

INSPECTION REPORT

**Overstrand, The Belfry, Church of England, VA
Primary School**

Cromer

LEA area : Norfolk

Unique Reference Number : 121123

Inspection number :193175

Headteacher : Mr. Keith Dickens

Reporting inspector : Alison M. Cartlidge
OIN23609

Dates of inspection : 27th - 30th September 1999

Under OFSTED contract number: 707622

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

Type of control : Voluntary Aided

Age range of pupils : 4 - 11

Gender of pupils : Mixed

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Appropriate authority : Governing Body

Name of chair of governors : Mr. G. Reason

Date of previous inspection : April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Peter Oldfield, Lay inspector		Attendance Attitudes and Behaviour Support and Guidance Partnership with Parents Equal Opportunities
Mike Capper	Mathematics Science Art Design and Technology Information Technology	Attainment and Progress Teaching Curriculum and Assessment Special Educational Needs

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Main Findings

WHAT THE SCHOOL DOES WELL

- Pupils make good progress in English, mathematics and science and by the time they leave school their attainment in these subjects is high
- Teaching is satisfactory or better in ninety seven per cent of lessons and good or better in forty four per cent of lessons
- Links with the community are very good
- There is a friendly, welcoming atmosphere in the school and relationships between the pupils are very good
- Pupils are very enthusiastic, have good attitudes to their work and enjoy coming to school
- Members of staff are dedicated and hard working

WHERE THE SCHOOL HAS WEAKNESSES

- Standards in information technology are unsatisfactory
- The accommodation restricts provision for children under five in physical development and creative development and restricts aspects of art, design and technology and physical education throughout the school
- The school is not monitoring and evaluating the effectiveness of its work sufficiently
- Record-keeping for pupils with special educational needs is unsatisfactory

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to parents or guardians of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made sound progress towards rectifying weaknesses identified at the time of the last inspection. Attainment has improved in mathematics and science at Key Stage 1 and in English and art throughout the school. The school has maintained good standards in mathematics and science at Key Stage 2. Standards in information technology remain below the national expectations. However, the school has started to address this weakness and now has suitable resources to help teach information technology effectively. The quality of teachers' lesson planning has improved, particularly in English and mathematics and clearly shows what pupils are expected to learn. Teachers have a greater awareness of cultural traditions other than their own and opportunities for pupils to learn about other cultures are included in planning. The accommodation at the school continues to place restrictions on the curriculum, particularly for children under five and in art, design and technology and physical education. Since the last inspection a small outdoor play area has been created for children under five and this has partially improved provision for the outdoor curriculum. The school has a good awareness of what needs to be done to further raise attainment and is well placed to bring about positive change, with the exception of improving the accommodation, which is beyond the school's control.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B
			<i>average</i> C
			<i>below average</i>
			<i>well below average</i> E
English	A	A	
Mathematics	B	B	
Science	B	B	

Inspection findings are that children under five make good progress and that by the age of five, children are attaining levels that exceed the expectations of the nationally recognised 'Desirable Outcomes' in personal and social development, language and literacy, mathematics and knowledge and understanding of the world. They make satisfactory progress in creative development and physical development and meet the 'Desirable Outcomes' in these areas of learning.

Over the last three years, the attainment of pupils in Key Stage 1 has been well above average in English and above average in mathematics in the National Curriculum tests. Inspection findings are that the present Year 2 class has a higher percentage of lower attaining pupils than previous years and attainment this year is in line with national expectations in English, mathematics and science.

By the end of Key Stage 2, the attainment of pupils is well above average in English and above average in mathematics and science. Throughout the school, pupils' attainment is below national expectations in information technology. They achieve satisfactory standards in other subjects.

Throughout the school, pupils make good progress in English, mathematics and science, unsatisfactory progress in information technology and satisfactory progress in other subjects.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Insufficient evidence	Insufficient evidence
Other subjects	Good	Satisfactory	Satisfactory

There was insufficient evidence to form a judgement on the quality of teaching of information technology, because few lessons were time-tabled in these subjects during the inspection.

