

INSPECTION REPORT

**EAST HARPTREE CHURCH OF ENGLAND (VC)
PRIMARY SCHOOL**

East Harptree, Bristol

LEA area: Bath and NE Somerset

Unique reference number: 109190

Headteacher: Miss J Rodbourn

Reporting inspector: Ms H Carruthers
22167

Dates of inspection: 28th February – 2nd March 2000

Inspection number: 193044

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Lane East Harptree Bristol
Postcode:	BS40 6BD
Telephone number:	01761 221492
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Waldron
Date of previous inspection:	8 th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms H Carruthers	Registered inspector	Mathematics	Results and achievements
		Religious education	Teaching and learning
		Art	Leadership and management
Mrs M Morrissey	Lay inspector		Attitudes, behaviour and personal development
			Caring for pupils
			Partnership with parents
Mrs J Newing	Team inspector	English	Staffing, accommodation and learning resources
		Geography	
		History	
		Music	
		Under fives	
		Special educational needs	
Mrs J Cox	Team inspector	Science	Curriculum
		Information technology	Spiritual, moral, social and cultural development
		Design and technology	
		Physical education	
		Equal opportunities	

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	[]
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?	[]
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	[]
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	[]
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	[]
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	[]
HOW WELL IS THE SCHOOL LED AND MANAGED?	[]
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	[]
[OTHER SPECIFIED FEATURES]	[]
PART C: SCHOOL DATA AND INDICATORS	[]
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	[]

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small voluntary controlled Church of England primary school for boys and girls aged 4 – 11 years old. It has 83 full-time pupils, of which nine children are aged under five and taught within a reception class of 14 pupils. The school serves the village of East Harptree and the surrounding area. Attainment at entry is above average for the majority of pupils. At the end of Key Stage 1, a significant minority of the pupils leave for the independent sector, which alters and reduces the profile of attainment on entry to Key Stage 2. Twelve pupils have special educational needs, which is below the national average. The percentage of pupils receiving free school meals is well below the national average.

HOW GOOD THE SCHOOL IS

East Harptree Church of England Primary School is an effective school with many good or very good features. Teaching is challenging and enables pupils to attain standards to the best of their abilities. The headteacher, governors and staff form an effective team, working together well to provide a very good ethos for learning. The school provides good value for money.

What the school does well

- Standards in English and mathematics for seven-year-olds are above average.
- Pupils throughout the school achieve above average standards in music.
- The behaviour, attitudes and values of pupils are very good.
- Pupils are keen to learn and make good progress in English, mathematics and science.
- The quality of teaching is good, with 15 per cent of lessons very good and 67 per cent good.
- Literacy and numeracy are well emphasised throughout a broad curriculum.
- The school provides challenging targets to improve pupils' learning.
- The provision made for extra-curricular activities is very good.
- The school provides very good support and guidance for its pupils.
- The school's partnership with parents and the community is very good.
- The leadership and management provided by the headteacher are very good.

What could be improved

- There are no key issues for the school to address but, in the context of its many strengths, it should highlight from its detailed school development plan the targets for continuing to raise standards and improving information technology.
- The following minor points for improvement should be considered as the basis for an action plan: checking the governors' annual report covers all statutory requirements; increasing pupils' awareness of different cultures; enhancing the under fives' outdoor curriculum and completing statutory teacher appraisals.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in October 1996 found this school to be a good school with some very strong features. Since then it has maintained the high quality of provision and continued to make improvements. Overall, national test results by age 11 have not been as high as those for seven-year-olds, but older pupils have made good progress to reached the targets set for them. Higher-attaining pupils throughout the school have been well challenged by effective teaching. The headteacher and teachers have a very good understanding of the levels of work expected of pupils. The school's strong emphasis on literacy and numeracy is increasing pupils' understanding and skills in English and mental arithmetic. The four key issues from the last inspection have been tackled well. Facilities for physical education lessons in the village hall have been improved. In information technology standards have risen. Schemes of work continue to be updated. Improvements to the site have been made and a good quality outdoor climbing area for the youngest children's physical activities, which all pupils benefit from, has been built. A pond to extend pupils' investigative science

and environmental work has been created. New and improved toilet facilities for pupils are a recent addition to the site. The school is well placed to continue to improve.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	B	A	C	E
mathematics	E	B	E	E
science	A	C	C	E

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

These results for 11 year-olds are based on a small number of pupils taking the tests and this means that there is considerable year to year variation, which makes comparisons unreliable. In the results for 1999, nearly half of the pupils had special educational needs. Taking the three subjects together, the trends in results over time are broadly in line with the national trend. The table shows test results compared to similar schools are well below average for 1999. A key target in the school's development plan is to raise standards and test results, particularly in English and mathematics for pupils of all abilities and by aged 11. Challenging targets in English and mathematics are set according to a thorough analysis of the abilities of pupils within each cohort. Tracking pupils from entry by the school shows they attain the National Curriculum levels set for them in English, mathematics and science and make good progress in their achievements from aged seven to 11.

Standards in English, reading and writing and mathematics are above average for seven-year-olds, and for 11-year-olds, these are average. This is an improvement in mathematics for 11-year-olds and is reflecting the targets set this year. 11-year-old pupils are on course to do better in tests this year. In numeracy lessons, teachers place a strong emphasis on getting pupils to use different strategies to solve mathematical problems and pupils, particularly 11-year-olds are responding well to this. Throughout, standards in science are average, with strengths in investigative work. In music, attainment exceeds expected levels. In the other subjects, including information technology, pupils' attainment meets expected levels. In religious education, attainment is appropriate to the expectations of the locally agreed syllabus. By the age of five, most children exceed the expectations of their early learning goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are well motivated and interested in what they are doing and keen to succeed. Pupils have very good attitudes to school.
Behaviour, in and out of classrooms	Behaviour in lessons, at playtime and around the school is very good.
Personal development and relationships	Relationships throughout the school are very good. Pupils of all ages have very good opportunities for personal development.
Attendance	Attendance is very good. Lessons start promptly and no time is wasted.

TEACHING AND LEARNING

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

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

Teaching is satisfactory or better in all lessons seen. It is satisfactory in 18 per cent of lessons; good in 67 per cent and very good in 15 per cent of those observed. No teaching is judged unsatisfactory. The good teaching contributes effectively to pupils' learning and the progress they make towards the targets set for them. Teachers' lesson planning for all abilities, including higher-attaining pupils and those with special educational needs, and tracking of pupils' progress is thorough and effective in providing challenge and meeting their needs. Teaching in English and mathematics is good with particular strengths in the teaching of skills in literacy and numeracy, which is resulting in pupils making good progress in their learning. The recent introduction in schools of provision for booster work in literacy and numeracy is enabling the teaching in Years 5 and 6 to consolidate pupils' understanding well and to push learning forward.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant with a strong emphasis on promoting literacy and numeracy. Visits and field trips enrich provision. A very good range of extra-curricular activities is provided for older pupils.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. Pupils are well integrated and supported in classes.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision overall ensures pupils develop a clear understanding of their moral and social responsibilities. Very good opportunities are provided for pupils' spiritual development and provision for them to appreciate cultural traditions is sound.
How well the school cares for its pupils	The school provides effective support and guidance for pupils. Very good use is made of assessment information to set targets to improve pupils' learning.
How well the school works in partnership with parents	The school works effectively in partnership with its parents. Parents are very involved in their children's learning through homework and individual target setting.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership of the headteacher ensures that there is a clear vision for development. Teachers and non-teaching staff work well with the headteacher to form an effective team. There is effective monitoring of teaching and the work of the school. A very good ethos for learning is created.
How well the governors fulfil their responsibilities	The governors make a good contribution to the life of the school and support it in many ways. The governors fulfil their responsibilities

	effectively.
The school's evaluation of its performance	The headteacher, staff and governors are good at analysing the strengths and weaknesses of the school and in using this information to plan for continued improvements. The school has a good understanding of the principles of best value and applies this well to all aspects of its spending and work.
The strategic use of resources	Good use is made of staff, time, resources and of the building. The school makes good use of the village hall for physical education lessons and playing field for games, although in doing so this requires considerable organisation.
The adequacy of staff, accommodation and learning resources	There are sufficient staff to meet the demands of the curriculum and although the accommodation has limitations, it is adequate. Resources provided are of good quality and satisfactory overall.

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 are making good progress. • The behaviour in the school is good. • The good quality of teaching. • The school keeps them well informed about their children's progress. • The staff are all welcoming and approachable. • The standards set by the school. • The way the school is led and managed. • The responsibilities given to their children. • The range of after school activities provided. • Their children like coming to school. 	<ul style="list-style-type: none"> • A few parents queried if homework set is too much or too little. • The addition of a playing field to the school site.

Inspection findings support fully the positive views of parents. Parents appreciate the work of the headteacher and staff and there is strong support for the school. Parents feel the school has made improvements in information technology, music and after school clubs since the last inspection. The inspection team looked into the few queries from parents. They considered that homework provided was sufficient and well managed. The inspection team found that the school's safety procedures when using the village playing field were good, but noted parents' concerns about the walk along a narrow road through the village for pupils and staff in order to get there.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

The 1999 National Curriculum test results for seven-year olds in English, mathematics and science at the expected levels are better than those for 11-year-olds. For seven –year – olds test results were very high in reading and writing and well above average in mathematics. In comparison, the test results for 11-year-olds were broadly in line with the national average in English, but well below this in mathematics. However, the percentage

of pupils reaching the higher than the expected level in mathematics at 11-years-old was close to the national average.

In science, teachers' assessment indicated that attainment for seven-year-olds by the end of Key Stage 1 in 1999 was well above the national average and above in comparison with similar schools. The national tests results for 11-year-olds at the end of Key Stage 2 showed results to be in line with the national average and well below for similar schools.

These differences can be explained, partially by pupils leaving at the end of Key Stage 1 through a family tradition to the independent sector, which takes away higher-attaining pupils, and the number of pupils with special educational needs in the cohort taking the tests. In 1999, the number of pupils with special educational needs taking the tests at 11 was nearly half the cohort.

The majority of children enter the school with above average abilities; this is built on successfully in the reception class and throughout Key Stage 1 as is reflected in the national test results for seven-year-olds. Due to pupils leaving, the attainment on entry to Key Stage 2 is altered and is less high. The school's tracking of pupils from their test results at aged seven and for 11-year-olds confirms that pupils have gained in their achievements as predicted and successfully built on their end of Key Stage 1 results, although these might not compare favourably with the national picture.

