

INSPECTION REPORT

LEINTWARDINE ENDOWED CE

PRIMARY SCHOOL

Craven Arms, Shropshire

LEA area: Herefordshire

Unique reference number: 116893

Headteacher: Mrs E A Davies

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 10 – 13 September 2001

Inspection number: 192148

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
School address:	Watling Street Leintwardine Craven Arms Shropshire
Postcode:	SY7 OLB
Telephone number:	01547 540641
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr G MacFarquhar
Date of previous inspection:	18 - 20 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11608	Anna Dawson	Registered inspector	Mathematics; science; art and design; design and technology; geography; music; equal opportunities.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; the quality of teaching and learning; key issues for action; leadership and management.
13746	David Russell	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
25509	Judith Clarke	Team inspector	English; information and communication technology; history; physical education; the foundation stage; special educational needs.	Quality and range of opportunities for learning.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leintwardine Endowed Voluntary Aided Church of England Primary School is in the diocese of Hereford. It is smaller than most other primary schools. It draws its pupils from the village of Leintwardine and the surrounding hamlets and villages, principally Brampton Bryan and Downton. The majority of the pupils attend the playgroup that is adjacent to the school before they enter the school in the year they become five. Pupils' overall attainments in social, language, and mathematical skills are broadly average when they enter the school. Until recently, however, the school has lacked consistent leadership from a permanent headteacher. This adversely affected achievement and there is a residue of below average achievement for the school to address. There are 95 pupils on roll; of these 42 are girls and 53 are boys. They are grouped in four mixed age classes. There is an increase in pupil numbers from 78 at the time of the last inspection. Eighteen per cent of pupils are on the register for special educational needs. This is broadly in line with the national average of 23 per cent. Two pupils have statements of special educational need. This is average. There are 21 pupils or 22 per cent of the roll eligible for free school meals, which is just above the national average. All the pupils are of white European origin and all speak English as their first language. The school has stable population with only two pupils entering the school other than at the normal time during the last academic year. This is below average. The characteristics of the school are slightly less favourable than those reported during the last inspection 1997. There is a higher percentage of pupils with special educational needs and a higher number of pupils who are eligible for free school meals. Religious education was not inspected during this inspection. It is inspected by the diocese.

HOW GOOD THE SCHOOL IS

This is an effective school with a Christian ethos that promotes good achievement and equality of opportunity. The quality of relationships within the school is good. Because the quality of teaching is good and individual needs are met, all pupils achieve well in English, mathematics and science. Most pupils enter school with attainments that are broadly average. They are currently attaining average standards in mathematics, science and English by Year 6. This is good improvement on standards being reached twelve months ago. The headteacher has made a good start to her leadership. She is fully supported by a committed hardworking staff and an effective governing body. There is clear educational direction and vision and the school is well thought of by the parents and the community. Despite high unit costs, the school gives satisfactory value for money.

What the school does well

- The headteacher has made a good start in moving the school forward and has set clear educational direction to raise standards. She is supported well by an effective governing body and a hardworking staff.
- The pupils achieve well. They attain average standards in English, mathematics and science by Year 6. Until recently, because there was a lack of educational direction, achievement was low.
- There is good quality teaching and learning across the school.
- Pupils behave well and are keen to learn. There are good relationships within school between pupils and staff.
- There is good provision for pupils' spiritual, moral, social development.
- The school takes good care of the pupils. The pupils' personal development is good.
- There is a good partnership with parents.

What could be improved

- Standards in information and communication technology are below average throughout the school.
- The role of the subject leaders is not sufficiently developed.
- The procedures for the assessment of pupils work and the use of assessment to help teachers

raise standards are insufficiently rigorous for all subjects apart from English and mathematics.

- There are insufficient procedures and strategies for monitoring and promoting good attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a better school than it was in 1997. It has made good improvement from when it was last inspected. Then it had serious weaknesses. This is no longer the case. This is because the quality of the management and leadership has recently improved. As a result, there is good improvement in the quality of teaching and learning. Pupils' behaviour, attitudes to their work and their personal development have improved. The combined effect of this is a rise in standards for English and mathematics. The partnership with parents has been strengthened. There is now clear educational direction set for the school and effective financial management. The governing body carry out their responsibilities well and give good support the headteacher and her hardworking staff. The issues from the last inspection, have in the main, been addressed fully except that the standards in information and communication technology still need to be raised. This is currently being addressed. New resources have been purchased and the staff are undertaking their national training. There is good improvement in the quality and range of the curriculum. There is good improvement in the provision for pupils with special educational needs. However, the schemes of work need to be refined further to match the needs of the pupils and the context of the school. There are improved procedures for the analysis of the strengths and weaknesses of the school. Appropriate procedures for the assessment of pupils' work in English and mathematics have been put into place. They are used well to help raise standards but assessment procedures are still to be developed across the school for other subjects. The school has successfully implemented the foundation stage of learning for pupils under six and the National Literacy and Numeracy Strategies. Accommodation has been very greatly improved and extended.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

There was a fall in standards between 1998 and 2000 and the rate of improvement was below the national trend. The main reason for this fall in standards was the lack of educational direction from the headteacher and successive temporary headteachers who were unable to provide sufficient clear educational direction to raise standards. Otherwise the varying number of pupils in each year group causes fluctuation in the overall standards that pupils attain.

The results should be treated with caution as the size of the cohorts is small. In 2000 only 12 pupils took the tests. This diminishes the statistical reliability of the data. In 2000, pupils attained average standards in English but below average standards in mathematics and science when compared with all schools nationally. However, when compared with pupils of similar backgrounds, pupils' performance was above average in English and average in mathematics and science. In the 2001 tests however, as a result of an intensive revision programme set by the new headteacher, standards dramatically rose and pupils attained well above average standards in mathematics and science and average standards in English.

The inspection finds that for the current groups of pupils in Year 2 and Year 6, standards are average in English, mathematics and science by Year 2 and Year 6. The pupils achieve well throughout the

school. However, the residue of past low achievement shows in the average standards currently being reached. There has been insufficient time for the pupils' present good progress and achievement to fully impact on attaining higher standards.

The school has set challenging targets and is on course to meet its targets this year. Last year the targets were exceeded for mathematics but there was a shortfall for English. In science and mathematics, pupils' investigative skills are developing appropriately and in English, they continue to make good progress in reading and writing. In art and design, design and technology, history, geography and physical education, pupils are attaining standards that match the national expectations. In music, there is insufficient evidence to make a judgement. In information and communication technology, standards are below the national expectations throughout the school. Pupils in the foundation stage make good progress in all areas of learning and are on course to attain the early learning goals in all areas of learning. Pupils with special educational needs get good support and make good progress towards their targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good, attitudes to learning. They enjoy school and are keen to learn. However a few pupils are sometimes disruptive in lessons.
Behaviour, in and out of classrooms	Pupils generally behave well in lessons and around the school. They are polite and welcoming to visitors.
Personal development and relationships	Pupils' personal development is good. They respect the views of others and they play and work well together. There are good relationships between pupils, staff and other adults who work in the school. There is a very small minority of difficult pupils who do not always cooperate, despite the best efforts of the staff. In their work and conversation, the pupils show a positive attitude towards people from communities different from their own.
Attendance	Attendance is unsatisfactory. Last year it fell below the national average. There is, however, noticeable improvement upon the previous year and attendance at the time of the last inspection.

The positive approach towards encouraging good behaviour, good attitudes to work and respect for others, is central to the school's Christian aims and values. This is a happy community where the pupils' good attitudes to school are a contributing factor to their achievements. When pupils are absent during term, their learning is hindered. When a few are disruptive in lessons, this interrupts their learning and that of others around them.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Overall, the quality of teaching is good and a major strength. Pupils learn well. The effective support given by the teaching assistants and the teachers and the good relationships within the school, promote the pupils' good achievement. Throughout the school the teaching and learning are good. There is good teaching in the foundation stage and the basic skills of reading, writing and mathematics are taught well throughout the school. In subjects, the teaching of English, mathematics and science is good. Teachers plan well together, using resources effectively. The teaching assistants, as they work throughout the school, make a significantly positive contribution to pupils' learning. However, there are insufficient opportunities for the development of information and communication technology in all subjects. Teaching is particularly successful in lessons where teachers use the teaching methods that

are advocated in the National Literacy and Numeracy Strategies. The pupils with special educational needs are supported well and make good progress. Where teaching is only satisfactory, the teachers' introductions or the sessions are too long and pupils' concentrations wane, slowing the pace of learning. Occasionally a few disruptive pupils interrupt lessons. Consequently, this limits pupils' learning. The staff take care to meet the needs of all pupils and fully include them in all aspects of school life. Teaching promotes positive attitudes towards our multi-cultural society.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for children under six is well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is appropriately planned.
Provision for pupils with special educational needs	Good. Learning difficulties are identified early. The pupils are supported well in classes and make good progress towards their targets. The school takes good care to ensure that all groups of pupils are included in all activities and that they have the support to succeed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. The school makes good provision for pupils' spiritual, moral and social development and satisfactory provision for their cultural development.
How well the school cares for its pupils	The school takes good care of the pupils. There are good procedures for promoting good behaviour and pupils' personal development. However, there are insufficient procedures for assessing pupils' attainment and progress and for the use of assessment to guide curricular planning and the monitoring and improving of pupils' attendance.

The school has a good partnership with parents. Most parents support their children's learning at home and a small minority support pupils well in school. Parents appreciate that the school takes good care of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall satisfactory. The headteacher gives effective leadership. She has set good educational direction for the school. The staff work together well with her and are successfully improving standards.
How well the governors fulfil their responsibilities	The governors are supportive of the school. They are working well together to meet the school targets and fulfil their statutory duties.
The school's evaluation of its performance	The school evaluates its performance appropriately and monitors its strengths and weaknesses. However the role of the subject leaders to monitor the teaching and learning in their subjects is underdeveloped.
The strategic use of resources	The school makes good use of the building, time, staff and the budget to help children learn. The accommodation is good and learning resources are satisfactory overall. However, there are shortages for

	some subjects such as geography, art and design and large play equipment for the pupils in the foundation stage.
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The new headteacher has made a good start to her leadership. The strengths and weaknesses of the school have been identified and there are strategies in place to move the school forward. There are sufficient teachers with an appropriate range of expertise to meet the demands of the curriculum and a good number of well deployed teaching assistants who make a good contribution to pupils' learning. The recently extended accommodation is well maintained and provides a good learning environment. The school seeks to find best value for money and has identified areas for spending to the best use of its budget to raise standards.

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 majority of parents are pleased their children enjoy school and the school expects their children to work hard. • Most parents are pleased that pupils behave well and there are good relationships between pupils and staff. • The majority of parents feel that the school is helping their children to become mature and responsible. • Most feel they can approach the school with questions or problems. 	<ul style="list-style-type: none"> • A minority of parents would like the pattern of homework to be consistent across the school. • A few parents feel that the school does not work closely with them. • A significant minority of parents believe that the school does not provide an interesting range of extra-curricular activities.