Teaching is satisfactory or better in ninety seven per cent of lessons, with thirty nine per cent of lessons being good and five per cent very good. Teaching was unsatisfactory in one lesson.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
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Behaviour	Overall good. Whilst most pupils are well behaved a few pupils are inattentive in lessons.
Attendance	Very good. Attendance rates are well above the national average and punctuality is good.
Ethos*	Good. All members of staff are committed to further raising attainment and relationships are very good.
Leadership and management	Sound. The headteacher provides a clear vision for further developing the school and aims and policies are fully implemented. The governing body is enthusiastic and actively involved in the life of the school. However, the work of the school is not sufficiently monitored or evaluated.
Curriculum	Satisfactory. The school works hard to provide a broad and balanced curriculum within the constraints of the accommodation. Arrangements for assessing pupils' attainment are satisfactory.
Pupils with special educational needs	Overall satisfactory. Although pupils make good progress record keeping does not meet the requirements of the Code of Practice.
Spiritual, moral, social & cultural development	Good. Pupils are given good opportunities to develop spiritual, moral and social skills and receive a satisfactory cultural education.
Staffing, resources and accommodation	Accommodation in the school is poor because there is insufficient space for some aspects of art, design and technology and physical education to be taught. Resources and levels of staffing are satisfactory.
Value for money	Good.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
I. The caring attitude II. Learning is made fun III. The school works with parents IV. Teachers set a good example	V. The building VI. The lack of information on topics to be

Inspection findings support parents' positive views. The school makes effective use of the available space in the building. However, accommodation is cramped and the use of many rooms for different purposes is very inconvenient. The school acknowledges that it may be helpful to supply parents with information about forthcoming topics to be studied.

KEY ISSUES FOR ACTION

In order to raise attainment further and improve the quality of education provided, the headteacher, members of staff and governing body should

- VII. Improve standards in information technology by,
- Ensuring members of staff are confident in the use of the new computers and programmes
 - Developing a scheme of work to show what skills pupils of different ages are expected to learn
 - Planning more opportunities for pupils to use their information technology skills in support of other subjects (paragraphs 7, 28, 37, 38)
- VIII. Continue to work with the Local Education Authority and Diocesan Board of Education in order to identify and implement ways of improving the school building (paragraph 68)
- IX. Improve the effectiveness of monitoring and evaluating the school's work by,
- developing the role of subject co-ordinators so that they are able to monitor the quality of teaching and learning throughout the school
 - improving the quality of the school management plan so that it makes clear how the school will monitor, evaluate and record its success (paragraphs 59, 62, 64)
- X. Ensure the register for pupils with special educational needs is kept up to date and individual education plans are used to support teachers in their lesson planning (paragraphs 27, 40, 49, 63)

In addition to the key issues above, the following areas for improvement should be considered for inclusion in the action plan. These refer to weaknesses identified in paragraphs; 31, 38, 55, 64, 71, 88, 98, 129, 170)

- XI. Amend the school prospectus to include authorised and unauthorised absences and National curriculum test results and comparative data for both key stages and provide parents with more information about the curriculum
- XII. Improve short term planning and assessment arrangements for subjects other than English, mathematics and science
- XIII. Manage the behaviour of the few inattentive pupils at Key Stage 2 more consistently
- XIV. Improve the effectiveness of teachers during group work in Literacy lessons
- XV. Increase the resources for children under five for physical development and small imaginative play

INTRODUCTION

Characteristics of the school

1. 1. The Belfry Voluntary Aided Primary School is situated in the village of Overstrand in Norfolk. Pupils come from the village and neighbouring areas and live in owner occupied housing or rented accommodation. There are 127 boys and girls in the school with seven children under five in the Reception and Year 1 class. Pupils are taught in five classes each with two age groups. Children are admitted to the school in either the Autumn or the Spring term following their fourth birthday. Tests carried out when children start school indicate that attainment on entry is slightly above average. Fourteen per cent of pupils are entitled to free school meals. This is below the national average and a decrease in numbers since the last inspection. There are 13 pupils on the school's special educational needs register and no pupils have a statement of special educational need. This is below the national average. One per cent of pupils speaks English as an additional language. The school consists of an old, small building housing two classes and three mobiles for the other classrooms. The office is in a temporary building. The school was last inspected in 1996.