Due to the small numbers taking the National Curriculum tests, except for an unusual bulge in Key Stage 1 last year, the results give a fluctuating picture, particularly for 11-year-olds. Small numbers provide considerable variations in test results and present unreliable indicators over time. In 1998, for example, the test results for 11-year-olds were better in English and mathematics than those for 1999. Indeed, the test results in reading and writing for seven-year-olds were the same as those in English for 11-year-olds, well above average.

The trend in results over time for English, mathematics and science for 11-year-olds is broadly in line with the national trend. However, compared to similar schools the results for 1999 are well below average. The school is acutely aware of an overall difference in test results between seven-year-olds and 11-year-olds and has set realistic, but challenging targets for 11-year-olds. The targets for this year's cohort are higher than last year and reflect the fact that there are fewer pupils with special educational needs in the group, and pupils' achievements are on course to do better. These targets are set lower for next year in accordance with the school's analysis. A key school development plan target is to continue to raise standards. The school is well on task to achieve its targets as expected this year. In the last inspection, standards in English, mathematics and science were good.

The inspection judgements in this inspection confirm a difference in attainment between the two key stages. The standards of work seen in English and mathematics are above average for seven-year-olds by the end of Key Stage 1. In literacy and numeracy, pupils have particular strengths in speaking and listening and in their quick use of mental arithmetic skills. Standards for 11-year-olds by the end of Key stage 2 are average in English with those capable of higher-attainment achieving better. In mathematics, standards are average, which is an improvement in achievement on the test results for last year's cohort of pupils. In literacy lessons extra booster class work in supporting pupils well to achieve better extended writing skills. While in their numeracy work, pupils are developing a sound understanding of how to use different strategies to solve problems.

In science, standards of attainment across the school are average with pupils' achieving better than expected in investigative work. Pupils' achievements in information technology have improved since the last inspection and their attainments are now in line with National Curriculum expected levels. Information technology is being used to support work in literacy and numeracy and in other subjects. The work seen in religious education is in line with the expectations of the locally agreed syllabus. Pupils' social and personal developing is enhanced through links to religious education and lessons give good opportunities to enrich pupils' spiritual, moral, social and cultural development.

In music, standards are above what is expected and pupils' achievements are good, particularly in singing where they express themselves well. In art, design and technology, geography, history and physical education pupils' attainments are in line with the expected levels in the National Curriculum. In art, pupils' achievements at Key Stage 2 in their sketchbooks linked to design work and colour mixing are good. Design and technology work focuses appropriately on developing pupils' designing as well as making skills. In geography and history pupils' learning is inter linked suitably with other subjects, such as science, art and music. In physical education, pupils' achievements by age 11 in swimming are above the expected levels. This is a similar picture of pupils' achievement to that reported on at the time of the last inspection, with the expectation of improvements in music.

Pupils of all abilities achieve well with work matched to their needs, which challenges and extends their learning. Those pupils with special educational needs, with attainment below expectations, make good progress overall, particularly in literacy and numeracy, in accordance with the targets set on their individual education plans. There are 12 pupils on the register for special educational needs, 11 being in Key Stage 2. Three pupils are on Stage 1 and nine on Stage 2 and above.

The attainment at entry for the majority of children under five is above average. This beginning is built on well and children under five exceed the expected goals in the Desirable Learning Outcomes in all the areas of their learning by the age of five. These areas cover language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. Children make good progress in their learning and in their personal and social development.

Pupils' attitudes, values and personal development

Children under five have very positive attitudes towards school and learning. They come into school happily, settle quickly and co-operate well together in a variety of activities; for example, on the computer, in the role-play area or working with a parent using the listening centre. Children share and take turns and there is a calm and purposeful atmosphere in their classroom.

Pupils at both key stages are keen to come to school. They feel safe and valued by staff and their peers. They show positive attitudes to learning and enjoy their time at school.

The school is a very happy and orderly community where pupils respect one another's desire to learn and achieve. They develop very good attitudes to learning and are keen and willing to take responsibility and help others. There is a very positive ethos and very good relationships among pupils, and between pupils and teachers. This supports their attainment and progress and prepares them well for the next stage of education.

Pupils demonstrate very positive attitudes in lessons, concentration even for the youngest

is good and they take a real pride in their work, always looking for opportunities for improvement. They are well motivated and become thoroughly absorbed in their work. This was evident in all lessons and particularly in the literacy hour and numeracy lessons and physical education lessons. Pupils' very good attitudes and enthusiasm are extended to a range of extra-curricular activities, for example, the environmental club. Pupils are studying the school logo, the owl, and have produced some very good work from the 'Tawny Owl Prowl' which took place in January as part of the work of the school's environmental club.

Parents at the pre-inspection meeting were very happy with the attitudes and values the school promotes. They say every child leaves the school well prepared for secondary education. Teachers promote the values they want for their children and teach the older pupils to care for the younger ones. All pupils play and work together well and have very caring attitudes.

Behaviour is very good and is strength of the school. It is very good in lessons and throughout the school day. Pupils co-operate with their teachers in establishing conditions in which they and others can work productively without fear of distraction or interruption. They understand and observe the code of conduct expected for classrooms and absorb the values transmitted by the staff. No issues of bullying were observed and pupils overall feel bullying is not a problem for them. There have been no exclusions during the school year. The pupils on the special needs register behave well and appreciate the extra support they receive to enable them to make good progress.

Relationships within the school are very good. Teachers and pupils relate well to one another and the friendly relaxed manner is built on a foundation of mutual respect. Parents say teachers listen to the children and treat them as equals whilst still being firm and in control. This enables pupils quickly to learn right from wrong and sets the ethos of the school.

Pupils have respect for each other; this was demonstrated when one reception child helped a smaller child cut up his fishcake and then asked if he could sit with him after the other pupils had finished, so he would not feel lonely. Another instance was when an older pupil took time and care to comfort and seek help for a younger child who felt ill in the playground. There were many other good examples of such consideration during the inspection.

Pupils show very good levels of initiative and are developing well as responsible citizens. All are given a range of responsibilities within their classroom and for the older pupils at lunchtime and break time. By Year 6, these extend to supporting the younger pupils especially at new entry time. Pupils move about the building in an orderly manner and show a high level of awareness for the need to be quiet; for example when using both the internal and external stairs to enter their classroom. They care for the environment around the school and in its wider context. The school buildings and the play area are free from graffiti and from litter.

Attendance is well above the national average. Punctuality is good and there are no unauthorised absences. The very good attendance for the majority of pupils and punctual arrival allows the school day to begin on time in a calm atmosphere, which prepares pupils well for lessons.

HOW WELL ARE PUPILS TAUGHT?

The quality of teaching seen is good overall, with 15 per cent of lessons judged very good and 67 per cent good. Teaching is satisfactory in the remaining 18 per cent of lessons. No teaching was judged as unsatisfactory. Since the last inspection, the school has maintained the strong profile of teaching. Good teaching is successful in ensuring that pupils make good progress overall in their learning.

Teaching in literacy and numeracy is good overall. Teachers have a thorough knowledge of the National Literacy and Numeracy strategies and their detailed planning covers the skills to be taught to different abilities within their classes and the mixed year groups effectively. Teachers make effective use of overhead projectors, whiteboards and flipcharts to make teaching points relating to skills clear and to go through different strategies with pupils. For children under five the experiences provided are stimulating and practical with a good balance between firsthand experiences to teach skills and recording of work. Throughout, Lessons are well organised and pupils make good progress in learning skills, such as word work, punctuation and grammar in literacy and different strategies and mental arithmetic skills in numeracy. Teaching is enabling pupils to make good progress and is helping to raise standards.

The effective teaching meets the needs of all groups of pupils successfully. Higher-attaining pupils and those gifted and with specific talents are challenged to do better and improve. Pupils are encouraged to share their talents with the school; for example pupils playing their violins in assembly or taking part in a club, such as chess, to develop their interests. Challenging targets are set individually for all pupils. Teachers carefully monitor all pupils and their progress is tracked in English, mathematics and science to ensure they make good gains in learning according to National Curriculum levels and ability.

Teaching of pupils with special educational needs is good overall and occasionally very good throughout the school. Teachers know their pupils well and plan interesting lessons, which meet the needs of all pupils including those with special educational needs. Assessment and record keeping is very good and pupils' progress is carefully tracked as they move through the school. Learning support assistants give high quality support in the classroom, which enables pupils with special educational needs to make good progress against their prior learning.

Teachers have good subject knowledge and plan effectively for their mixed age classes. They plan a good range of challenges for pupils of all abilities including higher attainers. They are able to question pupils effectively to draw out what they know and to extend learning through open-ended questioning. Teachers ensure that pupils are aware of the learning objectives for each lesson, particularly in literacy and numeracy. They use a good range of artefacts and resources to enrich their lessons for pupils. Teachers use a range of methods, such as whole class, group and pairs work effectively to instruct and share pupils' knowledge. Pupils work effectively in pairs and small groups for problem solving and research. A key strength in teaching is the very good management of pupils, which results in the very good behaviour seen in lessons and across the school.

Throughout the school learning support staff work effectively with teachers, supporting pupils individually or in groups within their classes. Teachers' day to day assessment of pupils' progress is very good and they use this information very well to adjust the next lesson in a sequence. Learning support assistants and adult helpers are well briefed on the work planned and any changes to take place. Teachers and adults have very good relationships with pupils and this coupled with a good insight into what is to be taught has a positive impact on moving learning forward for all pupils. Adults help support pupils using the computers as part of other subject lessons effectively.

Homework is used well throughout to consolidate and extend learning. Work is linked to literacy and numeracy lessons and is talked about by teachers with pupils during these. It is well managed and followed up by teachers and marked effectively to aid learning and support improvements. Pupils have opportunities to carry out research for other subjects, such as science as part of their homework. There is a clear structured policy for homework known by parents.

Teaching in English, mathematics and science is good overall and enables pupils to make good progress in their learning. One very good lesson was observed in English in Years 5 and 6 in which teaching enabled pupils to make very good progress due challenging questioning. In English, teachers place a strong emphasis on developing pupils speaking and listening, reading and writing skills in other subjects. Drama is used effectively by teachers to tell stories and to get pupils to think about their actions. The use of pupils' research skills is well promoted in English. In mathematics, teachers are concentrating on increasing pupils' mental arithmetic skills, and again use questioning to good effect. In science, pupils benefit from much firsthand experience and teachers are developing pupils' investigative skills well. A very good lesson was seen in Years 5 and 6 in science in which the teacher's knowledge extended learning effectively for pupils of all abilities.

In information technology, the good teaching in the one direct lesson seen enabled pupils to make good progress and overall, through appropriate adult interactions, their learning is satisfactory. Teachers plan the use of information and communications technology to other subjects and links to literacy and numeracy are developing well.

