

INSPECTION REPORT

**ST LEONARD'S CHURCH OF ENGLAND
SCHOOL**

Wigginton, Tamworth

LEA area: Staffordshire

Unique reference number: 124345

Headteacher: Mrs E. Kilgallon

Reporting inspector: Brenda Iles
12000

Dates of inspection: 24th September to 27th September, 2001

Inspection number: 192905

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Syerscote Lane
Wigginton
Tamworth
Staffordshire

Postcode: B79 9DX

Telephone number: 01827 475800

Fax number: 01827 475800

Appropriate authority: The Governing Body

Name of chair of governors: Dr. D. Halpin

Date of previous inspection: 17th March, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12000	Brenda Iles	Registered inspector	English Information and communication technology Art and design Design and technology Foundation stage	What should the school do to improve further The school's results and achievements How well are pupils taught How well is the school led and managed
14178	Patricia Willman	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
3692	David Hill	Team inspector	Mathematics Science Geography History Music Physical education Equal opportunities Special educational needs	How good are curricular and other opportunities offered to pupils

The inspection contractor was:

SES

132 Whitaker Road
Derby
DE23 6AP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Leonard's Church of England (Aided) Primary School is situated in the village of Wigginton close to the town of Tamworth. A third of the pupils live in the catchment area; the majority of pupils travel from the surrounding villages and nearby town. Most families live in owner occupied housing and a higher proportion of parents than usual have higher education qualifications. Just under a third of the pupils joined or left the school at times other than the usual admission and transfer times, which is high. This is mainly due to planned housing moves and transfers between the public and private sectors. Pupils are usually admitted to the reception class on a part time basis in the term after their fourth birthday and come to school full time at the start of the academic year in which they become five. Eight children were in the reception year at the time of the inspection. Attainment on entry is above that of most five-year-olds in language and mathematics.

Eighty girls and boys aged from four to eleven attend the school, which is much smaller than usual. Hardly any pupils take free school meals and there are no pupils attending the school who come from non-white ethnic backgrounds or who speak English as an additional language. Thirteen pupils are on the register of special educational needs, which is below average, and there is one pupil with a statement of educational needs. Recruitment difficulties resulted in several teachers teaching pupils in Years 1 and 2 last year and discontinuity in provision. This issue has now been resolved.

HOW GOOD THE SCHOOL IS

The school is under new leadership and is well led and managed. Recruitment difficulties and staff illness resulted in discontinuity in teaching in the infants and pupils did not make the progress expected. The Year 6 results in 2000 were too low because aspects of the curriculum had not been covered adequately. The enhanced involvement of governors, the focus on raising achievements in English, mathematics and science and the impact of new staff and a revised curriculum are restoring provision to the quality described in the last report. Teaching is good with very good examples seen in reception and Years 5 and 6. The 2001 test results for eleven-year-olds show a very marked improvement from the previous year. The family atmosphere, good relationships and positive attitudes to learning are strengths. The inclusion of pupils with special educational needs is good. The school is improving rapidly and the focus placed on raising standards higher for seven-year-olds is appropriate. The school provides satisfactory value for money.

What the school does well

- Standards in literacy, numeracy and science are above average by the age of eleven.
- The headteacher provides very good leadership and clear direction.
- Teaching is of good quality
- Pupils' attitudes to school and their learning are positive.
- Attendance is above average
- Provision for pupils with special educational needs is good and they make good progress.

What could be improved

- The below average standards in information and communication technology (ICT)
- Resources to support the delivery of the ICT curriculum
- The use of assessment information to set individual targets for pupils.
- The opportunities pupils have to take responsibility for their learning and behaviour
- The systematic monitoring and evaluation of the school's work.

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 experienced a period of significant change since its last inspection in March 1997. Staff retirement, illness and recruitment difficulties have delayed the pace of development. These

problems have been resolved. The new headteacher has moved the school forward rapidly. Since her appointment, the curriculum, criticised in the last report, has been revised. It provides clear structured guidance which has raised the quality of teaching and pupils' achievements. Assessment procedures to monitor the pupils' progress have improved though there is scope for further improvement in using this information consistently across all classes to set specific targets for all pupils. Satisfactory progress has been made overall in addressing the key issues. Aspects of the school's work, while satisfactory, are not as good as they were. For example, the partnership with parents is not as strong and standards in ICT are lower because the school has not kept pace with the national developments in this subject. The school improvement plan accurately identifies the issues for improvement. Very good progress has been made in the last year to restore the school's high reputation and standards are similar to those in the last inspection.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	B	A	D	E
Mathematics	A	B	E	E
Science	C	C	E	E*

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

From 1997 to 1999 results in National Curriculum tests for both seven and eleven-year olds were either in line or above average. At eleven they were generally above average in English and mathematics and average in science. In the 2000 tests, results for both groups fell quite sharply to well below average in most subjects. In small cohorts the presence of a few more able pupils or pupils with special educational needs can cause large swings in the test results. For example, Year 2 in 2000 had a much higher than average proportion of children with special needs. The 2001 results, for which there are not yet national and similar school comparisons, appear to have recovered to the previously higher levels. In English, all eleven-year-olds achieved the expected levels with two-thirds of pupils achieving the higher levels. Results in mathematics and science are also much higher. The movement of a small number of Year 6 pupils away from the area and pupil illness for parts of the science tests meant fewer pupils appeared to gain the higher levels in these subjects.

The school's explanation for the dip in standards, which the inspectors accept, is that it was due to staff changes resulting in discontinuity of learning and a failure to fully cover the syllabus. The school has analysed the reasons for the fall and introduced effective measures to counter it. Pupils currently in Year 2 and Year 6 are making rapid gains in learning, which indicates that the issue of underachievement has been successfully addressed. All pupils, including the more able and those with special educational needs, are now being given work that extends them in the important areas of literacy and numeracy. Standards in the other subjects of the National Curriculum are in line with age related expectations, except in history where they are above the expected level and in ICT where they are below because current provision does not support learning well enough.

The school met the modest targets set for 2000 and 2001. Current targets for 2002 are challenging and likely to be met. Inspection evidence shows that the standards attained by the present Year 6 pupils are well above average in speaking and listening and reading, and above average in writing, mathematics and science. The small number of reception aged children make good progress and are likely to achieve standards that exceed those of most children at the end of the reception year. Pupils with special educational needs make good progress and this is an area of continuing strength.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have positive attitudes to learning.
Behaviour, in and out of classrooms	Pupils are well behaved.
Personal development and relationships	Relationships are good but pupils do not have enough opportunities to take personal responsibility for their learning and behaviour.
Attendance	Attendance is above average

Pupils and staff value the caring family atmosphere. The good relationships enable pupils to trust staff and support each other. There are occasions when pupils rely too heavily on adults and do not use their initiative. Pupils enjoy school and attendance is good.

TEACHING AND LEARNING

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

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

The teaching is good. Just under one in two lessons is very good, a similar proportion are good and the remainder are satisfactory. Very good teaching was observed in reception and the class of Year 5 and 6 pupils. Literacy and numeracy are taught well in all classes. Good subject expertise and careful planning to meet the needs of pupils in mixed age classes, support learning well. Pupils with special educational needs meet their individual targets. The good support they receive enables their full inclusion in school life. There are insufficient resources to support teaching and learning in ICT. Target setting for individual pupils is not yet implemented in the infants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is of good quality and offers a balanced programme of learning opportunities in all subjects.
Provision for pupils with special educational needs	Provision is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and cultural development is good; for spiritual and social development it is satisfactory.
How well the school cares for its pupils	Staff care for the well-being of pupils. Assessment information is not yet used consistently to support target setting for individual pupils.

The curriculum is of good quality and the national strategies for literacy and numeracy have been implemented effectively. Progress in developing ICT has been slow though staff training is now taking place. The curriculum for reception aged children is effective. Staff provide good role models and promote positive values, self-esteem and care and consideration for others. Individual targets are not yet consistently set to help pupils to understand what they need to learn next. The school has positive links with parents and the community but is seeking to develop the learning partnership further.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide good leadership. Staff work as a committed team to improve standards.
How well the governors fulfil their responsibilities	Governors provide good support and are fully involved in the life of the school. There is a clear direction for the school's work.
The school's evaluation of its performance	Procedures for monitoring and evaluating standards are not systematic enough.
The strategic use of resources	Resources have been applied appropriately but their impact is not evaluated. The large underspend is earmarked to improve the school's accommodation and resources.

Good use is made of the strengths and expertise of staff to support the delivery of the curriculum. The school library is very small and does not enable older groups of pupils to undertake independent research. There is no safe outdoor play area to support independent play and the physical development of reception-aged children. The hall is too small to support classes in indoor games and gymnastics and the school has too few computers. The principles of best value are understood but are not yet applied as well as they could be.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • The school expects their children to work hard • The progress their children make • Children are helped to become mature • Behaviour is good • They feel comfortable to talk to staff 	<ul style="list-style-type: none"> • Some parents would like more after school clubs. • A more consistent approach to homework • The information about their children's learning • Closer partnership between home and school.

Inspection evidence supports parents' positive views but pupils need more opportunities to take initiative. The range of activities which enhance the curriculum includes visits, visitors to the school and a small number of clubs and are appropriate in number for a small school. The new homework policy is being implemented in all classes. Arrangements for parents to discuss their children's progress are good. There is scope to develop the learning partnership between home and school further to enhance pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. Test results for seven and eleven-year-olds vary from year to year because of changes in the proportion of pupils of different ability levels between small cohorts. For example, in a cohort of 15, one pupil represents almost 7 per cent of the school's marks. Hence, the data is not a reliable indicator of changes in the school's performance from year to year or of variations between subjects.
2. Trends over time indicate that results have been above average overall in English and mathematics and average in science. There was a considerable dip in standards in 2000 when pupils' performance fell to well below average in English and mathematics and within the bottom five per cent of science results compared to similar schools. The school's detailed analysis of results undertaken by the new headteacher, showed inadequate curriculum coverage. Steps were taken to address the weaknesses and a revised curriculum structure and schemes of work were introduced in September 2000.
3. The latest results for 2001 show a marked improvement in all subjects. All eleven-year-olds achieved the expected levels in English and 63 per cent of pupils achieved the higher levels, an increase of 40 per cent. Results in mathematics show 81 per cent of pupils achieved the expected levels and 25 per cent of pupils achieved the higher level 5, an increase of 17 per cent. In science almost all pupils gained the expected level with 19 per cent gaining level 5. This shows good improvement from the previous year when no pupils achieved level 5. Booster classes and a well-attended science club enhanced pupils' learning opportunities. The movement of a small number of Year 6 pupils away from the area and pupil absence due to illness for parts of the science tests meant the proportions of pupils who gained the higher levels was lower than predicted in these subjects. The high proportion of pupils who join and leave the school at times other than the usual admission and transfer times have an impact on the targets the school sets and the standards achieved. The school met the modest targets that were set for 2000 and 2001 but the new headteacher and governors have raised expectations higher for 2002. Targets currently being set are challenging. Pupils are likely to meet these targets. Inspection evidence shows that the standards attained by eleven-year-olds are well above average in speaking and listening and reading, and above average in writing, mathematics and science. Standards are similar to those described in the last report. There are no significant differences between the attainment of boys and girls.
4. By the end of Year 2 and Year 6 standards in history are above the expected level. In art and design, geography, design and technology, music and physical education they are in line with age-related expectations. Standards in information and communication technology (ICT) are below average and lower than those described in the last inspection when they were average. The school has not kept up with the pace of change and the current provision does not support faster rates of learning well enough. Raising standards in ICT is a key issue for the school to address. Religious education is to be inspected separately, in line with the requirements for church aided schools.