2. The school's main aims are to:

- ' develop fully the potential of all children
- encourage all children to develop a positive self-image
- create an environment in which children and adults interact in a mutually respectful manner
- equip children with the necessary skills and attitudes to be responsible members of society
- ensure that Christian values are built into our ethos and teaching, and are reflected in the quality of care experienced by all people in the school
- provide a stimulating, attractive school which has a welcoming atmosphere for all
- develop a sympathetic understanding of the Christian faith
- develop links with the local community

1. The school's main priorities are to :

- Consolidate the introduction of the national literacy strategy
- Introduce the national numeracy strategy
- Develop standards in information technology
- Continue to strive for improvements in accommodation
- Update schemes of work to meet new requirements

4. Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year: 1998/99

Year	Boys	Girls	Total
(98)99	(9)8	(10)10	(19)18

National Curriculum Test/Task Results		Reading task	Writing task	Mathematics test
Number of pupils at NC Level 2 or above	Boys	(8)8	(8)8	(8)8
	Girls	(9)10	(9)9	(9)10
	Total	(17)18	(17)17	(17)18
Percentage at NC Level 2 or above	School	(89) 100	(89) 94	(89) 100
	National	(80) 82	(81)83	(84)87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	(9)8	(9)8	(9)7
	Girls	(9)10	(10)10	(10)8
	Total	(18)18	(19)18	(19)15
Percentage at NC Level 2 or above	School	(95)100	(100)100	(100)83
	National	(80) 82	(84) 86	(85) 87

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year: 1998/99

Year	Boys	Girls	Total
(98)99	(6)12	(11)8	(17)20

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	(5)12	(6)12	(6)12
	Girls	(8)8	(7)8	(7)8
	Total	(13)20	(13)20	(13)20
Percentage at NC Level 4 or above	School	(76)100	(76)100	(76)100
	National	(65)70	(59)69	(69)78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	(5)12	(6)12	(6)12
	Girls	(5)8	(7)8	(9)8
	Total	(10)20	(13)20	(15)20
Percentage at NC Level 4 or above	School	(59)100	(76)100	(88)100
	National	(65)68	(65)69	(72)75

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year 1997/98

		%
Authorised Absence	School	3.6
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

Exclusions

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Number of exclusions of pupils (of statutory school age)
during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	5
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. Children enter the school with attainment that is slightly above average. Scores in the tests used when they first start school confirm this. The attainment of children by the age of five exceeds the expectations of the nationally recognised desirable outcomes for learning in personal and social development, language and literacy, mathematics and knowledge and understanding of the world. They make good progress in these areas of learning. Children make satisfactory progress and meet the 'desirable outcomes for learning' in creative development and physical development. Progress in these areas of learning is adversely affected by the quality of accommodation and limitations in resources. These prevent children from achieving higher standards.

6. By the age of five, children have developed good skills in language and literacy. They enjoy books, handle them with care and accurately retell a simple story. Children recognise a few simple words and some initial letter sounds. In mathematics, many children can count to ten and the more able recognise and order numbers to twenty. In personal and social development, children are happy, confident about trying new activities and enthusiastic about their schoolwork. They try hard, co-operate with each other and work independently when required.

7. By the end of Key Stage 1, pupils' attainment is in line with national averages in English, mathematics and science. Pupils' attainment is below national expectations in information technology and as expected for their ages in all other subjects. The current Year 2 group contains a higher number of lower attaining pupils than in previous years. However, an analysis of National Curriculum test results for the last three years indicate that over that period, pupils' attainment has consistently been at least above average in English and mathematics. In 1998, pupils' attainment was well above average in writing and science and above average in reading and mathematics when compared to all schools and similar schools. Test results for 1999, for which no detailed comparative data is yet available, indicate that the school maintained these high standards with all pupils achieving at least Level 2 in reading and mathematics.

8. By the end of Key Stage 2, pupils' attainment is well above national averages in English and above national averages in mathematics and science. Pupils' attainment is below national expectations in information technology. Pupils achieve satisfactory standards in art, design and technology, history, geography, music and physical education. Results of National Curriculum tests at the end of Key Stage 2 support inspection findings. In 1998, pupils' attainment was well above average in English and above average in mathematics and science when compared to all schools and similar schools. Test results for 1999, for which no detailed comparative data is yet available, indicate that the school further improved these standards with all pupils achieving at least Level 4 in English, mathematics and science. This year group contained a greater number of higher attaining pupils.

