

INSPECTION REPORT

**MARSHWOOD CHURCH OF ENGLAND
(AIDED) PRIMARY SCHOOL**

Bridport, Dorset

LEA area: Dorset

Unique reference number: 113806

Headteacher: Miss R. Giles

Reporting inspector: C.D. Loizou
18645

Dates of inspection: 11 – 13 June 2001

Inspection number: 192702

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Church of England Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Marshwood Bridport Dorset
Postcode:	DT6 5QA
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. E. Rowe
Date of previous inspection:	27 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C.D. Loizou	Registered inspector	Special educational needs Mathematics Information and communication technology Music Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
19692	R. Folks	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
15334	J.M. Hooper	Team inspector	Equal opportunities English Science Art and design Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Marshwood, near the town of Bridport in Dorset. It is a Church of England (Voluntary Aided) infant and junior school. There are 36 pupils on roll between the ages of 5 and 11 years. It is a very small school which normally admits up to seven pupils from the age of four each year, but the school did not have any children starting school last September who were in the Reception year. The school was last inspected in 1997 and since then the size and nature of the school has not changed significantly. The percentage of pupils eligible for free school meals is approximately six per cent, which is below the national average for schools of this type. Forty-three per cent of the pupils are on the school's special educational needs register, which is above average, and no pupils have statements of special educational need. There are no pupils in the school learning English as an additional language and none are from minority ethnic communities. School records show that in previous years, when there were children under five in the reception year, the level of attainment on entry to the school was in line with that expected of children of this age.

HOW GOOD THE SCHOOL IS

The school provides an effective education, the pupils achieve well and the teaching is good with very good teaching in Key Stage 2. The headteacher and staff have worked very hard, resulting in good improvements since the last inspection, particularly in the teaching and the way that pupils' work is monitored. Currently, standards in mathematics are above those expected and in other subjects they are in line with expectations and are rising at a rate above the national trend. The school is very well led and managed by the headteacher and the governors provide good support. The school provides satisfactory value for money.

What the school does well

- Standards in mathematics are above those expected by the time the pupils leave the school.
- The pupils with special educational needs make good progress because they are very well supported and their progress is monitored closely.
- The pupils' behaviour, relationships and attitudes to school are very good. They enjoy the challenges presented to them.
- The teaching is good with a significant amount that is very good in Key Stage 2.
- The school provides very well for the pupils' spiritual, moral, social, cultural and personal development.
- There are very good assessments made of pupils' progress and these are used effectively to aid teachers' planning.
- The headteacher provides very good and effective leadership. She is well supported by the staff and governors.

What could be improved

- Annual written reports to parents about their children's progress.
- Curriculum policies so they are more in line with recent changes to the National Curriculum.
- The school's health and safety procedures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection. The headteacher, staff and governors have addressed the issues raised, particularly in improving the quality of teaching and learning as well as improving assessment procedures. This has helped the headteacher and staff to monitor teaching and learning more closely. As a result, the pupils achieve well and standards are rising. There have been improvements to the school's provision for indoor physical education with advanced plans in place to use the neighbouring church. There are better monitoring procedures in place, stronger leadership and management and more effective teaching.

STANDARDS

As fewer than ten pupils took the National Curriculum tests last year the table of results is not published.

The standards achieved by the majority of seven-year-olds in the National Curriculum tests last year were well above average in reading and mathematics and in the top five per cent nationally in writing. Standards vary from year to year reflecting the fact that a very small number of pupils take the tests. Inspection evidence shows that standards are currently average in reading, writing and science by the time the pupils are 7 years of age. Standards in mathematics are above those expected of 7-year-olds. In other subjects infant pupils achieve the expected standards for their age.

Standards for 11-year-olds in last year's tests were high in English, average in mathematics and below average in science. Inspection evidence indicates that standards are currently average in English and science and above average in mathematics. Again, very few pupils take the tests to make any comparisons about the results from year to year so they must be treated with caution. In all other subjects standards are in line with those expected. Throughout the school the pupils achieve well, including those with special educational needs. Standards are currently average because a large proportion of the pupils are on the special educational needs register. In each year group this varies and this accounts for variations in test results each year. However, the overall trend over the last four years is one of rising standards at a rate that exceeds the national trend. The school is likely to reach its targets which were agreed with the local authority. Standards are rising over time because of the effective teaching of basic skills, such as reading and writing and better monitoring of pupils' progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are keen to learn and interested in their work.
Behaviour, in and out of classrooms	Very good. The pupils respect the views of others. They behave very well and are polite and courteous to visitors.
Personal development and relationships	Very good overall. The pupils show initiative and are willing to help around school. Very good relationships exist throughout the school.
Attendance	Good. There is no unauthorised absence.

The pupils are attentive and well behaved in lessons and at break-times. The staff support and guide the pupils well and this is evident in the very positive relationships between pupils and staff. The pupils enjoy school and thrive on the challenging and varied tasks presented to them. This is reflected in their positive attitudes to school and work, as well as the good level of attendance. The pupils are polite and courteous at all times. The school provides well for its pupils in an environment where everyone is valued and respected.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good

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

The teaching is good overall with a significant proportion that is very good. Good lessons were seen in all classes and appointments to the teaching staff since the last inspection have improved and strengthened the teaching further. As a result, standards are improving; expectations are higher than they were in the last inspection; and the work planned for the pupils is well matched to their capabilities. In all of the lessons seen, the teaching was at least satisfactory and the large majority was found to be good or better. Twenty-six per cent of the lessons seen were of good quality and fifty-eight per cent of lessons observed, all in the junior class, were judged to be of high quality. This standard of teaching is having a positive impact on pupils' learning and their achievement in all subjects. The teaching has improved well since the last inspection, resulting in standards rising above the national trend in the National Curriculum tests. The teaching of literacy and numeracy is good in Key Stage 1 and, in Key Stage 2, very good use is made of the teachers' subject expertise in English and mathematics so that pupils are taught by teachers who have particular expertise in these subjects. Consequently, in mathematics lessons the pupils are learning advanced numerical techniques, such as algebra and advanced methods of calculation using different mathematical theorems. In English lessons, the pupils are learning to read a range of literature that enables them to improve their understanding of different styles of writing. This high quality teaching in Key Stage 2 is having a positive impact on pupils' learning and is preparing older pupils well for the next stage of their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory. It complies with statutory requirements. Activities are practical, interesting and relevant to the pupils. Some subject policies have not been updated in line with recent changes to the National Curriculum.
Provision for pupils with special educational needs	Good. The pupils are monitored closely. They are provided with very good support in lessons and at other times.

Provision for pupils' personal, spiritual, moral, social and cultural development	Very good in all areas. The provision for the pupils' spiritual, moral, social and cultural development is very good. The school provides very good opportunities for the pupils to reflect on their experiences and share their ideas and feelings with others.
How well the school cares for its pupils	Very good overall. Assessment procedures are accurate and help teachers planning. Procedures to ensure that health and safety risk assessments on the school site are checked are not being carried out regularly enough.

The curriculum has improved since the last inspection because it is well planned and provides a range of practical and relevant tasks for all pupils. In some subjects, there are insufficient or updated policies in line with the most recent changes to the National Curriculum so it is not clear if all programmes of study will be taught as pupils move through the school. Very good assessments are made of the pupils' progress which are used to plan work that is well matched to the pupils' capabilities. There is a satisfactory range of extra-curricular activities which include sporting activities. The school identifies and assesses pupils with special educational needs very well and provides effective and appropriate support. The headteacher and governors do not carry out regular and systematic health and safety checks to identify risks as part of the school's health and safety policy. The school has established a good working partnership with parents and they are kept well informed about the curriculum and activities that the pupils are doing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good and effective leadership. She is well supported by the staff who work as a team ensuring that pupils make good gains in their learning.
How well the governors fulfil their responsibilities	The governors provide good support. They are hardworking and understand the needs of the school. They fulfil their responsibilities well.
The school's evaluation of its performance	There are good monitoring procedures in place which help the headteacher, staff and governors to evaluate the progress of the school.
The strategic use of resources	Good use is made of the school's budget. The staff are well deployed, resources are used efficiently and are very well maintained.