The inspectors agree with the very positive view of the school held by the parents. There is an appropriate amount and regularity of homework that is expected of pupils. There is a good relationship with parents. They receive good information from the school. The extra-curricular activities are appropriate for a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1. The 2000 National Curriculum test results show that by the end of Year 6:**
 - pupils attained average standards in English.
 - below average standards in mathematics and science.
- 2. In comparison with pupils with similar backgrounds pupils' performance was**
 - above average in English
 - average in mathematic and science
- 3. When compared with their results in the 1996 Year 2 tests, Year 6 pupils overall made good progress.**
- 4. The 2000 National curriculum test results show that by the end of Year 2:**
 - pupils attained well below average standards in reading
 - well below well below average standards in writing
 - very low standards in mathematics.
- 5. In comparison with pupils with similar backgrounds pupils' performance was**
 - well below average in reading
 - below average in writing
 - very low in mathematics
6. In any analysis of national results caution must be exercised when, as in this case, the numbers of pupils taking the tests are small. This means that one pupil counts as much as 8 per cent. The numbers of pupils taking the tests who have special educational needs, also varies between year groups and causes fluctuations in the overall percentage scores for the year. In 2000, 26 per cent of the pupils in Year 2 taking the tests had special educational needs and eight per cent in Year 6.
7. In the National Curriculum tests in 2001 there was significant improvement at the end of both key stages. By the end of Year 6, the pupils attained well above average standards in mathematics and science and average standards in English. By the end of Year 2, pupils attained well above average standards in mathematics and above average standards in reading. However, they attained well below average standards in writing. There were 38 per cent of pupils on the register for special educational needs, who were able to achieve highly in mathematics and science but as yet did not all have the language skills to achieve as well in English. The school is good at identifying pupils who have special educational needs, tracking their progress and setting appropriately challenging work that promotes good achievement.
8. Challenging targets had been set for 2001 and the school had analysed the strengths and weaknesses within the subjects well to improve standards. The pupils in Year 6 undertook an intensive revision programme that took the form of booster classes and homework. There was also well targeted support for groups of

pupils during lessons. This strategy increased pupils' scores on test results dramatically. The numbers of pupils attaining at the higher levels increased. This was most dramatic for mathematics and science in Year 6 where 57 per cent of pupils attained level 5. The school exceeded its targets set for mathematics by 3 per cent. However this was not matched in English at the higher levels and there was a shortfall in the target set of 17 per cent. This was caused by 3 pupils entering the school after the targets were agreed.

9. Inspection judgements for the current Year 2 and Year 6 pupils show that:

- **Pupils are achieving well and are now attaining the standards that match the national expectations in English, mathematics and science. Until recently, standards in English and mathematics were below average.**

10. Since the last inspection standards remain average in English, mathematics and science for pupils by the end of Year 2. However there is good improvement by the end of Year 6 where standards have risen from below average to average standards. This is because at the time of the last inspection the poor leadership coupled with constant changes of teacher depressed the amount of work pupils produced and interrupted the systematic consistent development of knowledge, skills and understanding. Consequently, the pupils did not achieve as well as they should have done.

11. All groups of pupils are making good progress and achieve well. The higher attaining pupils generally achieve above average standards by the end of Year 2 and Year 6. However, the small cohort of pupils taking the test each year and the percentage of pupils with special educational needs, tends to depress the overall judgement on standards to satisfactory. The school takes care to ensure that all groups of pupils are included in all activities and they have the support they need to achieve well.

12. Pupils throughout the school are confident learners. Most have good attitudes to work which helps to motivate them to make good progress in lessons and in their personal development. Investigational work in science and mathematics is developing well as are pupils' skills in researching information about their topics. They are encouraged by the staff to develop personal study as they use reference books in the library to find out about their topics. Pupils say that they particularly enjoy practical activities such as scientific investigation and reading the good quality reading books that the school provides. Because pupils are taught the basic skills of reading, writing and mathematics well, their work is neatly presented with well-formed writing and figures. Information and communication technology is insufficiently well integrated into their work and as yet pupils have not acquired sufficient skills in the subject. For example, information and communication technology is not sufficiently used to record pupils' work in data handling in mathematics or science.

- **Pupils attain satisfactory standards and achieve well by Year 2 and Year 6 in design and technology, art and design, geography, history and physical education.**

13. Since the previous inspection standards have remained similar in geography, history and physical education. In art and design and design and technology standards have fallen from above average to average. This is mainly because more time and

additional support was previously allocated to these subjects. There is insufficient evidence to make a judgement on standards in music. Pupils throughout the school apply themselves well to their learning and because the work is planned and taught well, pupils make good progress and achieve well. The fact that attainment is only average, is the result of underachievement during the disruptive period through which the school has gone.

- **Standards are not yet high enough in information and communication technology**

14. In information and communication technology, pupils attain standards that are below the national expectations by the end of Year 2 and Year 6. This is a similar position to the last inspection. Since then improvements have been made to resources, staff training and the scheme of work. However, there are weaknesses in keyboard skills and some resources have not yet been used. Staff recognise there is work to do and are still completing their national training. In the past some staff have lacked the expertise and the confidence to deliver the curriculum. The curriculum has been appropriately planned and while some good practice has been observed, the pupils have neither had the resources or opportunity to develop their skills to an average standard. A full programme of activities is yet to be fully integrated into all subjects

- **Because there is good provision for pupils with special educational needs these pupils make good progress.**

15. Since the last inspection, provision has improved from satisfactory to good because of the good level of support from the teaching assistants and their increasing expertise. This has enabled them to effectively support pupils. Pupils with special educational needs make good progress throughout the school and achieve well. Their prior attainment is taken into account and they are set challenging but achievable targets to work towards. Pupils have good support in both lessons and support groups and this has a positive impact upon their levels of attainment. The pupils with special educational needs are not only fully included in all aspects of the life and work of the school, they are also given the support to succeed.

- **The foundation stage has been implemented well and pupils are on course to attain the nationally expected early learning goals by the end of the reception year.**

16. The pupils joining the reception year in the September and the following January of the year in which they are five. Most transfer from the adjacent playgroup. They enter with attainments that are generally similar to those normally expected for pupils of this age. This is the case in their personal, social and emotional development; communication, language and literacy and mathematical development. There is some small variation from year to year, according to the overall attainments of the group of pupils entering the school. The pupils in the foundation stage make good progress and achieve well. Most are on course to achieve the early learning goals and a minority are on course to exceed them. The minority of pupils that enter the school with above average attainments have gone on to achieve the higher levels in the National tests by Year 2 and Year 6. The older

pupils in Year 1 help the younger reception pupils in their class by demonstrating well the behaviour that is expected of them. This helps the new pupils to adapt quickly to their new surroundings. Additionally, the care taken by staff to ensure that pupils are happy and confident learners helps to raise their attainment in their social and emotional development. Particular care is taken to ensure pupils get a good start to their education on entry to the reception class and that all pupils take part in all the opportunities provided.

- **There is no significant difference in attainment between the boys and the girls**

17. There is no significant difference in the progress of boys and girls who attain equally well in lessons. There are no pupils identified by the school as being markedly above average and requiring specialist provision. However, the staff know the attainments of all pupils very well and are successfully meeting them. There are a few very able musicians or performing arts pupils who are given opportunities to demonstrate their learning and are encouraged to succeed by the school.

- **Pupils' attitudes, values and personal development**

18. Overall pupils have good, positive attitudes to learning. There is good improvement since the last inspection in behaviour and personal development because the staff with the help of the pupils, devised a code of behaviour where there are clear, agreed expectations shared by the staff, pupils and parents. However, there is a very small minority of disruptive pupils who find it hard to abide by the school's code of good behaviour. These pupils do not represent any particular social or ability group.

19. Pupils are keen to come to school because staff take care to include all pupils in school activities and to address their individual educational needs. Pupils understand well the impact their actions have on others and show great tolerance of each other. In their work and conversations, they show tolerance of other people's beliefs, culture and backgrounds. Most pupils work well with one another. Despite the staff encouraging pupils to cooperate with one another in lessons a minority, chooses not to participate which adversely affects the progress of the whole group.

- **Most pupils' attitudes and behaviour are good in lessons.**

20. Improvement of pupils' behaviour in classes has resulted from the introduction of a consistent interpretation of the behaviour policy and the development of class rules. There has been one pupil temporarily excluded for three days in 2000. Attitudes towards learning are particularly good among most. Teachers have high expectations of pupils. They know their pupils well and use effective techniques to get the best out of them. They ensure that all pupils are equally included in all aspects of learning. This helps to build pupils' self-esteem and motivates them to achieve well. For example, some of the more able pupils in Year 1/2 who were engrossed in their science investigation about materials were challenged to make relevant predictions about the derivation and sources of the materials of their objects. They rose to the challenge and achieved good results.

- **Pupils in the foundation stage are settled, responsive and ready to learn.**

21. Pupils in the foundation stage have made a good start to their learning. They listen very carefully to teacher's instructions. As a result of the teacher's structured and polite approach the younger pupils are settled, responsive and ready to learn. For example, during a mathematics lesson the pupils were able to share with one another and take turns during the task. During a physical education lesson the

pupils listened very attentively to the teacher's instructions on moving the exercise mats into position and were able to perform the task safely.

- **There are good relationships prevailing at the school.**

22. The relationships between pupils and staff are good and as a result there is a high level of trust and understanding. The good number of teaching assistants enables frequent praise and encouragement to be given. There are good opportunities because of the good adult to pupil ratio for adults to help pupils with any difficulties they may have and to extend their knowledge, skills and understanding. This was evident, during an English lesson in Year 6. The class teacher and teaching assistant intervened well with the pupils during a role-play to promote and extend a good exchange of views and ideas.

- **Pupils' attendance needs to improve and has been below the national average for the past two years.**

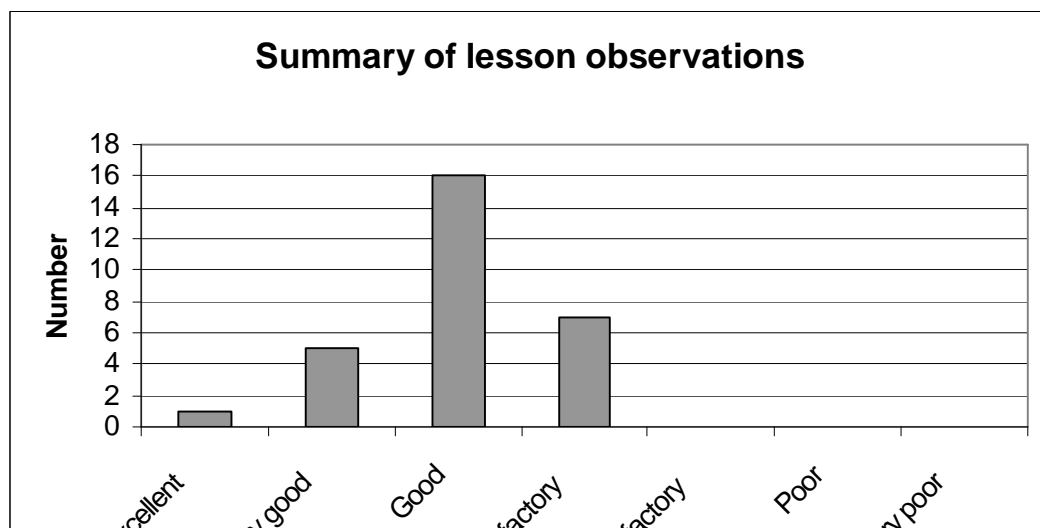
23. Attendance is unsatisfactory. Last year it fell below the national average. There was, however, a noticeable improvement on the previous year and attendance at the time of the last inspection. A significant number of parents arrange holidays during term time and this is having an adverse effect on the level of authorised absences at the school. The combination of this and the expected level of sickness during the year, mean that the school is struggling to maintain an acceptable level of attendance. No particular group of pupils are overrepresented in relation to absence.

- **A very small minority number of pupils sometimes choose not to co-operate in lessons**

24. There are times when some pupils decide not to co-operate during a lesson and will not involve themselves, in spite of being encouraged to do so by the teacher. They are not from any particular group but display socially immature behaviour. This tends to slow the pace of learning for others as teachers have to spend time in encouraging and persuading pupils to join in. Staff put a lot of emphasis on including all pupils so that no one should be disadvantaged. Consequently, this lack of cooperation is discouraging for the teachers.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. The quality of teaching and learning overall is good. There were 29 lessons observed. Teaching and learning was excellent in one lesson, very good in five, good in 16 and satisfactory in seven lessons observed.