9. At both key stages there is no significant difference in the attainment of boys and girls or pupils from different backgrounds in English, mathematics and science.

10. Test results and teacher assessments for the last four years indicate that since the last inspection in 1996, pupils' standards of attainment have improved in mathematics and science in Key Stage 1 and in English throughout the school. The school has also raised pupils' levels of attainment in art, which was identified as weak in the last inspection report. The school has maintained good standards in mathematics and science in Key Stage 2. Pupils' attainment in information technology remains below national expectations. Since the last inspection, the school has made good progress in improving information technology resources. However, these are not always used efficiently and have not yet been in place long enough to have a significant impact on attainment.

11. Pupils make good progress in both key stages in English, mathematics and science. This is an

improvement since the last inspection when progress was described as 'appropriate'. They make unsatisfactory progress in information technology and satisfactory progress in other subjects. Higher attaining pupils make good progress in English, mathematics and science at both key stages. Teachers take good account of their needs when planning work in these subjects. However, work planned in other subjects sometimes lacks challenge.

12. Pupils who have been identified as having special educational needs receive sound support and make good progress in both key stages in English, mathematics and science. Pupils are consistently provided with carefully planned work that meets their individual needs.

13. Standards of literacy are good throughout the school. Pupils read with expression and write competently for a range of purposes and use their reading and writing skills effectively to help them when working in other subjects. They are given many opportunities to use their skills in subjects other than English.

14. Standards of numeracy are good in both key stages. Pupils have a good knowledge of mathematics and good number skills. They are encouraged to use these skills in their everyday work, for example when working out the number of pupils staying for dinner each day.

15. The school has set ambitious targets for improving literacy and numeracy standards throughout the school and is progressing well towards meeting them.

Attitudes, behaviour and personal development

16. The attitudes and behaviour of the pupils, together with the very good quality of their relationships with staff, make a good contribution to standards of attainment and are a strength of the school. Members of staff work hard, to establish a family atmosphere and create a climate for good learning.

17. Standards of behaviour have remained good from the time of the last inspection. However, a few pupils do not always listen well when the teacher is insufficiently assertive.

18. Children under five settle very quickly into the school routine. They soon learn what is expected of them, develop good personal and social skills and enjoy very effective relationships with members of staff and voluntary helpers. Children play well together, behave well and are happy to share resources and show each other work.

19. Throughout the school pupils have good attitudes to learning, responding well to the tasks set. They are very enthusiastic and are proud of each other's achievements. They show respect for visitors and enjoy strong relationships with members of staff.

20. No pupils have been excluded in the recent past and there was no evidence of bullying during the inspection. Pupils' good attitudes and behaviour make a positive contribution to their learning by enabling them to work on the tasks they are set with great enthusiasm.

21. Relationships throughout the school are very good. All adults in the school set a good example and are good role models for the pupils. They show a genuine interest in the pupils and are very pleased to help them.

22. Pupils' personal development is good. They support well known charities and missionary work in India. There is a strong link with the local church and pupils sing carols at a local supermarket to help raise money for charity.

23. Many pupils are involved in taking responsibilities, such as being lunch table monitors, helping young children get dressed and putting away games equipment. Pupils are pleased to be involved in

various aspects of school life.

Attendance

24. Attendance is very good, with the overall rate of attendance in the past school year exceeding 96%, which is well above national levels. Parents respond very well and supply a note, or telephone the school, to explain all absences. Pupils arrive punctually at school and at lessons. High attendance levels have been maintained since the last inspection.

QUALITY OF EDUCATION PROVIDED

Teaching

25. The quality of teaching is satisfactory or better in ninety-seventy per cent of lessons, with thirty-nine per cent of lessons being good and five per cent very good. Teaching was unsatisfactory in one lesson in Key Stage 2. There is good teaching to be found distributed equally throughout the school. The school has maintained the good standard of teaching found at the time of the last inspection.