5. Children make good progress in the reception class and their achievements often exceed the expectations of the Early Learning Goals in all aspects. This is due to good teaching and a well-designed curriculum which encourages learning through play and experience. Due to weaknesses in the curriculum and staff illness pupils' progress in the Year1/2 class was hampered. Discontinuity in teaching and learning led to a period of coasting. While trends over four years show that most pupils achieved average levels in reading, writing and mathematics there was a dip in the year 2000 when performance in reading was well below average and writing was within the lowest 5 per cent of similar schools. However, mathematics results were well above average and about the same as similar schools. The most recent results for 2001 show an improvement in reading. All pupils achieved the expected level with 20 per cent achieving the higher level, an increase of 13 per cent. Results in writing show all pupils achieved level 2, an improvement on the previous year, but no pupils achieved the higher levels. In mathematics results were similar; more pupils achieved Level 2 but fewer pupils achieved the higher level 3. A higher than usual proportion of pupils had special educational needs in this cohort, in addition the discontinuity in teaching disrupted learning and pupils did not make the progress they should. Inspection evidence shows that this difficulty has been resolved. Pupils currently in Year 2 and Year 3 are making rapid gains in learning because they are taught well and teachers' expectations are high. This indicates the underachievement has been addressed.
6. All pupils, including the more able and those with special educational needs are being appropriately challenged in the important areas of literacy and numeracy. The additional support of classroom assistants and external special needs teachers are enabling the full inclusion of pupils in lessons. Their needs are met well through tasks that are matched to their needs. Pupils with special educational needs make good progress and this is an area of strength that has been maintained since the last report.
7. Speaking and reading skills are strengths at all stages of learning. From the earliest stages of learning children are encouraged to love books and this generates positive attitudes to reading and learning. By the age of seven most pupils read fluently and have favourite books and authors. They locate information independently and regularly visit local libraries. The oldest pupils in Year 6 have a mature knowledge and understanding of a range of texts and their achievements are well above those of most eleven-year-olds in speaking and reading. They compare the writing of J.K Rowling, C.S. Lewis and R. Dahl enthusiastically, commenting on the use of humour, magic and description which makes them want to read the next book in a series. Through very good teaching they learn the differences in language used in 'A Midsummer Night's Dream' compared to language used today and are confident to attempt to read unseen text. Writing skills are above average. Spelling is accurate, the vocabulary often interesting and adventurous. The preference to complete exercises, which reinforce the use of grammar, is reflected in a lack of personal independence and expectation in writing. Pupils identify accurately parts of speech such as clauses and conjunctions and more able pupils use paragraphs and apostrophes. Weaknesses lie in the untidy presentation in draft books, which detracts from the quality of the content of the work and the reluctance to write at length.
8. The quality of writing of pupils currently in Year 2 is average and too few pupils are achieving the higher levels. The action taken to address this weakness is having a good impact. The focused teaching, spelling tasks matched to the needs of

individuals and the expectation and requirement to write neatly show that pupils' performance is improving rapidly. The good quality of teaching observed during the inspection and the support of a skilled teaching assistant and community member are supporting pupils' learning well.

9. In mathematics, pupils aged seven acquire a good knowledge of number bonds and of the four rules of number; about half of the current cohort know their tables to six with higher attaining pupils going beyond this showing understanding of negative numbers. Many use co-ordinates and almost all tell the time within five minutes. They describe the attributes of two and three-dimensional shapes and more able pupils can recognise and name a pentagon, cuboid and pyramid. They use subject language well, using terms such as face, surface, edge and corner when describing shapes. A number of Year 1 pupils are still reversing numerals.
10. By the age of eleven pupils have a secure understanding of place value, working with decimal points to two places. Their mental skills are good and they use a range of methods to calculate answers to problems. Good links are made to other subjects, for example, the use of graphs in geography to show the variations in the depth and meander of a river. Good use was made of ICT to generate information to describe how the measurements were taken and recorded.
11. In science Year 6 pupils have a good scientific vocabulary and understand the processes of enquiry enabling them to achieve the higher levels. Progress is slower with the seven-year-olds, but attainment is nevertheless satisfactory. Seven-year-olds are able to discuss similarities and differences in the growth of living things and describe how tadpoles develop into frogs and caterpillars into butterflies. They question, 'What will happen next?' and through investigative tasks find the answers. Almost all Year 2 pupils are able to sort a range of animals and plants according to their basic characteristics. They also understand how they have changed since they were babies, comparing the differences in what they were able to do when first born and what they are able to do now.
12. Investigative science is a strength and by Year 6 pupils plan their work carefully, make decisions on the kind of evidence to collect and the equipment and materials required. Findings are communicated clearly but there is very little use of ICT to aid the presentation of evidence.
13. Standards in ICT are below average at the ages of seven and eleven. Progress has been inhibited by the delay in staff training and the limited resources available. The curriculum is taught regularly but there have been too few opportunities for pupils to practise their skills at school. Progress is slow and attainment is not as high as it should be. Seven-year-olds understand how to switch on a computer and describe the functions of icons, the mouse and function keys. They need support to save and retrieve their work because they forget the steps to take between lessons. Eleven-year-olds recognise the value of ICT in daily life. They describe how to use the Internet to research topics in history and understand websites and e-mail addresses. Through an educational residential visit pupils learned to create graphs

and present information to show the changing depth of a river. They have limited experience of using ICT to control the movement of devices. Overall, pupils have appropriate levels of knowledge about the use of ICT but lack the confidence and opportunities to apply their skills across the curriculum. Raising standards in ICT is a key issue for the school to address, already identified in the school development plan.

14. Pupils show a love of history and planned educational visits and visiting organisations who involve pupils in drama, dance and art linked to their periods of study bring history alive and create exciting learning opportunities. Pupils in Year 3 and 4 name the wives of Henry VIII, his children and describe the fate of his wives. They use words commonly used to describe Tudor dress such as 'ruff' and respond with surprise to the hygiene arrangements of the time. By Year 6 pupils link the work of Shakespeare to the age and make comparisons between the Egyptian and Roman cultures and their influences on life in Britain. Pupils have a good understanding of historical facts and events. They are thrilled by opportunities to behave as archaeologists and to work with primary and secondary sources of evidence. History is a strength of the provision.

Pupils' attitudes, values and personal development

15. Pupils, including those with special educational needs, have good attitudes to school. The majority respond well to the Christian values promoted by the school and the relationships they have with each other and with all the adults who teach and care for them are good overall. Behaviour is generally good, although there is a small minority of pupils who lack self-discipline and choose to behave in an unacceptable manner from time to time. Pupils' personal development is satisfactory. Although the majority of pupils develop increasingly mature social skills, their ability to work and plan independently and to use their initiative is inhibited by the limited opportunities available for them to practise these skills. Pupils attend regularly and enjoy their school life. The quality of pupils' response to these aspects of their development is similar to that at the time of the last inspection.
16. The children in the Foundation Stage are beginning to develop positive attitudes to school. They settle happily into the well-structured and interesting activities prepared for them, developing their personal and social skills through sharing resources and helping each other with their tasks. They enjoy the practical and creative tasks and become very involved in the process of buying and selling shoes in the shoe shop. They respond well to instructions and can make sensible, independent choices. They get on well with each other and have an excellent relationship with their teacher. They understand the routines of the classroom. For example, a small girl meticulously washed the sand from her hands before reading a book. The majority of the children clearly understand how they are expected to behave and respond well to their teacher's consistent and positive reinforcement of their good behaviour. The children handle books and other resources

sensibly and tidy up when asked. Although attendance for most of these children is not compulsory, they come to school regularly and usually on time.

17. Pupils, including those with special educational needs, have positive attitudes to school and are fully included in all aspects of the school's provision. This has a good impact on the standards they achieve. They enjoy most of their lessons and the majority of pupils attend regularly, arriving in good time, ready to start work. Almost all parents who expressed a view prior to and during the inspection consider that their children like school and the pupils themselves confirmed this. Pupils in Years 3 and 4 were enthralled by the Tudor day. The culmination of the day's activities transported the pupils back in time and their responses were outstanding. They performed with confidence, completely involved in the role play, bowing and curtsying to the Queen with appropriate deference. Both the audience and participants gained a real sense of life at the Court of Queen Elizabeth I. Pupils respond well to the structure of their literacy and numeracy lessons. Years 5 and 6 pupils, for example, were eager to explore the language in "A Midsummer Night's Dream" and tried hard to develop pictures in their heads to enliven the study. Many of the older pupils take part enthusiastically in the netball and football clubs after school.

18. The behaviour of the majority of pupils, including those with special educational needs, is mostly good and this supports the views expressed by parents prior to and during the inspection. The behaviour of those pupils with identified behaviour problems is managed well. As a result, within the structured classroom situation when they have focused support, their behaviour is usually good. Pupils believe that their teachers and other members of staff handle occasional incidents of inappropriate behaviour fairly and they recognise that this encourages them to behave well. Pupils clearly understand how the school expects them to behave. There are, however, a small number of pupils who choose to ignore the rules from time to time and this has an adverse impact on the school community as a whole. This is particularly evident in the playground during the lunchtime period. The playground is dominated by groups of pupils playing football. Disputes occur from time to time and a few pupils lack the self-discipline and maturity to deal with conflict in a mature manner. Behaviour in assemblies is very good and pupils move around the school sensibly. There have been no exclusions and the school functions as an orderly and happy community.

19. The personal development of all pupils, including those with special educational needs, is satisfactory. The pupils get on well together and have good, and often very good, relationships with their teachers and other adults in the school. Years 1 and 2 pupils, creating islands of colour on computers, generously applauded each other's success. Pupils are not worried about bullying and are confident that the school deals with any unkind behaviour quickly and effectively. They acknowledge that there are a small number of

pupils who show a lack of consideration for others, primarily during the mid-day break, but most have learned to cope with this. Most pupils have good social skills: they express their opinions with confidence and have a good awareness of others' needs and feelings. For example, in the dining hall, a group of girls, noticing an adult sitting alone, invited her to join them and conversed confidently and politely. Pupils clearly understand the impact of their actions on their friends and are beginning to recognise the plight of those less fortunate than themselves. The prayers on the Prayer Tree show a good awareness of the lives of those who do not have enough food. Older pupils feel a genuine responsibility for the younger pupils, and take a particular interest in the Reception children who have just started school. A small boy who has been in school a very short period of time said that he sometimes felt frightened in the playground, but an older pupil always took care of him and that made him feel happy. Pupils carry out their classroom jobs sensibly and older pupils help to set up the hall for assemblies. However, because of the limited opportunities for pupils to exercise their independence both in their learning and in contributing to the life of the school, their ability to use their own initiative is constrained. Most pupils are polite, open and friendly and they treat the resources and the school environment with appropriate care and respect.