26. This is good improvement from the last inspection where 14 per cent of teaching was unsatisfactory. The improvement is largely due to improved planning and subject expertise which has consequently improved pupils' learning. This has come about since the appointment of the new headteacher and the clear educational direction that she is giving to the school. Most pupils want to learn and put a lot of effort into their work. The National Numeracy and Literacy Strategies and the foundation stage of learning for pupils in the reception year, have been implemented well and have had a beneficial effect on teaching and learning. Planning is much improved from the last inspection and is now clearly focused on specific learning objectives. The teaching assistants are well trained and deployed well in lessons to effectively support groups of pupils and help them learn. This is particularly beneficial to those with special educational needs and the more able. However, there are some shortcomings. Some lessons are too long and teachers' use of assessment is sometimes underdeveloped. When this is the case it tends to restrict pupils' learning to a satisfactory rather than good level.

- **Lessons are planned well**

27. The quality of weekly planning is good. Plans based on national guidance provide details of activities, what pupils are expected to learn and opportunities for them to practice their basic skills in reading writing and mathematics. Information and communication technology is not consistently planned into lessons.

- **The National Numeracy and Literacy Strategies and the foundation stage have been implemented well. Teachers have a good knowledge and understanding of most subjects.**

28. Teachers have a good knowledge and understanding overall of the subjects they teach. Information and communication technology is the exception. They are especially skilled in teaching literacy and numeracy. The positive impact of in-service training and the constructive feedback as a result of monitoring of teaching and learning by the Local Education Authority advisers is evident in much of the teaching. The use of some specialist visiting teachers in music and the planned-sharing of expertise in physical education and music are ensuring that good use is made of teachers' expertise.

29. The foundation stage has been implemented well. The close liaison with the adjacent playgroup helps the pupils to make a good transition to the reception class. Although these pupils have been in school a very short time, they are settled and ready to learn. The maximum effort they put into their work and their independence in helping to clear away resources for example is particularly noticeable. This is a result of well organized classroom routines and planned activities and high expectations of pupils' work and behaviour. Pupils with special educational needs

are quickly identified and given the help and support they need. The pupils get good assistance in lessons from the hard working teaching assistants who make a good contribution to the pupils' learning.

- **Good teaching methods promote learning.**

30. In most lessons, whole class introductions are well managed. The recap of pupils' previous knowledge and understanding and the effective use of interesting stimuli create a positive start to lessons and promote a good response from most pupils. Most are keen to learn and enjoy the challenge of new learning. Where the pupils learn well, the staff have adopted the methods promoted by the national strategies in other subjects. For example, staff revise pupils' previous learning, sharing the lesson objectives with the pupils and setting them challenging tasks in lessons across the curriculum. Staff use questioning well to frequently assess pupils' understanding during class discussions. When pupils are involved in sharing what they have learned in the summary of the lesson after they have completed their tasks, this helps them understand how far they have achieved the set objectives.

- **The teaching assistants are well deployed and give pupils good support in their learning.**

31. The teaching assistants are experienced and are well trained for the work that they do. They usefully share lesson planning with the class teachers. This prepares them well at the start of lessons, enabling them to focus clearly on the objectives to be achieved with the group they work with. The staff are particularly well deployed to help those needing most help with special educational needs. These pupils get good support. The constant encouragement staff give to the pupils motivates them to learn, helps to raise their self-esteem and helps to keep them focused on learning. The teaching assistants record appropriately the day-to-day assessments of pupils' progress with special educational needs. This then informs their class teacher of the effectiveness of their learning.

- **Teacher led activities and some lessons are too long**

32. When teaching is only satisfactory, rather than good, the organization of the lesson for an appropriate balance of activities, is too long. Lessons do not always maintain an appropriate pace and challenge in pupils' learning. When sessions are more than one hour, or introductions to activities are too long, pupils' concentrations flag and the pace of their learning diminishes. This results in satisfactory rather than good learning taking place. The staff manage the pupils well. Occasionally, there are a few disruptive pupils who at times do not cooperate despite the good efforts of the staff. This also contributes to a slower pace of work as the teacher has to spend time in managing pupils' behaviour at the expense of the class. The school is working closely with the pupils and outside agencies with this small minority of pupils. Pupils' behaviour has improved considerably since the appointment of the headteacher last January and these pupils are making good progress in becoming fully integrated into all activities.

- **Use of assessment is not sufficiently well developed**

33. In mathematics and English, there are appropriate records kept on pupils' overall progress. Pupils' profiles contain annotated samples of work along with records of pupils' test results. This provides a useful record of the range of work

covered. The teachers keep their own pupil-records in science and the foundation subjects but there are no whole school assessment procedures. Teachers know the pupils well but their procedures for assessing their work are insufficiently formalised and detailed. Consequently there is still more work to be done in ensuring that the pupils' progress is regularly monitored so that assessments made, are then used by the staff to effectively plan pupils' work. The school recognises that each individual's progress needs to be carefully monitored and then used to aid teaching and learning in science and the foundation subjects. Pupils do not have personal targets to work towards and are thus not clearly enough focussed on overcoming their weaknesses. Their work is marked regularly and in the best practice this feedback to the pupils is informative in specifying ways in which the work can be improved. In the absence of a marking policy, however, there is inconsistency in the quality of marking across the school.

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

34. The curriculum is satisfactory overall; it is broad, balanced and relevant to the pupils. The National Literacy and Numeracy Strategies have been successfully implemented. There is good provision for pupils with special educational needs. The school provides a good range of activities to strengthen the curriculum. There is good provision for the pupils' spiritual, moral, and social development with satisfactory provision for their cultural development. The school has built on the satisfactory base at the time of the last inspection and has further improved the provision for the pupils' personal, spiritual, moral and social development.

- **The curriculum is satisfactory overall; it is broad, balanced and relevant to the pupils.**

35. The quality, range and learning experiences provided by the school for the pupils are satisfactory. This is a good improvement from the time of the last inspection. The curriculum then was unsatisfactory. There were no whole school schemes of work and planning to guide the teachers in their work. The school has worked hard to rectify this position and there are now policies and schemes of work for all subjects. The schemes of work are to be reviewed at the end of the year and modified to tailor them further to the schools' needs. In all subjects statutory requirements are met and religious education is taught in accordance with the requirements of the locally agreed syllabus. The foundation curriculum for the children who are taught in the reception class is in place. Planning is thorough and this is a strength of the teachers' work with all lessons having clear learning objectives. Some lessons however are overlong and this has an impact on the pupils' learning especially for the younger pupils.

- **The National strategies of Literacy and Numeracy have been well implemented.**

36. The school has enthusiastically and successfully embraced the National Literacy Strategy. The school has amended the literacy hour format and has provided a separate reading session for the pupils. This refinement has enabled the school to maintain standards in reading whilst being able to spend more time in literacy lessons focusing on the pupils' writing skills. Similarly, the adoption of the National Numeracy Strategy has produced good results. This shows in the improved results in the statutory tests for pupils in Years 2 and 6 in 2001. The Additional Literacy

Strategy has been well implemented to improve the skills of a number of pupils whose results fall below the national averages.

- **The school provides well for pupils with special educational needs.**

37. Good provision is made for pupils with special educational needs. They are given good help in classrooms by teachers and the teaching assistants. Those pupils who have specialist help enjoy their sessions with the specialist support teacher. All statutory requirements of the curriculum are met for the pupils with special educational needs and they are well supported to learn the full range of subjects of the National Curriculum. Individual education plans are available for all pupils and these indicate the support the pupils need. They are detailed and have small measurable, achievable targets for the pupils to work towards. The pupils' strengths and own thoughts about their learning, are also present on the individual education plans. This aspect of the schools' work shows their determination to help the pupils who have special educational needs, raise their self esteem and appreciate their strengths as well as their areas for development. The tasks set in class are well matched to pupils' ability and they have good help from the talented teaching assistants. This has a particularly positive impact upon the pupils' learning. Educational inclusion for all pupils is a strength of the school. All staff make strenuous efforts to include pupils of all abilities and backgrounds into every activity. The school organises music tuition for the pupils who wish to learn to play a musical instrument and some of the higher attaining Year 6 pupils have the opportunity to attend lessons at the local high school.

- **The school provides a good range of activities to strengthen the curriculum.**

38. The curriculum is planned to ensure the pupils have appropriate first hand educational experiences. Visitors are encouraged to come into school to talk to the pupils and pupils visit places of educational interest in the immediate and wider neighbourhood. Pupils' personal development is addressed through a programme that includes personal, social and health education, drug awareness and sex education. This prepares pupils to play an active role as citizens and develop their confidence to do so. Specialists in drugs awareness and personal and health education come into school and provide expert tuition. There is a good provision of extra-curricular activities that enrich the curriculum. There are particularly good opportunities for the pupils to take part in competitive sporting activities. Booster classes are provided for the pupils in Year 6. Relationships with the local high school and the playgroup are very good and enable a good transition for the pupils' next phase of education.

- **The school makes good provision for the pupils' spiritual, moral, and social development with satisfactory provision for their cultural development.**

- **Provision to promote pupils' spiritual education is good.**

39. Pupils explore their thoughts and feelings during school assemblies in prayer and reflection. Assemblies have a focus for worship; an altar with a linen cloth and candles. These opportunities enable the pupils to think through the ideas and thoughts put forward during the assembly. There are many opportunities in the

curriculum for the pupils to study the environment and its beauty and the need to conserve it. Pupils have the opportunity to grow plants. At present the Year 2 pupils are watching sunflowers growing. Years 5/6 in the recent past have looked after sick owlets. Working alongside one of the teachers, they watched, as the owlets grew stronger and recovered. The pupils are pleased to talk about their work and their likes and dislikes, recognising the support the school gives them. The school entrance hall is a welcoming environment for visitors; a cross along with the school aims and rules, sets out clearly the school's expectation and ethos.

- **Moral development is well promoted throughout the school.**

- The school rules require the pupils to: respect each other and all property; speak politely, care for each other; be helpful; and listen carefully when someone is speaking. They ask that pupils always do their best, and be quiet when asked. Pupils are requested to be truthful at all times, and never take what is not theirs.

40. These rules provide a clear framework for a whole school approach that is applied consistently throughout the school. This means that pupils are clear about the expectations of all staff. Members of staff provide good role models and the secure relationships within the school, provide a firm basis for the development of moral understanding. Pupils are taught right from wrong, with the very youngest children in the school beginning to develop a clear understanding of what is expected of them.

- **Social development is well promoted.**

41. Social values are well promoted by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils willingly accept responsibility, for example when distributing materials in lessons, helping in the organisation during school assemblies and in tidying up at the end of lessons. There are many contributions from visitors such as the local clergy, members of the governing body, the school nurse and visiting specialist teachers in the school. The school successfully promotes an atmosphere in which pupils are able to discuss important questions and concerns. For example, in a personal and health education lesson a visiting speaker encouraged the pupils to think and talk about issues surrounding drug use and the misuse of drugs. The school promotes very positive attitudes to pupils who have particular needs.

- **Provision for cultural education is satisfactory.**

42. The pupils have a good general knowledge of the history and geography of where they live. Through history, geography, art and design and music, they are also learning about cultures that are different from their own rural community. Preparation for living in a multi-cultural society is appropriate but at present multi-cultural education is insufficiently well-bedded into overall curricular planning. The school is addressing this in its revision of schemes of work. Although the inspection did not include religious education, (RE), the syllabus has an appropriate multi-faith context.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. This is a caring school and pupils learn in a safe, secure environment. The needs of all pupils are taken into account and good support is provided within the classroom for those needing most help. There are good procedures for monitoring

and promoting good behaviour. They have yet to be totally effective, though parents say that standards of behaviour are much improved from a year ago. The procedures for monitoring and improving attendance are in need of improvement and remain unsatisfactory. There are satisfactory procedures for monitoring pupils' academic performance and personal development. The procedures for assessing pupils' attainment and progress and the use of assessment to guide curricular planning are insufficient.