26. The teaching of children under five is good. Teachers' planning covers all areas of learning for the under-fives, and includes many practical activities. The teacher has good knowledge and understanding of the educational needs of this age group and provides children with an appropriate range of interesting activities. Children are well managed and encouraged to become independent. Good use is made of lesson time, although some time is wasted at the ends of lessons, through having to clear part of the classroom for 'snack-time' and lunches. The teacher is well supported by learning support assistants and volunteer helpers who make a good contribution to children's learning.

27. Pupils with special educational needs are given appropriate support in class. This enables them to make good progress in English, mathematics and science. However, individual education plans for these pupils are not kept up-to-date.

28. In both key stages, teachers have at least a sound knowledge of the subjects they teach, with the exception of information technology where some teachers still lack confidence. The school has already begun to address this weakness by organising training for all members of staff. In English, mathematics and science their subject knowledge is good. Since the last inspection, teachers have improved their knowledge and understanding of other cultures and now include appropriate teaching opportunities in their planning.

29. Teachers have a clear understanding of the expectations of the literacy and numeracy strategies and plan carefully in the recommended format. Lesson planning was identified as a weakness at the time of the last inspection. Overall, it is now good and it includes good detail of what pupils are expected to learn. In English, mathematics and science, lesson planning clearly shows expectations for pupils of differing prior attainment. However, this is not always the case in other subjects, where on occasions only one activity is planned for all pupils, whatever their previous learning.

30. Teachers have good expectations of what pupils should achieve. These expectations have the greatest impact in English, mathematics and science where work is consistently challenging for all pupils whatever their ability. At the time of the last inspection, inspectors identified a lack of challenge in some mathematics and science work. This is no longer the case. Introductions to lessons are interesting with pupils told clearly the purpose of activities. Teachers use questioning effectively in

discussions, and this has a positive influence, particularly on the development of pupils' speaking and listening skills. In many lessons, questioning is very rigorous with teachers having high expectations of pupils' answers. For example, when discussing seed dispersal in Years 5 and 6, pupils were expected to give clear and precise answers on the subject.

31. Relationships between teachers and pupils are good. Inspection evidence confirms the parents' view that members of staff know the pupils and their individual needs well. Teachers are enthusiastic and mostly manage pupils effectively. However, in a few lessons in Key Stage 2, teachers are unsuccessful in keeping all pupils on task and as a result some time is wasted. In these lessons, the teacher does not set clear expectations of how pupils should behave and is not always aware of misbehaviour when it occurs. In the one unsatisfactory lesson, pupils' behaviour was poorly managed. In this lesson, pupils were not encouraged to follow instructions and were allowed to 'play around' rather than complete the activity they were doing. This had a negative effect on pupils' progress.

32. All teachers are well organised and prepared. They plan an interesting range of visits and use resources well. For example, in a design and technology lesson good use was made of different forms of packaging to enable pupils to consider their suitability. These well-prepared resources stimulated the interest of the pupils and promoted good learning.

33. Throughout the school, there is a good balance between teacher-led, group and individual work and time is usually used effectively. In the best lessons, pupils are given clear guidance on the time available for each activity and a short, effective discussion is used at the end of the lesson to evaluate work and consider what needs to be done next. In these lessons teachers have a particularly good awareness of time and lessons proceed at a good pace.

34. Day-to-day assessment of pupils' attainment and progress is satisfactory. Teachers regularly mark pupils' work and they give good verbal feedback to pupils during lessons. Written comments in books often give effective detail of why work is good or what needs to be improved. Teachers successfully encourage pupils to attempt to self-correct their work. This is particularly effective with older pupils in Key Stage 2 where good use is made of self-assessment sheets and pupils are expected to set daily and weekly targets for improving their work. The information provided by assessment is used appropriately to help plan future work.

35. The provision for homework is satisfactory. Pupils take reading books home and are given spellings and multiplication tables to practise and learn. Older pupils have more regular homework linked to their work in class. These activities help parents to become involved in their children's education and help pupils to consolidate skills and learn new facts. Most parents are happy with the amount of homework their children are given.