Teaching is good overall in geography, music and physical education with good progress made. In geography, teachers make learning interesting through practical demonstrations and experiments. In music, one very good lesson was seen in which the pupils in Years 3 and 4 were provided with such stimulating activities than their achievements well exceeded expectations. In the other good lessons in music teachers' subject expertise extends pupils' learning and promotes a very good standard of performance. In physical education, teachers manage the constraints of having to take pupils to the village hall or playing field very well. Pupils know the routines well when using the village hall and respond to their teachers with a strong sense of responsibility.

When limited direct, but satisfactory teaching was observed, as in art, design and technology and history, pupils' learning was at least satisfactory with some strengths. In art teachers make effective use of older pupils' sketchbooks to get them to record techniques, such as colour mixing. In design and technology, good links are made to teaching of social and personal skills through working together on whole school projects, such as the annual 'tree dressing'. In history, teachers' planning indicates clearly what is to be taught when the subject is on focus.

Teaching in religious education is satisfactory overall with strengths in the good use of questioning and exploration of artefacts. Pupils' make satisfactory progress in their learning, but with strengths in their ability to appreciate each other's contributions to discussions.

Teaching is consistently good in all areas of learning for children under five, with one very good lesson seen in language and literacy. Effective teaching results in good progress in learning being made in the work of children under five. Teachers have a good knowledge and understanding of the curriculum and how young children learn. Planning is very good and clearly shows what these young children are expected to achieve. Planning takes

account of the abilities of all children and an effective learning environment is created. The strengths of the good teaching are the management of pupils, the effective interaction between teachers and children to move learning forward and the organisation and stimulating activities offered, which allows children to gradually gain skills as independent learners. Very good use is made of assessment to track children's progress. Children are consistently managed well, which allows them to feel safe and secure and take full advantage of the learning opportunities offered to them.

Pupils enjoy learning and are very well motivated. They make good overall progress, particularly in English, mathematics and science. Good, and occasionally very good, teaching motivates them to work at a good pace and to be productive. They respond to the high expectations of teachers and present their work to a very good standard. Pupils show much interest in their work and examine artefacts, such as special books as part of their religious education lessons, with care and enthusiasm. They have good concentration and can work on their own or in pairs and groups for some time. Pupils delight in acquiring new knowledge and consolidating what they have been learning, sharing ideas and taking part in different activities to increase their understanding, such as when performing a drama for others in assembly. They have a good understanding of their targets, how well they are doing and what they need to do to improve further.

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

The curriculum provided for children under five who are being taught in the reception class is broad and balanced. It is planned appropriately on the six areas of learning and leads suitably to the early stages of the National Curriculum. There is a strong emphasis on the development of literacy and numeracy skills and planning follows the guidance in the National Literacy and Numeracy Strategies. The curriculum provides a good foundation for children to attain the Desirable Learning Outcomes by age five and to make good overall progress.

At key stages 1 and 2 the curriculum meets statutory requirements for the subjects of the National Curriculum and follows the guidelines for religious education in the locally agreed syllabus. There is a broad, interesting and stimulating curriculum, which meets the interests and abilities of all pupils. A sufficient amount of time is devoted to each subject. However, the school recognises the need to examine curriculum arrangements to ensure that information technology receives additional specific teaching time.

The previous inspection identified several issues for action within curriculum provision. The school has successfully addressed these, for instance by ensuring that there are now schemes of work for all subjects. There have also been considerable improvements in the provision for information and communication technology.

There are good strategies in place for the development of literacy and numeracy. The school has introduced a number of innovations to the curriculum in its efforts to maintain and raise standards. For instance, the Year 5 and 6 pupils have booster classes for numeracy and literacy. Additional literacy support is provided for lower attaining pupils in Years 3 and 4, which raises their attainment and accelerates progress.

Policies and schemes of work are fully in place for all subjects. Several are based on guidance from the Qualifications and Curriculum Authority, but in some subjects programmes are developed to integrate and work alongside the national guidelines. These measures ensure total coverage of the National Curriculum and the promotion of pupils'

intellectual development.

The school makes very good provision for extra-curricular activities. A wide range of clubs, including, netball, football, recorders and sports are offered by the dedicated staff. In addition to these, some parents organise clubs such as the very successful environmental club and chess club.

Good provision is made to ensure that all pupils, including those with special educational needs, have equal access to the whole curriculum. Pupils with special educational needs are well integrated into the school. The school operates an open door admissions policy. The equal opportunities policy emphasises the aim to encourage an environment where all are valued and respected irrespective of race, gender, or disability.

Provision for the spiritual development of pupils is very good and underpins all the work of the school. It lies at the heart of the school's aims and is woven into all aspects of school life. Religious education, collective worship and assemblies contribute a major part to this but times for quiet reflection are included as a matter of course through the whole school curriculum, enabling pupils' spiritual awareness to develop. For instance, pupils in the Year 1 and 2 class are encouraged to "clear their minds and reflect quietly" before saying their lunchtime prayers.

The curriculum ensures that pupils' knowledge and insight into other beliefs is developed through their work in religious education, which includes the study of other World Faiths, such as Judaism as well as Christianity. Pupils are given time and opportunity to explore the beauty and wonder of the world around them. For instance, children in the reception class were enraptured by the natural beauty of the world when looking at daffodils. Pupils are given good opportunities to reflect on their own experiences in assemblies and to participate thoughtfully in extempore prayer. For example, pupils in Year 6 compose very sensitive prayers about appreciating and using our talents.

The school's provision for moral development is very good. It is fostered through the behaviour policy, which places considerable emphasis on pupils co-operating with each other and in developing respect and responsibility. A framework of values is built up in many ways and these are explored practically. For instance during acts of collective worship, pupils are encouraged to think of others and to love and care for all. All the stories for assemblies are told very well and integrate spiritual and moral themes very effectively. For example, in a Key Stage 2 act of collective worship, very good use is made of the parable of 'The Prodigal Son' to illustrate the need to think of the effect of our actions on other people. All the staff expect that pupils will respect and appreciate each other and this is reinforced by constantly celebrating and praising good work and behaviour.

The provision for social development is very good. It is promoted from the time the youngest children enter the school. Pupils are encouraged to take responsibility for a variety of tasks in classrooms and enjoy being helpers. Year 5 and 6 pupils are given opportunities to help in the running of the school by ringing bells, taking the post to the office, being librarians and assisting with displays. They take these responsibilities very seriously and are very efficient. Opportunities are provided for pupils to work co-operatively in many subjects such as physical education, where all pupils have a 'gym partner.' The school organises residential visits for the Year 5 and 6 pupils to the Forest of Dean where they learn vital social and life skills. Pupils are encouraged to think of other by supporting charities such as raising money on Red Nose day.

Pupils are provided with good opportunities to develop their knowledge and appreciation of

their own culture but have limited opportunities to learn about life in other world cultures. Pupils have a good understanding of their own Christian traditions and their experiences are enhanced by strong links with the local church. Pupils learn about other World Faiths by studying Hinduism and Islam in religious education lessons. Visitors from the local community enrich the pupils' knowledge of their own culture. For instance, the Bristol Old Vic Theatre Company enthralled the pupils with their version of the Nativity. Good use is made of the local environment with visits to Chew Valley Lake and the Mendips. In art, pupils study an appropriate variety of Western artists such as Kandinsky and Van Gogh. In the literacy hour pupils gain a wide appreciation of literature, by study texts from other lands and times. There is a limited range of multicultural texts in the library. The school is aware of the need to expand and enhance the curriculum to ensure that pupils receive a greater understanding of other world cultures and of the cultural diversity of society.

Provision for personal and social education is very good. Raising pupils' self esteem, widening their social experience and developing a growing interest in learning are at the heart of the school's curriculum. There is a comprehensive programme of personal, social and moral education lessons. Circle time sessions are well established and together with assemblies and religious education lessons emphasise sharing, responsibility and feelings. There is a detailed programme of health education and very good strategies to teach drug awareness. Sex education is appropriately taught to Year 5 and 6 pupils and the school nurse provides additional support.

The school makes effective use of local resources; with organised visits arranged to places of interest connected with the topics pupils are studying. There are very good links with the community that enhance the curriculum for all pupils, providing good learning experiences through contacts with many organisations; for example, The Hawk and Owl Trust, the Village Church of St Lawrence and The Woman's Institute, who will be organising the Shrove Tuesday Pancake Day Race which the whole community will take part in. Admission into school and transition to secondary education is well planned, pupils are fully prepared and parents are fully informed.

The school has very good relationships with other local schools. As part of the Chew Valley cluster of local schools, there are many opportunities for all kinds of curriculum support, festivals and events to enrich pupils' experiences. The school shares the Top Sports equipment with other local schools, which ensures a greater variety of sports activities for the pupils. Very good links have been established with the local secondary school and the playgroup.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Since the last inspection, the school has maintained the caring and supportive environment in which pupils feel valued. The educational and personal support and guidance for pupils is very good and is effective in raising pupils' achievement.

The school cares very effectively for its pupils' welfare and safety. Child protection arrangements are very good and comply with locally agreed procedures. Procedures for monitoring good behaviour and of ensuring that oppressive behaviour is eliminated are very good.

The school's 'open door' policy takes into account the wishes and feelings of parents and carers and sensitively encourages them to play a full part in the education and welfare of their children.

The health and safety policy is comprehensive, well used, and is monitored by the governing body. Risk assessment in all areas is up to date and all equipment is well maintained with recorded checks. The headteacher, working effectively with the governors keeps a regular check on the building and the site. During the inspection, no health and safety concerns were noted. High quality school meals are served; the classrooms used are well prepared at the end of lessons to ensure all surfaces are clean for the consumption of food. Overall, the school and the grounds are a safe place for pupils and staff. There are clear notices in classrooms to support procedures and to promote health, safety and first aid. All staff have had some first aid training and the headteacher is the designated first aider. The school successfully promotes healthy and safe living through a comprehensive programme for personal, health, social and moral education. Suitable emphasis is also placed on hygiene and safety across the curriculum; for example, pupils exercise good road safety procedures especially when crossing the road to use the village hall and when walking to the playing field.

Procedures for monitoring and improving attendance are very good and strictly adhered to. Registers are correctly completed both morning and afternoons and are returned to the school office. The education welfare officer regularly monitors registers and provides home visits if needed. Parents and pupils are aware of the responsibilities to comply with legislation and the vast majority successfully fulfil their obligations.