- **The procedures for child protection and the care provided to pupils are a good feature of the school.**
44. There is a high level of care and support at the school. There are no pupils on the at-risk register who require monitoring. Teachers are effective in addressing the needs of all pupils. They ensure that all pupils have equal learning opportunities. Pupils generally work and play well together. Every opportunity is taken to ensure that pupils are tolerant of each other's beliefs and values and those of communities different to their own. The risk assessments for the safety of the pupils are appropriate.
45. The older pupils are eager to help the younger pupils in and around the school. For example, whilst waiting in the dinner queue a Year 6 pupil made sure a younger pupil was all right and had everything she needed. This element of care and understanding permeates throughout the school at all levels.
46. Teachers know their pupils well and are prepared to help them in every way possible. For example, a request was made to parents to ensure that all pupils do not bring sweets containing peanuts to school in order to reduce the risks to one pupil suffering from severe peanut allergy.
- **The procedures for promoting and monitoring pupils' behaviour are effective and well established throughout the school.**
47. Teachers use consistent classroom management strategies to control and promote good behaviour. The recently introduced Behaviour Policy and class rules are now well established. Pupils know what is expected of them and it is effective with most. The high level of trust and commitment between teachers and pupils is very effective. For example, when a pupil at the foundation stage started to lose self control, the teacher only had to remind him what is expected of him and he responded positively.
- **The guidance and support given to all the pupils is effective and has an impact on attainments of pupils with special educational needs and the more able pupils**
48. The register kept for pupils with special educational needs is well organised. The individual educational plans are very clear and priority areas are suitably targeted. There is good support provided from the special educational needs coordinator and teaching assistants both in the classroom situation and at playtime. One pupil mentioned that he did not like being withdrawn from lessons to work with a support assistant but now realises the benefits he is achieving from this support. He says that he now actually enjoys the work. The positive attitudes and relationships greatly enhance pupils' attainment.
49. The most able readers in the foundation class respond positively to small group work. They demonstrate a good grasp of phonics when tackling difficult words. The pupils remember the ground rules established and easily implement the strategies. There are positive attitudes to reading throughout the school.

- **The procedures for monitoring and improving attendance are under-developed.**

50. Monitoring strategies for attendance levels and latecomers are weak. For example, it is difficult to quantifiably assess the impact of holidays taken during term time is having on attendance levels. Reduction in this activity would move the school into a favourable situation. No late book is kept of any latecomers or even a record of times arriving. The promotion of good attendance needs to be addressed in a positive manner. At present there are insufficient procedures for promoting good attendance.

Assessment

51. The school has satisfactory procedures for assessing pupils' attainment and progress in English and mathematics. Procedures for assessing pupils' attainment and progress in science and the foundation subjects are underdeveloped. The school has begun to track and monitor pupils learning but as yet these systems are insufficiently developed except for pupils with special educational needs.

- **The school has satisfactory procedures for assessing pupils' attainment and progress in English and mathematics.**

52. In the previous inspection there were no whole-school assessment procedures and to a large extent this still remains the case. Overall insufficient progress has been made since the previous inspection. However, in English and mathematics the teachers have developed satisfactory whole-school systems for monitoring and assessing the pupils' work. Assessments are regularly taken and the pupils are given good encouragement and shown how to improve their work. Each pupil has an assessment book; here pieces of work assessed against National Curriculum levels are kept. The teachers marking of the pupils work in English is effective and tells the pupils what they must do to improve their work.

- **The school has begun to track and monitor pupils' learning but as yet these systems are insufficiently developed.**

53. The headteacher has begun to track pupils' progress in English, mathematics and science, but the systems of information gathering are in their earliest stages of development and so at present there is insufficient evidence gathered to enable the school to track pupils' progress systematically through school. The information available is not as yet being used to effectively target groups in all classes for specific improvements in skills, knowledge or understanding. The initial assessment of the children in the reception class is beginning to be used to identify those children who need extra support and those who are achieving well. Because this is a small school the teachers' understanding of the individual strengths and areas for development for each pupil, enables them to target the pupils' learning in lessons. The teachers are very aware of the need to improve the school assessment procedures to ensure that the pupils make the best possible progress as they get older and move up the school. The pupils do not have individual targets to work towards and the majority of the pupils do not have a clear picture of their achievements and where they need to improve. The oldest pupils have a clearer picture of their own levels of attainment and how to improve their work than other pupils. This is because as they prepare for their assessment tests by taking practise papers the results of which show them at which level they are working.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school has the support of all parents and the community it serves. There are strong links with parents. Several parents and governors help the staff by supervising small groups of pupils in their work. The parents' teachers and friends association raise funds for much needed equipment. There is good improvement since the last inspection on the quality of information given to parents and the relationship with the school. Parents appreciate the positive steps taken by the new headteacher to keep them informed and consult them about important issues and are looking forward to a period of stability.

- **What parents would like to see improved.**

55. Some parents feel that the school does not work closely with them. There is no evidence to substantiate parents' adverse views relating to working closely with parents. A minority would like an improved provision of an interesting range of activities outside lessons. While the range of extra curricular activities has diminished recently due to staff changes, the provision is satisfactory for a school of this size. Some parents want a more consistent homework pattern to be established. The level of homework provided to pupils is appropriate and parents have recently received clear expectations about the work their children are expected to do at home.

- **The parents are supportive of the school and have positive attitudes towards the objectives of the school.**

56. Parents are supportive of the school and are pleased with the progress being made by their children. They are well informed about how they are getting on at school. They are conscious of the stable environment prevailing at the school after a rather turbulent set of events over the last several years and of the noticeable improvements taking place. The open-door policy approach means parents feel comfortable about approaching the school with queries or problems.

- **The information going to parents in terms of newsletters; homework approach and topics covered in the curriculum is good**

57. The quality of information going to parents about what is happening at the school in terms of topics covered and the data in the School Prospectus is good. For example, each term every class teacher presents information on curriculum topics and areas of work. Timetables for each term are provided and this helps parents to plan their help for their children. This has a positive effect on the learning of pupils across the whole school. The annual report informs parents appropriately about pupils' strengths and where they need to improve. However, the layout of the report on pupils' progress is not sufficient for parents to understand the progress of pupils made in design and technology and information communications technology each year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- **The quality of the leadership and management of the headteacher and staff is satisfactory.**

58. Since the previous inspection in 1997, when the school had serious weaknesses, there has been an unsettled and difficult time for the school which has lacked leadership and clear educational direction. The headteacher, failed to provide effective leadership and this was followed by a succession of temporary headteachers, all with very different styles of leadership until a permanent

appointment was made in January 2001. During this turbulent period the action plan was completed with the help of the local education adviser. The staff and the governing body, with help and training from the Local Education Authority, worked hard towards successfully implementing the national initiatives of Literacy, numeracy and the foundation stage as well as working towards resolving the key issues from the last inspection. Most of the issues were fully met. However, clear educational direction for the school was not met until the present headteacher was appointed in January. The School Improvement Plan was set by the incoming headteacher in January and is a very effective document that provides a clear educational direction for the school. There is a good perspective on raising standards, addressing the issues from the last inspection and the needs of the school. There is good involvement and monitoring of progress by the local education advisory staff, the governors and the staff. The development of other subjects, schemes of work and procedures for assessment are recognised for further development. However, the rate of progress is reduced because of the amount of administrative tasks that the headteacher faces, even though there is a satisfactory level of secretarial help. In addition she has a heavy teaching commitment because this is a small school.

- **There is a positive start to monitoring of the school's performance and taking effective action.**

59. The headteacher has made a good start in providing effective leadership for the school. She has built on the positive school ethos and good relationships in the school. She has set a clear code of behaviour, encouraged parents to become involved in the work of the school and working with the staff to plan an appropriate curriculum to raise standards. The roles of the subject leaders are at an early stage of development. The teachers have delegated responsibilities and have begun to work together well to plan consistently for all the pupils. Planning and samples of pupils' work are monitored for coverage of the curriculum and the standards that the pupils attain. However, apart from English and mathematics, teachers have been unable to monitor the quality of teaching and learning across the school. This restricts their overview of subjects and the extent of the help and advice they are able to offer colleagues. Although subject leaders know how they would like to develop their subject, long term plans and targets have not been agreed. Staff have adopted national guidance to direct planning in subjects but schemes of work and procedures for assessing pupils' work are not yet tailored to suit the specific needs of the pupils and the context of the school. A good start has been made in English and mathematics to record ongoing assessments of pupils' work. This has been documented for all pupils. It is being used appropriately in English and mathematics to organise and provide work that challenges all pupils and raises standards. Intensive revision and booster classes have effectively raised the standards pupils attained in the 2001 National Curriculum tests in English, mathematics and science. This has demonstrated that targeted support and high expectations of pupils' work, together with additional effort from pupils, result in a positive rise in standards. The school has made a good beginning to recognise what needs to be done in all subjects to achieve higher standards.

- **The staff work well together to take the school forward**

60. The staff have worked well together in the absence of leadership to provide an acceptable and stable learning environment for the pupils. They all share a strong commitment for improvement. Their Christian values and attitudes are reflected not

only in the aims of the school but in practice. This results in a caring community which has maintained strong links with the church and the local community.

61. The staff are suitably qualified and there is an appropriate range of teaching experience. The new arrangements for performance management are in place. The training needs of the staff are taken into account according to the priorities set on the school development plan and their personal needs. There are good arrangements made for teachers to share expertise and work together to improve the quality of their work. The benefits of the most recent training for literacy and numeracy are evident in the quality of teaching and learning. Training for information and communication technology is still in process and has yet to positively influence standards. Planned sharing of expertise for teaching music and physical education and music are a positive move to raise standards further. The school is well served by the teaching assistants who plan effectively with the teachers to support small groups of pupils in their work. This makes a significant contribution to pupils' learning especially those with special educational needs who benefit from constant encouragement and support, consequently they make good progress towards their targets.
62. The visiting music specialist supports pupils well in additional instrumental tuition. The lunchtime and administrative staff make a positive impact on the smooth running of the school.

- **There is an effective governing body.**

63. The governors work well together to support the school and are well informed about its work. The chair of governors has been particularly hardworking and influential in guiding the school through a difficult and turbulent recent past. Since the previous inspection only a few of the governors remain in post. A good pattern of meetings and contact with the school has been established. There are regular meetings between governors who maintain a good presence in school, often helping to support the teaching staff. Thus they are able to establish good relationships with the staff and build up an effective understanding of the work of the school. They are well informed by the headteacher of the ongoing development towards the targets set in the school development plan through her regular and informative reports. The governing body is fully involved in making key policy and planning decisions.

- **There is good strategic management of the school budget.**

64. The governing body with the headteacher effectively exercise their responsibilities for oversight of the budget. The financial, staffing and curriculum implications of spending are carefully considered. Expenditure is linked well to the priorities identified in the school development plan. The current surplus is being used to improve resources, accommodation and to provide a cushion against changes predicted in the school roll. The budget is efficiently managed on a day-to-day basis by the headteacher and the school administrative officer. Detailed and up-to-date monthly information on expenditure and forecasts effectively inform discussion and decision making. The recommendations of the last financial audit of the school have been put into place. The governors and the school seek to find best value for money before committing to expenditure. In view of the educational provision, the standards that the pupils currently attain, the quality of the leadership and

management and the resources available, the school gives satisfactory value for money.