The Curriculum and assessment

36. The curriculum provided for children under five is satisfactory and provides a sound foundation for children entering the statutory years of education. Children are provided with appropriate experiences, and a high priority is given to developing their children's personal and social skills. However, provision is adversely affected by the quality of accommodation. A lack of space and the use of the classroom as an eating area at 'snack-time' and lunchtime mean it is difficult for the teacher to set up activities permanently. There is insufficient equipment for physical development. This has an adverse effect on children's progress in this area of learning. Assessment of younger pupils' attainment and progress is satisfactory. Appropriate use is made of an assessment to identify needs when children start school and suitable records of children's progress are kept.

37. The school provides a curriculum that is broadly based, relevant and stimulating. In both key stages, the curriculum gives balanced coverage of all the subjects of the National Curriculum, as well as drugs, health and sex education and religious education. Pupils are prepared well for the next stage of their education. The school works hard to alleviate the difficulties caused by the quality of

accommodation and the curriculum satisfactorily promotes pupils' intellectual and physical development. Nevertheless, the limitations of the accommodation have an adverse impact on provision in physical education, art and design and technology with some aspects of these subjects being difficult to teach. A suitable amount of time is allocated to each subject, with the exception of information technology which is given insufficient time. The school's many computers were rarely in use during the week of inspection, and only one example of the teaching of specific computer skills was timetabled. The school has no structured approach to developing pupils' personal, social and health education, although issues such as bullying and taking responsibility are discussed successfully in classes and assemblies when a problem arises.

38. There are satisfactory systems for planning the curriculum but these are not always applied with sufficient rigour and as a result the quality of teachers' medium-term planning is variable. Plans for subject other than English, mathematics and science do not clearly identify expectations for pupils of differing age or prior attainment. The school has curriculum frameworks or schemes of work for all subjects, but some of these give insufficient detail to help teachers when planning work. For example, the scheme of work for information technology gives no indication of the specific skills pupils of differing ages or ability should be learning. Good use is made of commercial schemes in subjects such as mathematics and physical education. Although some subject policies are out of date, the school has identified a realistic time-scale in its school development plan for updating them.

39. The school provides a good range of extracurricular activities including chess and country dancing. These are well attended and enjoyed by pupils. Parents and volunteers run some of these activities, such as the choir. Pupils get suitable opportunities to take part in competitive sport when football and netball matches against other schools are organised. Pupils take part in an annual sports day as well as in team games such as hockey and football during physical education lessons.

40. All pupils have equal access to the curriculum and, overall, the provision for pupils with special educational needs is satisfactory. These pupils are given appropriate support in class enabling them to make good progress in English, mathematics and science. However, record keeping is unsatisfactory and the school is not complying fully with the statutory requirements of the special needs' Code of Practice. The special needs' register is out-of-date and teachers do not use individual educational plans to help set learning targets for pupils.

41. Overall, assessment procedures for pupils in both key stages are satisfactory. They are most effective in English, mathematics and science where the school makes good use of standardised testing to monitor pupils' attainment and progress over time. Teachers use information gained from these tests to set realistic targets for pupils' attainment by the end of the academic year. Teachers make good use of information gained when marking work to help them plan what needs to be taught next. The school has begun to track pupils' progress over time in English, mathematics and science. In other subjects, teachers keep their own records of what pupils have achieved, but there are no consistent procedures for monitoring pupils' attainment or progress over time.

Pupils' spiritual, moral, social and cultural development

42. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and better than at the time of the last inspection. Pupils are given good opportunities to develop spiritually during lessons, informal discussion and assemblies. Assemblies are linked to a theme for the week and are led by members of staff and several visitors. The variety of speakers provides pupils with valuable opportunities to consider and reflect on topics from different perspectives. Pupils are encouraged to think about their own lives and to reflect on the lives of others. For example, in one assembly pupils were given the opportunity to think what it would be like to live during a famine. In religious education, pupils have appropriate opportunities to explore Christianity and to learn about other values and beliefs. Pupils are taught the importance of prayer and are given good opportunities to pray at lunch-time and at the end of the school day, in addition to during assemblies.