The staff and governors are greatly influenced by the clear leadership provided by the headteacher. Together, they have the determination and capability to improve the school further. The management of the school is very good because the headteacher provides purposeful leadership. She balances her teaching commitment with management duties very well and is always on hand to provide support and encouragement to others. There are good procedures in place that enable the headteacher and governors to monitor teaching and learning. As a result, the governors and staff have a clear programme for school improvement with a good plan that clearly sets out the school's priorities for

development. Consequently, standards are rising and the school is well placed to raise them further. Staffing levels are good and the school makes good use of its small accommodation. Resource levels are good and are used efficiently to support teaching and learning. The school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in the school is good. • The teaching is good. • The school expects their children to work hard and do their best. • The school helps their children to become mature and responsible. • The relationships between pupils and staff are very good. 	<ul style="list-style-type: none"> • The information about their children's academic progress. • The provision of homework. • The range of extra-curricular activities provided outside lessons. • The way the school responds to suggestions or complaints.

The inspection findings support all of the parents' positive views of the school. Inspectors agree that the quality of written information for parents is unsatisfactory because annual reports about pupils' progress do not provide a clear picture of what the pupils need to do to improve further. The overall quality of links with parents is satisfactory. The headteacher, staff and governors are approachable and are willing to deal with suggestions and complaints. Given the very small size of the school and the fact that most pupils require transport to get to school and home, there is a satisfactory range of extra-curricular activities provided by the school, some of which take place at lunch-times.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the start of this school year no children under five were admitted to the school and there are no children in the Reception year. From the school's records using the local authority's baseline assessment scheme, indications are that the typical level of attainment on entry is in line with the standards expected of children of this age when they first start school. The attainment of pupils who are currently in Year 2 is in line with the national average in reading, writing and science and it is above average for mathematics.
2. The standards achieved by the majority of seven-year-olds in last year's National Curriculum tests were well above the national average in reading, writing and mathematics and in writing, they were in the top five per cent of schools. Teachers' assessments in science show that standards were also in the top five per cent nationally. Compared with similar schools, the pupils performed very well in writing and mathematics because results were well above average. In reading, standards were above average compared with similar schools. Test results fluctuate from year to year because of the very small numbers of pupils taking the tests.
3. Standards for 11-year-olds in last year's tests indicate that the pupils made very good progress in English and satisfactory progress in mathematics since the time they were tested at 7 years of age four years ago. Results show that standards in English were well above the national average and in mathematics they were average. Science standards were below average but the small numbers taking the tests means that results must be treated with caution. Science results have ranged from well above average to below average, indicating that year on year comparisons are unreliable. Taken as a whole, results over the last four years indicate that the school is achieving standards that are rising at a rate above the national trend. Last year's science results were affected by the absence of one pupil, reflecting how an analysis of results with very few pupils is unreliable.
4. In the infants, inspection evidence indicates that English standards are currently in line with those expected of 7-year-olds and mathematics standards are above average. The pupils are developing a good range of reading and writing skills. Speaking and listening skills are above average with pupils demonstrating how well they can listen to others in a group and can contribute to discussions clearly and articulately. The pupils have a very good understanding of number facts, and utilise different strategies to help them calculate problems mentally and orally. In science, infant pupils are able to investigate and organise simple tests, for example, when measuring how well plants are growing and they have a good understanding of how things grow and the environmental influences that affect plant growth.
5. Currently, junior pupils make good progress in English and science, and very good progress in mathematics. Consequently, they achieve standards that are above average for their age in mathematics by the time they are 11 and average in English and science. The pupils make particularly good progress in speaking and listening, gaining in confidence as they can articulate ideas or explain their work clearly. This is helping them to develop their language skills and improves the range and quality of writing. The pupils make good progress in science because they have good

opportunities to plan and investigate life processes using the local environment as well as exploring the properties of materials and the effects forces on objects. Pupils with special educational needs make good progress throughout the school as they receive individual attention and are grouped with other pupils. This contributes to raising their self-confidence in lessons. The teaching enables all pupils to plan and organise practical investigations and problems in mathematics and experiments in science. The pupils make rapid progress in mathematics because the headteacher, who has particular expertise in the subject, teaches mathematics to all the pupils in the Key Stage 2 class. The pupils are grouped by age and ability for English and mathematics lessons in the mornings so that Years 3 and 4 are taught at separate times to Years 5 and 6. This enables the teaching to be much more focused so that pupils work in groups of similar capability.

6. Standards in information and communication technology (ICT) are in line with those expected nationally by the age of 7 and 11. The pupils make good progress in ICT because the teaching ensures that all strands of the ICT curriculum are covered well. There are good opportunities for the pupils to use new technology across a range of subjects. There has been good improvement since the last inspection because new resources have kept up with the demands of new technology, for example, electronic mailing and the Internet. The pupils have good access to computers, digital cameras, tape recorders and robotic devices and this ensures that standards are in line with age related expectations in both classes.
7. The pupils make satisfactory progress in art and design, design and technology, geography, history, music and physical education. Standards are in line with those expected for pupils' ages at the end of both key stages in these subjects. The pupils experience a good range of art and design and the curriculum is broad and practical. Good use is made of the local environment to support topics, especially in science and geography. This is helping the pupils to make progress in these subjects in a relevant and practical way.
8. Pupils with special educational needs throughout the school make good gains in their learning. The school supports and encourages these pupils well in their work and taking into account their prior attainment they achieve well. Pupils have good support in lessons, in support groups and during individual work. The pupils are fully included in the life and work of the school and they make good progress in their learning because the school has ensured that the principles of educational inclusion apply fully. Able pupils are identified through the school's very good tracking and monitoring procedures and good provision is made for them. As a result of early identification and the specific work planned for these pupils they make good gains in their knowledge and understanding. Higher attaining pupils are identified early and are provided with work that is well matched to their capabilities.

Pupils' attitudes, values and personal development

9. The pupils have very good attitudes to learning and they are very well behaved. Relationships within the school are very good and the pupils' personal development is good. Attendance is above the national average. The pupils' attitudes, behaviour and relationships are all strengths of the school and attitudes to learning have improved since the last inspection.
10. The pupils enjoy coming to the school and take advantage of the activities available to them. They socialise very well. Their friendliness and assuredness is apparent

at all times. They behave very well before school when playing in the playground with very little supervision. During lunchtimes, the pupils talk to each other and are comfortable talking to visitors, making them welcome. Parents are pleased with the behaviour of the pupils. The school has a long narrow corridor between classrooms with cloakrooms on the other side. This area becomes very congested but the pupils cope very well showing patience and courtesy to others as they move along it.

11. In lessons, the pupils behave very well. They apply themselves diligently and maintain interest for long periods of time. They respond well to praise and encouragement. They go into assemblies in a very orderly manner and are respectful of others and of property at all times. There have been no exclusions at the school.
12. The school encourages independence as soon as the pupils start school. The pupils show initiative and take responsibilities with maturity and common sense. A good example of this is when one of the classrooms, which doubles up as the assembly hall, is tidied up in preparation for assembly. The pupils put out and put away desks and chairs quickly and efficiently with any fuss.
13. Relationships are very good. The staff provide excellent role models and the pupils mix very well together. They are kind and considerate and show respect for each other. Older pupils help younger ones and this leads to harmonious and positive relationships across the school.
14. Attendance is higher than the national average but has dropped slightly since the last inspection. Unauthorised absences are lower than the national average. All statutory requirements related to the maintenance and monitoring of registers are being met. There was no evidence of pupils arriving late for school and lessons started and finished on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The teaching is good overall with a significant proportion that is very good. Good lessons were seen in both classes and appointments to the teaching staff since the last inspection have improved and strengthened the teaching further. As a result, standards are improving; expectations are higher than they were in the last inspection and the work being planned for the pupils is well matched to their capabilities. In all of the lessons seen, the teaching was at least satisfactory and the large majority was found to be good or better. Twenty-six per cent of the lessons seen were of good quality and fifty-eight per cent of lessons observed, all in the junior class, were judged to be of high quality. This standard of teaching is having a positive impact on pupils' learning and their achievement in all subjects. The teaching has improved since the last inspection, resulting in standards rising above the national trend.
16. The teaching in Key Stage 1 is good. Three out of four lessons seen were good and the other satisfactory. The teacher plans her work carefully so that pupils in all year groups have work that is matched to their capabilities. The pupils respond well to the teaching. They listen carefully to instructions and during class discussions they offer thoughtful answers and responses. They persevere with tasks, for example, when calculating how much money is left after spending a fixed amount during a mathematics lesson.