- **The school has good accommodation but although the learning resources are satisfactory there are some shortcomings**

65. The accommodation has been recently improved and expanded as the school roll has increased. There is an effective learning environment which is used well by the staff and pupils and maintained to high standards of cleanliness. The grounds are maintained well and provide good hard and grassed area where pupils can play safely. The central library is used well by the pupils who often come to find out information or borrow books. There are many good quality new books easily accessible which the pupils enjoy reading. However, there are still some shortages of books to promote boys' interests. Although in subjects the level of learning resources are satisfactory, there are areas where there are no resources, too few resources or they are old and need replacing. The accommodation for the children in the reception class is satisfactory; the classroom allows space for work, play and practical activities. There are sufficient resources for the children to use to develop and extend their learning. However, although the outside environment is used well in a wide variety of activities there is no safe area for the children to use which gives them access to large construction, climbing and balancing equipment. Nor do the children have access to wheeled vehicles, which would enable them to develop their skills of balance and co-operation. The school has identified this lack in their provision for the youngest children and the Friends of the School have raised money to create a safe area and to resource it.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The governors, headteacher and staff should:

1. Improve the standards of information and communication technology for all pupils by:

- (i) identifying further contexts in which different applications can be used;
- (ii) providing software to support such applications;
- (iii) ensuring that all staff are conversant with these applications to give pupils sufficient support and confidence;
- (iv) ensuring that all staff are appropriately trained to teach information and communication technology effectively.
(Paragraphs 14, 27, 90, 99, 102, 121)

2. Improve the use of the assessment of pupils' work to raise standards by:

- (i) devising and implementing whole school agreed and manageable systems of assessment for science and the foundation subjects;
- (ii) using assessment effectively to inform teachers' planning to ensure that pupils progressively build on their existing knowledge skills and understanding;
- (iii) improving the quality of teachers' marking by ensuring it helps pupils to improve their work.
(Paragraphs 33,51,52,53,59,97,104,110,116,122,124,130)

3. Develop the role of the subject leaders by:

- (i) monitoring the standards of teaching and learning and give effective feedback to staff to improve pupils' learning;
- (ii) attending relevant inset to increase their specialist expertise;
- (iii) ensuring their subjects are appropriately resourced;
- (iv) continuing to refine and develop the schemes of work for their subject responsibilities.
- (v) ensuring that the headteacher has sufficient freedom from routine administrative tasks and from teaching, to develop the leadership and management of subjects by subject leaders.
(Paragraphs 58, 59,65,86,97,110,116,122)

Although this is not a major area of improvement to address, governors should consider as part of their action plan developing procedures and strategies for promoting good attendance.

(Paragraphs 23,50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	16	7	0	0	0
Percentage	3	17	56	24	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100, care should be taken when interpreting these percentages as each lesson represents more than one three percentage points.

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)	95
Number of full-time pupils known to be eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs

Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	25

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	2
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	11.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	73 (67)	73 (67)	73 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	73 (67)	73 (83)	73 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	7	9
Percentage of pupils at NC level 4 or above	School	92 (100)	-	-
	National	75 (70)	-	-

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	9	9
Percentage of pupils at NC level 4 or above	School	92 (82)	-	-
	National	70 (68)	-	-

Percentages in brackets refer to the year before the latest reporting year. Where the number of pupils taking the tests and assessments at Key Stage 1 and Key Stage 2 were ten or fewer in 2000, the results are omitted.

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	0
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)	4.6
Number of pupils per qualified teacher	23
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	58

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	228 179
Total expenditure	214 416
Expenditure per pupil	2 282
Balance brought forward from previous year	4 103
Balance carried forward to next year	17 866

Recruitment of teachers

Number of teachers who left the school during the last two years	5.8
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 58 per cent

Number of questionnaires sent out	95
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	5	2	0
My child is making good progress in school.	42	45	5	4	4
Behaviour in the school is good.	38	47	7	2	6
My child gets the right amount of work to do at home.	31	29	29	5	6
The teaching is good.	53	31	11	0	5
I am kept well informed about how my child is getting on.	39	46	9	4	2
I would feel comfortable about approaching the school with questions or a problem.	56	38	4	2	0
The school expects my child to work hard and achieve his or her best.	53	40	2	2	3
The school works closely with parents.	33	44	18	2	3
The school is well led and managed.	40	40	5	4	11
The school is helping my child become mature and responsible.	37	48	6	4	5
The school provides an interesting range of activities outside lessons.	13	35	35	11	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. The children in the reception class have good teaching and learning opportunities in all areas of their learning and they achieve well. They enjoy their learning and respond well to the teacher's encouragement. There is good liaison between the reception teacher and the local playgroup leader which facilitates an easy transition into school when children from the playgroup begin their full time education. Resources are satisfactory overall but there is no specified secure outdoor area or large play equipment for the children to use.

- **The children in the reception class have good teaching and learning opportunities in all areas of their learning and they achieve well.**

68. At present there are eight children in the reception class taught alongside six Year 1 pupils. At the time of the inspection the reception class children had been in school for two full days. The majority of children began school with attainment in all areas of learning that are at the levels expected of children of their age. This is a similar position to that at the time of the previous inspection. The children make good progress throughout their time in the reception class. Most children reach the expected level of attainment in all areas of learning by the time they complete their year in the reception class. The children start in the reception class in either the September or the January in the year in which they become five. All have had some pre-school experience before they start school, most in the playgroup adjacent to the school. The policy and programme of work have been reviewed in the light of the foundation stage for children in the reception class and in view of the recommended Early Learning Goals. The class teacher places her emphasis on learning through interesting activities and play. Planning is thorough. Children who have special educational needs are identified early and their needs are met.

- **Personal, social and emotional development**

69. In their personal, social and emotional development, by the end of the reception year, most children are on course to achieve the nationally agreed standards. Children make good progress in this area of their work because they receive caring and supportive teaching. The children have only just started their time in school; they are learning to sit and listen to the teacher and raise their hands when they wish to answer questions. They are helped to learn through being carefully encouraged to share resources and to take turns. The children line up to move around the school and are beginning to understand the implications of the class and school rules. The class teacher and learning support assistant encourage the children to work well together and to enjoy their learning. The children use equipment properly and at the end of the session replace it carefully. The Year 1 pupils help the younger children and encourage them to achieve well. They are good role models. The children respond well to the staff; they listen carefully and try hard to follow the instructions they are given.

70. The teaching of personal and social education is good. The class teacher and learning support staff are patient and consistent with the children and this enables the children to learn and develop their social awareness. Staff show a great deal of care and concern for the children. The children are helped to join in the class

activities and all have opportunities to take part in every aspect of school life. The children are encouraged to play in sociable groups and to listen to one another. Staff promote clear ideas of what is expected including the difference between right and wrong. The patience and care that the staff show, results in a calm working environment where the children feel happy, secure and confident and make good gains in their lessons. The staff are good role models for the children; they are unfailingly polite to the children and set them a fine example. Parents said their children had a good start to their education.

- **Communication, language and literacy**

71. By the time the children reach the end of the reception year, they have made good progress as a result of the good teaching they receive. The majority this year are on course to achieve the levels expected of them. The children talk about the items they have brought from home to share with the teacher and children during their 'Show and Tell' sessions. They enjoy looking at a wide range of books. At present they comparing a number of versions of 'Little Red Riding Hood' and understand that each book is slightly different to the one they read before. For example, the children recognise that in one book the wolf eats 'Little Red Riding Hood' and in the other it does not. They are beginning to learn letter sounds and names and are becoming confident in their recognition.

72. The children handle books well; the majority of children by the end of the reception year, read simple texts. It is clear from the pupils who have just started Year 1 that the children in the reception class develop good reading skills. They learn to look carefully at the pictures for clues to the progress of the story and use the sounds of the letters to help them to read unfamiliar words. The children take home their reading books to share with their parents and carers, which helps them with their reading. The children make good progress with their writing skills, forming their letters correctly and printing in a cursive style. The more able children write simple sentences unaided.

73. The teaching of language and literacy is good. The class teacher and support staff work hard to improve the fluency of all the children by constant discussions and conversations. The staff create good opportunities to discuss work and play. Reading is promoted in the class by the careful choice of books, which provide good levels of interest for the children. The use of puppets to promote learning ensures that the lessons are exciting and fun. The staff have high expectations of the children. They provide a wide range of exciting learning opportunities.

- **Mathematical development**

74. In mathematical development most children achieve the standards that are expected for this area of learning by the time they complete their reception year. The children make good progress through the good quality practically based teaching they receive. The children recognise numbers to ten and are consolidating understanding of numbers to five. By the end of the reception year the children work out number problems to twenty and use coins to solve simple shopping problems. They identify and know the names of simple shapes, for example, circles, triangles and squares. They recognise the terms long and short and apply them in their work. In the sand tray they work out and solve problems using mathematical language such as full and empty.

75. The teaching of mathematical understanding is good. The class teacher and learning support assistant both take every opportunity to develop the children's understanding of number through practical activities and play. The reception

children worked with the learning support assistant counting washing as they pegged it on the line outside the classroom. The class teacher and the learning support assistant work hard to give the children opportunities to learn by using the outside environment. For example, the children have opportunities to practice their letters with large blocks of chalk on the playground, listen for sounds around the school and count outside. The practical approach to teaching number and measurements ensures that all the children are fully involved in their learning and keen to contribute.

- **Knowledge and understanding of the world**

76. In knowledge and understanding of the world, most children achieve the standards expected for this area of learning by the time they finish the reception year. Good teaching ensures that the children make consistently good progress. The staff provide a wide range of activities, which are planned to extend early concepts in science, design and technology, history, geography and information and communication technology. The children taste different kinds of potato crisps and decide which flavours they are and which they like best. They use construction kits to make solid mathematical shapes and a floor road track to drive their fire engines on. The children talk about fire engines, recognising that the fire station in the village is a valuable service for the whole of the village. They experiment with a range of materials and cut, glue and stick making interesting pictures; for example, using art straws to make pictures of bicycles and trains from past and present. The children use the computer to make pictures of Goldilocks and the three bears, using the mouse to move the bears, their chairs and tables to the positions they consider best, before printing out their work.

77. The teaching of knowledge and understanding of the world is good. The class teacher plans a wide range of activities to interest and engage the children. For example, the children have the opportunity to take Lenny the Lion home at the weekend, and he shares in family life. Lenny had been home with a child whose father was a fire fighter and had had his photograph taken on the fire engine. In this way the children's learning is interesting and relevant to them and has its roots in subjects they have some knowledge of. The learning support assistant is particularly skilled in the use of the computer and she gives the children good help and ensures that they achieve well.

- **Physical development**

78. In physical development most children attain the standards expected by the end of the reception year. Good teaching in this area enables the children to make good progress. The children use a range of equipment and materials in their work. Their skills develop well. For example, the children are shown how to hold their brushes when they paint their pictures. They use a range of equipment as they draw and write. They particularly enjoyed using the large chalks as they drew letters on the playground. They use construction toys with good levels of dexterity. In physical education lessons the children work hard to improve their jumping, swirling and hopping movements. They learn to move in response to such directions as 'forwards' and 'sideways' and take great delight in showing their skills to the other members of the class.

79. The teaching of physical development is good. The class teacher provides a wide range of activities and good levels of individual support to help the children to

extend and develop their skills. The children worked hard during an excellent physical education lesson to improve and develop their work. The class teacher and the learning support assistant have very high expectations of the children in respect of their learning and behaviour. They take very good care of the children and ensure that the pace of the lessons is very brisk which enables the children to achieve well.

- **Creative development**

80. In creative development most children attain the standard expected in this area of learning by the time they complete the reception year. The children make good progress because they are taught well. The children mix a variety of shades of one colour to paint their caterpillars. They create pictures of old fashioned bicycles and trains using art straws. They experience a range of techniques to represent their feelings artistically. In music lessons they listen to the different sounds that they can hear outside the classroom and consider which of the percussion instruments would be the best to create a complimentary sound. In the imaginative role-play areas, the children develop their skills of co-operation and communication as they play with one another in the medical room. They dress up in the appropriate clothes and act out the roles they have take on.

81. The teaching of creative development is good. The class teacher provides an ample variety of opportunities for the children to develop their creative ideas through painting, drawing, and music. The children's interests are stimulated by good lessons that generate a high level of interest. The children are encouraged to express their feelings creatively and the class teacher provides a range of opportunities for the children to develop in this area of their learning. The class teacher shows that she values the children's work by attractively displaying it for them to see. This builds up their self-esteem. The result is an attractive and stimulating classroom.