43. Provision for pupils' moral development is good. Members of staff provide very good role models at all times. They teach worthwhile values and parents indicate that they approve of the personal qualities that the school promotes. Pupils are aware of what constitutes acceptable and unacceptable behaviour and, by the age of five, most appreciate the difference between right and wrong. Pupils clearly understand the school's expectations and the consequences of unacceptable behaviour.

44. The school makes good provision for pupils' social development. Pupils are successfully encouraged to work together and they are kind and supportive of each other both in class and on the playground. They regularly raise money for local charities and send books and videos to the missionary they support in India. Pupils take part in a good range of educational visits, for example, to museums, historic houses and parks. Older pupils take part in an annual residential visit where they are encouraged to develop a range of social skills. These activities enhance the curriculum and make a good contribution to broadening pupils' social awareness. They are given good opportunities of developing an understanding of their own role as part of the school community and they happily take on responsibility for aspects of school life.

45. Pupils' cultural development is satisfactory. This is an improvement from the time of the last inspection when teachers had limited awareness of other cultural traditions. Training for teachers, the purchase of resources and better planning for cultural development have improved provision in this aspect of the school's work. Pupils are now provided with experiences in many lessons to enable them to learn about and appreciate different cultures. For example, pupils in Key Stage 2 study a village in India and learn songs in Hindi to help them understand life in a different community. They learn about different faiths in religious education and compare artefacts from other religions. Teachers visiting from Egypt have also made a valuable contribution to pupils' education.

Support, guidance and pupils' welfare

46. The support and guidance offered to pupils is satisfactory. The school provides a caring environment, with members of staff and volunteers being approachable and helpful. The procedures adopted provide sound support for the health, safety and well being of all its pupils and ensure that pupils are not subjected to bullying or harassment.

47. Carefully managed systems ensure that matters of health and safety are covered in an effective way. However, the need for Key Stage 1 pupils to cross the playground to share the toilets in another class is unsatisfactory. The grounds are attractive and well maintained and help to provide a good climate for learning.

48. Parents value the school and like the family atmosphere it provides. At the last inspection caring and supportive attitudes were displayed and this has been maintained. Pupils feel welcome and supported at school.

49. Pupils with special educational needs receive appropriate support and make good progress. However, written records are not kept up to date to help teachers when planning work. The school has very effective child protection procedures and routine welfare matters are dealt with in a calm and professional way.

50. The school has satisfactory procedures to monitor pupils' progress and personal development. Teachers know the pupils very well and meet their individual needs by the careful monitoring of academic progress in English, mathematics and science. Pupils are well prepared for the next stage in their education.

51. The school has very high levels of attendance and pupils like coming to school. Parents respond well to the school's requests to give reasons for any absences. Appropriate links are

maintained with support agencies including the learning support team and the school nurse is involved in providing suitable sex education. This aspect of the school's work has been developed since the last inspection.

52. There are strong links with the local playgroup and the good liaison that exists between the playgroup leader and the reception teacher allows children to be well prepared when starting school.

53. Overall, the procedures for promoting discipline are satisfactory with an appropriate behaviour policy supporting members of staff in their work. During the inspection most behaviour was good. However, occasionally, a few Key Stage 2 pupils were inattentive when the teacher did not establish an authoritative start to lessons. The quality of relationships within the school are very good, pupils play well together, older pupils help the younger pupils without needing to be asked and a good family atmosphere has been created.

Partnership with parents and the community

54. The school has a strong partnership with parents and the community and this partnership fully supports pupils' attainment and personal development. The school is at the heart of the local community and is greatly valued by it.

55. The quality of information provided for parents is satisfactory. They receive a good range of letters and newsletters and are very aware of events at the school. Annual reports to parents on their children's attainment and progress provide satisfactory information. There are two formal teacher-parent consultation evenings where parents are able to discuss their children's work. Parents appreciate the friendly welcome provided by teachers and find them approachable. They know that they can meet teachers at any time to discuss any concerns. However, the school brochure provides insufficient information on absences and National Curriculum test results and parents would appreciate more information about the topics being studied each term.

56. The school's involvement of parents in pupils' learning is being developed and a worthwhile home-school agreement has been established for literacy homework. The school has suitable plans to extend this to include numeracy in the near future. A number of parents provide valuable help in classrooms.

