was also collected from the scrutiny of pupils' work, teachers' planning, displays of work, policies, resources and discussions with pupils and teachers. These demonstrate that a satisfactory curriculum is in place. This follows the National Curriculum programme of study. Standards of attainment have been maintained since the last inspection and are in line with those expected for the age group. Pupils develop skills in historical research and acquire a sound knowledge and understanding about the past.

115. Pupils in Key Stage 1 are introduced to the subject through stories that help them develop a concept of time. Most pupils know about stories from the past. They have factual knowledge of the past through stories of events such as the Fire of London and figures such as Guy Fawkes. They show a developing understanding of chronology through personal and family histories. Pupils use pictures and picture books satisfactorily to find out about the past. Some higher attaining pupils use non-fiction books to find information.

116. In Key Stage 2, pupils make satisfactory progress in developing their knowledge and understanding of different periods in history. Whilst some higher attaining pupils produce detailed work, there is insufficient extended writing. Through books, videos, photographs and the handling of artefacts, pupils are able to gather evidence on how people lived during various periods of history. By the time they leave school, pupils have an understanding of some major historical events and of chronology. They know that history is divided into periods of time, such as Ancient Greek, Roman, Tudor and Victorian. Most pupils have sound general knowledge of these times and can compare and contrast lives of the past with those of today. The pupils know about some significant characters and higher attaining pupils know why they acted as they did and how events and inventions changed the lives of people.

117. Pupils enjoy the subject and they respond positively to the opportunities provided. They settle quickly and eagerly to work. They contribute well in discussions and are confident when expressing opinions and asking questions. Pupils work hard, they sustain their interest and concentration whether working individually, in pairs or in

small groups. They talk enthusiastically about the work they have done. However, some of the work produced by pupils in Years 5 and 6 is poorly presented and shows a lack of care.

118. The quality of teaching in the one lesson seen was good. Teachers present the subject in interesting ways and make good use of visits, people, artefacts and books to stir pupils' enthusiasm. Pupils in Years 2, 3 and 4 study life in Britain during the Second World War and consider the effects of rationing and the need to grow more food. One group enthusiastically planned how they could use part of the school grounds in order to become more self-sufficient. There is an adequate range of resources. There are well planned trips to places of historical interest. Good links are made with work in literacy. Older pupils for example, have studied the Greek roots of English words as part of their study of the Ancient Greeks. The school has a clear policy and scheme of work which provide useful guidance to aid teachers' planning. The subject contributes well to pupils' social and cultural development.

INFORMATION TECHNOLOGY

119. Since the last inspection, the school has improved its provision for the teaching of information technology. Considerable in-service training has raised the teachers' expertise. The range of equipment, both computers and software, has been successfully extended, and the curriculum greatly enhanced, for instance, by the provision of a digital camera. There are also plans to utilise the National Grid for Learning to further improve resources, and to provide access to the Internet. Pupils use e-mail to communicate with other schools. The curriculum is now fully in line with statutory requirements.

120. It was not possible to observe a significant amount of direct teaching during the inspection. However, a number of activities involving work in information technology were noted throughout the school and these, along with a scrutiny of pupils' work and discussions with teachers and pupils, demonstrate attainment which is line with the national expectation at the end of both key stages.

121. The pupils in both key stages make good progress. The pupils become increasingly independent in using information technology as they move through the school, and make good use of computer programs to support their learning across many curriculum areas.

122. By the beginning of Key Stage 1, pupils are already confident in the use of computers and continue to develop their skills. They carry out simple operations using the space bar and the 'enter' keys and use the mouse with accuracy to move objects about on the screen. By the end of Key Stage 1, the vast majority of the pupils have acquired satisfactory keyboard skills. They can type in their own sentence, change the font and size of text, and print and save their work. They are beginning to edit their own writing. The school also provides opportunities for them to control the direction of a simple floor robot. In Key Stage 2, younger pupils are able to set up, save and print. They edit and improve their own writing and prepare texts using cut and paste techniques. By the end of Key Stage 2 most of the pupils are confident in using information technology with some degree of independence. They are beginning to carry out research, for instance, in history, and present findings by importing text and pictures. Older pupils can use spreadsheets to help their mathematical calculations whilst solving problems. They use the digital camera to take photographs and incorporate them in text.