- **They enjoy their learning and respond well to the teacher's encouragement.**

82. The children make a very positive start to their education in all areas of learning. They listen carefully to instructions and behave well. The children try hard to concentrate on the activities set for them and persevere with them when they find them hard. They are engaged by practical activities that are carefully matched to their individual needs and interest them. They particularly enjoy the sessions with the puppets which help them to learn their letter sounds. They are engaged by the antics of the puppets and consequently enjoy these activities. The children are encouraged to succeed by the teacher and support staff and consequently they learn well. This is an improvement from the time of the last inspection. At that time, there were shortcomings in the teaching of the youngest children in the school. They only made satisfactory progress. All the children are well provided for and individual needs are addressed. The children are settling quickly into the class and are developing an understanding of the routines, sequence and pattern of life in school. The fact that the reception age children are taught in a mixed age class with Year 1 pupils, is not having a detrimental effect on their learning. Teaching is well geared to their needs and the Year 1 pupils are good role models for the younger pupils.

- **The reception teacher and the playgroup leader liaise with each other well.**

83. The class teacher and the playgroup leader have good systems for liaison, which ensures that the children's transfer from the playgroup to the reception class is carefully and successfully managed. This means that the children have a happy and secure start to school. At present there are informal meetings with the reception teacher and the parents and carers before the children start school. The teacher intends to introduce a formal meeting for parents to give them information about the school and the curriculum for their children.

ENGLISH

84. The school now makes good provision for the pupils in English and they achieve well. Standards throughout the school are average, however, rather than good because until recently the pupils were achieving below average results because of inconsistent leadership in the school. Teaching is now good and consequently pupils learn well. Assessment procedures are satisfactory. The management of English is good overall.

- **The subject is managed well**

85. The enthusiastic English subject leader has worked hard to bring about improvements in standards throughout the school. The teaching of English has been monitored and feedback has been given to teachers in order to help and to encourage them to improve and develop their work. Additional adult support in lessons and Additional Literacy support have all had a positive impact on how well the pupils achieve. The school has been active in encouraging co-operative working which has improved the way the pupils approach their work and their relationships, making a good contribution to pupils' social and personal development.

- **The school makes good provision for the pupils in English and they achieve well.**

86. The pupils' achievement is now good throughout the school. This is because the school has worked hard to look at ways of improving the pupils' work and have put into place a range of strategies to bring about improvement. These are beginning to have an effect upon how well the pupils perform. The National Literacy Strategy has been well implemented and the school has begun to amend and tailor it to meet the specific needs of the school. There is a focus on writing during Literacy lessons with the teaching support assistants playing a significant role in helping the pupils to achieve well. This has meant that the pupils have had a focused session with good support and levels of attainment in writing have been improved. At the same time the school has ensured that the love of reading, which the school promotes, has not been lost and sufficient time is allocated to encourage reading. The teachers work hard to ensure that the pupils' confidence and self-esteem in their English lessons is maintained and praise and help are employed to achieve this aim. The teachers are very aware that they need to maintain and improve still further the levels of achievement throughout the school. At the time of the last inspection pupils' attainment was similar to the present position by Year 2 and Year 6 but deteriorated during an unsettled period.

- **Standards throughout the school are average.**

87. Pupil's attainment in English is in line with the national average by Year 2 and Year 6. Speaking skills are developed now through effective teaching and the

opportunities the teachers create to enable the pupils to develop their speaking skills. The children enter the school with average speaking and listening skills. The teachers encourage the pupils to answer questions and talk about their lessons and give their ideas. In Year 3 and 4 the pupils talk clearly about the difference between tasting bread to enjoy it and eating bread because they were hungry. The older pupils in Year 6 talk about their lessons in school and their particular likes and dislikes, giving their reasons in a careful and considered way.

88. Most pupils read fluently and accurately with average standards demonstrated throughout the school. Reading is well promoted throughout the school. The range of reading books and their quality are having a significant impact on the pupils' reading standards. It is clear from the pupils' attitudes that they enjoy reading. The positive impact of good quality reading books and guided reading books, carefully chosen, has had a beneficial impact upon the standards and enthusiasm for reading. The school has highlighted further improvements to be made in the quantity of books available that would appeal to the boys and especially the lower attaining boys. Children are developing reading skills in the reception class as they learn letter sounds and names. Average and lower attaining pupils in Year 2 talk about the stories they are reading and use a range of strategies to tackle words that they find difficult. The higher attaining pupils are keen to read and show good levels of interest in their books. In Year 6 pupils enjoy reading; they demonstrate good fluency and a clear understanding of the text and the underlying themes of the books. They discuss their preferences and explain the reasoning behind their choices. Pupils read a range of books from school and home with 'Harry Potter' being a favourite. All the pupils talk about their enjoyment of reading at school and at home. Many of the pupils are members of the village library and regularly borrow books to read. The library in school is well used and the pupils regularly use the library for research and to borrow fiction books.

89. Standards in writing are average for Year 2 and Year 6 pupils. At the age of seven pupils write for a wide range of purposes. A cursive style of writing is being taught and the pupils are given many opportunities to write in other subject areas. The most able Year 2 pupils write well. They use capital letters and full-stops consistently, but the lower attaining pupils do not always use capital letters and full-stops in their work.

90. In Years 6 the pupils writing skills are developing well. This is because of the intensive support they receive in Booster classes. It is also the result of good teaching that challenges the pupils. The teachers ensure they match the pupils' tasks to their specific and individual needs. The pupils write in a range of styles with their stories using exciting vocabulary. Punctuation and the use of paragraphs are generally correct and spellings show good levels of accuracy. However information and communication technology is insufficiently represented in pupils' learning.

91. Some pupils in Year 2 have developed a cursive style of handwriting; they do not always use this style and prefer to print. The pupils' writing is generally clear and neat. Spelling of common words is accurate for the majority of pupils. The pupils work hard with their spellings and their good knowledge of letter sounds aids them in this respect. The older pupils use a wide range of punctuation accurately. Complex words are generally spelt correctly, because the pupils try hard to learn to spell. Handwriting is generally fluent, clear and neat with work well presented.

- **Teaching is good and consequently pupils learn well.**

92. The teachers have good subject knowledge and this is demonstrated in the way they lead discussions with the pupils about their work. The school has fully adopted the National Literacy Strategy and it is consistently used across the school. The class teachers have high expectations of the pupils and improvement and encouragement are actively sought. For example, in the Year 3/4 class, the teacher used a game to encourage the pupils and reinforce their learning. The pupils enjoyed this activity, worked well co-operatively and consolidated their learning.
93. In lessons tasks are well matched to the pupils' needs. The good levels of adult help available to the pupils' enable them to achieve well. As a result the pupils complete their tasks and achieve well. The lower attaining pupils are given good levels of support so they achieve well. Work is carefully matched for them so that their self-esteem is raised and they feel good about the amount and accuracy of the work they have completed in a session. Pupils' work is carefully matched to their level of attainment this results in the pupils becoming confident and enthusiastic in their work. The pupils with statements of their educational need are fully included within the work of the class; their individual written or reading tasks carefully matched to their individual specific needs. In Years 5/6 the class teacher demonstrated high expectations of the pupils during a literacy lesson and she gave good levels of praise and encouragement as the pupils worked hard to meet her high expectations. The teachers have good relationships with the pupils and actively encourage the pupils to improve their work. For example, in the Year 1/2 class, the class teacher encouraged the pupils to talk to their partner about their work and to articulate their ideas. This good use of talking partners enabled all the pupils in the class to have an opportunity to discuss the use of connectives in the text.
94. The teachers regularly use literacy skills in the support of other curriculum areas. In this way the pupils have many opportunities to develop and extend their speaking and listening, reading and writing skills. The pupils talk about their knowledge of the Tudor dynasty and write the facts they find out from their research on the Tudor monarchs. The teachers are skilled at choosing a wide and stimulating range of source materials for their lessons. There is a wide range of quality big books and supporting sets of books to choose from. In Year 2 the pupils were fully involved in learning from the extra large postcard created by the class teacher to demonstrate the use of connectives. The stock of books in school and the resources for the library, include stories, poems and facts about cultures and communities that are different from the pupils' own.
- **Assessment procedures are satisfactory**
95. The teachers are beginning to gather together relevant data to track individual progress. Each pupil has an assessment book in which work is gathered that has been assessed against National Curriculum criteria. Tracking of pupils' progress and setting targets for pupils is still at an early stage of development. The teachers regularly mark the pupils work and they make supportive and evaluative comments. They indicate their spelling mistakes and how pupils could improve their work. Spellings and reading are regularly set as homework at both key stages and the pupils are generally helped with these tasks at home. This has a beneficial effect on learning.

MATHEMATICS

96. There is good provision for mathematics. The subject is managed well. The National Numeracy Strategy has been implemented successfully and consequently pupils throughout the school are achieving well. The majority are attaining the nationally expected standards by Year 2 and Year 6. Until recently, standards throughout the school are average, rather than good. This was because of inconsistent leadership in the school, which resulted in pupils attaining below average standards. The quality of teaching and learning is now good. However, although not a major weakness, some improvement is needed in learning resources and the use of assessment to raise standards further. Staff have recognised this as areas for development.

- **There is good management of the subject.**

97. The teachers and the support staff have been trained well and have planned well to successfully implement the National Numeracy Strategy. The monitoring of teaching and learning by local education authority advisory personnel and the feedback given to staff has helped them to overcome any weaknesses, build on their strengths and plan the pupils' work effectively. The staff have worked hard and enthusiastically together to ensure the success of the strategy. Significant features are seen in the well planned introductory sessions and the effective teaching of basic skills and mathematical vocabulary. Information and communication technology is sometimes appropriately incorporated into lesson planning. At the time of the last inspection, the standards were average for Year 2 pupils but below average by Year 6. The subject was poorly managed and resourced. This is not the case now and pupils throughout the school attain average standards. Last year, weaknesses in attainment were identified and intensive revision was planned for Year 2 and 6 in class lessons, booster classes and through homework. This effectively raised standards and pupils attained well above average test results. There are satisfactory procedures for the assessment of pupils work. The school is beginning to use its data well to identify areas and different groups of pupils such as those with special educational needs and those of average and above average attainment who need help in order to achieve higher standards. The staff have recognised the need for informative marking and target setting for all pupils to help them improve their work and raise standards further. Although resources are much improved and are of good quality and readily accessible for most areas of mathematics, there are still too few resources for measures.

- **There is good quality teaching and learning and consequently pupils achieve well.**

98. All aspects of mathematics are planned for and taught well in all classes because the lessons are well planned and there is good support for pupils who benefit and respond well to the help given by the teaching assistants. The pupils with special educational needs get good support. The teachers and teaching assistants effectively build pupils' self-esteem and motivation by giving them frequent praise and encouragement. Consequently behaviour in lessons is usually good and most pupils are keen to learn. Teachers' direct one-to-one interventions ensure that pupils with special educational needs make good progress towards their targets. All other groups of pupils are equally supported in their learning and consequently pupils apply themselves well to solving problems in mental mathematics and work well together in practical tasks. The lessons are well planned for pupils to

confidently build on their previous learning and learn new skills. For example, most lessons begin with a brisk recap of previous work and clearly explained objectives for the lesson. Pupils are challenged well to practise and further their understanding of mental mathematics at a good pace. This is followed by clear demonstrations of new learning for the lesson. Thus the way is paved for pupils to grasp what has to be achieved. They are able to measure how well they are learning and see where they need help. This contributes well to pupils' personal development. As a result all pupils learn well and make good progress because there is a good pace and challenge set for their work.