17. In Key Stage 2, the teaching is very good overall, ranging from satisfactory to excellent. Throughout both key stages, literacy, numeracy and science lessons are well taught with good strategies used to provide work which is closely matched to the abilities of all pupils, including those with special educational needs. The teachers prepare challenging and interesting tasks that motivate and sustain the pupils' concentration, enabling them to work hard and persevere with tasks. In all of the lessons seen, there was a good structure so that time was provided for the pupils to ask questions and explain their methods, as for example, in an infant mathematics lesson when calculating money problems mentally and orally. In the juniors, the teaching of mathematics is a particular strength because the teacher is very secure in her knowledge of the subject. This helps the pupils to remain on task and motivated because their learning is being enhanced by interesting and thought provoking investigations. For example, the pupils thoroughly enjoyed exploring the relationships and number patterns of digital roots. In literacy lessons in both key stages, during individual and group work in the main part of the lessons, the teachers are clear about the support they are going to provide, ensuring that the planning each week enables them and the classroom assistant to focus on particular groups of pupils.
18. The teachers use good assessment procedures to monitor the pupils' progress in all subjects. Work is usually marked up to date and it is clear to the pupils what they have to do to improve further. Teachers keep good records having tested what the pupils know and can do but this information is not being used sufficiently to prepare coherent annual reports to parents about their children's progress. The pupils are very involved in the setting of individual learning targets. Together with teachers' marking and regular assessments of pupils' progress, there is a useful bank of information about how well the pupils are doing. This is helping to inform and adapt teachers' planning because it is clear what has been learnt and what needs to come next.
19. The school has done well since the last inspection, especially in developing and improving the teaching. A significant proportion of teaching, just over a half, was of high quality, all of which was found in Key Stage 2. The key features which set this standard of teaching apart from the rest are the pace, challenge and enthusiasm for the subjects being taught. The headteacher teaches numeracy to the whole of Key Stage 2 and literacy lessons are taught by the other part-time teachers who share the junior class with the headteacher. This is very effective because the teachers are particularly skilled and knowledgeable in both subjects and this provides the challenge and enthusiasm for both subjects that motivate and interest the pupils. In these lessons, resources are very well used to support and enhance the pupils' experiences. For example, in a very good literacy lesson, Year 5 and 6 pupils used some interesting text about the evacuation of children into the countryside during the Second World War. The pupils investigated how characters in stories are presented and described and their learning was enhanced by a thorough investigation of the text by scanning the words to determine which words and phrases expressed how the characters felt at the time. This led to some very good empathetic writing about the feelings expressed by a young child who was sent to the countryside and how he coped with the unfamiliarity of his surroundings and the tensions caused when trying to settle into strange and unfamiliar surroundings.
20. In an excellent mathematics lesson, Year 5 and 6 pupils were provided with challenging number problems. The pupils learned that consecutive prime numbers,

when multiplied by a two digit number, produce a similar number pattern. The teaching successfully built on previous lessons to enable the pupils to use what they have learned about long multiplication, prime numbers and digital roots to investigate more complex calculations to use as a method of proof. The work set was challenging for both year groups and was planned so that higher attaining pupils were set different tasks that enabled them to make good progress achieving the levels they are capable of. The most common feature of very good and excellent teaching is the way that teachers are alert to the needs of all the pupils, constantly improving their work, marking and supporting as well as deploying learning support assistants so they support individuals and groups of pupils effectively. As a result, these lessons set high expectations and this includes the standard of recorded work so that pupils are clear about what is expected in their writing, drawing, numeracy or recorded work in science.

21. In the very few satisfactory lessons seen, the teaching is effective but it does not set the same high expectations in all stages of the lessons, resulting in some inconsistencies in the pace of learning. For example, introductions are sometimes too long or the teacher labours a point, often repeating what has already been said. For example, in a science lesson, the first part of the lesson was too confusing because too much information was provided before the pupils were expected to experiment and explore further. In a satisfactory outdoor physical education lesson, although the introduction and explanation was important to help the pupils focus on throwing and aiming skills, too much time was spent going over what the pupils already knew. In all the good and very good lessons seen, the pupils were more eager to work and try hard resulting in more effective learning and achievement.

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

22. The school provides an appropriately broad and well-balanced curriculum and a satisfactory range of learning opportunities which successfully meets the needs of all its pupils. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education and younger pupils are provided with an appropriate curriculum based on the recommended early learning goals for the children in the Foundation Stage. Policies are in place for all subjects except information and communication technology. However, the school recognises that these need to be updated to meet the requirements of the National Curriculum 2000. This will ensure that the planning for all age groups in mixed age classes will cover every programme of study in sufficient depth. Planning is based on a two-year topic plan for the younger pupils and a four-year plan for the pupils in Years 3 to 6. Where possible all subjects are taught as part of topics and in some areas where there are subject specific skills the pupils are taught discrete subjects. The national guidance for all subjects is used to ensure pupils develop their skills progressively as they move through the school. This is a significant improvement since the last inspection and the school has dealt very well with the key issues relating to the curriculum in the last inspection report. Recently, the progress being made on curriculum provision has been held up due to unforeseen changes in staffing.
23. The school has implemented the National Literacy and Numeracy strategies well. Planning and teaching, given the admitted difficulties associated with the small year groups of pupils and the mixed-age classes, take appropriate account of the recommendations both for lesson format and content. The school provides

effectively for equality of opportunity and has a commitment to including all pupils in all activities. The curriculum is enriched through the provision of a good number of out of school visits in connection with topic work. For example, a visit to Dorchester brought the Roman topic alive for the older pupils. All pupils have the opportunity to go on well planned residential trips to a field study centre and to London which provide valuable learning opportunities which cannot be provided within school. The school provides an appropriate range of extra-curricular opportunities, which necessarily have to take place at lunchtimes as transport arrangements prevent after school activities. The school makes good provision for homework, which is set regularly, particularly in the class of older pupils.

24. The school makes very good provision overall for pupils' personal development including spiritual, moral, social and cultural development through the warm family atmosphere that exists in the school. This is a strength of the school as it was at the last inspection. The very good provision promotes high standards of personal development and enriches the curriculum. Through very good and sensitively led activities such as 'circle time', pupils gain self-esteem through sharing and discussing both positive and negative issues raised by individuals. These sessions also have a direct contribution to the very good behaviour and attitudes of the pupils.
25. The school's provision for pupils' spiritual development is very good. Through the overall, whole-school ethos, built on strong Christian values there are close links with the church. Consequently, the religious education syllabus and whole-school assemblies, provide pupils with knowledge and insight into values and beliefs which enables them to reflect on their experiences in a caring atmosphere. A good example of this was in a delightful display of pupils' written thoughts and feelings entitled 'Love thy Neighbour' where one pupil had written, 'If your friend is on her own see if she would like to play with you'.
26. The provision for pupils' moral development is very good. Principles distinguishing right from wrong are promoted appropriately and consistently by all staff, who provide very good role models for the pupils. This clear moral code provides a firm basis for the very good behaviour evident throughout the school, both within the classrooms and outside.
27. Provision for pupils' social development is similarly very good. Pupils are encouraged to work co-operatively and take responsibility for their work and for others. Class and school responsibilities increase appropriately as pupils get older, and they demonstrate a high level of initiative and responsibility in the confident way they execute their duties. For example, three pupils were happily giving up their playtime to tidy the physical education apparatus. Pupils' social awareness is further developed by such activities as collecting for and delivering Harvest Festival baskets around the village and performing for senior citizens at school concerts, school services and other events. Pupils' knowledge and understanding of the wider world community and of people less fortunate than themselves are increased through a range of activities such as raising funds for world wide charities. Also, over recent years, pupils have raised money to fund roofs for three schools in Uganda. Older pupils join with pupils from other schools for sporting and musical activities which adds greatly to their social development.
28. The provision for pupils' cultural development is also very good. Pupils are provided with a good range of opportunities to appreciate their own cultural traditions through