20. Attendance at the school is good. It has been consistently above the national average since the last inspection. Parents are conscientious about notifying the school of reasons for absence and most of the recorded unauthorised absence relates to pupils arriving after 9.20 in the morning. Most pupils arrive at school in good time, enjoying the supervised period prior to the start of school to play with their friends. Registration is quick and efficient and the school day starts on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

21. Teaching is of very good quality in just over four in ten lessons and good in a further four lessons in ten. The remainder is satisfactory. The teaching of literacy and numeracy is good and in the class of Year 5 and 6 pupils it is very good. Where teaching is satisfactory, for example in physical education and ICT, new staff in post for just three weeks and those who have changed the age range they teach, are still adjusting to their classes.
22. The use of assessment information to set individual targets for pupils has been introduced this term. Pupils in the juniors are aware of the next steps in their learning but procedures have not been in place for enough time for the impact on learning to be judged. While satisfactory progress has been made in addressing the key issue in the last report, to improve aspects of assessment, there remains room for further improvement. The practice of target setting for individual pupils is new and has yet to be implemented in the infants.

23. The teaching of literacy and numeracy is good and very good in Years 5 and 6. The action taken to address evidence of underachievement based on the analysis of test results has supported raising attainment effectively. All pupils are included and well supported in lessons and appropriately challenged to reach the higher levels. The support assistants work in close partnership with teachers. Pupils with special educational needs and those who are more able complete tasks designed to match their particular needs and stages of learning. While pupils benefit from a broad range of curriculum experiences they do not have enough opportunities to make decisions independently and take responsibility for their learning. The differences between the very good and good teaching are the clarity of direction, specific use of subject language and the high expectations made of pupils to listen and contribute to discussions. The use of precise questions matched to the needs of individual pupils across the ability range, including those with special needs, enables all pupils to take part in class discussions and to feel valued.
24. Teachers have good subject knowledge across all subjects except in ICT where it is satisfactory and they are currently receiving training and developing increasing competence. Lessons are planned based on the outcomes of previous lessons, setting specific objectives and timings. Tasks are well matched to meet the needs of pupils of different abilities in mixed age classes. Objectives are communicated clearly, often displayed on boards in the class to reinforce and remind pupils of the purpose of their learning. Because the process of setting targets with pupils is new they are not yet sure exactly how much they have improved. Teachers regularly evaluate pupils' work with them in lessons giving praise and asking questions that guide self-evaluation and correction. Older pupils rely too much on their teachers to correct their work and do not take enough responsibility for personal checking and correction. The quality of marking is variable. There are very good examples of comments in the juniors which tell pupils how successful they have been and what they need to do next. While all work is marked, some comments reflect that the work has been seen but do not indicate the next steps well enough. There is scope to improve the implementation of the marking policy further, especially in the infants.
25. In the very good lessons observed in reception, Years 5 and 6 and in the teaching of ICT by the coordinator to Years 1 and 2, teachers provide interesting practical experiences which motivate pupils and make learning fun. The high expectations teachers have and the good links they make between literacy and mathematics across subjects enhances pupils' experiences. Consequently attitudes to lessons are good. Pupils are confident that adults will support them and know their opinions and ideas are valued. Relationships are good. Teachers provide good role models, encouraging pupils to support each other and to use the new vocabulary which has been introduced in lessons. A minor weakness lies in the quality of pupils' written planning. Work at this stage is unnecessarily untidy and careless, detracting from the quality of the content. Work sampling shows that expectations are higher this term.

26. The teaching of reading is a strength. Teachers encourage pupils to read widely and the home and school partnership supports learning effectively. Teachers read expressively to pupils and encourage the use of expression, pause and pitch to make reading interesting for the listener. Consequently, pupils like books and read for information and pleasure at school and at home. Reading diaries are well maintained and give good indications of how frequently pupils read. Where parents provide additional support their children make the fastest progress. Most pupils visit local libraries and receive good encouragement to bring books to school which support the projects they investigate.
27. Teachers make good cross-curricular links. For example, in Years 1 and 2 the teacher discussed the events in 'Mr Gumpy's Outing' with pupils and reinforced the need for safety by water. In Years 3 and 4 a visiting history group involved pupils in dance drama and art when learning about life in Tudor times. Because vocabulary was discussed and clarified pupils delighted in using terms such as 'kirtle' and 'ruff' when observing the transformation of their friends in Tudor costumes. This input supported learning about history in a lively, meaningful context.
28. From their time in the reception class, children are introduced to sounds and words such as sentence, letter and full stop. Consistent reinforcement and encouragement to write independently leads to confidence to speak, read and write. Similarly, in mathematics the language of number and opportunities to work practically to check understanding reinforce learning well. During the inspection, children pegged socks on a line and counted with the teacher, improving their accuracy and ordering.
29. Teachers are careful to match plans to pupils' needs, and the effectiveness of these plans is checked regularly. Individual education plans, containing clear targets, outline practical steps designed to lead to improvement. A teaching assistant has received valuable training in supporting pupils with special needs. The teacher for the pupil with a statement of special needs provides very valuable teaching, which is helping the pupil to make very good progress. Teaching assistants make valuable contributions to pupils' learning and support the full inclusion of pupils with special educational needs in lessons well. Their use of questioning and reinforcement of directions and language enable pupils to learn successfully.
30. The quality of teaching is good and the recent improvements show it is now higher than at the time of the last inspection. The difficulties this small school encountered in recruiting temporary staff during a period of staff illness resulted in several teachers taking over the infant class during the school year. This created discontinuity and uncertainty and pupils did not make the same rates of good progress observed in the lessons during the inspection.

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

31. The school provides a curriculum that is broad, balanced and relevant to the needs of all pupils. The school has adopted the national guidance for planning the teaching for each subject and for personal, social and health education and, in this way, National Curriculum requirements are being met in full. All pupils have equal access to the curriculum and are fully included in the full range of opportunities. In the core subjects of English, mathematics and science, clear schemes of work enable teachers to plan effectively for their mixed-age classes and these assist in the implementation of a clear progression in the work. In other subjects, schemes of work have been developed, or are in the process of further development and refinement.
32. The curriculum for the Foundation Stage is well planned and effectively implemented. This is an improvement since the last inspection. The key issue to further develop schemes of work for all areas of the National Curriculum to ensure continuity has been addressed successfully and the staff are now secure in planning for mixed-age classes. This has been of especial importance as the school has recently recruited new teachers and additionally has had to employ a series of supply teachers to cover for staff illness. The schemes of work have greatly assisted in the progressive teaching of knowledge and skills during these changes.
33. As each class, apart from the foundation class, contains two age groups, the school has planned units of work in science, history and geography, art and design, and design and technology within a two-year cycle and this ensures appropriate subject coverage. Coverage of work in ICT is hampered by the poor provision of resources to support the delivery of the curriculum, thus resulting in lower attainment in the subject for almost all pupils.
34. The scheme of work for personal, social and health education is in the process of development. The outline framework provides all pupils with knowledge and understanding of personal health and hygiene, and progressively informs about safety issues and drugs awareness. Some of the sessions are provided by outside agencies. In one such lesson, pupils were shown a video and had to discuss ways in which they could say 'no' to harmful substances. This was a very good session in that it showed pupils everyday situations in which they might be coerced into trying drugs. The video then went on to show ways in which this could be combated.
35. Younger children are helped to understand the danger of talking to strangers and this is very much emphasised in the foundation class. The sex education policy has been recently reviewed (summer 2001) and provides good guidance on teaching the detailed programmes. Parents are informed when this programme is to take place and are given the option of withdrawing their children from these lessons.

36. The provision for pupils with special needs is good. These pupils are fully included in all learning experiences offered. They are supported by learning support assistants who work closely with the class teacher in planning appropriate work. Pupils who require extended and specific help are taught by a teacher in accordance with their individual learning plan, which is agreed between the class teacher, support teacher, special needs co-ordinator and parents. This structure helps to ensure that pupils at Stage 5 make very good progress. Programmes for other pupils with special needs are based on literacy and numeracy requirements and these are being met well, pupils making good progress in their acquisition of language and number. Those with behavioural difficulties make less progress in overcoming behaviour disorders, although progress is still satisfactory.
37. The national initiatives for literacy and numeracy have been implemented well. All staff have been well trained in these initiatives and pupils are making good progress through precise teaching. Progress is being aided through imaginative teaching of the curriculum, for example in studying Shakespeare's 'Midsummer Night's Dream', and through drama in history when speaking and listening skills are enhanced. In numeracy, further improvement would be possible with greater emphasis on mental recall of number and the use of ICT in data handling.
38. The small number of staff, high staff turnover and the curriculum priorities of the school limit the range of extra-curricular activities. However, at different times of the year there are science clubs (one for Years 3 to 6 and one for Years 1 and 2), recorder clubs and football and netball. All are open to both boys and girls. The school is actively planning to establish a school choir. In addition, pupils have the opportunity to learn to play the violin and clarinet. Each year older pupils are given the opportunity to participate in a residential activity holiday, the school making sure that all pupils are included who have parental permission. The overall judgement, therefore, is that the provision for extra-curricular activities is satisfactory.
39. The school's links with the community are good. Invited visitors and representatives of the community are used well to deepen pupils' understanding of their role within the community. The school is very much part of the life of the village. It has actively promoted the Tidy Village competition and has conducted surveys within the village, for example, where a village shop could be best located. Links have been made with the wider community and these support the development of cultural diversity well, for example through Action Aid, where the school is supporting a child in northern Ghana. Older pupils are well aware of current worldwide events, this understanding being nurtured through discussion with teachers and other adults who visit the school. Parents give their time to help in the school whenever circumstances allow. There are close connections with the church and the vicar is a frequent visitor, as are the chairman and other governors. The school is seeking to further still links with parents and the local community in order to enhance learning.