123. Pupils' behaviour and their attitudes to learning are good. They treat all equipment with respect and can be relied upon to use it sensibly when not directly supervised. They are helpful to each other when working in pairs and appreciate the support given to them by adults.

124. Very little direct teaching was seen during the inspection but evidence from the pupils' work and teachers' plans indicate that teachers throughout the school have a clear understanding of what is required to teach the subject successfully. They ensure that pupils have regular access to a range of equipment and that, as often as possible, the work which they provide for pupils is relevant to the subject which is being taught so that computers and other technology become an integral part of their learning. All of the teachers have sound knowledge and understanding of the subject, and, with help from the curriculum co-ordinator, plan work carefully to build soundly on earlier learning. This enables the pupils to work independently and systematically to improve their skills. The teachers have high expectations of the pupils, particularly in terms of their application and independence. Teachers' planning is good and ensures that a clear progression of skills is taught. Assessment of pupils' progress is recorded regularly and is used to help plan future work.

125. The subject is managed well. The curriculum co-ordinator provides clear guidance and support for colleagues. Since the last inspection, teachers have worked hard to keep pace with developments and to meet the increased demands of the National Curriculum for information technology as a core subject. This has been achieved successfully and the school has made good progress.

MUSIC

126. Standards are in line with the national expectation by the end of Key Stage 1 and are above the national expectation by the end of Key Stage 2. This is similar to the standards at the time of the previous inspection. Instrumental tuition and extra-curricular activities continue to make a significant contribution to whole school events. Pupils of all abilities make good progress over time, including those with special educational needs.

127. Pupils build up a reasonable repertoire of songs that they enjoy singing from memory at Key Stage 1. By the end of the key stage they can sing unaccompanied and in tune. Their diction is clear and they have a good sense of rhythm. Pupils are beginning to show awareness of others when singing as a whole class. They are beginning to understand some of the elements of music, for example changing their movement in response to instruments played loudly or quietly. They have a sound knowledge of a range of percussion instruments.

128. By the end of Key Stage 2, pupils can perform two part songs with confidence. With practise and refinement, their singing continues to improve and is of good quality. Almost one quarter of the pupils are in the choir and they joined with other schools to perform a concert in the De Montfort Hall during the inspection. Pupils have a good sense of rhythm and can sustain their part when three rhythms are put together. By Year 6, pupils have a good understanding of notation and use it with increasing accuracy when creating their own compositions. They know the length of notes, for example, crochets and quavers, and the sections and layout of an orchestra. They can name a range of famous composers such as Handel, Mozart and Beethoven and one or two of their compositions. Individual research into musicians by Year 6 pupils increases their knowledge of different types of music. Listening skills are good and pupils can appraise the music they hear, selected by teachers or each other, giving sensible reasons as to why they like or dislike it. Fourteen pupils, from Year 1 to Year 6, have received instrumental tuition during the course of the year and this supports their progress in other aspects of the subject. Music is played as pupils enter and leave the hall for assemblies. This extends pupils' knowledge of famous composers and different types of music.

129. All lessons are taught by the subject co-ordinator, who is a subject specialist, giving all pupils equal access to her enthusiasm and high expectations. Pupils respond well in most lessons and rise to the challenge. The organisation of pupils into two year groups, with Year 6 as a discrete year group, is effective in enabling pupils to make good progress and avoids repetition of work. When all pupils are taught together for hymn practice, the group is too large, and the age range too wide, for all pupils to make good progress. The oldest pupils become bored and the youngest pupils cannot participate fully. This leads to teaching that is just satisfactory. The timetable arrangement where music lessons and hymn practice take place on the same afternoon is not desirable and the school already has plans to make changes from September.

130. Co-ordination of the subject is good. The co-ordinator has significant influence over standards and priorities for development. There is an improved and adequate range of instruments available. Pupils' experiences in this subject make a significant contribution to their spiritual, social and cultural development. The accommodation is unsatisfactory as insufficient space is available in the hall for all pupils to have sufficient space to sit comfortably during hymn practice.