literature and music, art and history lessons. Educational visits are well planned and enrich the pupils' cultural awareness and knowledge of the past. For example, a visit linked to history work on Victorians where the pupils looked at a range of Victorian toys. The recent problems of 'foot and mouth disease' have brought home very strongly the problems associated with the farming culture of the immediate area. A good range of opportunities is provided for pupils to develop an understanding of the diversity of other cultures. Much of this is delivered through the curriculum, for example, through stories from other cultures in literacy lessons, studies of contrasting communities in geography, study of the work of a range of artists and appraisal of music from other cultures. The pupils are also very fortunate in being able to learn about life in Uganda through letters they receive from pupils there, and from the headteacher who spends her summer holidays working there.

29. The school makes appropriate provision for pupils' personal, social and health education. The school does not provide formal sex education lessons but all questions that may arise are answered openly, honestly and factually. Appropriate health and drugs awareness education is provided as part of the science curriculum. The school's links with its partner institutions are good. Although there is no pre-school provision in the immediate area, the teacher of the younger children makes visits when and where possible, to the nursery schools and play groups pupils have attended before they start school. There are good induction procedures for Year 6 pupils moving to the secondary school. They have the opportunity to make two whole day visits during their last year, as well as taking part in a music festival organised by the school. There are good links with the immediate locality which further enrich the range of curricular opportunities provided for the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school has satisfactory arrangements for child protection and for ensuring the welfare of the pupils. The school provides very good personal support and guidance for pupils. The staff know the pupils very well. Class teachers provide the main support for pupils and there are additional staff on hand to supervise or support pupils in class and at other times.
31. The school works closely in partnership with outside agencies and specialists, for example, speech therapists, behaviour support staff and the educational welfare officer from the local authority, the educational psychologist and social services. The pupils are well looked after and cared for each day. Health and safety procedures are satisfactory overall and comply with statutory requirements but these do not include systematic and formal arrangements for risk assessments. Although there is a health and safety policy, it is not a comprehensive policy so that the arrangements for buildings and grounds inspection and for risk assessment are not sufficiently formalised or rigorous. Consequently, there is no systematic procedure to ensure that all health and safety risks have been assessed regularly and recorded for further reference and action.
32. The personal development of the pupils is effectively monitored and supported by class teachers and the school secretary keeps efficient records. There are well-established procedures for behaviour management and these are implemented consistently throughout the school. There is a good balance of sanctions and rewards and the school's approach to maintaining discipline is positive and supportive. Procedures for eliminating oppressive behaviour and bullying work very well. Attendance is monitored satisfactorily.

33. Procedures for assessing pupils' attainment are very good. When children enter school they are tested and the teachers use results of these tests to plan appropriate work for individuals and groups. The school undertakes the statutory annual assessment tests for seven and 11 year olds and analyses these results thoroughly to ensure there are no gaps in the curriculum, teaching and consequently pupils' learning. From the age of seven pupils are tested regularly and from these tests individual trends are noted. Possible problems are analysed and procedures to address them put in place. The school keeps very informative individual portfolios containing selected and annotated pieces of pupils' work in most subjects. These provide a very valuable record to show how pupils have progressed as they move through the school. Within these portfolios are detailed target wheels for each subject. These give a clear visual indication of progress and achievement and are represented as a series of concentric circles with learning targets in each for the pupils to tick off or colour in when completed. They provide an excellent opportunity for pupils to take part in their own assessment and target setting. The school is currently updating these to be in line with the National Curriculum 2000.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school has satisfactory links with parents who are pleased with standards and the achievements of the school. There is good involvement from parents in the work of the school and especially that of the Parents and Friends Association. Parents are provided with a satisfactory range of information about school events but the annual reports sent to parents about their children's progress are unsatisfactory. Parents make a good contribution to their children's learning at home and in school.

35. Parents responded positively to the pre-inspection questionnaires and meeting. They are happy with standards and most of them feel that the school sets high standards. However, many parents felt that the school does not give them sufficient information about how well their children are doing. A significant proportion of parents who responded to the questionnaire feel that extra-curricular activities have been reduced since the last inspection and are no longer sufficient. Some parents would like more homework for their children and others feel that the school does not always respond satisfactorily to concerns or complaints. There are good procedures in place which allow opportunities for parents to express their suggestions or complaints and the headteacher, staff and governors are very responsive to parents' needs or concerns. On the whole, the large majority of parents are satisfied with the school but there is a mixed reaction which the school intends to investigate further and respond to any concerns raised by parents.

36. The inspection found that there is a variety of information for parents. This includes newsletters, a well presented school prospectus and an informative annual report prepared by governors and sent to parents each year. These documents are all of good quality and meet statutory requirements. However, the annual reports to parents about their children's progress do not meet requirements as they do not include separate sections for information and communication technology and design and technology. Other subjects have limited space, for example, the foundation subjects. The reports do not identify areas of weakness which are linked to future targets for improvement. Inspection evidence indicates that the school provides good information for parents. There are good procedures in place to respond to

parents' queries and the headteacher is always available to listen to parents if they have any concerns. Her large teaching commitment means that she has to arrange appointments to see parents if they want to see her. The staff are very approachable and willing to respond to queries. They know the pupils very well and keep good records to ensure that any messages left for pupils from their parents are passed on.

37. Some parents help in school when they can and during the inspection a parent, who is also an artist, provided very effective support in an infant art lesson. There is a very active and flourishing Parents and Friends Association, which organises numerous fund-raising and social events each year. The funds helped to provide some excellent playground equipment recently which is of great benefit to the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The headteacher provides very good, effective leadership. She leads by her very good example in the classroom and this is having the effect of improving teaching, raising standards and developing all the staff so that teaching is increasingly becoming more effective. Appointments to the school have strengthened the teaching since the last inspection and at the same time increased the capacity for the school to improve further. There is a determination, which is being greatly influenced by the personal dedication of the headteacher and staff, to help all of the pupils to succeed. This is an inclusive school where everyone is valued and everyone can succeed. The headteacher balances her teaching time and management duties carefully. She is very well organised and keeps very good records about pupils' progress. She works closely with the staff to ensure that planning is effective and that the pupils are on course to achieve their learning targets. There are very efficient and effective assessment systems in place to help the headteacher monitor all the pupils throughout the school.
39. The headteacher has adopted a sensible approach to school development planning because of her large teaching commitment and the fact that this is a small school. The school development plan has appropriate checklists in place to ensure that policies and schemes of work are reviewed and updated on a planned rota. However, there are number of curriculum policies that have not been updated since the introduction of the revised National Curriculum last year. A number of factors caused this, not least the recent appointments and changes to the staffing. The school recognises the need to update parents' annual reports about their children's progress and this is stated in the school development plan.
40. The governors are knowledgeable and experienced and very committed to supporting the needs of the school and its pupils. They are involved in the work of the school, often helping in classrooms or contributing to lessons when there are special days or projects. The headteacher has a planned programme for monitoring lessons during the year and this helps to inform governors about new initiatives, policies and schemes of work. Governors are linked to some subject areas, for example, literacy and numeracy, and have visited classes to see how well the pupils are doing and to gain an insight into the work of the school. Governors are very clear about their role and have contributed towards the priorities set in the school development plan. Together with the headteacher, they have ensured that targets are being met and improvements to the school, its resources and staffing have been carried out effectively. One area which should be improved is the attention given to

identifying and eliminating health and safety risks. Although the governors carry out their statutory responsibilities related to health and safety, there are no systematic or regular routines in place to ensure that potential risks are identified early and resolved. Some minor health and safety risks were pointed out to the headteacher and governors during the inspection. These mainly related to the supervision of pupils in the morning before school starts and some minor repairs that need attention around the school site.