40. The school is an active member of the local cluster of small schools. This group provides useful in-service opportunities for staff. There is also a regular 'music-making day'. The teaching staff believe the cluster group to be an important provision as they otherwise would feel isolated. Relationships with the local secondary school are sound, Year 6 pupils being involved in a three-day induction programme. However, there is, as yet, no form of bridging project between the two schools to promote continuity of learning.
41. Provision for moral and cultural development is good and provision for pupils' spiritual and social development is satisfactory. Standards are lower than in the last report in spiritual, moral and social development but are improving under the new leadership.
42. The school makes good provision to ensure that pupils' own ideas are valued by parents and teachers. Overall provision for spiritual awareness is satisfactory. Although the attractive school grounds provide an opportunity for quiet thought, these are only used occasionally for this purpose. The vicar visits the school regularly to take assembly. Through aspects of the curriculum pupils learn about special moments in their lives, for example, baptism. They say prayers at the end of morning and afternoon school but there are few outward and visible signs for the pupils to be reminded of the Christian community in which they are a part. There are missed opportunities for reflection and the celebration of pupils' special learning experiences. The inspection of religious education and collective worship was not part of this inspection.
43. From an early age, pupils are taught the difference between right and wrong. Teachers and other adults within the school provide good role models and pupils learn from their example. School rules have been adopted and are well understood and applied. Through discussion in personal and social education lessons, pupils have established a strong moral framework. They understand well the importance of equal opportunities and of respecting and listening to others' points of view.
44. Pupils' social development is satisfactory. Pupils are given some responsibilities within the school day, for example in collecting registers. Older pupils look after younger ones in the playground. Pupils operate the overhead projector in assembly and use the audio system to play music for entry and exit from the hall. These initiatives are worthwhile and, in a limited way, help pupils to develop a social responsibility. The school is actively pursuing the establishment of a school council, which is seen as giving pupils greater responsibility in developments within the school. At present, pupils are not regularly involved in setting their own targets for academic and personal development and thus are exercising only a little responsibility for their own learning.
45. The cultural development of pupils is good. Pupils are provided with opportunities to learn about other cultures, for example in geography where younger pupils have been learning about life in Mexico. Older pupils study ancient civilisations, for

example, Egyptians and periods of British history through a series of topics. They listen to a variety of music from other cultures and have studied some aspects of the work of different artists. There is a good range of library books for pupils to study their own and other cultures. Drama plays an important part in cultural development, not only in history but also in the study of Shakespeare's plays in English.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

46. The welfare of all pupils, including those with special educational needs, is an important priority for the school. In practical terms, the day-to-day care that the school provides for pupils is good and all adults who work in the school are fully committed to their well-being. However, some of the procedures supporting this commitment are out of date and there is a lack of focus and rigour in some aspects of the care the school provides. The school is aware of the need to review the policies and procedures but, at this time, the overall level of care provided, while satisfactory, is not as good as that reported in the last inspection. In response to the criticism in the previous inspection report, the school has recently established satisfactory systems to assess pupils' attainment and progress and the data collected is beginning to be used to plan appropriate and challenging work for pupils. There are many strengths in the personal support provided for pupils on an individual basis and the overall educational and personal support and guidance provided by the school is satisfactory.
47. The children in the Foundation Stage are well cared for. Their teacher has a very good awareness of their individual needs, and plans their work accordingly. There are good induction procedures for both children and parents and the children settle quickly and happily into the routines of the classroom. There are good opportunities at the beginning and end of the day for informal communication between parents and the Reception teacher and this ensures that any minor problems are dealt with quickly and with sensitivity. The children are taught how to use resources safely and adults in the school provide very good role models for the children's personal development. Their teacher treats them all with great kindness and her consistent, firm and fair approach ensures that the children quickly learn how they are expected to behave. Some of the older pupils provide support for the children in the playground and this helps them to feel secure in that environment.
48. The school's procedures regulating health and safety and child protection are satisfactory. The school's health and safety policy is out of date. It is, however, supplemented by local authority documentation and the quality of risk assessment is very good. Hazards are identified and graded and notes kept of action taken. Fire drill is carried out once a term and appropriate records kept. There is a manual fire alarm system and no secure method for

alerting the external classroom in the event of fire. A member of staff has current training in first aid, and the supervision at mid-day is adequate. The two mid-day supervisors are kind and committed. They know the pupils well and work effectively together. However, the sometimes uncontrolled behaviour in the mid-day break does lead to accidents. During the inspection there were two instances noted of balls hitting pupils, one in the eye and another in the face. The injuries were not serious but this is a potentially significant hazard. There is a member of staff with responsibility for child protection. She has undergone training in the past, but is not up to date with recent changes in practice. The school's policy for child protection is unsatisfactory, although there is a copy of the locally approved guidelines available in the school. There is very little reference to child protection in the school's published documentation. Although the professional training and dedication of staff ensures, in practice, that an issue of child protection would be identified, there is insufficient emphasis placed on maintaining staff awareness of this aspect of care. The pupils are taught strategies to keep themselves safe and are given information about the benefits of healthy eating, exercise and good hygiene.

49. The school monitors and promotes pupils' personal development well. There are good procedures for tracking attendance and following up any absence. Parents' co-operate well by promptly notifying the school of the reasons for any absence. The school regularly reminds parents in the newsletters about their responsibility to ensure that their children arrive at school in good time and the adverse effect that holiday absence has on the pupils' continuity of progress. Morning and afternoon registration procedures comply with legal requirements. The recently adopted behaviour policy has established clear and fair guidelines for the school community which the pupils understand. As a small school, all staff have a responsibility for monitoring individual behaviour and the structured card system provides effective motivation for improvement. The good relationships in the school promote a climate of communication and trust and any behaviour perceived as bullying is quickly identified and dealt with. Parents are contacted if their child is giving cause for concern and the school values their co-operation in providing consistency in dealing with any problems that arise. Monitoring of personal development is effective and supports the development of behaviour and relationships.
50. A good level of educational and personal support and guidance is provided for the pupil with a statement of special educational needs. There are appropriate links with outside agencies that provide professional guidance and help. Additional staffing is used effectively and all statements and reviews are up-to-date. Procedures for placing pupils on the register are effective and consistent.

51. At the time of the last inspection a key issue was to improve the accuracy of teacher assessment at the end of Year 2 and to build into the medium-term plan opportunities for assessment in all foundation subjects.
52. Assessment has improved since the introduction and regular use of optional standard assessment tests, other non-statutory tests, National Foundation tests and baseline assessments. Baseline assessment is now being used to track pupils' progress and to inform planning in the early stages of learning.
53. Teachers regularly assess pupils' learning and use this information to plan their lessons, although pupils are given few written indicators as to how to further improve their work. The standard of marking is variable. In the juniors it is good with helpful comments made to pupils as to what they are required to do next. In the infants, marking is satisfactory but could be used more consistently to support pupils' learning.
54. There are good and effective procedures to identify and meet the needs of pupils with special educational needs. The Code of Practice is well applied. The special educational needs co-ordinator works well with parents of pupils involved and with outside agencies. Progress of these pupils is carefully monitored and they are making good progress. In class, these pupils are ably supported by classroom assistants and by the class teacher when additional help is unavailable. Teachers and the special educational need co-ordinator work closely together to ensure that work planned is appropriate.
55. Generally, monitoring of progress is carried out well in English, mathematics and science, but monitoring in other subjects is not yet linked sufficiently to the school's priorities. Targets are not precise enough to be related to the individual needs of pupils. At present, co-ordinators have little opportunity to monitor and identify the progress of pupils except through the analysis of commercial standardised test results. Day-to-day teaching and learning have been monitored in English and mathematics in line with the school's priorities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

56. Most of the parents who expressed an opinion prior to the inspection have positive views about most aspects of school life. They appreciate the care the school takes of their children and value the opportunities the school provides for them to be involved in their children's learning. The significant concerns raised by parents prior to the inspection have already been recognised by the school and steps have been taken to meet these concerns. For example, a new homework policy has been introduced to clarify the provision and to enable parents to become more involved in their children's learning at home. In the period since the last inspection, the quality of the school's partnership with parents has deteriorated. However, the governors, headteacher and staff are fully committed to improving this partnership in order to raise the standards achieved and to extend pupils' experience of school life. During the inspection, several parents expressed the view that

the new measures recently introduced are likely to have a positive impact on improving the effectiveness of the links with the school. Many parents understand the difficulties the school has experienced over recent years and are fully supportive of the work of the school. Their involvement, for example, through the Friends' organisation, by helping in class and at home and by taking up the opportunities the school provides to discuss their children's progress, has a good impact on the work of the school.

57. The overall quality of the range of information about the school and the progress made by the pupils is satisfactory. The prospectus and governors' annual report for parents contain useful and practical information, although the presentation does not project a suitably professional image of the school. The prospectus is currently being redesigned in order to achieve this. Regular newsletters keep parents up to date with activities taking place and often express gratitude to parents who have helped in a number of practical ways. The annual reports on children's progress are satisfactory. The quality of text is variable and does not always represent a balance between strengths and weaknesses. Apart from the reports for Years 2 and 6, there is no clear indication of actual attainment and there is insufficient emphasis on identifying specific targets for improvement. The new schedule for consultation evenings gives parents two formal opportunities to discuss their children's progress during the year, in the autumn and spring terms. This is a constructive approach, introduced this year to give parents better information about their children's progress. Parents also have an opportunity to see their children's work in the summer term. Parents of pupils with special educational needs are kept well informed about the progress of their children and are fully involved in the decision making process.

58. There are good opportunities for parents to work with the school for the benefit of their children. Parental involvement is welcomed, valued and actively encouraged. Although most parents ensure that their children arrive at school promptly, there are a small number whose children persistently arrive over half an hour late and are missing important elements of their learning. This has an adverse impact on the standards these children achieve and, by disrupting the flow of the lesson, on those of their classmates. The majority of parents willingly help with homework and project work. Each term parents are given details of what the children will be learning to enable them to extend the work at home. Curriculum evenings arranged by the school enable parents to understand more about how and what their children are being taught. Parents' response to the new homework policy has yet to be evaluated, but the guidelines have been welcomed. Canvassing of parents' views about school uniform resulted in a good response and the school has plans to repeat this exercise in the future. School governors are often available at the school gate to listen to parents' views and concerns and feed these into the decision making process. Several parents help regularly in school and there are many willing volunteers to help with swimming and visits. Other parents lend their

practical skills, helping in the garden and doing minor repairs. The events organised by the Friends of St. Leonard's School are very well supported and substantial funds are raised. These are used to supplement resources and to buy Christmas presents for each child. The school places a high value on parental involvement in its on-going commitment to improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED

59. The new headteacher and senior teacher provide good leadership and there is a clear direction for the work of the school. Staff and governors give good support. Since her appointment the headteacher has accurately evaluated the school's strengths and weaknesses, involved governors in her findings and successfully shaped the school's direction, leading rapid improvements. The school experienced staffing difficulties and did not keep up with the pace of change, for example in curriculum development. Management roles and responsibilities have been reviewed and structures are in place to support professional development and training. Staff are clear about their roles and responsibilities and are working as a committed and enthusiastic team to meet the priorities identified in the school plan. They each manage several subjects, which is similar to the situation found in many small schools, and they are eager to lead the school forward to provide the best possible education for pupils using the available resources. There is a high level of respect for the new headteacher and optimism for the future.
60. Significant progress has been made in the last year to address the key issues raised in the last report. The governors are now aware of the role they should play and are well informed. There have been changes to the membership of the governing body and the current team are knowledgeable and have a good understanding of the school's strengths and areas for development. Governors attend training courses and provide loyal support. They have identified the need to be involved in a systematic approach to monitoring and evaluating standards and the impact of their decisions on the quality of education provided. This is an issue for the school to address. For example, they are aware of the reasons for pupil movement into and out of the school but this is not recorded well enough to judge the effect on teaching and learning. The chair meets very regularly with the headteacher and there is an effective partnership that is enabling the school to make the necessary changes to improve provision. Governors are now involved fully in decision making, for example in drawing up the school plan and planning the budget. They spend time in school, invite subject coordinators to meetings and ratify the new policies. There is a clear vision for the future work of the school, and a high level of commitment to enable the school to succeed.
61. The school plan provides a thorough review of development priorities. It details subjects and aspects in need of development, applies funding from the appropriate budget sources and includes timescales for achievement and personal responsibilities. Monitoring and evaluation procedures are not identified and, while monitoring of teaching has taken place in literacy and

numeracy, there is no systematic plan to direct this element of the school's work. This is a key issue for further development. The school plan forms the structure of the school's work and is agreed through full consultation with staff and governors. At the present time the number of priorities are too many for a school of this size and should be reduced to a manageable number in the short term annual plan, the remainder being placed in the strategic long term plan. Rapid progress has been made in developing staff and governors' roles, and improving the quality of the curriculum and teaching and standards. The pace of change should now move forward at a realistic and manageable pace.