The school has very good procedures for assessing pupils' attainment and progress. These include regular tests in English and mathematics, the optional National Curriculum tests in all Key Stage 2 year groups, and individual portfolios of pupils' work clearly showing what pupils know, can do and understand. The assessment of children on entry to the school provides a very accurate picture and is used to identify those with special educational needs.

The analysis of the National Curriculum tests is very thorough and it is used to set targets for pupils in English and mathematics. Assessment of work in English and mathematics are carefully annotated and dated and clearly indicate levels of attainment. All teachers know exactly what levels their pupils are attaining in all subjects in relation to the National Curriculum. Assessment is manageable, very relevant and useful. The school is currently working on developing appropriate strategies to assess the knowledge and skills of pupils in information control technology.

Very good procedures are in place for assessing pupils with special educational needs and work is planned carefully to meet their needs. This assessment is rigorous and addresses personal development as well as problems in the development of literacy and numeracy.

Very good use is made of information from statutory and annual assessments. For instance, assessment is used to place pupils in ability groups for English and mathematics in order to raise attainment. Assessment is used very well to plan future work, which is clearly based on what pupils know, can do and understand.

The quality of teachers' day to day assessment is good overall. In classes, well-chosen learning objectives for lessons are shared with the pupils. Pupils are assessed on how well they have achieved the objectives and this helps teachers plan future work to match pupils' learning needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Overall, the partnership between parents and the school is very good. The parents' strong

commitment to supporting pupils' learning at home has a positive impact on pupils' attainment and progress. The school has very effective links with parents. Parents are very satisfied with the quality of education provided and standards achieved by their children.

The school keeps particularly good links with those parents who have children with special needs. The statutory requirement of annual reviews is met and links are always available to resolve any concerns and to indicate particularly good progress.

The quality of information provided for parents is very good. The school's prospectus is informative and easy to read. Regular newsletters encourage a response from pupils and parents. They also give information on pupils' achievement in school and on extra-curricular activities. Termly parents' evenings, daily contact through pupils' homework and the governors' annual report to parents all help keep parents involved and in touch. Parents feel they are kept very well informed by the school. They say pupils' annual reports are very good and appreciate the opportunity to respond to the reports at the follow up meeting. Termly meetings for parents are very well supported. Parents at the pre-inspection meeting felt they are able to approach the school with any queries or problems and equally confident they will be promptly and sympathetically heard. At this meeting, some parents expressed a concern about the school's lack of an on-site sports field and about difficulties and possible dangers in getting pupils to the village playing field some distance away from the school. Some parents queried if homework is appropriate. Home and School Agreements are in place and being well used by all.

Parental support for the school is very good. A number of parents help during the school day; for example, in the reception class and Year 5 and 6 personal and social education lessons. Parents feel this is not only improving standards but also parental links. Parents are involved in extra-curricular activities; they help run the environment, chess and football clubs. Parents make a very good contribution to pupils' learning at home; there is a regular dialogue with teachers through pupils' homework and a real commitment to hearing pupils read and to listening to spellings.

There is a thriving Parent and Teachers' Association that raises considerable funds for the school and provides social events; the contribution is greatly appreciated by all. 'Spotlight', a newsletter produced by the Parent and Teachers' Association, makes a good link between the school and members of the community who provide sponsorship for the printing.

Overall the partnership between parents and the school and parents' commitment to supporting pupils' learning at home have a positive impact on pupils' attainment and progress and are strengths of the school.

Parents are invited to the review of the individual educational plans which take place twice yearly. They also discuss their child's progress with the class-teacher at the termly consultation evenings. Parents have a copy of their child's individual education plan, are expected to support the child towards achieving the targets and make comments on the child's progress. The child also makes a comment about the perceived progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The leadership and management provided by the headteacher are very good. The headteacher gives a clear educational direction for continued school development, ensuring high standards are promoted throughout in all aspects of pupils' learning. The

headteacher leads the effective teaching, which the school provides, both as a class teacher, sharing responsibility for the reception class, and through influence across the school. All teachers work effectively with the headteacher and together they form an efficient and knowledgeable team. This presents a similar strong position in leadership to that reported on at the time of the last inspection.

A significant strength in the leadership and management of the school is the analysis of pupils' attainment and the tracking of their progress from entry and across both key stages. This tracking provides strong evidence that pupils' achievements progress from entry with no underachievement evident. It indicates clearly, how the mobility of some pupils at the end of Key Stage 1 affects the school's performance in test results at the end of Key Stage 2. The leadership of the school, the headteacher, governors and staff are not complacent about this and continuing to raise standards is a key target for the school. Information gathered from this analysis is used to set challenging individual targets for pupils and whole school targets, for improvement in English and mathematics are set according to the abilities of different cohorts each year.

The headteacher is an effective special educational needs co-ordinator. The paperwork complies with requirements of the Code of Practice for special educational needs and is well organised. The headteacher knows all the pupils on the special needs register well and the progress they are making as they move through the school. Additional classroom support is well targeted to help pupils achieve the highest possible standards. The governor for special needs is well informed, meets with the co-ordinator regularly and reports to the governing body on the progress and effects of the special needs provision.

The school's aims and values are very well reflected throughout its work. There is a strong commitment to achieving and promoting the school's aims. Relationships between pupils and all adults are very good. The school has established very effective links with parents and the community. There is good equality of opportunity for all pupils. There is a very good ethos for learning.

The headteacher, staff and governors share a strong commitment to provide a good quality education for all pupils. Their capacity to succeed is reflected well in the good progress made in tackling the four key issues from the last inspection. Good improvements have been made to the village hall to enable physical education lessons to take place in greater safety. A good quality climbing frame and safety surface has been provided for the youngest children and is shared by older pupils as well. The school's provision and pupils' learning in information technology have improved considerably. Curriculum planning based on the school's schemes, national strategies and documents provided by the Qualifications and Curriculum Authority is very good. Further developments include the addition of new toilets for pupils.

The governors contribute in many ways to the effectiveness of the school. They visit regularly, help in classes and take part in assemblies and a full range of school events. Through their well-organised committees, governors are kept well informed and become involved fully in taking on new school initiatives, such as literacy and numeracy. Governors have a very good understanding of the school and its many strengths. They are aware fully of the school's performance in terms of its National Curriculum test result's data and involved in target setting. The governing body fulfils its statutory responsibilities well, with the exception of some minor reporting items missing from its annual report to parents and meeting requirements for formal staff appraisal. These missing items from the annual report are commenting on funding for special educational needs, giving the dates of governor elections and including an agenda.

The headteacher, teachers and governors make effective use of monitoring to keep them informed of progress in subjects, National Curriculum test results and the school's development plan. This plan is of good quality and provides clear educational direction with targets for continued improvement. It specifies timescales, costs, responsibilities and evaluation of progress. The headteacher monitors teaching and subject co-ordinators have been involved in monitoring the progress of literacy and numeracy. National Curriculum test results fluctuate at Key Stage 2 and the good analysis by the headteacher and teachers confirms that pupil mobility at the end of key stage 1 is a major contributing factor in this.

Financial planning is clear and of good quality and the headteacher and governors monitor spending carefully. The carry forward sum from the budget for the last financial year, at just over seven per cent, is used towards the budget planned for this year with key priorities identified, such as, when possible, maintaining a separate reception class. The day to day administration of the school by the office staff is efficient and enables the headteacher to focus on teaching, learning, staff and curriculum development. There is effective financial control and the minor recommendations from the latest auditors' report, which took place in February this year, are in the process of being discussed and acted upon.

Effective use is being made of information technology to support the efficiency of the school. Its use in the classes has improved considerably since the last inspection when lack of resources hindered development of the subject. The school now has an Internet connection and CD-ROMS for pupils to use for research.

Grants are used well to support new initiatives, such as for the extra support in literacy and numeracy, which is being provided for pupils in years 5 and 6. This is motivating pupils well and improving their learning. Extra support for pupils in Years 3 and 4 is also provided. Funding for pupils with special educational needs is used to support the good provision provided by the school.

The school applies the principles of providing best value to all areas of its performance. As a small school, its costs per pupil are relatively high but the headteacher, staff and governors believe in providing a good quality environment in which all pupils can flourish and learn. They succeed well in achieving this aim. The school seeks to provide good quality resources and experiences for its pupils. Older pupils are provided with a very good range of after school activities. Spending is carefully targeted, and a good analysis is made by the school of various options before making final decisions on purchases.

All teachers are suitably qualified and appropriately deployed. The headteacher and governors have seen it as a priority to establish, when numbers and funding allows, a separate reception class and this means that three out of the four classes in the school are small. Learning support assistants have had appropriate training and their well-targeted support contributes well to the pupils' progress. Other support staff have received training in behaviour management and this has had a significant impact on helping the continued improvement of pupils' behaviour and personal development.

There are effective induction procedures for new teachers and all staff had the opportunity for professional development interviews and training during the year. All adults working in this school, work very well as a team and are committed to providing the best possible learning opportunities for the children. All teachers carry a numbers of responsibilities and delegation is effective in this respect.

There have been significant improvements in the accommodation since the last inspection. The library has been extended and the books are now accessible to all pupils. The metal staircase leading from the upstairs classroom is safe in all weather. The radiator in the village hall no longer presents a safety hazard. The new toilet block gives appropriate facilities for all pupils. The school has developed a grass area to extend the play space and Friends of the School raised money for a climbing frame with a safety surface. One class a day uses this when the weather allows. A good quality pond has been built to enhance and extend pupils' scientific and investigative work.

Overall, the accommodation is satisfactory, but there are weaknesses, for example the lack of a hall on site and the small playground. However, these are not within the school's ability to resolve. The school uses all the space available extremely well to provide a stimulating learning environment for the pupils. It compensates for the weaknesses as effectively as possible by using the village hall and the field for physical education.

The school has invested heavily in resources, especially in literacy, numeracy and information and communications technology, over the last few years and resources are satisfactory in all areas of the curriculum and good in English. Resources are used effectively to support learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issues for the school to address but, in the context of its many strengths, it should highlight from its detailed school development plan the targets for continuing to raise standards and improving information technology.