41. There is a good match of appropriately qualified and experienced teachers and support staff to the demands of the curriculum. At present the teaching staff consists of the headteacher, a full-time teacher in the class of younger pupils and four part-time members of staff teaching the class of older pupils. The temporary teachers were appointed to replace a teacher who was promoted and the governors are currently seeking to appoint another full-time teacher. In the class of older pupils, the teaching staff responsibilities are organised well to make best use of their subject expertise and the timetable is arranged accordingly. Also, the class of older pupils is split two ways for literacy and numeracy lessons according to pupils' ages, making the delivery of these subjects easier as there is not such a wide range of age and ability in each group. Teachers are well supported by a non-teaching assistant who works very well with them to support pupils in the classroom. Newly qualified or recently appointed teachers are well supported. The headteacher checks and supports the teachers' planning and works closely with the staff to help and support. The school uses any local authority grants or funding to ensure that appropriate professional development needs are being met through the authority's in-service training programme.
42. The resources are adequate and well managed and the headteacher checks teachers' planning to ensure that there is appropriate work being done and that resources are accessible and available to the staff and pupils. The school's accommodation is generally adequate to meet the demands of the curriculum but there is no school hall or appropriate large gymnastics apparatus. The school has advanced plans in place to use the neighbouring church as a hall for assemblies and physical education. Classrooms are clean and comfortable, offering a bright stimulating environment that greatly aids teaching and learning. The staff use the limited space available imaginatively and the pupils are very sensible when moving from one area to another. Computers are accessible to the pupils and these are used well to support information and communication technology. There are appropriate outside play areas, including a small space for children under five. The school uses a farmer's field for outdoor physical education and this is well prepared and resourced for a full programme of outdoor games each term.
43. Since the last inspection the kitchen area has been incorporated into the teaching area for the younger pupils creating a larger and better space for creative activities. Colourful displays and examples of pupils' work are displayed throughout the school.
44. Financial planning is good and specific grants are used well. The governors are prudent in their budgeting. The school development plan is well set out, showing clear priorities for further improvement. The well-established finance committee targets specific areas for development and ensures that spending provides value for money. The recommendations of the local authority audit have been acted upon. The school's large carry forward budget has been allocated for the refurbishment of the church and suitable flooring for physical education. The school has recently

appointed a full-time teacher who will start next term and, together with the improvements to the church, the school's budget will be used so that any carry forward balances next year will amount to a reasonable balance of less than 5 per cent. Very good use is made of information technology to support the smooth running of the school. There are good procedures in place which enable the governors and headteacher to monitor the performance of the school. Regular reports from the headteacher informs governors of the progress being made towards achieving the priorities set out in the school development plan.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education further, the governing body, headteacher and staff should:

- * **Improve the written annual reports to parents about their children's progress so they:**
 - include separate comments about every subject of the National Curriculum;
 - provide more information about the progress the pupils make in the foundation subjects;
 - include both the strengths and weaknesses of the pupils' progress with targets for improvement so that it is clear what the school is going to do to enable the pupils to improve their work or performance.(Paragraphs: 18; 36)

- * **Update all curriculum policies so they follow the requirements of the most recent changes to the National Curriculum.**
(Paragraphs: 22; 39; 53; 70; 75; 78; 82)

- * **Ensure that more regular and systematic risk assessments are carried to improve the effectiveness of the school's health and safety policy.**
(Paragraphs: 31; 40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	50	26	16			

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

Information about the school's pupils

Pupils on the school's roll	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	Y1 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	15

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	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Too few 7 and 11-year-old pupils take the National Curriculum tests each year to allow the publication of test results.

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	35
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: Y1 – Y6

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	13.5
Average class size	17.5

Education support staff: Y1 – Y6

Total number of education support staff	2
Total aggregate hours worked per week	21

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	153,649
Total expenditure	139,920
Expenditure per pupil	3,998
Balance brought forward from previous year	14,000
Balance carried forward to next year	27,729

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	35
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	31	12	0	0
My child is making good progress in school.	50	35	12	0	4
Behaviour in the school is good.	59	37	4	0	0
My child gets the right amount of work to do at home.	16	64	16	4	0
The teaching is good.	59	26	7	0	7
I am kept well informed about how my child is getting on.	33	30	26	11	0
I would feel comfortable about approaching the school with questions or a problem.	63	19	15	4	0
The school expects my child to work hard and achieve his or her best.	56	41	0	0	4
The school works closely with parents.	37	33	11	11	7
The school is well led and managed.	67	15	7	4	7
The school is helping my child become mature and responsible.	41	48	7	4	0
The school provides an interesting range of activities outside lessons.	12	27	31	31	0

Other issues raised by parents

Parents are particularly pleased with the warm relationships and positive ethos fostered by the school. Many choose to send their children to the school because of this.

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

ENGLISH

45. The results of National Curriculum tests for 11-year-olds show that since 1996 the standards pupils achieve by the end of Year 6 in English have varied considerably but since 1997 have always been above the national average. In 2000, these results were well above the national average. The results also show that the pupils made very good progress since the reading and writing tests four years ago when they were seven years of age.
46. The tests for seven-year-olds show that over the last four years the standards pupils have attained in reading and writing have varied greatly from well below to well above the national average. In 2000, standards were well above average in reading and very high (in the top five per cent) in writing. When the results are compared with schools where pupils have comparable backgrounds, pupils attained standards that were above average in reading and that were very high in writing. However, statistics are extremely unreliable when small groups of pupils are involved, as at this school, especially when, in some years, there are a higher than normal number of pupils in the group with special educational needs.
47. Evidence from the English lessons observed and the scrutiny of work indicates that by the end of the year, the current groups of Year 2 and Year 6 pupils are likely to attain average standards expected of seven and 11-year-olds nationally. These judgements are similar to those made at the last inspection for both year groups. English standards are average for the current Year 6. However, the very small numbers taking the tests will inevitably show large fluctuations. This year there are fewer pupils likely to exceed the expected level (Level 5), particularly in writing, although most will reach the standards expected for their age.
48. Speaking and listening skills are above average, which is a great improvement since the last inspection. In spite of the fact that a significant minority of pupils start school with speech problems, most pupils speak clearly, and communicate their thoughts and feelings well in lessons. They speak confidently and articulately using an increasingly wide vocabulary as they move through the school. Pupils listen attentively to their teachers and each other and improve their speaking skills through group and class discussions. For example, during a literacy lesson, the pupils in Years 5 and 6 were engaged in a very good discussion with the class teacher about the reasons for and against the evacuation of children in World War II, which had arisen out of the text they were reading. Many pupils raised some very good arguments and were totally confident to express their own opinions and comments. Pupils also have opportunities to practise speaking to wider audiences, through class and whole school presentations, such as assemblies and school concerts.
49. By the time the pupils are seven and 11 years old standards in reading are in line with those expected for their age. Throughout the school pupils read a variety of appropriate texts, and discussions with pupils and observations at both key stages, indicate that they use non-fiction books effectively for research for topic work. For example, the work scrutiny showed that older pupils had used books to find out about life in Ancient Greece and about the Romans. The youngest pupils in the Key Stage 1 class associate sounds with different letters and many read simple text,

making good use, when necessary, of letter sounds, pictures and the meaning of the sentence to help them decipher unfamiliar words. Many of the five and six year olds read accurately from increasingly more difficult books as they get older, talk knowledgeably about characters in the stories they have read and discuss other stories they have heard. Older pupils in this class frequently predict what might happen next in the story. By the time they are 11 years old, many pupils are fluent readers and most show a good understanding of the text. For example, one pupil talked about the beginning of the story she was reading and referred to the text when clearly explaining her ideas. Many pupils confidently discuss books they have enjoyed reading and their favourite authors. They choose books carefully often on the recommendation of the teacher or friend or by reading the 'blurb' on the cover.