62. Curriculum leadership is shared between a small number of staff. Coordinators have started to monitor teaching and learning, they review planning and evaluate standards through sampling pupils' work. Release time is planned to support this important element of leadership. The headteacher has analysed test results with staff and governors and identified priority areas for development. For example, writing is a key area for improvement. There are good procedures for monitoring the provision for special educational needs and to keep governors informed. The special educational needs co-ordinator conscientiously involves all staff in making appropriate provision for these pupils. She is well supported by the headteacher and designated governor for special educational needs.
63. The teaching staff are appropriately qualified and experienced. The school did all it could to avoid disruption to pupils' education last year but recruitment difficulties resulted in several teachers taking the class and discontinuity in provision. The headteacher took appropriate action in the circumstances. She taught for a significant proportion of the timetable to prevent further disruption to the oldest pupils and this placed a significant burden upon her in her first year of headship. The learning support assistants work well with staff, have received appropriate training and enhance pupils' learning, ensuring all pupils are included fully in lessons. They talk patiently and calmly with pupils, especially those with special educational needs, encouraging them to contribute to lessons and using humour which raises self esteem and confidence. The support from external agencies is utilised fully and enhances the provision. The caretaker, cleaning and administrative staff are all highly committed and make a significant contribution to the smooth running of daily routines and the provision of a clean environment.
64. There are weaknesses in the availability of space to support the revised curriculum. The hall is too small to support class lessons in games and gymnastics and the library, while recently improved by the Friends of the School, is too small to support group research. There is no safe outdoor play area for children in the reception class and the playground is cramped. The school overcomes these difficulties by teaching small groups and ensuring appropriate adult supervision to enable activities to take place regularly. There are plans to extend the building once the purchase of nearby land is complete. This, together with the aim to maintain four classes, is the reason for the very large underspend. Plans show that the underspend will reduce to

the usual level of about five per cent contingency by the end of the next financial year when new ICT equipment has been purchased and changes to the accommodation have been made. New housing developments, planned in the locality, are likely to increase the number of pupils who attend the school. Risk assessments are very thorough and there is a list of action points. Grassed areas support lunchtime arrangements during summer months and there is an environmental area and pond at the front of the school which is in need of refurbishment.

65. Progress made in addressing the issues raised in the last report is satisfactory. Standards in English, mathematics and science are above average by the age of eleven and the curriculum is well structured to support progression in learning. Assessment procedures are now good but the information is only just being used to support target setting. Resources are satisfactory overall but play equipment in the reception class is old and tired and needs replacing, books to support the more able in the juniors need extending and there is too little ICT equipment to support teaching and learning. The school provides a satisfactory quality of education and sound value for money. It is a rapidly improving school.
66. Financial management is sound. Governors review the spending processes and examine how resources are used to support educational priorities. Funds are used appropriately to support developments. The most recent audit highlighted minor aspects for development. All the points raised have been addressed well. The use of new technology to support the day- to- day running of the school is good and the school's routines are well managed. The secretary is very efficient and has taken on more management duties to support the headteacher and enable her to concentrate on the education of the pupils. The management of resources, including the application of the principles of best value, are satisfactory. Governors understand the principles well but do not yet evaluate with sufficient rigour to accurately identify the success of their decisions.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

***Raise standards in ICT at all stages of learning by:**

- Providing training for staff
- Improving the range of hardware and software to support the implementation of the curriculum
- Planning frequent and regular opportunities for pupils to use ICT across all subjects.

(Paragraphs 4,12,13,21,24,33,37,65,68,73,82,90,96,115,116,117)

***Raise higher the achievements of seven-year-olds by:**

- Improving the use of assessment information to set specific timed targets for pupils
- Ensuring the quality of marking consistently supports pupils' learning
- Involving parents in the learning partnership more systematically

(Paragraphs 15,22,24,53,55,56,57,81,90,91,98,100,113,116)

***Raise the expectations of pupils to take responsibility for their learning and behaviour by:**

- Involving them in decisions which affect their work and play
- Encouraging them to apply the school rules independently, especially at times when adults do not directly supervise them.

(Paragraphs 18,19,23,24,44,67)

***Develop a systematic approach to monitoring and evaluating the school's work by:**

- Linking monitoring to school priorities
- Involving governors in monitoring procedures
- Using information available to the school to judge the quality of education provided.

(Paragraphs 55,60,61,)

Issues of a less important kind that should be considered for inclusion in the action plan:

- Develop further the spiritual dimension of the school's work to raise the profile of the Christian status higher.
(Paragraph 42)
- Ensure that procedures and practice to ensure the ongoing development of pupil's health and safety are regularly reviewed and updated to form part of the induction of new staff.

(Paragraphs 46,48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	9	4	0	0	0
Percentage	0	44	39	17	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y7
Number of pupils on the school's roll (FTE for part-time pupils)		80
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y7
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		10

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	7
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	6	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above				
	Total	10	10	15
	Percentage of pupils at NC level 2 or above	School	67 (93)	67 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above				
	Total	10	15	15
	Percentage of pupils at NC level 2 or above	School	67 (93)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	5	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above				
	Total	9	9	10
	Percentage of pupils at NC level 4 or above	School	69 (100)	69 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above				
	Total	10	9	11
	Percentage of pupils at NC level 4 or above	School	77 (100)	69 (93)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	80
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y7

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	17.6
Average class size	19.8

Education support staff: YR-Y7

Total number of education support staff	2
Total aggregate hours worked per week	41

FTE means full-time equivalent

Financial information

Financial year	2000-2001
----------------	-----------

	£
Total income	214,077
Total expenditure	212,765
Expenditure per pupil	2150
Balance brought forward from previous year	30,960
Balance carried forward to next year	32,275

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	2	0	0
My child is making good progress in school.	51	27	15	2	5
Behaviour in the school is good.	39	56	2	0	2
My child gets the right amount of work to do at home.	24	29	29	12	5
The teaching is good.	41	41	5	2	10
I am kept well informed about how my child is getting on.	37	29	20	12	2
I would feel comfortable about approaching the school with questions or a problem.	44	49	7	0	0
The school expects my child to work hard and achieve his or her best.	51	39	5	0	5
The school works closely with parents.	34	39	12	10	2
The school is well led and managed.	34	49	10	2	5
The school is helping my child become mature and responsible.	46	49	0	0	5
The school provides an interesting range of activities outside lessons.	17	39	29	5	10

Other issues raised by parents

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Pupils are usually admitted to the reception class on a part time basis in the term after their fourth birthday and come to school full time at the start of the academic year in which they become five. At the time of the inspection there were eight children in the reception class. Baseline assessment results show that children's skills, knowledge and understanding are frequently above those of most children of this age, particularly in the areas of language and mathematics. The results of these small numbers of children vary considerably between each intake. Overall, the intake is similar to the time of the last inspection. Most children are articulate and speak in simple sentences to express themselves. Because teaching is very good in half the lessons and good in the remainder the children make good progress and by the end of the reception stage, their achievements exceed the age related expectations in all aspects of learning. A minor weaknesses lies in the children's ability to make decisions independently in their play when adult support is sometimes needed to resolve minor conflicts and encourage children to share.
68. The curriculum is based on the nationally prescribed Early Learning Goals for children in the foundation stage of learning and the teacher's planning is well structured to support learning. No children in this age range had special educational needs at the time of the inspection. Those who are more able are identified at an early stage and their needs are well met through one to one discussion and the extension of ideas. Daily routines are established well, children are confident and secure in this happy, welcoming learning environment and come happily to school. Parents praise the induction procedures for their children and are happy with the progress they are making in the very short time their children have been attending school. There is insufficient monitoring of the foundation stage provision. Equipment is well used and much of it is old and worn and in need of replacement. There is no computer available in this class and this restricts learning in ICT. Assessments of rates of progress are made at the end of the reception year but there is no regular use of teacher assessments to set children targets for achievement, for example, to undress independently or to undo buttons unaided. While the teacher draws good attention to children's successes and areas to improve in lessons much of this good teaching is not recorded in enough detail to monitor rates of progress over time to measure the value the school adds to children's learning.

Personal, social and emotional development

69. Children's personal and social development improves considerably during their time in the reception class. Through very good teaching children learn the rules that promote good behaviour, caring and sharing and enthusiasm from learning. The teacher reinforces her high expectations sensitively,

encouraging children to share equipment with others and to take turns. Children trust their teacher and eagerly tell her about their successes and difficulties. They enjoy school and are eager and enthusiastic to learn. Most children can concentrate well but a very small number need guidance to sustain their attention when they share stories, songs and play in the 'shoe shop'. Opportunities for role-play encourage them to co-operate, taking turns to be the shopkeeper or the customer. These young children are still adapting to sharing resources and at times need the support and guidance of the teacher to avoid snatching and to put away their toys at the end of their play. Some children still say 'no' if they do not wish to carry out a task. The teacher handles this with calm, firm insistence, giving children good reasons why they should co-operate and enabling them to feel grown up. This strategy works well and is effectively developing understanding about how their behaviour affects others.

70. The teacher ensures each child is valued. For example one pupil was praised for folding his clothes and felt proud as his friends attempted to follow his good example. Opportunities to play outdoors enable children to develop awareness of health and safety when playing with tricycles and scooters. At lunchtimes children are well supported by older pupils and they manage knives and forks and the lunchtimes routines happily. The family atmosphere provides a secure basis for the first stages of education.