In addition, the following minor points for improvement should be considered as the basis for an action plan:

- (1) ensure that the governors' annual report to parents contains all elements to meet statutory requirements; (paragraphs:)
- (2) increase opportunities to raise the awareness of pupils to other world cultures and to the cultural diversity of society; (paragraphs:)
- (3) consider the suitability of extending the planned outdoor curriculum for children under five by providing ride-on equipment to use outdoors; (paragraphs:)
- (4) ensure that statutory teacher appraisal is up-to-date; (paragraphs:)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15.0%	67.0%	18.0%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	83
Number of full-time pupils eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	12

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	12
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	10	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	10	10	10
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (88)	100 (82)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	10	10	10
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (87)	100 (88)	100 (75)
	National	82 (81)	86 (85)	87 (85)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	7	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	1	3
	Girls	6	5	6
	Total	8	6	9
Percentage of pupils at NC level 4 or above	School	73 (83)	55 (75)	82 (84)
	National	70 (65)	69 (65)	78 (72)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	1	3
	Girls	6	5	6
	Total	8	6	9
Percentage of pupils at NC level 4 or above	School	66 (83)	55 (59)	73 (59)
	National	68 (65)	69 (59)	75 (69)

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	83
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	17.65
Average class size	20.75

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	18

Financial information

Financial year	1998/1999
	£
Total income	189,314
Total expenditure	191,846
Expenditure per pupil	2,156
Balance brought forward from previous year	17,078
Balance carried forward to next year	14,546

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68.0	31.0	2.0	0	0
My child is making good progress in school.	68.0	31.0	2.0	0	0
Behaviour in the school is good.	69.0	32.0	7.0	0	2.0
My child gets the right amount of work to do at home.	49.0	41.0	10.0	0	0
The teaching is good.	73.0	24.0	2.0	0	2.0
I am kept well informed about how my child is getting on.	47.0	49.0	3.0	0	0
I would feel comfortable about approaching the school with questions or a problem.	69.0	27.0	3.0	0	0
The school expects my child to work hard and achieve his or her best.	63.0	36.0	0	2.0	0
The school works closely with parents.	59.0	37.0	2.0	0	2.0
The school is well led and managed.	58.0	32.0	8.0	0	2.0
The school is helping my child become mature and responsible.	61.0	34.0	5.0	0	0
The school provides an interesting range of activities outside lessons.	49.0	39.0	3.0	2.0	7.0

Due to rounding up not all percentages add up to 100.

Other issues raised by parents

There were 22 parents present at the parents' meeting. The inspection team looked into the few queries from parents. The team found that homework was sufficient and well managed. The parents concern about the lack of a playing field on site was noted. The inspection team found that the school's safety procedures when using the village playing field were good, but noted parents' concerns about the walk along a narrow road through the village for pupils and staff in order to get there. Parents appreciate the work of the headteacher and staff and there is strong support for the school. Parents feel the school has made improvements in information technology, music and after school clubs since the last inspection. Inspection findings support fully the positive views of 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

The provision for children under fives is good. There are 14 children, nine of whom are under five, in a spacious room which is well equipped to meet the needs of four-year olds. There is a good induction programme; in the term before children are due to start school formal and informal visits are arranged between the playgroup and the school. The school has maintained the good standards identified at the last inspection and provided an outdoor climbing area for children's physical development.

The attainment on entry is above average for the majority. There are 10 girls and four boys in the present reception class. They are confident and articulate, have all had pre-school experience and are well motivated to learn. All children are assessed in the first half term and this baseline assessment confirms the judgement that attainment on entry is above that normally expected for four year-olds. However, evidence suggests that there is variation within the small cohorts from year to year.

Personal and social development is very well promoted in this school through all areas of learning; for example, children's paintings showing how we behave in school, listen, help, share, care and be kind. Circle time sessions, for developing personal and social skills, are used well to help these young children consider the needs of others and to be aware of feelings, for example, jealousy, sadness, anger and surprise. Class assemblies provide other times for children to develop their personal and social skills. Children work very well together, in pairs, on the computer, playing in small groups in the role-play area and at the sand and water trays. For example, children select construction sets, play purposefully and then put them away. They work well with parent helpers, such as when making puppets of story characters. Children understand the behaviour that is expected and respond accordingly. They quickly become absorbed in self-chosen tasks; for example, when drawing a character from a well-known story and concentrating to draw and colour in their detailed pictures. Children listen carefully to their teachers and respond enthusiastically to questions without calling out. These young children are encouraged to be independent; for example, getting ready for swimming and dressing again afterwards. Children exceed the standards in the Desirable Learning Outcomes. They make good progress in this area because teachers have effective skills in developing relationships and providing a variety of learning opportunities to increase children's confidence. Teaching is good and topics are used as a framework for teaching with children in their first year in school learning the academic and personal and social skills necessary for a successful transition to Key Stage 1.

Children's attainment in language and literacy is well supported by good teaching. The children make good progress in this area of learning. They have an adapted literacy hour which creates suitable learning opportunities for four-year olds. Children share 'big story books' as a class; they acquire a basic sight vocabulary and learn to use words in sentences and questions. Children learn that sounds are associated with letters and that they blend to make words. Most children write their letters correctly and many children write their names confidently. They show good pencil control in their drawings and writing. All children share books with an adult and most have developed a range of early reading strategies and can read a simple text fluently with expression and understanding. Most children in this group are working within Level 1 of the National Curriculum in reading; for example, when sharing books as a class, one child explained that the books were different,

one was a storybook and one was an information book, which helps us learn about something. Teaching is good overall with one very good lesson seen.

In their mathematical development children have good counting skills. They can count confidently forwards and backwards to 20 and with adult support to a 100. They recognise numbers and many children can write them correctly. They can supply the missing number of a sequence, for example 12, --, 14. Children can continue repeating shape patterns on the computer. Children are given many practical opportunities to use their counting skills, such as when counting doors, windows and chairs. Children used a large picture effectively to count the various objects and to learn the early mathematical vocabulary, more, less, the same as, bigger, first and last. Most children are exceeding the standards in the Desirable Learning Outcomes and working within Level 1 in Numeracy. Teaching is good; it is lively and provides a good range of activities to meet the needs of these youngest children.

The children have well planned opportunities to learn about the world around them. In their scientific investigations they can sort a range of materials according to different criteria and explain the reasons for their choice, for example, cardboard, paper, tin, paper clips, pegs, comes, marbles and coins. They experiment to find out which objects float and which sink. During a topic on houses and homes the children learnt about the different materials used to build houses. Children begin to learn about the past. They looked at pictures and could spot the difference between old and new objects. When a visitor brought in a selection of 'wash day' artefacts the children compared wash day fifty years ago with today. Teaching in this aspect of learning is good with many interesting activities provided for children to stimulate their interest and learning.

The reception classroom is set up for a variety of creative activities. Teachers and other adults interact well with the children at these. As part of one lesson, a learning support assistant, working with the painting group, encouraged children to look carefully at Van Gogh's painting of a bedroom and to talk about what they could see. The adult working with a group making stick puppets encouraged and supported, but allowed children to draw, colour, cut and stick for themselves. Children use drawing program on the computer competently. The role-play area, which this term is a castle, gives children good opportunities to develop creatively taking the roles of princes, princesses, soldiers, etc. Children sing a repertoire of simple songs well and appreciate listening to music. They can make loud or soft sounds with different parts of the body. Children are exceeding the standards expected for pupils of this age due to good teaching.

The opportunities for children's physical development are quite formal, as there is no room to have a secure play area adjoining the classroom. However, teaching is good and the children are making good progress. The school uses the facilities it has well, for example the climbing frame and the hard and grassed area. Children know the routines for physical education in the village hall and very good attention is paid to health and safety. Children listen attentively to the teacher and work hard to follow instructions to curl, stretch, roll and rock on different part of the body. The teacher uses praise well to increase children's confidence. Children are encouraged to be independent; for example, getting the mats out safely. They go swimming once a week, which not only contributes to their physical development, but to their personal and social development. There are no wheeled toys to use a part of the outdoor curriculum and to help develop children's social skills, but this is difficult for the school to plan for, as outdoor space is restricted. Children have experience of using wheeled toys and bikes at home. Children are exceeding the standards required for those of their age in this area.

ENGLISH

1999 National Curriculum test results for seven-year-olds were very high in comparison to the national average in reading and writing. The tests for 11-year-olds in English showed results broadly in line with the national average. In comparison with similar schools, the results for 1999 for seven-year-olds were very high and for 11-year-olds, these were well below the national average. Several factors influence these results, the loss of higher-attaining pupils to the independent sector at the end of Key Stage 1, the variation in the attainment of cohorts year on year and numbers of pupils with special educational needs. This explains the difference in the test results for 11-year-olds last year, as nearly half the cohort was on the special needs register.

The small number of pupils taking the tests makes year on year makes comparisons unreliable. In 1997, the results for seven-year-olds were very high with above average results for 11-year-olds. In 1998, the test results were well above average for both age groups. The trend over time in the school's average National Curriculum scores give for English indicate that the school's is broadly in line with the national trend for 11-year-olds. At the last inspection in 1996, standards were judged to be above average by the end of both key stages.

Judgements for this inspection confirm that attainment in English is above the national average for seven-year-olds at the end of Key Stage 1. Children enter the reception class well motivated and ready to learn and make good progress in speaking and listening, reading and writing. This makes a significant contribution towards the standards achieved by the end of Key Stage 1. By the end of Key Stage 2, the attainment of 11-year-old pupils is in line with the national average. Those pupils capable of higher attainment achieve above average levels. The school has set higher test targets for its 11-year-olds pupils this year and it is well placed to achieve these.

When pupils enter Key Stage 1, the majority can speak confidently using complete sentences and many have a wide vocabulary. They are reading simple text fluently and with understanding and expression. Most pupils are forming letters correctly. The good liaison between the teachers contributes to an effective provision, where the skills of pupils of all abilities are developed well and they are helped to achieve high standards.

Pupils develop good speaking and listening skills in Key Stage 1. They listen attentively to their teachers and to each other. They answer questions enthusiastically and share their ideas confidently. Drama is used well to extend speaking and listening skills. During the literacy hour one group of pupils prepared and performed a short play, 'The Boy Who Cried Wolf', speaking clearly and with expression. In Key Stage 2, many pupils are confident and articulate. Pupils take part in discussions and many can clearly explain the main points of an argument when studying persuasive text. Overall, pupils make good progress in developing their speaking and listening skills. Opportunities to use these skills were evident in many areas of the curriculum, for example, religious education, geography and music. Pupils are given good opportunities to demonstrate these skills in class and whole school assemblies when they are often invited to participate in drama activities, or reading and leading prayers.

Overall, pupils make good progress in reading throughout the school. Most pupils are reading at a higher level than that expected nationally by the time they are seven years old. They develop an appropriate range of reading strategies. Their progress is carefully assessed and very good records are kept of pupils' progress in reading. Pupils have a wide range of reading opportunities, for example, they read individually to an adult, group

reading within the literacy hour and the daily quiet reading time, read text as a class and individually in the literacy hour. Many pupils practise their reading at home, or read for sheer enjoyment, and this makes a significant contribution to progress. Home and school diaries are filled in conscientiously and are a useful means of communication between school and home.