50. Overall, by the time they are seven and 11 years old most pupils are attaining at least average standards in writing. Within the literacy hour pupils develop their writing skills appropriately and learn to write for different purposes and audiences. Work in their books showed that pupils in Years 2 had written their own versions of familiar stories such as 'Goldilocks and the Three Bears'. They had also written some imaginative poems called 'Recipes for Girl Soup'. In their literacy lessons the older pupils were writing empathetically about how different people in family groups felt when children were evacuated in World War II. Most were writing very imaginative and thoughtful letters to close friends about their feelings as the parents of these children. This was a very good example of linking two subjects, in this case history and English, to support learning. Earlier work showed that many had successfully transcribed a story into play script format for their puppet play. Pupils throughout the school develop their writing skills further in other areas of the curriculum. For example, Years 1 and 2 pupils had written their own accounts of the story of Noah in a religious education lesson. The older pupils used their letter writing skills to write to the editor of the 'Jerusalem Times' putting forward their protests in response to a letter complaining about Jesus being in the temple engaged in discussion with the Elders. These letters were very imaginative, written in an appropriate style and with some convincing arguments. Standards of spelling and grammar are satisfactory. Throughout the school, pupils use dictionaries effectively to help with their spellings. Most of the Year 2 pupils use capital letters and full stops to punctuate sentences correctly. In their work, Year 6 pupils use paragraphs correctly in their writing. Nearly all pupils present finished pieces of work neatly.
51. The pupils are making good progress in their knowledge and use of English across a range of subjects and topics. Often, during literacy lessons, the pupils were observed to be making good progress in their learning due to the high expectations of the teachers and brisk pace to lessons. Overall, the pupils with special educational needs make satisfactory progress in relation to their prior attainment. They are well supported in lessons and work is matched to their particular needs. Nearly all pupils are enthusiastic about their work and are keen to learn. Most pupils, even the very youngest, sustain concentration even when not directly supervised by an adult. The majority of pupils enjoy reading, and read for pleasure at home. At nearly all times the pupils respond enthusiastically to their teachers, make constructive contributions to lessons and answer questions appropriately.
52. Overall, the quality of teaching during the inspection was good, and often very good, especially in the class of older pupils. In general, teachers plan their lessons in line with the requirements of the National Literacy Strategy. Teachers ensure the work is matched to the varying ages and attainment levels of pupils in their classes

and is challenging enough to make sure pupils maintain a good rate of learning. Pupils with special educational needs are well catered for with appropriate work set for them and good support to promote their learning. In the introductions to lessons, teachers use skilful questioning techniques to revise and review work covered in previous lessons, and they value the contributions made by pupils. Also, they give clear instructions and explanations for follow-up work and have high expectations that pupils produce their best work. Teachers place a high emphasis on improving writing skills and encourage pupils to draft their work so that their imagination and creativity are not inhibited. The pupils edit their writing and produce a neat final copy. Teachers generally monitor pupils' reading carefully and this is improving the range of reading experienced by the pupils. Pupils regularly take their reading books home to share with their parents and in the case of the younger pupils the reading record book is used as an effective vehicle for a two-way dialogue between staff and parents.

53. Although the school has a policy statement for English, as yet it has not been updated to be in line with the National Literacy Strategy. Teachers have adapted the National Literacy Strategy appropriately to meet the needs of the mixed age classes, although the class of older pupils is usually split so that Years 3 and 4 work together as do Years 5 and 6. This is advantageous in that the groups are smaller and there is not such a wide range of ages and abilities in each group. Very good assessment procedures are in place to ascertain the attainment of individual pupils and to move them forward in their learning. The school uses a range of commercial reading schemes, appropriately graded, to support pupils' reading. There is also a good range of fiction and non-fiction books to support pupils' learning in other subjects. The subject is well managed and this ensures that resources are well organised and that lessons are planned to meet the needs of all the pupils.

MATHEMATICS

54. Standards in mathematics are improving and are now higher than reported in the previous inspection. This is the result of better and more focused teaching and the successful adoption of the National Numeracy Strategy. Test results last year (2000) for 7-year-olds were well above the national average and improved significantly on previous years. Results for 11-year-olds were in line with the national average but the number of pupils taking the tests each year is too small to draw conclusions about any differences in performance from year to year or between the key stages. The school monitors the performance of individual pupils closely and this helped it to achieve its targets for the number of pupils reaching the expected level in Year 6 in last year's tests. Inspection evidence indicates that standards are now above those expected at the end of both key stages.
55. Attainment by the age of seven is above the standards expected for their age. The pupils achieve well, including those with special educational needs, and they make good progress in all aspects of the mathematics curriculum. The pupils are confident in number work where they can identify sequences and patterns, for example counting forwards and backwards in ones, twos and tens. They all understand addition and subtraction well. More capable pupils are beginning to use their understanding of tens and units to develop different calculation methods with larger numbers.
56. By the age of 7, the pupils can recognise and name the common two and three-dimensional shapes. They can estimate and calculate real life money problems and

they have a secure knowledge and understanding of coinage. Higher attaining pupils in Year 2 work out problems involving large sums of money up to £100. The large majority of pupils in both Years 1 and 2 can use their understanding of multiples to quickly calculate addition and subtraction facts. They can apply this knowledge to multiplication, for example, by working out how to count in multiples of 2, 5 and ten.

57. By the age of 11, pupils have made very good progress in all areas of mathematics and achieve standards that are higher than expected for their age. A real strength in Key Stage 2 is the enthusiasm the pupils show when tackling challenging problems. For example, Year 5 and 6 pupils used different methods to calculate multiplication problems involving large numbers up to 100,000. They have become familiar with complex mathematical models, such as calculations using Napier's method and long multiplication using a grid method that divides large numbers into component parts and each part is calculated separately. During these calculations the pupils demonstrate a secure understanding of number facts using multiples, factors and ratios. Younger pupils in Years 3 and 4 are making good progress learning the same methods with smaller numbers. The teacher ensures that all the pupils, including those with special educational needs, are involved and supported. In this way, all the pupils are given time to consolidate their understanding of numbers. Excellent investigations involving digital roots were observed during the inspection. The pupils were thoroughly absorbed in challenging problem solving investigations using their newly acquired knowledge of digital roots. This was extended further so that pupils applied long multiplication to prove that two digit numbers when multiplied by consecutive prime numbers produce an answer that is related to the original two digits. For example, 21 multiplied by 7 then 11 then 13 equates to 21,021. When applying the same process to the number 45 the pupils are able to predict and prove that the answer will be 45,045 and so on. The very good progress made by the pupils is the result of the teacher's own enthusiasm and expertise in teaching mathematics to a high standard. She promotes confidence in the pupils so that wrong answers are entirely acceptable as part of learning through trial and error.
58. Throughout the school pupils sustain positive attitudes to the subject. Boys and girls are equally enthusiastic and involved in lessons. This is reflected in the test results over time. Pupils with special educational needs are well supported and make good progress because the learning support assistant is deployed to help individuals and groups without isolating or neglecting any pupils in the group. Pupils learn to use numeracy skills well in other subjects. In science, for example, the pupils' understanding of numbers and measures is utilised and reinforced when investigating how a spring becomes stretched when it exerts a force.
59. The teaching of mathematics is good in the Key Stage 1 class and very good for Key Stage 2 pupils. The school makes very good use of the National Numeracy Strategy to structure mathematics lessons in three linked parts. Mental mathematics sessions are always interesting and thought provoking for the pupils, enabling them to use simple mathematical models to learn and think quickly. Teachers plan and prepare work to match the needs of everyone in the class. As there are only two classes, both mixed age, care is taken to identify what is to be covered by each year group and set up to match activities to their attainment levels. Teachers pose questions skilfully so that all pupils can participate. For example in a Year 1 and 2 lesson the teacher continually varied the questions, "What is ten pence more than...?" and "What if I take ten pence away?", ensuring that all pupils

understand the key objectives when learning to work out how much is left when spending a pre-determined amount of money. Key Stage 2 pupils are keen to learn in mathematics lessons because the teacher is very knowledgeable in the subject and exudes confidence. Consequently, the pupils are confident mathematicians and enjoy the new challenges that each lesson brings. Teachers regularly provide homework which is usually an extension of the work being covered in lessons or provides the pupils with challenging investigations that are fun to do and motivating. For example, Year 5 and 6 pupils were provided with further investigations into digital roots called "hot lines".