Communication, language and literacy

71. Children's spoken language is articulate and usually clear. A very small number need support to ensure that the pronunciation of letters and words is accurate. Because the teaching is very good children progress well and most are likely to exceed the early learning goals by the end of the foundation stage. They love listening to stories and listen carefully to the teacher. They enjoyed talking about the characters in 'Bear Hunt' and picked out aspects of the pictures that added to the text. Most children have good concentration and ask and answer questions in sentences. In all sessions, the children are encouraged to use their vocabulary, to listen carefully, join in with repeating rhymes and to use new words. Through the frequent and regular sharing of books as a small group many are able to recognise their names and simple words and letter sounds. They love turning the pages of Big Books and can find the beginning and end. They pick out favourite characters and sequence the events in the story using the pictures as a guide. They follow the text with the teacher and a small proportion join in when they recognise familiar words. Phonics and letter formation is well taught and almost all children form their letters accurately and write their names. They record their ideas, independently making marks on paper, for example, shopping lists and orders for the shoe shop and write over and under the teacher's writing. The teacher's positive enthusiasm promotes positive attitudes to reading and writing. A good range of activities is provided to encourage listening, reading and writing. The teacher's planning is of good quality and is adapted daily to build on children's understanding, reinforcing and extending learning effectively.

Mathematical development

72. The children's attainment is likely to exceed the expectations of the Early Learning Goals by the end of the reception stage. Most children recognise numbers to six and more able children know numbers to ten. The majority count beyond this but do not yet understand the meaning of the numbers they recite. Through good teaching and practical experiences the children have opportunities to match and count. During the inspection the teacher required children to peg socks on a line, and count them accurately. They also looked at the different sizes and patterns on the socks and the task linked well with the role play in the shoe shop. The youngest children needed help to count carefully, matching their words to the objects while more able pupils extended the number of socks on the line, using terms such as bigger and smaller, more and less. Children recognise simple shapes and can say whether their containers of sand or water are empty or full. Children find it hard to count backwards but recognise and create simple repeating patterns, with pens, shapes and colours. There is no computer to support learning in this respect and this is a weakness. They make good progress through good quality teaching and a wide range of relevant learning experiences that encourages investigation through play. The tasks are well matched to children's needs providing appropriate challenge and fun in learning.

Knowledge and understanding of the world

73. Most children are likely to exceed the Early Learning Goals by the end of the foundation stage. They eagerly talk about the different seasons and know that the weather is warm in summer and cold in winter. While they find spring and autumn more difficult to describe the children know that they can pick conkers in autumn and that the leaves fall off the trees. They explain why gloves and scarves keep them warm and why shorts and T-shirts are more comfortable in hot weather. Most know the number of their house and the name of their road. Although they do not yet know the term 'address' they can say whether they live in a village or the town of Tamworth. They talk about their homes and families identifying the oldest and youngest members. They name colours of objects in their environment accurately and are beginning to describe shades such as grey and pink. They name parts of the body and labelled diagrams of facial features show growing awareness of detail. A weakness is the lack of opportunity to use computers to extend their learning. Children have a regular lesson in the hall, where the computers are based, but they lack the frequent experience to enable them to develop skill in controlling the mouse and using function keys. Children use tape recorders to listen to stories and in the home corner use a toy telephone to communicate with each other. Teaching is of good quality and through discussion the children are helped to explain their experiences and investigate.

Physical development

74. The children's attainment in this aspect exceeds the age related expectations. Outdoor wheeled toys support the development of skills such as pedalling and controlling the direction in which they are moving. They change direction, break and vary their speed. There is no specific secure

area or direct oversight to the playground to enable children to become more independent. Teaching is very good. The teacher plans regular times for outdoor play and is eager to gain the support of helpers to extend this activity. In physical education lessons children follow directions well. They run, jump, gallop and hop and are learning to skip. Some boys find the co-ordination of this movement more difficult to master but persevere because the quality of teaching is very good. The teacher gives precise directions broken down into small stages which the children follow carefully; consequently they develop awareness of space and of each other. They are beginning to link together movements with the teacher's support but are at the very early stages of developing this skill. Their manipulative skills are also developing well. This is evident in the way they are expected to hold pens and brushes correctly and manipulate scissors carefully when cutting paper. They thread beads on laces creating colour and shape sequences and are gradually developing awareness of others.

Creative development

75. Children are likely to exceed the expectations of the early learning goals by the end of their reception year. The children have opportunities to draw, paint, act out situations through role play and share ideas about events in books, rhymes and poems. They draw detailed observations of their faces and the most able children include eye detail and position the features accurately. Observational drawing is a strength. The teacher used a portrait to stimulate this work which made a good cultural link to life in the past. Children paint pictures using bold colours but do not yet mix the paints themselves. Their work is linked well to projects such as the shoe shop and during the inspection period they drew patterns on socks they had drawn, cutting them out for display. They enthusiastically engage in role play in the 'Shoe Shop', measuring feet and trying on different styles and sizes of shoes. They say whether the shoes are too big or too small and have clear preferences. This work links well with developing language, mathematical and scientific understanding. Very good teacher interaction enabled children to identify that 'wellies' are made of rubber and are waterproof. This aspect developed further when they recognised that ballet shoes were made of soft fabric which would be unsuitable in the rain. The children enjoy singing rhymes, and make good attempts to clap to the rhythm. The teacher gives all children good encouragement, rewards success and ensures that all children take turns to experience the full range of activities. Children are encouraged to express their ideas in a wide range of experiences and this enhances the quality of their learning.

ENGLISH

76. Taking into account the variations in performance between small cohorts of pupils, trends in tests over the last four years show the attainment of eleven-year-olds has been above average overall. The dip in 2000, when pupils' performance fell well below average, was analysed by the new headteacher. The revised curriculum for

mixed age classes secures thorough coverage. The literacy strategy is now well implemented and the steps taken to address the weaknesses are already successful. The latest results for 2001 show a marked improvement with all Year 6 pupils achieving the expected level and two thirds of the cohort achieving the higher Level 5. Inspection evidence supports these results. Standards are well above average in speaking, listening and reading and above average in writing. This shows an improvement since the last report when they were described as 'above average' in all aspects of English. The targets, which are being set this term are challenging. Pupils are likely to meet these targets because the quality of teaching is very good and they are expected to work hard.

77. Trends in the performance of seven-year-olds show broadly average attainment in reading and writing. Taking account of the varying proportions of pupils with special educational needs and those who are more able in each year group, action was taken to address the possibility of underachievement. The dip in 2000 was due to the discontinuity described in the standards (paragraph 2) and the higher than usual proportion of pupils with special educational needs in the cohort. The action taken to improve the quality of teaching and learning has been successfully raising standards for this age range. The most recent results for 2001 show all pupils achieved the expected level in both reading and writing with the proportion of pupils achieving the higher level 3 in reading increasing by 13 per cent. No pupil achieved the higher level in writing and this weakness is now identified in the school plan. Inspection findings show that pupils currently in Years 2 and Year 3 are making rapid gains in learning because the quality of teaching is good and there is continuity in the provision. The teachers have high expectations and, with the good support of the classroom assistant and regular community helper, the underachievement is being addressed. All pupils, including the more able and those with special educational needs, are fully included in lessons and are appropriately challenged through tasks which are matched to their needs and based on the teacher's knowledge of their prior learning. Standards are similar to those described in the last inspection when they were judged to be 'in line with the national average' but are improving rapidly.
78. Speaking, listening and reading skills are strengths at all stages of learning. From the earliest days in the reception class children are encouraged to love books and enjoy learning to read and write. By the age of seven most pupils read fluently and talk about their favourite stories and books. They know how to use non-fiction books to find out information and understand alphabetical order. Most pupils regularly visit local libraries with their parents and carers. The oldest pupils in Year 6 have a mature knowledge and understanding of a range of texts and their achievements are well above those of most eleven year olds in speaking and reading. They compare the writing of J.K Rowling, C.S. Lewis and R. Dahl enthusiastically, commenting on the use of humour, magic and description which makes them want to read the next book in a series. They identify with the children who are heroes in the books and have ideas and opinions about articles they have read in magazines and newspapers. They understand how bias can sway opinions and draw upon the reactions of newspapers and television to the very recent American tragedy. Pupils also express a love of poetry and an interest in the challenging text of 'A Midsummer Night's Dream' which has recently been introduced. They compare language of the past and present and are confident to attempt to read unseen text. Writing skills are above average but there is less enthusiasm for writing overall and a reluctance to write at length. Spelling is accurate and vocabulary often interesting and adventurous. The preference to complete exercises which reinforce the use of

grammar reflects a lack of personal independence and expectation in writing. Pupils identify accurately parts of speech such as verbs and adverbs, clauses and conjunctions. The more able pupils know how to use paragraphs and apostrophes. Weaknesses lie in the untidy presentation in draft books, which detracts from the quality of the content of work.

79. The teacher is aware of this weakness and uses skilful strategies linking writing to work in other subjects to motivate pupils and extend their range of writing. For example, pupils in Years 5 and 6 contributed to the teacher's modelling of recording a scientific investigation. They next wrote their own step-by-step account of the movement of the earth to create day and night in a precisely timed task. Not a second was wasted as every pupil worked diligently to meet the teacher's expectations. More able pupils were expected to write at greater length and with more independence while those who are less able received the necessary support to succeed. This linked well to the work learned in science and provided a focus for report writing. In another lesson, the pupils considered the use of humour in Shakespeare's writing and contrasted his language to that of the present day. These are two indications of the challenges pupils are now experiencing. Pupils show a high level of respect for their teacher and approach their learning with enthusiasm.
80. The quality of writing of pupils currently in Year 2 is average. In discussion pupils know how to use capital letters and full stops. Too few pupils are achieving the higher levels because they rely too heavily on the adults to remind them of these skills. The action taken to address this weakness is having a good impact. The focused teaching, clear explanations of the learning which is to take place, spelling tasks matched to the needs of individuals and the expectation and requirement to write neatly are understood. Pupils' performance is improving rapidly and, while many prefer to write lists, labels and factual accounts, they complete more creative work using frameworks which guide the structure. The underachievement caused through discontinuity in teaching is being addressed through the good quality of teaching, the good quality support of a skilled teaching assistant and community member and good implementation of the literacy strategy and the school's curriculum.
81. The literacy strategy is implemented effectively and adapted appropriately to ensure the balance of listening and independent work is appropriate. Language is reinforced in other lessons to help pupils to use and apply their skills. The process of using assessment information to set precise, time related targets for each pupil is in its infancy. Pupils in the juniors know their targets but have not yet had enough time to benefit from reviewing their progress with staff. In the infants the teacher is new to the age range. Her assessments are thorough and are used to plan lessons and tasks. The next step is to share this information with the pupils so they know what to do next to improve. The good quality of marking in the juniors also helps pupils to know how they are improving. In Years 3 and 4 the pupils were eager to read their teacher's comments before beginning the next piece of work. This practice is not yet as well developed in the infants. While all work is marked, comments are not as detailed, and do not indicate to the same extent the progress the younger pupils have made. The homework policy is now consistently applied across all classes and pupils regularly have reading and spelling homework. Parents provide good support and this provision enhances learning.