Reading is very well managed in Key Stage 2 and by Year 6 most pupils are reading at the expected level with a significant minority of pupils reading at the higher level. Books are colour-coded so that pupils can make choices about the books they read and teachers ensure that pupils read a range of books at the appropriate level which contributes to the good progress they make. Pupils' progress is regularly assessed and recorded. Pupils' good reading skills have an impact on all other curriculum areas. Reading is well promoted throughout the school. There are stimulating displays, an attractive library, visiting authors and Book Weeks.

Pupils' attainment in writing at the end of Key Stage 1 is above that expected nationally. Pupils write in a neat joined script, most common words are spelt correctly and pupils use their knowledge of phonics well in their writing. They use full stops and capital letters correctly. Presentation of work is a strength of the school at both key stages. Pupils in Year 2 clearly understand antonyms and can write sentences to show the meanings of the words. They undertake a range of writing including story writing, posters, plays, poems descriptive and character writing.

By the end of Key Stage 2 most pupils are working at the expected level for their age, while the higher-attaining pupils are challenged to reach the higher level. Pupils with special educational needs are clearly identified and receive extra support from the teachers who know their pupils well. Some pupils receive support from well-trained learning support assistants within the classroom. This help creates effective learning opportunities for these pupils and makes a real contribution to their progress. Literacy skills are developed well, for example, Year 3 and 4 pupils were working on descriptive writing using 'The Iron Man' by Ted Hughes as a starting point; they wrote interesting sentences using connectives. Pupils in Years 5 and 6 are studying persuasive text and can rewrite active sentences into passive text. Higher-attaining pupils rewrote a long paragraph of text from passive to active. The booster literacy class for pupils in Year 6 focuses on improving standards in their extended writing skills. These sessions provide very well focused learning opportunities and enable pupils to consolidate their previous experience of story writing. Pupils are given the opportunity to look at the prompt for the day, to see how somebody of their own age had responded to this and to evaluate this before attempting to write their own story to the same prompt.

Spelling is taught systematically through the school and pupils are encouraged to learn both from word lists and from mistakes, which occur in their work. Progress in handwriting is very good. Pupils in Year 1 begin to learn to write in joined script and by the end of Year 2, most pupils are using joined script in all their work. By Year 4, many pupils are using a pen and by Year 6, most pupils use clear legible handwriting in all areas of the curriculum. Presentation is strength of the school and pupils in all classes are regularly reminded to use a ruler, write the date and to leave appropriate spaces.

Homework is used effectively with teachers going through the work set so that all the pupils are clear about the tasks. Pupils are offered help if they need it during the week. The expectation is that all pupils will complete homework, which is relevant and extends or supports the learning in school. Homework books indicate that the expectations are met. Homework is marked to the same high standard as class work. Some excellent marking

was seen in literacy for the oldest pupils, which clearly indicates to pupils how well they had done, what level they had reached and what they need to do to improve.

The teaching in English is consistently good at Key Stage 1, mostly good, and sometimes very good, at Key Stage 2. The strengths of the good teaching at both key stages is the high quality planning which ensures that there is sufficient challenge for all pupils, teachers' use of assessment and the very good management of pupils, which ensures that time is used efficiently. There is very little incomplete work – pupils are told how long they have to complete the tasks and they make the required effort.

Pupils' behaviour is very good in lessons. Teachers set high expectations for behaviour – pupils are always expected to listen, to work hard and do their best. If a pupil is not meeting these expectations, a look or a word is sufficient to bring the pupil back on task. Pupils share their ideas confidently, listen to each other respectfully and work independently with sustained concentration. Pupils have positive attitudes to reading. They discuss favourite authors and books and give reasons for why they enjoyed a particular book.

The school has enthusiastically implemented the literacy hour. The teachers have good subject knowledge of teaching the various elements and create an effective learning environment. Assessment is used very well to set individual targets and targets for 11-year-olds to attain in national tests. Pupils' progress is tracked very carefully as they move through the school and well-targeted support is given to enable pupils to reach the highest standards possible.

The school has invested a large amount of money on resources for literacy. They have spent money wisely and there are sufficient high quality resources to teaching reading, writing, spelling and handwriting. The school library is well stocked and used regularly by all classes. Information technology is beginning to be used well in the literacy hour and there is a range of programs to support pupils' learning.

MATHEMATICS

The National Curriculum test results show variations between the two key stages. The 1999 test results for seven-year-olds were well above the national average and remained so in comparison with similar schools. While the tests for 11-year-olds, last year showed results well below the national average and well below for similar schools. There are contributing factors to the difference in these results, pupils leave at the end of Key Stage 1 for the independent sector with the loss of higher-attaining pupils from Key Stage 2. This results in fewer pupils taking the test at 11 years and often these numbers reflect more pupils with special educational needs. The percentage of 11-year-olds with special educational needs in Year 6 last year was higher than in the number of pupils taking the tests at age seven.

Overall, the small cohorts of pupils in this school, gives considerable year to year variation in test results within and between key stages which makes comparisons unreliable. This is best illustrated by the 1998 tests when results for 11-year-olds were better than results for seven-year-olds. For 11-year-olds, the trend over time in the school's average National Curriculum test scores for mathematics was broadly in line with the national trend.

Continuing to raise standards to improve pupils' achievements in mathematics and numeracy is a key target for the school. Good use is being made of the National Numeracy Strategy in daily numeracy lessons. A strong emphasis at both key stages is being placed

on teaching different mathematical strategies and in getting pupils to use and apply their knowledge of these to solve problems. Teachers make good use of whole class teaching and plenary to sessions at the end of lessons to develop pupils' mental arithmetic skills and to check their progress in understanding and learning. This work is showing improvements in pupils' achievements in developing their mental mathematical at all ability levels.

Inspection judgements, based on lesson observations, scrutiny of pupils' work and talking to pupils, are that standards are above average for seven-year-olds in Year 2 by the end of Key Stage 1. Pupils make good progress in their mathematical learning. The many higher-attaining pupils in the present cohort have a good grasp of mental arithmetic skills and strategies and apply these well to problem solving. Pupils can count on and back with confidence using the numbers 2, 5 and 10. Pupils can double numbers such as 30 and 42, with higher-attaining pupils moving onto numbers with totals over 100, for example doubling 65. They spot odd or even number patterns well and can call these out orally in answer to challenging problems set by their teacher. All pupils have a good understanding of addition, subtraction and division and have made good start on learning their multiplication tables. They can half numbers. Many have a sound understanding of numbers up to 1000. Pupils know how to investigate and solve simple money problems. Pupils' recorded work is very well presented and organised to a very good standard.

By the end of Year 6 in Key Stage 2, inspection judgements, based on lessons seen, samples of work and talking to pupils are that standards of attainment for 11-year-olds are better than the test results for last year and are average for the majority of pupils. This cohort has fewer pupils with special educational needs than last year and, due to fewer numbers, less higher-attaining pupils than the present Key Stage 1. However, those capable of higher-attainment exceed the levels expected. Throughout the key stage, all pupils, including higher-attainers are well challenged and make good progress. The sample of work provided gave sufficient detail over time and showed very good organisation and presentation of pupils' work with good attention to accuracy; for example, when pupils used rulers. Many pupils are less agile with mental arithmetic work than those at Key Stage 1, but through well targeted teaching on this pupils' confidence is growing in using skills and applying what they know. Pupils have made good progress to using bigger numbers for doubling, rounding up or halving. In Years 3 and 4 pupils can round numbers to the nearest 10 or 100 and count on and back in 10s, 100s and 1000s. A strong focus of lesson planning by teachers is to improve pupils' knowledge and confidence in using different strategies to solve a broad range of problems and to explain their methods of calculation. The work that is taking place on this in the booster sessions is enabling 11-year-olds to make good progress in this respect. Multiplication tables work is applied well to problem solving. By Year 6, pupils have progressed to changing fractions to decimals. They can round up decimals to two places.

At both key stages, pupils with special educational needs make good progress towards their targets. They are helped in this by the effective support provided in both lessons and when taught individually or in small groups. All adults know the individual pupils well and are able to talk them through different strategies at the appropriate levels to help move their learning forward.

Since the last inspection, improvements have been made with a greater use of information technology to store and extract information as part of data handling. The use of information technology to support work in numeracy and other subjects, such as tables and

graph work in science and geography is being developed well. Standards have remained better overall at Key Stage 1 and attainment was above average for both key stages in the year of the last inspection. The National Numeracy Strategy is being used effectively to organise and plan lessons and to improve standards, particularly at Key Stage 2. Rigorous targets are set to attain and these are higher for 11-year-olds this year, due to the abilities within the cohort, but lower next year. All pupils are benefiting from daily mental recall sessions as part of the numeracy strategy and 11-year-old from the extra booster work in mathematics.

The quality of teaching is good overall, with one satisfactory lesson seen. When teaching is good pupils' learning moves at a stronger pace throughout the lesson than when it is satisfactory. Teachers are skilful at getting pupils to work out the best strategies to use when solving problems. Teachers manage their pupils very well and have good knowledge of the numeracy strategy. They use the numeracy strategy effectively, their lesson planning for all abilities is very good and includes much detail, and this is enabling pupils to make good progress in their learning. Effective use is made of whiteboards and overhead projectors to talk and work through strategies used by pupils. Teachers ensure that the learning objectives for each lesson are known by pupils and the plenary at the end of lessons check to see if these have been attained. Displays in classes are relevant to the numeracy work taking place and these help to promote work in mathematics well. Pupils' work in books is marked diligently by teachers to aid understanding.

Pupils' attitudes to learning and behaviour are good. Pupils respond well in numeracy lessons to the challenging questioning from teachers and their learning is good overall. Pupils work well on their own, in pairs and in small groups. They talk through their strategies with other pupils and are excited when they solve a problem or see a pattern in the numbers emerging.

There is a clear policy which ensures that there is good coverage and balance across all aspects of the curriculum, including work covering shape and measurement. A very thorough analysis of the school's National Curriculum test results is made, and this is well understood by all teachers, support staff and governors. Teachers use assessment information very effectively to track each pupil's progress from entry and to set targets for them and the school to achieve. The co-ordinator provides good leadership and direction for the subject. Suitable targets for the continued improvement of the subject form part of the school's development plan. The monitoring of planning and teaching in numeracy lessons is good and assists the school in evaluating progress and in the raising of standards. The subject is suitably resourced with good use of equipment in numeracy lessons. Homework is used effectively to support and extend learning taking place in lessons. Additional funding has been received to support pupils in Year 6 for booster classes to raise levels of attainment and improved test results.