60. Teachers are skilled in praising pupils' success, whilst checking that the lesson objectives are clear to the pupils and have been achieved. Teachers have taken full advantage of the training associated with the National Numeracy Strategy and consequently have good subject knowledge as well as a range of effective class management strategies. The pupils are using good techniques that help them to learn new mathematical skills. The quality of learning is good in Key Stage 1 because Year 1 pupils can remember simple number facts to 10 and 20 and then use these to help them solve money problems using larger numbers. Year 2 pupils have a secure understanding of multiples, halves and doubles. This helps them to quickly calculate number facts to 20, 50 and 100. In Key Stage 2, the quality of learning is very good. The pupils are making rapid progress, especially in using numbers and applying efficient mental models to calculate simple and complex problems. By the time they are 11-years-old, the pupils can quickly record and set out calculations to help them transfer values from ones, to tens, hundreds, thousands and further. They have learnt to apply this very good knowledge to fractions, decimals and percentages. Throughout the school the pupils have gained a good understanding of shapes and measures and this helps them in other subjects such as science and geography where they are required to tabulated and record their findings and use these to draw conclusions. In this way mathematics is very well linked to other areas of the curriculum.
61. Resources are chosen and used very well, resulting in good support for learning. For example, pupils use individual white boards well to show their work and the overhead projector is often helpful in allowing everyone to see teaching aids, such as calculations, grids and charts. Assessment systems are comprehensive and used well, including a valuable target sheet that involves the pupils in their assessment of how well they are doing.
62. The subject benefits from very good leadership. The school as a whole shares a commitment to improving standards in mathematics and the headteacher is both knowledgeable and enthusiastic. Very good monitoring systems have been established to identify strengths and weaknesses as a basis for further development and training. The curriculum is well structured to ensure progression and challenge for pupils of different ages and abilities. Assessment is regular, thorough and used very well to adjust the teaching and the planning.

SCIENCE

63. Standards in science have varied from year to year due to the very small numbers of pupils taking the tests. Results of the tests in 2000 show that pupils achieved standards that were below the national average. The eleven-year-olds in the current Year 6 are achieving average standards because most will achieve the expected level for their age.

64. Teacher assessments for seven year old pupils in 1999 and 2000 suggested that attainment overall was well above the national average. However, it is important to note that with the very low number of pupils in each age group statistics are highly unreliable. By the time they are seven most of the pupils in the current Year 2 are likely to achieve standards at least in line with those expected of pupils of their age nationally which is a similar judgement to that made at the last inspection.
65. By the time they are 11 years old, most pupils in the small group of Year 6 pupils are likely to achieve the standards in science expected nationally for pupils of their age, which is better than at the last inspection. Judgements are based on one lesson observed in the class of older pupils, a scrutiny of work, displays of work and discussions with pupils.
66. The scrutiny of work and teachers' planning indicate that pupils throughout the school have appropriate opportunities to undertake a range of activities covering life processes and living things, materials and physical processes. These also show that the provision for science investigation work has improved since the last inspection.
67. In the lesson observed, the older pupils were studying the effects of forces and, in particular, springs. Most understood that springs had to be pushed or pulled, and identified in the examples the teacher showed them which type of force was being used. Many pupils, especially those who learn quickly, were using scientific language, such as, 'energy', 'friction' and 'balanced force' correctly. In the experimental work that followed, the pupils set up tests to evaluate the effects of a force on different surfaces and most were aware of the concept of fair testing. They recorded their results appropriately. In general, the pupils showed a high level of interest in the activities and were very keen to answer the teacher's questions, replying with enthusiasm and confidence. Whilst undertaking their experiments they worked sensibly and conscientiously together and were clearly enjoying the lesson. The quality of teaching in the lesson, although good to start with, was satisfactory overall. The teacher gave a stimulating introduction to the lesson which greatly raised the pupils' interest and enthusiasm for learning. He used skilful questioning techniques to promote thinking and learning and had a good range of different types of springs to use for demonstration purposes. However, this went on far too long and many pupils, especially the younger ones, lost interest, and the pace of learning became very slow. Nevertheless, the teacher gave good instructions for the experimental work and the pace of learning improved during the practical activity.
68. The scrutiny of work shows that the older pupils also make predictions and test hypotheses in their work; for example, when testing electrical circuits in which a light bulb will work. Pupils recorded this work well using a key of correct electrical symbols. Younger pupils, through a wide range of activities develop their scientific understanding appropriately. They plant seeds and watch them grow, and through this they develop an understanding of the plant-life cycle. As the plants are growing they use their mathematical skills effectively to measure the increasing height of the plants and make recordings of their results. In their topic on 'Homes and Houses' they study the different materials that are used in buildings and understand their purpose.

69. Planning indicates that lessons are planned well, with clear links to the National Curriculum programmes of study, and good links are frequently made with other curriculum areas such as English, mathematics, history and geography.
70. The school has an appropriate policy, which the school recognises, needs to be updated in line with the National Curriculum 2000. Teachers use a government-recommended planning scheme to help them plan work to ensure pupils develop their skills in a progressive way as they get older. Resources for the subject are satisfactory in range and quality and are utilised well to support learning.

ART AND DESIGN

71. Only two lessons were observed, one in each class, and these, together with the scrutiny of displays, indicate that the standards of attainment achieved by pupils at seven and 11 years of age are in line with the standards expected nationally. Although no judgements were made on standards of the seven-year-olds at the last inspection, standards have improved for the 11-year-olds.
72. In their lesson, the younger pupils were studying landscapes and, in particular, those of the artist Constable. They used pastel crayons and paints to make effective pictures of their own landscapes. The pupils using paints were mixing paint effectively to produce the colours they wanted using the three primary colours only. Other pupils were experimenting with techniques such as smudging the pastels with their fingers to create a very good hillside effect and using the side of the pastel to give the picture a textured effect. Two other pupils were developing their skills with clay, making very good representations of sea horses under the very able supervision of a parent with artistic expertise. The quality of teaching in this lesson was good. The teacher had organised the lesson well and had resources readily available. After introducing pupils to different techniques she allowed them the freedom to experiment. She also used the talents of a volunteer parent well to promote the learning of pupils.
73. The lesson observed in the other class was the pupils' introduction to abstract art through artists such as Kandinsky and Caro. The teaching in this lesson was very good. The teacher wanted the pupils to understand that paintings can provoke different feelings. Through a series of different pencil drawing activities, the pupils were able to suggest their feelings about them, such as, 'happy', 'sad', 'angry' and 'frightened'. They appraised each other's drawings and discovered that although some had assigned different feelings to corresponding drawings, there were many similarities. Through very good questioning the teacher allowed the pupils to bring their own experiences to the work and did not impose his own thoughts and feelings.
74. There were some good examples on display where pupils had developed their skills through other subjects. For example, older pupils working with an artist in residence, had drawn and coloured pictures with wax crayons, which they then covered with glue and paint. By carefully scratching off the glue they produced some very attractive pictures. The exercise was also used effectively to illustrate to the pupils the way in which an archaeologist discovers historical evidence.
75. The school has an appropriate policy which has recently been updated to be in line with the National Curriculum 2000 requirements. Teachers use government-recommended planning aids and these ensure that the skills pupils learn are built on

in a continuous way as they move through the school. Resources for the subject are satisfactory and are utilised well.