82. The headteacher and co-ordinator have worked in close partnership to improve provision for English and the subject is well led and managed. They have monitored lessons, introduced regular assessments, analysed results, and with the support of parents and governors the very small library area has been refurbished. The library is too small to support pupils to independently research projects and the positioning of computers in the hall means there is no frequent and regular access to develop drafting and presentation skills using ICT. Too little use is made of computers to support writing and this is an area for development identified in the school plan. Older pupils would like a wider range of reading books. While the number of books is adequate overall, the high levels of reading ability mean that pupils quickly read the available material and supplement school books with those from home and local libraries. The school should consider extending the range of books to better meet the needs of the most able pupils.

MATHEMATICS

83. Since the last inspection in 1997 standards have fluctuated partly due to the small and varying cohorts. In Year 2000, the proportion of pupils in Year 6 with special needs was high (a quarter) and this affected the results. In 2001, considerable improvement has taken place with 81 per cent attaining Level 4, exceeding the school's target by 15 per cent. A quarter of pupils attained the higher Level 5. These improvements have been brought about through careful analysis of performance data and action to improve the attainment of older pupils, including constructing a clear scheme of work, providing a core commercial scheme and improving pupils' facility with mental mathematics.

84. In 2000, the attainment of pupils aged seven years was well above the national average with an upward trend since the last inspection. In 2001 tests, a slightly lower percentage of pupils (90 per cent), gained Level 2 and fewer pupils gained the higher Level 3. This small decline is attributed to teacher absence with the resulting discontinuity in learning. A permanent teacher, who is also mathematics co-ordinator, now has responsibility for the teaching and learning of the six and seven-year-old pupils, ably assisted by a teaching assistant of good quality. This is leading to an improvement in the quality of learning.

85. The good quality of work at the Foundation Stage is built upon as pupils enter Year 1, although some of these pupils will have only spent one term in the foundation class, the local authority policy being for pupils to begin school at the beginning of the term in which they are five. The current foundation class contains five pupils who have been in school for three weeks but they are learning to count to ten, with two pupils counting beyond, and they are beginning early work on pattern in number. Scrutiny of work from the previous year shows clear progress with work dated and progression noted. The full range of mathematical experiences is covered but with prominence given to number.

86. Based on the work seen in last year's Year 2, almost half of the pupils know their multiplication tables to six and a few to ten. Partly through the use of the

commercial scheme pupils are acquiring a good knowledge of number bonds and of the four rules of number. One pupil was impressive in his understanding of negative numbers. Many in the class were able to use co-ordinates and almost all could tell the time to within five minutes. The teacher made good use of extension work to further the learning. Through the use of a clear scheme of work, pupils made progress although for long periods they did not have their own class teacher.

87. The current Year 1 and 2 pupils are learning the names and attributes of two and three-dimensional shapes. About a quarter of the class could name a five-sided rectilinear shape as a pentagon, about half could describe a cuboid and a third a pyramid. By the end of the lesson they used the correct terminology to describe shape, such as face, surface, edge and corner. More able pupils matched statements to shape, which they accomplished very quickly, the task being insufficiently demanding. However, on an examination of a sample of current workbooks, a number of Year 1 pupils were still reversing numerals. Thus, within the class there is a very wide range of ability. Pupils with behavioural problems in this class made less progress as they had difficulty in completing their work on time although good use was made of the teaching assistant to assist them with keeping on task.
88. A lesson with Year 3 and 4 pupils on the topic of measurement of length was taught well and pupils learned how to measure accurately using a range of methods. The teacher made the lesson particularly interesting by asking pupils to measure various parts of the body and then seeking relationships, for example, twice the measurement round two fingers approximates to the measurement round the wrist. They then entered their results on a sheet of paper with one pupil making an ordered bar chart of them. In this lesson the pupils learned not only how to measure an irregular surface using strips of paper but also that measurements can help identify relationships between objects. The lesson was taught well.
89. Years 5 and 6 are well on target to reach the expected Level 4 with two-thirds of Year 6 working towards the higher Level 5. In a lesson on place value, a number of Year 5 pupils had real difficulty in understanding the value of 0.01. For this group, the teacher wisely adapted the lesson plan to help these pupils understand the concept more readily. In another lesson with this class, a very clear explanation rectified the identified weakness and the pupils made good progress, the teacher giving a very good level of appropriate intervention and support. Throughout the school there is little difference in the attainment between boys and girls.
90. Overall the quality of teaching is good. Teachers are planning lessons from the scheme of work and lessons are well resourced. The use and application of number as a core objective is an important contributory factor in raising standards. Staff are trained well in the use of the numeracy strategy. The co-ordinator is a relatively new appointment who is giving good guidance. The few weaknesses evident in the teaching are that at times insufficient time is allowed at the end of the lesson for the teacher to check orally on the depth

of understanding and whether or not the objective of the lesson has been achieved. Additionally, insufficient use is made of ICT to aid calculations and to represent findings clearly. Mathematics does not feature prominently enough in the home learning activities. There is insufficient emphasis on timed targets, especially in mental mathematics. Marking is carried out conscientiously but opportunities are being lost in not giving more pupils advice on how to further their learning.

91. Since the last inspection the school has made major changes which have had an impact on the quality of teaching and learning. The adoption of the numeracy strategy, new resources, a clear scheme of work and the appointment of a co-ordinator for mathematics are all leading to improving standards. At present there is insufficient monitoring of pupils' work throughout the school to judge precisely the gains made in learning over time.

SCIENCE

92. In the 2000 tests eleven-year-olds pupils attained standards that were below average in science, with no pupil attaining the higher Level 5. Teacher assessments show that standards are below average. The small cohort (13) included three pupils on the school's register of special educational need. Such variations lead to considerable fluctuation in results from one year to the next. In 2001, 88 per cent of pupils attained Level 4, which was an increase of 11 per cent, with 19 per cent of pupils attaining Level 5. The rise in standards is attributed to very careful analysis of the previous year's results and the formation of a booster science club which most pupils attended.
93. In 2000, teachers' assessments of pupils aged seven showed that all pupils reached Level 2 with a third of pupils reaching Level 3, well above the national average. In the four sections of the Programme of Study: scientific enquiry, life processes, materials and their properties and physical processes, all were above the national average apart from physical processes which was at the national average. Current Year 2 pupils are presently achieving national average levels in the Programmes of Study and the school is successfully emphasising the teaching of skills of scientific enquiry after a careful analysis of 2001 results. In the previous year the work of Year 2 pupils lacked continuity due to long-term staff absence. Standards noted in the previous inspection report are currently being maintained, although in the last four years there has been considerable variation.
94. Inspection evidence shows that standards at Year 6 are above average. Setting of current work and questioning of pupils indicate that almost all pupils have acquired a good scientific vocabulary, know the processes of enquiry and are enthusiastic in their approach to the subject. They are making progress and, as a consequence, are achieving higher levels. Progress is slower with the seven-year-olds but it is nevertheless satisfactory. These pupils are able to discuss similarities and differences in the growth

and development of living things and know, for example, that tadpoles develop into frogs and that caterpillars become butterflies. They ask questions such as '*What will happen next?*' and where possible use first-hand experiences and simple information sources to find answers to questions. Almost all Year 2 pupils are able to sort into groups a range of animals and plants according to their basic characteristics. They have successfully researched the differences in what they were able to do when first born and what they are able to do now, bringing photographs and records from home. Pupils clearly enjoy their science work.

95. In Years 3 and 4 the pupils are making good progress. They use their knowledge of materials to sort these into groups according to their properties. In a very good lesson on fluids, the teacher gave the class clear objectives, had resources ready for pairs of pupils to work together and explained how they had to record their findings. Later the class was able to describe the difference between solids, liquids and gases. All were achieving Level 3 work with approximately one third of the class working at Level 4, the expected level for eleven-year-olds.
96. A feature of the science work is the emphasis on scientific enquiry. Older pupils plan their work carefully, make decisions on the kind of evidence to collect and the equipment and materials required. Findings are communicated clearly but there is very little use of ICT to aid the presentation of evidence.
97. The quality of teaching is at least satisfactory and is very good in Years 3 and 4. Lessons are clearly planned and expectations are high. Pupils are very well managed and are expected to achieve targets in a set time. The pace of work is good. There is evidence that in the past there had been an over-reliance on worksheets in Years 1 and 2 and rather less first-hand observation and experimentation. The current teacher recognises these shortcomings.
98. Work is marked regularly, although at times there is insufficient attention to elements of English when correcting scientific recording and to suggesting ways in which the work may be further improved. Homework is used insufficiently to advance knowledge and understanding or to co-ordinate previous work.
99. In all classes, learning support assistants work alongside pupils with special educational needs, providing appropriate guidance and encouragement. In the Year 1/2 class, there is a higher number of pupils with special needs, some with emotional and behavioural difficulties. They are treated with firm but kindly insistence but it is sometimes necessary to withdraw a pupil so as not to disrupt the work of others. However, care is taken to make sure that learning missed in class is explained and made up later.
100. The co-ordinator has a good understanding of the requirements of the science curriculum. She has produced a very good curriculum framework,

which is clear and concise and covers all aspects. As all classes contain two age groups, the subject is planned throughout the school in a two-year science topic cycle and care is taken within each topic for work to be provided which matches the needs of all pupils. Very little monitoring of the work, except in Years 5 and 6, is carried out although it is intended to introduce regular monitoring during this year.

ART AND DESIGN, DESIGN AND TECHNOLOGY

101. Standards achieved in art and design and design and technology meet the expectations for seven and eleven-year-olds.
102. No lessons in these subjects were timetabled during the inspection so judgements about standards have been made through discussions with pupils and staff and the sampling of pupils' work.
103. In discussion, pupils say they enjoy art and design and design and technology. They describe the opportunities they have to draw, paint pictures and design and make models linked to their work in other subjects. Observational drawing is a strength and from the earliest days in the reception class pupils are encouraged to note detail carefully. Through the study of portraits, pupils learn about social and cultural change, for example in hairstyles and clothing. Younger pupils successfully draw and paint self-portraits showing good attention to detail and skin tones. By the age of eleven the pupils compare the features of Henry VIII and his wives with the present day. Collage pictures reflect the attention given to styles of clothing and opportunities for pupils to work together to create a sequence of pictures about Boudicca's final battle. A good link was made in an ICT lesson when pupils in Years 1 and 2 were thrilled to create stained glass windows drawing lines and patterns which they then infilled. The very good teaching in this lesson enabled pupils to compare the benefits of modern technology and to contrast their finished pictures with those that were painted. Every pupil was included and through very good adult support all pupils made very good progress.
104. Links with history are particularly strong and during the inspection the visiting group 'Diversions' supported the development of the creative arts through involving pupils in dressing in Tudor clothing and comparing this to modern designs. By the end of the day the pupils had a very good understanding of the reasons why women wore their hair off their faces and why men wore padded waistcoats. They also realised how clothing design and the materials they are made of can restrict or aid movement, for example, comparing modern casual clothing which is waterproof with the long cloaks worn in the past.
105. Photographs and discussions indicate there are regular opportunities for all pupils to design and make articles for specific purposes. Pupils talk about the opportunities they have had to make biscuits supported by the school kitchen,

and how they have made shields, swords and hats. They recognise the importance of reading and writing instructions clearly and the need to test out the suitability of materials for a particular task. Pupils are clear of the planning and evaluation elements of designing and making and enjoy choosing their materials and refining their ideas. Taking into account the strong emphasis placed on literacy and numeracy the provision for these subjects has been maintained since the last inspection.