SCIENCE

Teachers' assessment indicated that attainment in science for seven-year-olds by the end of Key Stage 1 in 1999 was well above the national average and above in comparison with similar schools. Levels of attainment, this year, for higher-attaining pupils are above in comparison with all and similar schools but the previous Year 2 had an exceptional number of very able pupils. Inspection findings judge that the attainment of the majority of the present cohort is in line with national expectations for seven-year-old pupils.

National tests for 11-year-olds at the end of Key Stage 2 show results are in line with the national average and well below for similar schools. Inspection findings judge attainment of 11-year-olds in the current Year 6 to be strongly in line with the national average, with a small number of pupils attaining above the expected level. The present Year 6 has fewer pupils with special educational needs than last year. Pupils leaving the school at the end of Key Stage 1 is another factor to consider when analysing the Key stage 2 results as some parents elect to send their children to the independent sector at the age of seven.

In addition, the relatively small numbers of pupils taking the national tests each year make statistical analysis very difficult. The trend over time in the school's average National Curriculum scores for science was broadly in line with the national trend.

At Key Stage 1, pupils make good progress in their learning. They can discuss a range of different materials and powders used in the kitchen. Year 1 pupils can describe and sort household utensils into plastic, wood and metal. Year 2 pupils use their senses to explore and recognise similarities and differences between household powders such as cocoa and custard. They realise that these materials can be changed by the addition of water and can use scientific vocabulary such as "dissolve" to explain scientific changes.

In previous work pupils have produced diagrams of electric circuits, making simple predictions and have recorded their work in a variety of ways. Their work is presented very carefully and they make good use of their literacy skills to label drawings and to describe experiments.

Progress at Key Stage 2 is good for all pupils including those with special educational needs. In the Year 3 and 4 class, pupils understand that light travels from a source and that light cannot pass through some materials and how this leads to the formation of shadows. They are encouraged to ask questions, use firsthand experiences and simple information sources to answer questions and make predictions before conducting experiments. For instance, pupils draw predictions of shadow forms for different objects before conducting shadow experiments.

Work sampling and conversations with pupils indicate that they have a good grasp of how to compare everyday materials in terms of hardness, strength and flexibility when discussing the materials used to build the school. They make good progress in recording their science work in different forms.

The very good teaching in the Year 5 and 6 class ensures that pupils make very good progress in categorising, predicting, and comparing and are able to support their findings with scientific findings which they can apply to real life situations. In their investigation into which materials are the most effective in preventing vibrations reaching the ear, they clearly understand the notion of a fair test. They record their observations, comparisons and measurements using tables and bar charts and graphs and higher-attaining pupils can use these to point out and interpret patterns.

Pupils have very positive attitudes to science. They are attentive and respond quickly and enthusiastically to the tasks set. They maintain good levels of concentration and work together very well in pairs or small groups sharing their ideas willingly. They handle resources carefully and take a real pride in presenting their science work neatly.

The previous inspection found many good aspects in the teaching of science and this is confirmed. Teaching is good in all lessons seen and very good in the Year 5 and 6 class. Emphasis is given in all classes to developing science through discovery and enquiry

promoting good attitudes to science amongst pupils. Lessons are invariably well planned and structured making pupils attentive and interested. The best teaching is exemplified by clear objectives, very good subject knowledge and good use made of a range of resources and methods including practical work which pupils particularly enjoy. Information is made relevant and understandable, pupils are challenged and productive. Links are made to homework or previous learning to consolidate understanding. Expositions and instructions are very clear and there is good reinforcement of principles to establish concepts.

The policy and scheme of work ensures that there is good coverage and balance across all aspects of the science curriculum. Monitoring of planning and classroom delivery are in place and will assist in the further raising of standards. The co-ordinator provides good leadership and the subject is adequately resourced. Good use is made of the school grounds and the recently developed pond. The environmental club, which is run by enthusiastic parents enriches and expands the science curriculum. A recently conducted 'Owl Watch' project resulted in the production of an impressive book using a good variety of recording skills.

ART

Evidence from one lesson observation, displays, samples of work, talking to pupils and the co-ordinator and through links with other subjects indicates that pupils' achievements are in line with expected levels. Pupils receive a broad curriculum covering all requirements and make satisfactory progress. They are given suitable opportunities to learn about famous artists and to explore and appreciate the different styles of work. There are some good links with other subjects, for example, science, information technology, design and technology, geography and religious education.

Pupils in Key Stage 1 learn skills and different techniques, for instance weaving using paper and wool. Good use is made of observational work with pupils making sound progress in drawing and painting various objects, such as pots and vases full of different types of daffodils. Older pupils understand how to mix different colours and tones. By Key Stage 2, pupils have progressed to making good use of their sketchbooks to record their work and experiment with designs and techniques. Pupils begin to express atmosphere and mood in their work, for instance in their 'weather' pictures. The youngest children have studied the paintings of Van Gogh, while the older pupils the work Kandinsky and the work of Paul Klee.

The subject has maintained standards and overall provision from the time of the last inspection. A greater emphasis has been placed on three-dimensional work and planning for lessons across the school tightened up. Links with design and technology help promote three-dimensional work, such as when using clay or making masks.

Evidence indicates that teachers' knowledge and understanding of the subject enables pupils to make satisfactory progress in learning skills and techniques and in the appreciation of famous artists and their styles of work. The quality of teaching is at least satisfactory overall. Teachers value pupils' work and display it to good effect in their classes and throughout school - often enhanced by artefacts, photographs, books and writing.

Pupils are encouraged to talk about their artwork and to evaluate and appreciate each other's efforts. Pupils show good attitudes to their work and clear up without fuss and with much motivation and enthusiasm. In the lesson seen pupils shared materials and equipment with each other well.

There is an appropriate policy and the subject is suitably co-ordinated. A four-year plan is used on which to base lessons. There is a school development plan target for the subject, which includes the implementation of the Qualifications and Curriculum Authority's guidance as a scheme of work. Monitoring and assessment is informal although teachers plan together to ensure appropriate coverage for each age group. Resources provided are sufficient and of appropriate quality. Class art areas and resources, which are stored in classrooms, are kept tidy by the pupils.

DESIGN AND TECHNOLOGY

Due to timetable arrangements during the week of the inspection, no lessons have been observed so it is not possible to make a judgement about the quality of teaching in these. However additional evidence has been gained from looking at planning and past work and talking to pupils and the co-ordinator and this enables teaching and learning to be judged satisfactory overall.

Pupils understand that design and technology is about developing ideas for making things and they make models as well as other objects for a purpose. Pupils' ability to generate and communicate ideas for making things improves over time. They learn to modify ideas when necessary and to evaluate the end product against original intentions. As they move through the school pupils develop ways of cutting, shaping and joining components.

In the Year 1 and 2 class, pupils designed and made a model bedroom in a shoebox and used repeating patterns to design a 'dreamcoat' for Joseph, which is a good link with their religious education work.

Year 3 and 4 pupils investigated and evaluated different types of sandwiches before designing and making their own as part of their food technology work. Year 5 and 6 pupils research ideas by looking at existing products, for example when designing and making musical instruments.

The whole school was involved in an exciting design and technology project in the Autumn Term when they designed and made objects for the annual 'Tree Dressing' event. Year 6 pupils acted as team leaders and pupils were placed in mixed aged groups and designed very impressive objects from recycled materials to hang on the tree. This project was very good for pupils' personal and social development and was followed by an act of collective worship in the village church.

The previous inspection report identified the need for a scheme of work and this has been successfully completed and implemented. The planning is effective and pupils undertake an interesting range of projects. They experience working with a wide range of both resistant and non-resistant materials. Teachers plan projects of increasing complexity as pupils get older, demanding more advanced skills and techniques. The school allocates less time to the subject than previously, by necessity because of time constraints. The co-ordinator has benefited from in-service training and has been successful in bringing about significant improvements to the subject.

GEOGRAPHY

At the last inspection very little teaching in geography was seen and the judgement that standards were in line with expected levels was based on teachers' planning and pupils' past work. During this inspection, lessons were seen in each key stage. Attainment is in

line with expected levels and pupils are making overall good progress in geography as they move through the school.

Pupils in Key Stage 1 have sound skills in the subject, often developed through topics or stories. They used a story stimulus to study the physical features of a Scottish Island. Pupils drew and labelled a picture of what they would see if they arrived by boat. There are plans to develop this work further by comparing this island with Jamaica.

Younger pupils in Key Stage 2 progress to learning about the weather around the world and compare the temperature and rainfall in London, Sydney, Moscow as well as other important cities. They used the Internet to find this information and then information and communications technology to record the information on graphs and tables. They have studied weather forecasts for the United Kingdom and understand that different regions of the country experience different weather conditions. Older pupils in Key Stage 2 extend learning through different studies; for example, pupils are making a river study. They have traced the River Severn from its source to the estuary and can explain the development and changes that take place on the way. They use accurate geographical vocabulary to describe the different stages of the river, for example, meander, and tributary.

The teaching in geography is good overall. One of the strengths of teaching is the very secure pupil management skills, which allow teachers to create exciting learning opportunities; for example, when pouring water down a sloping board to demonstrate how meanders are formed. Literacy is used very effectively in geography at both key stages and pupils' good skills in reading and writing contribute to the progress they make in geography. Presentation is very good throughout the school.

Pupils show an interest in geography. In Key Stage 1 they listen carefully to stories, share their ideas with a partner, answer questions and work quietly as they make a labelled picture. Pupils in Year 5 and 6 were highly motivated by the teacher's demonstration of how water meanders, predicting what they thought would happen and explaining clearly what did, in fact, happen. The teacher's high expectations meant that pupils had to work very hard, with sustained concentration, to complete the task in the set time. Pupils wrote in almost complete silence, showing real interest in their work, for about twenty minutes.

The co-ordinator is enthusiastic and plans to revise the policy and the scheme of work this year as geography has a focus in the school development plan. There are sufficient good quality resources provided to teach the topics that have been chosen. The weekly environmental club has 22 members and is run by two parents with particular expertise in this area. It organises exciting activities for pupils and parents, such as an owl hunt. Such clubs contribute to pupils' personal and social development as well as enhancing their geographical experience.

HISTORY

No teaching was seen in history in either key stage during the inspection, so judgements are made from looking at teachers' planning and displays and discussing pupils' past work. Attainment in history continues to be in line with expected levels at both key stages. The school has maintained the satisfactory standards seen at the last inspection.