DESIGN AND TECHNOLOGY

76. No design and technology lessons were observed in either class during the inspection, providing insufficient evidence on which to make secure judgements on the quality of teaching or learning in the subject. However, a scrutiny of samples of work produced throughout the school, photographs and video recordings, and discussions with both teachers and pupils, indicates that pupils in both key stages undertake an appropriate range of activities in which they design, make and evaluate products. Most pupils, by the age of seven and eleven, are achieving appropriate standards and sometimes above those expected of their age groups. This judgement, although similar to the judgements at the last inspection for the seven-year-olds, is an improvement for the 11-year-olds.
77. Year 1 and 2 pupils designed and made puppets for a shadow puppet play called 'The Story of Jim and the Beanstalk'. Photographic evidence shows how the pupils made these from a wide range of materials including, clay, cloth, pipe cleaners and card. The teachers made a video recording of the pupils successfully using the puppets to perform the play to which they added their own sound effects. Older pupils also made stick and glove puppets of high quality from designs which they continually reviewed and refined until they were satisfied with them. They also designed and made the sets for performing the play in groups, having used their writing skills effectively to write the play scripts. A video recording shows how well these plays were performed and provides secure evidence of very good development of design and technology skills. In another video recording of an earlier design and technology project, pupils were describing individually how they had designed and made different types of dolls. They talked about how they had planned their designs, how they had made them using different materials and the various ways in which they joined them. They shared the difficulties they had encountered and what improvements they would have made. Not only did this video show that pupils' skills in design and technology are continually being developed, it illustrated how well pupils' speaking skills are developed.
78. The school has an appropriate policy which the school has plans to revise in line with the National Curriculum 2000. It has adopted the government-recommended planning aids which help teachers to build on pupils' skills progressively as they move through the school. There is a good range of resources for the subject.

GEOGRAPHY AND HISTORY

79. No history lessons and only a small part of a geography lesson were observed during the inspection. Consequently, there is insufficient evidence to make firm judgements on the quality of teaching and learning in these subjects. However, it is clear from the planning and the work scrutiny that pupils throughout the school are studying the appropriate programmes of study of the National Curriculum; they make satisfactory progress and are achieving the standards expected for their age.
80. The pupils' workbooks show that the younger pupils are developing a good sense of chronology through their study of old household articles. The teacher had gathered a good range of articles used in homes in the past and most pupils identified their use. In their geography lesson pupils were looking at local maps and identifying

where they lived. Many knew where they lived and their addresses. In a survey of the ways in which they came to school they found that most travelled to school by car and no one walked to school. Most used their mathematical skills well to record their finding in a block graph, whilst two pupils used their information and communication skills effectively to represent the information as a pie chart. The pupils' knowledge of different countries in the world is continually being updated as people send postcards which they pin at the appropriate place on a world map.

81. In the class of older pupils, history and geography are taught in blocks, mainly in alternating terms. The theme this term was to have been a geographical one, using the local environment for fieldwork. This was not possible as the school is in an area affected by the foot and mouth disease, so the topic had to be changed to a historical one. Their work shows that the pupils are beginning to build up a very good knowledge of the problems of World War II and especially of the evacuation of children who lived in major towns to safer parts of the country. Most were quite clear why this took place and the effects it had on peoples' lives. Many were enthusiastically sharing information they had found out from relatives and friends who had first hand knowledge of the events. Other projects studied this year were the ancient civilisations of Greece and Rome. The work shows that they were covered well and the pupils have gained a great deal from the work.
82. Although the policy for geography has been updated to meet the requirements of the National Curriculum 2000, the history policy has yet to be reviewed. Teachers use government-recommended planning aids to help them build pupils' skills continuously as they move through the school. Resources, overall, are adequate to support learning in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

83. Standards in information and communication technology (ICT) have been maintained since the last inspection. They are in line with those expected for pupils aged 7 and 11. The school has improved its provision of ICT by increasing resources and introducing modern technology like the Internet, electronic mailing and the use of a digital camera to produce photographic images on computers. The pupils, including those with special educational needs, are provided with good opportunities to use computers and other new technology and this enables them to make good progress in every strand of the ICT curriculum.
84. In Years 1 and 2, the pupils make good progress using a word processing program to type in and correct or rearrange text. They also make good progress using a programmable robotic device. They are learning simple programming skills to manoeuvre the device through simple pathways and can estimate how far it will move. Tasks become more demanding as the pupils become familiar with the range of programs available and there is evidence of pupils' printed work showing that they have made good progress using word processors to write stories and factual accounts and graphic programs to draw pictures and patterns.
85. In Key Stage 2, the pupils continue to make good progress. As a result, attainment is in line with that expected for their age with some good examples of word processing, graphics and a combination of desk top publishing skills to combine pictures and text. Year 5 and 6 pupils have made good use of the *Internet* to investigate and search for information. The digital camera is used well to produce images and records of pupils' work across a range of subjects. Pupils have

individual files on computer which they can access to edit, add or remove programs. The school is continuing to improve the work that pupils do by combining ICT work with the work done across a range of subjects and topics. There are good links with mathematics, science, geography and history work, for example, where older Key Stage 2 pupils have used data base programs to produce printed graphs, charts and matrices representing their findings and investigations in science, mathematics and geography topics that involve the collection of data or recording accounts of what they were investigating.

86. The quality of teaching is good. The school provides a balanced and effective programme of ICT and teachers have increasingly become accustomed to planning work which will enhance and extend the pupils' learning in many subjects. This is also having a positive effect on the professional development and competence of the staff. As a result the pupils enjoy using computers, tape recorders, robotic devices and cameras as part of the school's curriculum which is helping to extend and enhance the tasks provided for them. The pupils are able to self-correct, edit and re-organise text; use graphics and control technology; and older pupils use spreadsheets and data handling programs.
87. The subject is well managed and organised and so there have been significant improvements to the level of resourcing and the deployment of computers and other technology across the school. Resources are matched to the needs and capabilities of the pupils. Teachers are undergoing continuous training and this has ensured that spending on new resources is efficient and is improving standards. The school keeps good records of pupils' work, for example, by keeping examples of printed work in folders or on computer files.

MUSIC

88. Due to the limited time available during the inspection it was not possible to see any music lessons and so there is insufficient evidence to make judgements about the quality of teaching, learning and standards. The standard of singing in assemblies is satisfactory. The school lacks musical expertise amongst the staff but a new member of staff will shortly be joining the school who has the qualifications and expertise to teach music across the school. Assemblies provide good opportunities for pupils to listen to music and the headteacher evokes thoughtful discussion about how the music makes pupils feel, for example, as the pupils listened to Mendelssohn's overture to "A Midsummer Night's Dream", the pupils offered intelligent and thoughtful responses with some saying the music made them feel "sad", "calm" and "sleepy". Pupils enter and leave assemblies to a variety of recorded music, from western traditions past and present to music from other cultures across the world.
89. Since the last inspection the school has improved music provision slightly with more resources and a commercial music scheme which is used to help teachers provide an adequate music curriculum. There is a good selection of recorded music on tapes and compact discs which are used to accompany singing, dance and movement lessons. Good use is made of music to provide accompaniment or to create mood in drama lessons and assemblies. Music is used well to support the pupils' spiritual development, for example, in assemblies when the headteacher asks the pupils how the recorded music makes them feel.

PHYSICAL EDUCATION

90. Standards are in line with those expected at the end Key Stage 1. Year 1 and 2 pupils demonstrate satisfactory throwing and catching skills when aiming a ball or bean bag at a target. The pupils cooperate well in small groups or teams. They are able to aim and throw a ball, dodge and move into spaces and catch a ball thrown to them with increasing accuracy. It was not possible to see any Key Stage 2 physical education lessons to make judgements about standards by the time the pupils leave the school. Swimming standards are in line with those expected because all of the Year 6 pupils can swim 25 metres unaided.
91. Teaching and learning are satisfactory overall. Teachers' planning shows that lessons are carefully prepared with appropriate learning objectives. In the lessons seen, the pupils listened very well to instructions. The teacher used pupils well to demonstrate examples of good practice.
92. Physical education is managed satisfactorily and facilities are just adequate given the size of the school. There are advanced plans in place to use the neighbouring church for indoor lessons. This will compensate greatly for the lack of a designated school hall. Good use is made of outdoor areas and the school uses a local farmer's field for outdoor games. This is a large grassed area which is well maintained and suitable for games activities. The school also provides a satisfactory range of sports and games outside lesson times.