GEOGRAPHY and HISTORY

106. Geography and history are taught within a framework of topics. During the inspection only a small amount of geography was observed as the topics this half term concentrate on history. Further evidence was gathered from the scrutiny of pupils' work, discussions with staff and pupils and examination of teachers' planning. Standards in both history and geography are good at both seven and eleven and are an improvement on the standards at the time of the previous report. Pupils with special educational needs make good progress especially when lessons are of an investigative nature. All pupils are fully included in the planned activities.

107. Pupils are gaining a good understanding of life in the past. When studying a range of artefacts brought in by teachers and helpers, six and seven-year-old pupils were not only able to make sensible deductions about their use but gave credible reasons why objects are constructed in a certain way. For example, when discussing the use of a flat iron, one group suggested what it was used for, why it was heavy and what had replaced it. They then began to draw inferences of what life was like one hundred years ago. The lesson had been introduced well by their teacher who asked the pupils to 'brain-storm' questions to be asked. A list was drawn up and from these questions pupils then answered them from the objects before them.

108. In Years 3 and 4, pupils gained a very good understanding of the customs of a Tudor Day. From previous teaching pupils had gained a very good level of knowledge of the period, knowing that Henry V¹¹ defeated Richard 1¹¹ at the Battle of Bosworth and the names of Henry's wives and children. Both boys and girls contributed equally. When two pupils were dressed in Tudor costume, the whole class was totally absorbed. All the class was fully involved and the pupils' knowledge and understanding extended to a very good level. They all learned a pavane; high quality input ensuring all pupils successfully participated in the dance.

109. In a lesson in Years 5 and 6, pupils were given the practical experience of working as archaeologists. Each group was given a crate of sand in which a range of objects had been buried. Some of the objects were of Egyptian origin, such as papyrus, and some from more recent times, for example, decimal coinage. Pupils had to work as a team, cleaning, recording and

mapping their findings and making deductions as to the reason why such objects might be found. They worked well together and the lesson was successful in indicating how clues from the past give a picture of life as it has evolved through the ages.

110. The significant factor in these very successful lessons was the use of artefacts, with role-play and other practical experiences, which demand pupils to think carefully and make deductions from their findings. Teaching was very well informed, experiences carefully planned and effective teaching methods used. Previous learning was consolidated and findings well recorded.

111. The work in Years 5 and 6 was closely linked to a study of the past in Egypt. In order to further this understanding a unit on the geography of Egypt had been covered in which the importance of the Nile had been stressed. This linked to earlier work on rivers in which flow and profile had been mapped during a first-hand study of a river when pupils attended a field- work course. In these ways, Egypt and the Nile were placed in context.

112. Scrutiny of past work in geography shows that studies of the locality form an important part of the programme of study. Older pupils have been involved in mapping, use of buildings, survey work and in decision making, for example, as to where a village shop might be located. Throughout the school, pupils are taught about similarities and differences between various locations around the world. A very good example of this was observed during assembly when the school decided to support a poor Ghanaian boy. By using overhead projector maps and photographs, pupils gained a good understanding of the location of Ghana and of the economic differences between north and south. The locations of recent world events are regularly placed on a world map. Younger pupils and their relatives have been encouraged to send Barnaby Bear postcards from around the world in which the weather/climate features prominently. In these ways, pupils are gaining a good knowledge of the world.

113. History and geography are seen as important ways in which not only language development can take place but also in which pupils' enthusiasm for learning can be nurtured. The carefully constructed schemes of work, especially for geography, and the well-structured topic appear combined with expertise and enthusiasm of the two co-ordinators, ensures geography and history have a high profile within the school. However, monitoring and assessment of the work are still in their early stages. Homework is used insufficiently to extend the learning.

114. Resources are of good quality and the local environment is used particularly well throughout the school. Good use is made of local expertise. The topic approach to geography and history is a strength of the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

115. Standards in ICT are below average at the ages of seven and eleven. At present, pupils' progress is slow and they are not achieving as well as they could because there are insufficient opportunities for them to practise and extend their skills. The school has four computers situated in the school hall. While each class has weekly timetabled sessions, this arrangement does not allow the access necessary to apply skills and knowledge across subjects and to develop confidence through regular use of computers. The school has very recently received national funding to support the development of the subject and arrangements for staff training are in hand. There are exciting plans to increase the number of computers and to develop the premises to include a computer suite. ICT is a recognised priority in the school plan.

116. In the small number of lessons observed (three) the teaching was at least good and the lesson led by the coordinator was very good. This lesson was very well planned and structured to provide clear direction, pupil involvement and practical learning experiences. Good links were made to art and design as the teacher enabled pupils to compare and contrast the patterns they created using the computer and the more traditional methods of painting. The teacher and teaching assistant ensured the full inclusion of all pupils through very careful questioning and the repetition of instructions and specific language, providing opportunities for pupils to demonstrate and build on their skills and knowledge. By the age of seven, the pupils can use programs to create text and images. They successfully control the mouse to create images within a painting program. Pupils are not yet confident to save and retrieve their work independently. In Years 3 and 4 pupils' make appropriate use of word processing to learn to overwrite. In Years 5 and 6 pupils use computers to research their history projects. They recognise the importance of the Internet to access further information and readily pick out web site addresses from books and articles. Their knowledge of the possibilities offered by ICT exceed their skill to use them. While many, but not all, pupils have computers at home very few use them to practise the skills learned at school. Mostly they are used for playing games and sending e-mail messages to friends.

117. The co-ordinator is managing the subject well. There is a good scheme of work linked to national guidelines and the school plan is guiding developments successfully. The co-ordinator has good subject knowledge and is enthusiastic, eager to improve provision. The first step is to complete staff training and this programme is already under way. The next priority is to organise frequent and regular access to the computers to broaden the use of ICT across subjects. Following this the school must provide the pupils with more challenging opportunities to develop their skills. Pupils have a good understanding of the opportunities that ICT offers but there is an insufficient range of software to support developments across subjects. This is a key issue for the school to address.

MUSIC

118. Only one music lesson was observed during the inspection, which was taken by a specialist music teacher who teaches each class in turn. In addition, the headteacher takes a regular hymn singing practice and, for some pupils, there is the opportunity to participate in clarinet and violin tuition. A recorder group is being formed and it is planned to establish a school choir this term.
119. In the music lesson observed, pupils in Year 4 and 5 were listening and responding to music. The lesson began with a good warming up activity in which the pupils repeated musical patterns and sang phrases at a different pitch, which they accomplished well. They then listened intently to a piece of recorded music and were asked what this reminded them of. Pupils responded well with several ideas, which were discussed fully. On further analysis of the music they began to understand the use of pitch and pace in producing a musical effect which was then developed through the use of a variety of percussion instruments and through dance. In this, good progress was made. Boys and girls were equally involved and pupils with special educational needs made good progress. By the end of the lesson pupils had learned a new song which they sang well, had used percussion instruments to create effects of light and shade and knew musical terms such as presto, largo and staccato. Overall standards have been maintained at an appropriate standard since the last inspection.
120. The teacher had prepared the lesson well. He showed a very good level of knowledge and understanding, had high expectations and conducted the lesson at a good pace, ensuring all pupils were included. The lesson followed a clear sequence from the introduction through to the end of the lesson, continuously building on prior learning. Pupils thoroughly enjoyed the lesson and look forward to the next one with a good degree of anticipation.
121. No recordings of pupils' performances were available to demonstrate prior achievements in other classes. Observation of singing in assembly indicated pupils were achieving a satisfactory level, although poor posture is not producing good quality singing. Discussion with pupils indicates they have limited experience of composition although those learning a musical instrument are gaining a good understanding and knowledge of notation.
122. Instrumental resources are good. They are easily accessible and are of a very good quality. Recorded music is limited although pupils are being introduced to music from other cultures; for example, the music used in assembly during the inspection was from South Africa. The pupils' attention was drawn to the different rhythms and the use of instruments.

PHYSICAL EDUCATION

123. At the ages of seven and eleven, standards and achievements of pupils are about average. Pupils with special educational needs make satisfactory progress and are fully included in lessons, receiving appropriate attention from staff to ensure they take part and develop their physical skills. Boys and girls are equally enthusiastic and show a similar range of competences. This is consistent with the findings reported at the last inspection. The curriculum co-ordinator, appointed new to the staff this term, is working hard to improve learning opportunities, especially through extra-curricular activities and in providing a well thought-out scheme of work. This builds on the national guidance with advice on teaching methods.
124. A limited number of lessons in PE were observed, but from a scrutiny of teachers' planning and assessments, discussions with pupils and observation of playground games, pupils aged seven are showing well co-ordinated and controlled body movements. Their ball skills are improving in catching, throwing and kicking and they are beginning to understand the importance of team play. By the age of eleven, these skills have developed further but many do not concentrate sufficiently in team games to be effective players. Teaching presently is concentrating rightly on instilling self-discipline in team activities with pupils being taught to think about their place in the team. There is good evidence to show that this is being effective.
125. Pupils in Years 5 and 6 achieve very well in swimming. They work hard and constantly strive to improve. Teaching is very good from their teacher and from the swimming instructors. All Year 6 pupils, and almost all Year 5 pupils, are able to swim at least 25 metres. They have been taught very good techniques, and many are competent using a variety of strokes. More able pupils are being taught life saving skills. The introduction of a swimming self-evaluation booklet is helping pupils to set their own targets. The swimming facility is excellent and many pupils visit frequently with parents to further develop their techniques. The school arranges for pupils from Year 1 upward to participate in swimming for one term per year.
126. Teaching is satisfactory overall with good teaching occurring particularly at Key Stage 2. The importance of warming-up activities is stressed. Lessons are well structured and are conducted at a good pace. In the best lessons pupils learn quickly, discipline is good and the teachers are very knowledgeable about the teaching of skills. Less successful lessons are when pupils are not taught to concentrate sufficiently on the task in hand.

127. The school makes good arrangements for older pupils to participate in outdoor and adventurous pursuits. Each year an extended visit is arranged to an outdoor adventure centre in which almost all Year 6 and Year 5 pupils participate. Pupils enjoy these activities which promote well the importance of self-learning, discipline and teamwork.

128. Resources for physical education are overall satisfactory. The school field and playground are small but adequate and the school hall is too small for a whole class of older pupils to participate in gymnastic activities. This is overcome to an extent by arranging half class lessons although this leads to difficulties over time-tabling and staffing arrangements, one half of the class being left in the charge of a learning support assistant while the class teacher takes the PE lesson.