An investigative approach to history is used at both key stages. Visits and visitors enhance pupils' learning experiences. In Key Stage 1, a resident from the village brought a selection of carefully chosen laundry artefacts for pupils to study. This visit presented opportunities for the pupils to be historical detectives. They observed the objects closely for example, a

basket of clothes, pegs, a scrubbing board and irons. They asked questions, made hypotheses and put some of the objects in a sequence. They discussed the similarities and differences between wash day fifty years ago and that of today.

Pupils in Years 3 and 4 have acquired a comprehensive body of knowledge about the Tudor Period. They know about the most important people of the time and, especially, Henry VIII. They employed research skills using books, CD ROMS and photocopied material to discover about the life of rich and poor people in Tudor Times. Pupils in Years 5 and 6 study Britain in 1930s and produce a class book to show their findings about the leaders of the time, the important battles that took place and how the war affected the people living in this country at the time.

The teachers' planning, the standard of pupils' work and displays indicate that teaching and learning is at least satisfactory. A governor commented on the interest that had been generated and reported that some children had spent time out of school finding out more about the periods being studied.

History is a focus in the school development plan for this year and the co-ordinator will use the opportunity to update the policy and revise the scheme of work to include the guidance from the Qualifications and Curriculum Authority. There are adequate resources to enable teachers to plan investigative lessons with good use made of artefacts to enrich learning.

INFORMATION TECHNOLOGY

There has been a significant improvement in standards in information technology since the last inspection. Standards of attainment are now broadly in line with expected levels at both key stages. In Years 1 and 2 pupils are learning basic skills using a programmable floor robot and know what turning through 90,180 and 360 degrees does to the direction. They are also learning how to gather information from a variety of sources including CD-ROMS.

Pupils in Year 6 can access CD-ROMS to support their learning in science and history. They use word processing to produce edited texts and apply graphics to enhance their presentations, enlarging and adjusting pictures to suit their own purposes. Pupils throughout the school are generally confident about accessing programs, using pull-down menus and responding to screen icons. Pupils in Key Stage 2 make good use of the Internet to access information in science and history. Younger pupils are very adept at quitting programs and closing down computers after use.

Pupils' learning was good in the one taught lesson seen during the inspection. Pupils in the Years 1 and 2 class were keen to be involved in learning how to access information from a CD-ROM. They displayed good keyboard and mouse control skills. Overall, learning is steady when pupils work at computers without adult input. There was no evidence in most timetables that most teachers have set times for teaching specific information technology skills. Assessment arrangements have recently been introduced, but information about pupils' skills and understanding is not yet available to support planning fully and often the same tasks are set for all pupils regardless of their various levels of attainment. The school is aware of this and information and communications technology is a main focus of the school's development plan. Pupils concentrate well when using computers and are keen to assist each other with problem solving.

The quality of teaching, in the one lesson observed was good. In this lesson the teacher displayed good knowledge and understanding and gave a very good demonstration of how to access information from CD-ROMS. There was good involvement of pupils and the

relatively small numbers in the class meant that all could view the monitor. The lesson was made very interesting for the pupils as they were challenged to discover whether dictionaries, non-fiction books, or CD-ROMS provided the most amount of information about metals. They enjoyed discovering which was the quickest way of accessing information. In other lessons teachers and adults interacted with pupils working on the computers suitably, ensuring learning progressed and that pupils used their knowledge to achieve a task; for example, when pupils used a drawing program as part of their artwork.

The co-ordinator has been very effective in purchasing new resources and more are planned for next year. A useful policy and scheme of work is in place. The co-ordinator is aware of the need to amend the current record keeping to ensure that there is clear and precise information on what pupils know, can do and understand so that new learning is built on previous knowledge and skills. Curriculum planning, at present, does not clearly indicate when precise skills and techniques are being taught and this is being reviewed in the light of Curriculum 2000.

MUSIC

During the last inspection, there was limited observation of music and the judgement was that music met the national requirements. During this inspection music lessons were seen in all classes, a lunchtime recorder club as well as pupils playing in assembly demonstrating the skills gained in peripatetic music lessons. Pupils' attainment is above the expected levels and they make good progress in music as they move through the school. Pupils listen attentively to music at the beginning and end of assemblies, identify instruments being played, answer questions and offer their opinions about the piece. They sing tunefully and with feeling and expression in assemblies.

Pupils in Key Stage 1 build on the musical experiences children receive in the reception class; for example, pupils sing a repertoire of simple songs and recognising loud and soft sounds. By the end of Key Stage 1 pupils can use symbols to compose a rhythm with loud and quiet sounds. They can select suitable instruments to play their compositions. Pupils work in pairs to combine their compositions, practise new pieces and then perform them to the class.

In Key Stage 2 pupils' knowledge and skills are further developed. Pupils in Years 3 and 4 listened to some Tudor music, identifying the steady beat and the structure of the piece and some of the instruments being played. Pupils compose their own tune to accompany the given ostinato. They practised their composition and presented it at the end of the lesson. Pupils in Years 5 and 6 studied a series of pictures and composed tunes to illustrate the pictures. Pupils chose instruments carefully to produce the required effect. Pupils are given a variety of musical experiences. Productions and concerts take place each term in the church and the village hall. Such occasions not only provide good opportunities for pupils to use their musical skills but contribute to their personal and social development.

The quality of teaching is good overall with some very good teaching seen in the work of the music co-ordinator. Teachers prepare well-structured lessons. They use effective teaching strategies that help build knowledge, understanding and skills. The quality of the learning experience is high and is enhanced by the teachers' own understanding and musical appreciation. The teachers use musical language carefully and build well on pupils' previous knowledge and understanding. The teachers provide good opportunities for the pupils to listen to and appreciate each other's work.

Pupils' attitudes to music are good. Pupils enjoy working in pairs and small groups

composing tunes, experimenting with instruments and appraising music. The personal interest and knowledge of teachers encourages pupils through the school to be well motivated and responsive.

The co-ordinator has a secure knowledge and understanding of the subject and is committed to keeping a high profile for music within the school. There are a good selection of musical instruments which pupils treat carefully and with respect. Music makes a significant contribution to the life of the school.

PHYSICAL EDUCATION

A range of physical activities took place during the inspection and showed that all pupils make good progress, building upon their earlier experiences. This represents an improvement since the last inspection when progress was deemed satisfactory. At the end of Key Stage 2 standards are at the expected level except in swimming where standards are above those expected in the National Curriculum. Pupils in all year groups, including reception, go swimming and this is having a good impact on the standards achieved by the age of 11.

The policy, scheme of work and planning is precise about the range of skills and levels that pupils in each year are working towards. There are good opportunities for pupils to participate in a range of extra-curricular activities including football and netball and to take part in team competitions. These help to raise standards for those who take part.

In Key Stage 1, pupils can perform a short sequence of linked gymnastic movements showing good control and an awareness of shape. They can judge their own performance and those of others and modify their movements in the light of this. They are learning to follow instructions correctly and to use space sensibly.

Pupils in Key Stage 2 can create and perform fluent movement sequences on the floor, which they can then transfer to apparatus. They vary their movements well in terms of levels speed and direction. By the end of the key stage, pupils show a good level of skill in all aspects of physical education. The majority of Year 6 pupils achieve standards in swimming which are above those expected in the National Curriculum.

The quality of teaching is good. Lessons begin purposefully with a well-structured series of activities to encourage pupils to be conscious of the need to 'warm-up.' The necessity to 'cool down' at the end of lessons was not taught in all lessons during the inspection. Pupils are given clear instructions about what is expected of them and are warmly encouraged to achieve high standards. There is a strong emphasis on giving of one's best. Teachers give specific feedback to pupils, which helps them to improve and develop their movements.

Pupils have very positive attitudes towards physical education. They show a real interest in lessons, listen attentively to instructions and respond with enthusiasm and effort. Pupils particularly value feedback and encouragement from their teachers, which they recognise supports their progress. They handle apparatus and resources well. They work purposefully in pairs and groups and approach activities with a strong determination to succeed. They evaluate and appraise each other's performance well.

The co-ordinator is very enthusiastic and ensures that all pupils receive an interesting and stimulating physical education curriculum. There has been a significant improvement in the range and quality of resources available because of the school's involvement in national incentives such as Top Sport. The physical education apparatus is of a suitable quality and

appropriately challenging for pupils. Small games apparatus and other equipment is good in both quality and range. The school has no hall for physical education but makes the best possible use of the nearby village hall, its own playground and the village playing field for games.

RELIGIOUS EDUCATION

At both key stages, pupils' attainments in religious education are appropriate for their age and in relation to the locally agreed syllabus. Pupils with special educational needs are suitably involved in all lessons and make satisfactory progress.

In Key Stage 1, pupils show respect for one another's contributions when talking about things that are special to them. They give reasons why rooms in their homes and certain 'mealtimes', such as those to celebrate Birthdays and at Christmas time are special to them. Pupils learn Bible stories and good links are made to collective worship when pupils talk about the moral messages that these convey. This early work is built upon suitably at Key Stage 2, with pupils learning about different Faiths, such as Judaism and Hinduism, as well as continuing to deepen their understanding of Christianity. Older pupils study the importance of writings and special books, such as the Bible and Torah Scrolls. Pupils look at different religious artefacts and research what they are used for.

The quality of teaching is satisfactory overall, with some good features. Teachers pitch their lessons to the level of pupils' understanding and use questioning effectively to encourage them to think about and share their opinions and feelings. Good use is made of visits, visitors and interesting activities to enable pupils to make some good progress in aspects of their learning. A good feature is the use of displays of artefacts and writing in all classes to promote pupils' learning and understanding. Assessment linked to the revised locally agreed syllabus and scheme of work is identified and is in the early stages of implementation.

Pupils have good attitudes to their learning and they behave well. Pupils listen carefully to one another and talk about their thoughts and ideas with growing confidence. They are well motivated and keen to share their feelings and give opinions.

There is a good recently revised policy, which gives clear guidance and is linked to the locally agreed syllabus, local education authority guidelines and a wide range of other school policies and assessment. Pupils receive a broad and well-planned curriculum. Links with other subjects, such as literacy and art are good. Pupils write prayers and record their thoughts, feelings and observations as part of their lessons. Links with the school's daily acts of collective worship are effective and enable moral themes, such as those gained from Bible stories, to be talked about and reflected upon. Good use is made of drama with pupils acting out Bible stories and Parables. Visits to the local church of St Lawrence and visitors to the school enrich learning. Pupils go to the church for special services and celebrations. Religious education makes a strong contribution to pupils' personal and social development and to their spiritual, moral, social and cultural development. The subject has maintained the position reported on at the time of the last inspection.