- **Pupils attain the nationally expected standards.**

99. By the end of Year 2, the majority of pupils are confident in working with numbers to one hundred and beyond, understanding well their place values. They understand simple fractions and are able to tell the time. Most can use measures of centimetres and metres and kilos and kilograms. Pupils have a good basic understanding of the names and properties of two and three-dimensional shapes. Pupils apply their knowledge of number well to work out simple problems both mentally and in their written work. However, they are less secure with solving problems related to 'real life' or 'pretend' contexts. By Year 6, pupils have a good grasp and facility with a full range of number work. They are coming to a good understanding of the relationship between decimals and fractions. Pupils are encouraged to work independently in investigative work. For example, pupils in Year 6 who were successfully investigating number patterns were challenged to find 'happy' and 'sad' numbers by squaring each of the digits in a chosen number and adding them together. The operation is repeated until a single digit is reached. All answers which resolved in 1 were 'happy numbers' others were 'sad'. Throughout the school, pupils occasionally use information and communication technology appropriately to support their learning in mathematics. For example, during a lesson on place value, pupils used a computer program successfully to consolidate their learning about place value to 1000 and rectify any weaknesses. However their work in data handling is under-represented. Staff are currently building their resources and expertise following recent training.

SCIENCE

100. There is satisfactory provision for science in both key stages. The quality of teaching and learning is good from the lessons observed. Pupils are achieving well and are attaining the nationally expected standards by Year 2 and Year 6. Standards are average rather than good because the pupils have been through an unsettled recent period which included changes of leadership and education direction. This inconsistency has led to loss of continuous development of skills, knowledge and understanding and depressed standards to average levels. Pupils enjoy science and they make good progress in their scientific enquiry skills. The subject leader has good subject knowledge but has been unable to monitor teaching and learning across the school. Although there is appropriate coverage of the curriculum the staff recognise that the scheme of work needs to be tailored to provide sufficient time for pupils to consolidate and revise their learning. At present the procedures and use of assessment, although satisfactory are under-developed.

- **The management of science is satisfactory.**

101. The subject leader is enthusiastic and knowledgeable especially in environmental science. Pupils have benefited from links that she has made with forest rangers and her part-time work in environmental work to appreciate wildlife in the locality. For instance, designing and making homes for dormice and nursing sick owlets back to health. The teaching and learning of science is good and investigative work is promoted well. Pupils learn and achieve well to attain the nationally expected standards throughout the school. All aspects of the curriculum are appropriately taught. However, the scheme of work is not sufficiently structured to allow time for pupils to consolidate and revise their learning. The procedures for the assessment of pupils' work are underdeveloped. The staff keep their own assessments of pupils' work and have worked well together to moderate pupils' work and keep useful portfolios of examples of assessed work. However, there is no whole school system to provide an ongoing record of pupils' skills, knowledge and understanding. Thus teachers are unable to use assessment data as effectively as they could, to set targets for individuals and groups of pupils. The subject leader has had no time allocated to monitor the quality of teaching and learning, and the standards pupils attain across the school. The inconsistency throughout the school in assessment procedures and the absence of constructive feedback to the staff on the quality of teaching and learning has limited the provision and development of the subject. This is similar provision and standards that were observed during the previous inspection. However, the quality and quantity of resources have been updated and are satisfactory. The school has recognised these areas for development and has already begun to use its assessment data effectively in Year 6 to raise the standards of attainment in the national tests in 2001. Intensive revision and booster classes as well as homework resulted in pupils attaining well above average standards in Year 6.

- **Pupils are achieving well because the quality of teaching and learning is good.**

102. The quality of teaching and learning is good in the four lessons observed and pupils are achieving well. Pupils' investigative work is a strength. The teachers provide good opportunities for pupils to work together on well-structured practical activities to find out for themselves. This enables them to make effective progress in their investigative skills. The well-deployed teaching assistants work well with small groups of pupils with special educational needs while other adult helpers and the teachers work with other groups. This enables pupils of all abilities to make good progress and achieve well. The progress of pupils with special educational needs is good because of the effective support that they are given. There is suitable use of literacy skills by pupils in their report writing and in their labelled scientific drawings and diagrams. Pupils also show that they are able to make appropriate use of their mathematical skills, as pupils accurately use tables to predict and record their results. The teachers have good subject knowledge and prepare their lessons thoroughly, and ensure that pupils learn scientific vocabulary well. A notable feature is the way teachers and other adults in classrooms use questioning techniques well to promote pupils' problem-solving skills as they seek solutions to their investigations. Consequently pupils achieve and learn well. Pupils of all ages and abilities are confident and enjoy investigating and learn well from each other's observations. They have good attitudes to science, working eagerly and responsibly together. There are very good relationships between pupils, staff and other adult helpers which enhance the quality of learning. Pupils say they enjoy science lessons because they are interesting and practical. However, there are insufficient opportunities for pupils to use information and communication technology to research their topics or represent their work graphically.

- **Pupils are attaining the nationally expected standards by Year 2 and Year 6.**

103. By Year 2, pupils follow a sound programme of work based on national guidance. They use simple equipment and resources safely and make relevant observations about their findings using scientific vocabulary well. For example, pupils enjoy investigating for themselves and use first-hand experience and record their findings efficiently and neatly. They classify a range of objects into living and non-living. They understand that some objects such as a newspaper came from wood which was grown as a tree and was once alive. They can describe the conditions needed for life. By Year 6, pupils have a secure understanding of a range of scientific concepts, and of the basic principles of scientific investigation. For example, they have a sound understanding of materials and their properties. They can devise their own experiments to investigate the changes in materials such as salt, chalk, sugar, sawdust and vitamin C as they mixed with water. Pupils record their predictions and compare their results of their investigations, noting if they were correct and giving reasonable scientific reasons for different outcomes. They use scientific vocabulary well to explain their findings. Pupils are careful to handle resources safely and work well together in small groups. However, they are less skilled in applying their knowledge and understanding of fair-testing to see if the amount of water added to the materials made a different outcome. They understand how to extend their knowledge by choosing and using different sources of information. They can, for instance, find out independently using books how living things are adapted to their environments. A few have carried out some research using the computer.

- **There are no whole-school agreed procedures for the assessment of pupils' work and the scheme of work is not sufficiently structured for pupils to consolidate and revise their work.**

104. The national guidelines have provided a good basis for breadth and balance for teachers' planning which has helped pupils to make good progress in all aspects of science. Nevertheless, the curriculum is not sufficiently well defined to allow time for consistent, structured consolidation and revision of pupils' knowledge, skills and understanding, especially in Years 2 and 6. Teachers have kept their own records of pupils' work. However, there are no agreed whole-school procedures for the assessment of pupils' work that teachers can use to successfully track and build on pupils' progress as they move up the school. Teachers use assessment well in lessons to group pupils for support and differing levels of recorded work and as they encourage and help pupils to attain the set objectives. However, this is less evident in marked work when informative comment helps pupils to improve.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

105. All pupils achieve well to attain the standards that are normally expected in both art and design and design and technology for pupils by Year 2 and Year 6. Standards were above average at the time of the previous inspection. Since the previous inspection there is less time spent on the subjects. However the school has continued to provide a satisfactory breadth of experience. Two lessons were observed for each subject. Judgements are also based on discussions with pupils and staff, scrutiny of teachers' planning and pupils' previous work. The quality of the teaching is satisfactory overall with some good teaching in design and

technology in Years 3/4. The subjects are managed satisfactorily. The curriculum is planned appropriately for both subjects.

- **The subjects are managed satisfactorily**

106. The subjects are managed satisfactorily. The school has adopted the national guidance as a scheme of work. Teachers use this guidance well to plan out the overall coverage of the curriculum. The use of art portfolios as a useful aid to guide and assess the progression of pupils' skills in the topics for study as they become older is planned for the future. The quality and quantity of resources are satisfactory and easily accessible. However, further larger prints of other artists work are needed in art and design to demonstrate the methods and techniques used by artists. There has been satisfactory improvement since the last inspection because the quality of the teaching and the level of resourcing have improved. Because staff plan their lessons well and managed them well, pupils' response is good and they learn and achieve well. However, refinements to the schemes of work and the development of systems for assessing pupils' progress in key skills are recognised for development.

- **The quality of the teaching is satisfactory.**

107. The quality of teaching was satisfactory overall for pupils in Year 2 and Year 6 in art and design. In design and technology it was satisfactory for pupils in Year 2 but good for pupils in Year 3 / 4. All pupils are encouraged to express their ideas and feelings well in their work and build on their previous learning. There is a good level of support in lessons given by the teachers, teaching assistants and adult helpers who ensure all pupils learn well and make the progress they should. Because of the high level of adult help and support in lessons, pupils respond well as instructions and explanations to pupils are clearly communicated. Good work is praised and ways in which pupils can improve their work are clearly highlighted. Consequently pupils enjoy working either by themselves or as part of a group. Most like the practical nature of their learning and are keen to learn. Lessons are generally well planned and managed with resources prepared in advance. In some instances the prepared materials restricts pupils opportunities to make those choices themselves. In most of the teaching the use of interesting resources to promote pupils' interest and motivation are managed well. However, when introductions are over long, pupils begin to lose interest and the momentum for an exciting beginning to their work is lost and the pace of learning decreases to a satisfactory level. In the best lessons seen in design and technology in Years 3/4 the work is planned in detail to last several weeks. In this way pupils are challenged well to find solutions to design problems as they are presented with design briefs. When they understand the processes involved in making a finished product, they know how to tackle each stage of their work. They quickly become engrossed in their work learning and persevering well to overcome difficulties but extending their skills and gaining in the satisfaction of producing a well finished product.

- **Pupils achieve well to attain the nationally expected standards by the end of Year 2 and Year 6.**

108. In both subjects pupils systematically build their knowledge skills and understanding to attain the nationally expected standards by the end of Year 2 and Year 6. For example, the pupils in Year 2 develop appropriate skills as they draw Irises in the style of Van Gogh or use a range of different textures and materials to illustrate poems about the sea. In Year 6, pupils develop their drawing skills appropriately as they take turns at modelling poses for figure drawing. Past work shows careful work by pupils in Years 3/4 in the designing and making of torches and containers for money. For example, in designing and making holders for money the pupils' choices vary from a wallet to a purse according to the person they are making it for. Materials used are considered for strength and suitability for purpose. Patterns are drawn on paper to ensure materials will be folded to correct dimensions. These are then refined and used to cut out the chosen materials to be used. Pupils choose a range of fastenings to finish their products such as buttons, poppers and Velcro. The finished holders are of a good standard and clearly demonstrate the full range of design and making skills appropriate for their ages and abilities. Pupils with special educational needs get good support and make similar progress to other pupils in lessons. The staff are able to monitor all pupils work in progress well, inviting pupils to evaluate their progress. As a result, the pupils make improvements in their initial designs, or drawings or the resources they use.

- **The curriculum is planned appropriately for both subjects.**

109. The curriculum based on the national guidelines satisfactorily supports pupils' learning. All the elements of the curriculum are taught and suitable opportunities are planned for pupils to progressively develop the appropriate knowledge skills and understanding. In design and technology in both key stages, pupils undertake tasks which make them aware of the connection between designing, planning, making and evaluating. In art and design, pupils work with an appropriate range of materials and resources in both key stages. Most have a satisfactory knowledge and understanding of the work of famous artists such as Monet and develop their own style of drawing and painting. Whilst most of the art and design work that pupils study is western European, their knowledge of African and Aboriginal art and design, makes a useful contribution to the pupils' cultural development. Both subjects are used appropriately to support other areas of the curriculum such as mathematics. For example, older pupils use measuring skills appropriately to design and make models, torches and holders for money.

- **The subjects are satisfactorily managed**

110. The subject leaders effectively support and advise colleagues and there are adequate resources that are suitably stored. However there have been no planned opportunities for them to monitor the quality of teaching and learning across the school. While both have made a good start to ensuring the curriculum is appropriately planned, schemes of work need to be refined to reflect the context of the school and procedures for the assessment of pupils' work are to be developed.