PHYSICAL EDUCATION

131. Standards are satisfactory. The evidence is limited. During the inspection, only one lesson was observed at Key Stage 1 and none at Key Stage 2. Teachers' planning and discussions with teachers indicate that the school plans a balanced programme that meets the requirements of the National Curriculum. Pupils in both key stages learn to play games, participate in gymnastic activities, develop athletics skills and respond to music through dance. Pupils from Year 2 onwards have swimming lessons. By the end of Key Stage 2, the great majority can swim at least 25 metres. A residential visit provides pupils in Years 5 and 6 with the experience of adventurous outdoor activities.

132. Accommodation for indoor physical education is very limited. Currently, the school has the use of a small hall in the afternoons. This is inadequate for the purpose of indoor physical education, especially for the older pupils. There is insufficient space and as the room is used as a classroom during the mornings, there is furniture and equipment in the room. From the beginning of next term, the room will be used permanently as a classroom. Consequently the school will have great difficulty in fulfilling the National Curriculum programme of study.

133. Pupils in Key Stage 1 make good progress. They develop simple athletic skills of running, hopping and jumping. They learn to control a ball with their feet as well as simple catching and throwing skills. Pupils have a clear understanding of the effects of exercise on the body. By the end of the key stage attainment is broadly in line with national expectations. Although no lessons were observed in Key Stage 2, pupils were observed in extra-

curricular sports activities including athletics and rounders. Here again standards were in line with those expected for the age group. Standards observed at the time of the previous inspection have been maintained.

134. Pupils' attitudes to the subject are good. They dress appropriately for physical activity and behaviour is good. They work hard to improve skills, are well motivated and enjoy themselves. They listen carefully and concentrate on the activities of the lesson. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills.

135. The quality of teaching in the lesson observed was very good. Planning is good. Lessons are well organised, structured and clearly planned to offer progression and a safe working environment. The teacher set appropriate challenges, provide clear instructions and explanations and encouraged pupils to develop skills. The lesson began with appropriate warm-up activities. Relationships and class management were very good and the classroom support staff were used to very good effect and made a valuable contribution to the progress pupils made.

136. There is a clear and effective overall plan of work that identifies the development of skills and provides for an appropriate range of activities. The school provides a good range of extra-curricular activities. These include athletics, football, netball, rounders and cross country. The school takes part in competition with other schools. The school has the use of outdoor facilities, which include a large playing field and a playground. There is a good range of large outdoor apparatus set on a safety surface. Staff have undertaken training as part of the 'Top Sport' initiative and the school has a good range of equipment.

RELIGIOUS EDUCATION

137. It was not possible to observe any lessons during the course of the inspection. Judgements about attainment and progress are based principally on an analysis of teachers' plans and pupils' written work. Standards have been maintained since the last inspection. At both key stages, pupils' attainment is in line with the expectations of the locally agreed syllabus and pupils of all abilities make sound progress.

138. The lack of opportunity for inspectors to observe teaching renders it inappropriate to make firm judgements about the quality of teaching at either Key Stage. The curriculum makes a positive contribution to pupils' spiritual, moral, social and cultural development. Resources for the subject are sound in range and quality. Marked efforts are also made to extend pupils' learning through first hand experiences of assemblies conducted by visitors, by links with the local church and participation in festivals such as Christmas and harvest time. There are no formal systems of assessment in place, although there is a comment in the annual report to parents.

139. At Key Stage 1, pupils become increasingly aware of people who are significant in their lives and of their own importance within school and the local community. Social and moral values are developed as they consider the rules in their lives as they progress through the key stage. By the age of seven, most pupils have a knowledge of Bible stories from the Old and New Testaments. They have developed some ability to express their own feelings such as how we feel about the way we are treated by others and to understand how others share similar feelings.

140. At Key Stage 2, pupils extend and develop their knowledge and understanding of world faiths, comparing and contrasting religious symbols, practices and places of worship. They enjoy some of the main stories from different religions. By the end of the key stage, pupils have extended their knowledge of the Bible. They have studied Christian places of worship with particular reference to their own village church and made comparisons with holy places in other faiths. For example, pupils have had the opportunity to visit a Hindu temple.

141. The leadership and management of the subject is sound. The co-ordinator has worked hard to ensure that all staff have guidance in the coverage of topics within the locally agreed syllabus.