HISTORY AND GEOGRAPHY

111. The school provides a satisfactory range of experiences to develop the pupils' historical and geographical knowledge. The Year 2 and Year 6 pupils' standards in history and geography are average. The teachers make good use of

the pupils' research and enquiry skills to develop their understanding. The subject leaders provide appropriate support for colleagues.

- **The school provides a satisfactory range of experiences to develop the pupils' historical and geographical knowledge.**

112. At the time of the last inspection there was no policy or scheme of work for history or geography. This is no longer the case. There is now a policy for both subjects and long and medium term plans from which the teachers draw their guidance. The subjects studied by the pupils are relevant and interesting for them. The quality of teaching is generally good from the small number of lessons observed. This enables the pupils to achieve well.

- **The pupils' standards in history and geography by the age of seven and eleven are average.**

113. By the end of Year 2, the pupils have developed their knowledge and understanding of people in the past and how they lived. They have a clear understanding that people in the distant past lived lives very different from their own. For example, the pupils in Year 1 and 2 have studied the Great Fire of London and they know that the fire originated in a bakers' shop. They understand that many homes at this time in history were made from wood and with the aid of a strong wind the flames spread rapidly. They have studied paintings of the fire and know that information has been gathered from this evidence and also from the diaries of Samuel Pepys. In their geography, pupils study the similarities and differences between their houses today and know how the land around the school is used for specific purposes such as farming or shopping. Their mapping skills develop appropriately as they map out their locality.

114. By the end of Year 6, the pupils have a good knowledge of different periods of British and foreign history. They develop an understanding of life during Viking, Tudor and Victorian times. Finally in Years 5 and 6 studying the times and lives of people since the 1940's, 50's and 60's including the music and impact upon Britain of 'flower power' and the music of Bob Dylan. The pupils learn about the recent and distant history of Leintwardine. They study the Ancient Egyptian and Greek civilisations and come to understand the legacy of these times upon our lives today. The emphasis in all lessons is one of finding out information from a wide range of sources and fixing the position of the period being studied on a time line. After careful examination of these sources the pupils develop an understanding of how people from the past lived. Good illustrations and accurate guidance encourage the pupils to careful observations and well-considered deductions so that pupils gain a good understanding and sense of time. Their studies of the locality in geography help them understand how their local area has changed over time and how change affects how people live. History and geography contribute satisfactorily to the pupils' cultural development.

- **The teachers make good use of the pupils' research and enquiry skills to develop their understanding.**

115. The teaching throughout the school is clearly rooted as far as possible in first hand enquiry. For example, in the two history lessons observed during the inspection, research and observations of artefacts from the periods being studied were important features. The class teachers help the pupils to learn about the past

by the use of portraits from the period and information the pupils can gather from information books. For instance, the Year 3 /4 class the class teacher had brought to the class a number of Victorian artefacts to intrigue and interest the pupils. The use of timelines clearly fixes the pupils' learning in the correct chronological sequence. In geography, one lesson was observed that showed that pupils by Year 2 have an appropriate knowledge and understanding of their local environment. Older pupils learn satisfactorily about their own and world climates. They find many similarities and differences and realise how climate affects peoples' way of life and settlement patterns.

- **The subject leaders provide appropriate support colleagues.**

116. The subject leaders are enthusiastic and provide appropriate support for colleagues. This is a significant improvement from the previous inspection where the co-ordination of history and geography was judged to be poor. There is further work to be done. The school has recognised that there is no monitoring role for the subject leaders. Assessment procedures have yet to be developed to ensure that the pupils' skills are developed progressively. Although history is resourced to a satisfactory level there are shortages in geography of atlases, maps and teaching support materials for studies of different parts of the world.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. The standards of the Year 2 and Year 6 pupils are below average. There are sufficient resources to teach the subject but teachers have not yet completed their training. The subject leader is skilled and enthusiastic. This is a better picture than at the time of the last inspection. The school now recognises that there is much more to do.

- **There is a satisfactory provision for information and communication technology apart from teachers' skills.**

118. There is now a policy for Information and Communication Technology, which covers all the National Curriculum programmes of study. There are also sufficient resources to enable the subject to be taught effectively. However the resources have only been in the school for two terms and, as yet standards have not quite risen to the required levels at the end of both key stages. The teachers have also become more confident in using the computers and are looking forward to their additional training to develop their levels of expertise still further.

- **By Year 2 and Year 6 the pupils' standards are below average.**

119. By Year 2, the pupils' attainment is below average. Although the pupils now receive satisfactory teaching they have not yet attained the skills needed to attain satisfactory standards. A programme of work is not fully planned and implemented for all subjects. The pupils now have sufficient opportunities to use the computers but are not yet secure in their use. In Year 2 the pupils use 'Paint' to create a picture and they know what the icons are and how to use them. However, they need adult

help when they need to save and print off their work. Pupils who have computers at home are generally more confident in the use of the keyboard and mouse than those who do not have a computer at home. The pupils in Year 1 use 'My World' to create a picture of 'Ted' and to change his clothes and also pictures of 'Goldilocks and the Three Bears' moving their chairs and bowls to make a picture.

120. By Year 6, the pupils' standards remain below average. Although there are pockets of good teaching in Years 3 and 4 and with input of an expert parent helper in Year 5 and 6; standards as yet still below average. In Year 3 and 4 the pupils use the computers widely in support of a wide range of subject areas. The pupils are able to access a Word document and can change the size, style, colour and font of their work. The pupils have sent and received e-mails and have accessed the Internet to find out information. In Year 5 and 6 the pupils import clip art into word documents and resize and relocate their illustrations. Discussions with Year 6 pupils show that the pupils access the Internet to find out about specific subjects. It is however clear that lower attaining pupils have few skills and find their way around the keyboard with difficulty. They do not know how to highlight text in order to change the font and size of the letters. Last year the pupils in the computer club with expert adult support created a website, which gives detailed information about the school and the geography and history of the immediate locality.

- **There are sufficient resources to teach the subject and the teachers have not yet completed their training.**

121. The teachers have worked hard since the previous inspection to improve their teaching of this subject. Each member of the teaching staff has their own laptop to use to plan their lessons and to become more familiar with computers as a resource. The teachers are working hard to improve their skills but recognise that they need their computer training to improve still further. One teacher and a learning support assistant are very skilled in the use of the computers and they readily aid and help their colleagues who are keen to learn. For example, one of the learning support staff had taken photographs using the digital camera and she sought out help to access the photographs on the computer. The teachers' planning shows that the National Curriculum requirements are met and that the subject is implemented appropriately across the curriculum. The digital camera is beginning to be widely used throughout the school, but the two scanners have yet to be used by the oldest pupils.

- **The subject leader is skilled and enthusiastic.**

122. The subject leader is both knowledgeable and enthusiastic. She gives good help and guidance to her colleagues. The learning support assistant from the reception class ably assists her. An expert parent helper has given good support in the computer club and the oldest pupils in the school. There is sufficient hardware and software to support the subject in the school, but the subject leader recognises the need to keep pace with change. The teachers are about to take part in their national training for computers and are looking forward to further improving their expertise. As yet there are no whole school assessment procedures in place and this is the next phase of development for the subject.

MUSIC

123. There were no opportunities to observe music lessons during the inspection. Singing in assembly was observed which was well controlled, with most pupils keeping an appropriate tempo and pitch and able to sing in a two part harmony.

There is insufficient evidence, therefore, to make a secure judgement of the quality of teaching and learning or standards in the subject. From discussions with pupils and staff and scrutiny of planned work, there is a satisfactory music curriculum.

- **There is satisfactory provision for music**

124. The curriculum is planned well guided by a published scheme of work which provides a comprehensive coverage of the curriculum. From discussions with pupils in Year 6 it is clear they enjoy music and know a range of music from well known composers and devise and perform their own compositions. However, their knowledge of notation is limited unless they have learned to read music from additional lessons or extra curricular activities. The musical experiences of the pupils are broadened by the regular opportunities to take part in a range of concerts, productions and services, such as harvest festival. Visiting musicians have provided good opportunities for pupils to develop their awareness of music in other cultures. For example, pupils have listened to African drummers and Indonesian percussion. Satisfactory provision is made for pupils to receive tuition from a visiting specialist teacher. As extra curricular activities, pupils may learn to play the recorder or join a choir from Year 2 upwards. The subject leader has identified that the development of a system for assessing pupils work is an area for development.

PHYSICAL EDUCATION

125. There is satisfactory provision for physical education. The pupils have opportunities to learn a wide range of skills; they develop skills in gymnastics, games dance and swimming. The pupils' standards in physical education are at the levels expected of Year 2 and Year 6 pupils. The generally sound and sometimes good teaching and clear development of skills alongside the enthusiasm of the pupils ensures that the pupils make good improvements in their work and achieve well. The subject leader gives support and guidance in this subject

- **The pupils have opportunities to learn a wide range of skills; they develop skills in gymnastics, games dance and swimming.**

126. The planned curriculum ensures that the pupils have access to a wide range of physical experiences. In Key Stage 2 the pupils have opportunities to learn to swim. There are also good opportunities for the older pupils to take part in competitive sports especially at the local high school who act as hosts for a wide range of tournaments.

- **The pupils' standards in physical education are at the levels expected at the age of seven and eleven.**

127. Pupils in Year 1 and 2 enjoy their physical education lessons and are enthusiastic learners. In Year 1, the pupils develop their gymnastic skills as they practise hopping, jumping and swirling. They use a range of apparatus and move across the equipment sideways, up and over showing good levels of control and poise. The pupils also use a number of different ways of travelling on the apparatus. They practise putting out the apparatus and quickly establish safe ways of carrying it. Year 2 pupils, work with a music tape, which encourages them to learn to travel as wheels, and wheels within wheels. The pupils work individually and in pairs moving in spirals following and moving co-operatively. The teachers' careful

insistence that the pupils follow the instructions they were given ensured that the pupils made appropriate gains in their level of skills.

128. The older pupils in Years 3 and 4 are also enthusiastic and try hard in their physical education lessons. They listen carefully to the instructions given and try hard to succeed. Good teaching and a wide curriculum enables the pupils to learn and develop a wide range of skills. In Year 3 and 4 the pupils develop and refine their ball passing skills. The pupils passed the ball from one to another with steadily increasing accuracy and care. This is because the class teacher stopped the pupils and showed them how to refine and improve their work. They worked enthusiastically and enjoyed the lesson. The pupils worked hard in the session and showed good levels of co-operation and personal development. The pupils in Key Stage 2 have swimming lessons at the local swimming baths, and here the pupils achieve well.

- **The clear development of skills alongside the enthusiasm of the pupils ensures that the pupils make good improvements in their work and achieve well.**

129. The teaching of physical education ranges between excellent and satisfactory. In the excellent lesson the teacher had very high expectations of the pupils' behaviour and learning. The teacher gave excellent instructions conveying the importance of properly handling the gymnastic apparatus and very effective class management strategies. In the good lesson the class teacher ensured that the pupils made good improvements in their skills as they were shown how to improve their work. In the satisfactory lesson the class teacher made sure that the pupils listened carefully to the instructions and responded appropriately. The teacher and learning support staff work hard in lessons to encourage the pupils to improve their techniques, poise and skill levels, so that the pupils achieve well. However, in one lesson, despite the good management of the class a few pupils disrupted the lesson, which slowed the pace of learning for others.

- **The subject leader gives support and guidance in this subject**

130. The subject leader gives support and guidance in this subject. She does not at present monitor teaching in the school. There are at present no whole school assessment systems in place to monitor the pupils' skills development. Resources for physical education are satisfactory as the result of a grant, which was used to enhance the resources for this subject. They are suitable for all the age ranges of pupils in the school and are organised appropriately and are readily accessible.