57. There is good liaison between the school and home. Children under five and their parents have the opportunity to visit the school before the children start. All parents are welcomed into school at all times. The play-group in the village has a strong and effective link with the school and this allows for a smooth transfer when children first start school. There are extensive links with local high schools with opportunities for pupils to work with high school teachers and to visit their new schools. These opportunities help prepare pupils well for transferring to their next schools.

58. The school has very strong links with the community and this makes a good contribution to pupils' learning. There are effective links with the local church and a developing link with a local supermarket, which sponsors the school. Pupils sing carols at the supermarket at Christmas. The Friends Association offers a wide variety of social and fund raising events and provides valuable financial support towards the cost of various activities.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

59. As at the time of the last inspection, the headteacher has a clear vision for the future of the school. This is shared with governors and other members of staff. There is a strong commitment to maintaining the high standards achieved in English, mathematics and science and to raising standards

in other subjects. The school sets ambitious targets in literacy and numeracy to achieve this aim. All members of staff have agreed satisfactory job descriptions explaining their roles and responsibilities. However, teachers have little opportunity to monitor teaching and learning in the subjects they lead and consequently have a limited knowledge of work in other classes. The headteacher is aware that this aspect of management is unsatisfactory.

60. The school has recently carried out a useful self-evaluation, highlighting strengths in pastoral management and weaknesses in the professional development of the staff. Teacher appraisal is not currently in place although satisfactory arrangements are made for staff development through professional interviews. The teachers successfully manage the work of members of support staff.

61. Aims and policies are regularly reviewed, agreed and consistently applied and reflected in the school's work. Parents are very supportive of the school and happy with the schools' aims. Members of staff and governors have worked together well to successfully implement literacy hours.

62. The school management plan is satisfactory overall. It identifies suitable priorities for development, however, it provides insufficient information about how success is to be measured or how effective previous developments have been in helping to maintain or raise standards. The school has made satisfactory progress towards remedying issues raised during the last inspection. The school has a good awareness of what needs to be done to further raise attainment and is well placed to bring about positive change, with the exception of improving the accommodation, which is beyond the school's control.

63. There is a good ethos in the school and teachers are motivated to help maintain good standards of attainment. Relationships between members of staff and pupils continue to be good. All pupils are given equal access to the curriculum and feel comfortable in the school community. The management of the provision for pupils with special educational needs is unsatisfactory because the school's record keeping does not comply with the Code of Practice for such pupils.

64. Members of the governing body are enthusiastic and have sound working relationships with the headteacher. Several governors provide effective practical support in class. Governors fulfil most of their statutory duties with the exception of complying with the Special Needs Code of Practice and ensuring that teacher appraisal takes place. Some information in the school prospectus is out of date. The role of the governing body to act as a critical friend, particularly in reviewing and evaluating the school management plan is not sufficiently documented to show the effectiveness of the school's work.

Staffing, accommodation and learning resources

65. The school has an appropriate number of teachers who are suitably qualified to teach the National Curriculum and the areas of learning for children under five.

66. There is a good number of support assistants to help pupils. They work effectively with class teachers helping individuals and groups of pupils in class. They are all suitably trained to provide first aid support and are provided with appropriate guidance in their work from the teachers. The school secretary, cleaner in charge and midday supervisors show strong commitment to their roles and play an effective part in the life of the school. There are helpful guidelines for students and voluntary helpers.

67. As at the time of the last inspection, the school does not meet the statutory requirement to provide a formal system of staff appraisal. However, the headteacher holds annual professional interviews to discuss job descriptions and individual professional needs. Teachers and governors have undertaken the training required for the National Literacy Strategy. There has been a suitable programme of courses and the provision for the professional development of staff is satisfactory. There are satisfactory arrangements for the induction of new members of staff.

68. The school continues to have poor accommodation and this affects provision for children under five and for aspects of art, design and technology and physical education throughout the school. The building is kept very clean and is well maintained. Most classrooms are of an adequate size but are used for several purposes restricting teachers' work. For example, it is unsatisfactory that the under five's classroom is used as the school canteen and this means that the teacher cannot have permanent work areas and displays. The small hall area forms part of another classroom and cannot be satisfactorily used for physical education lessons resulting in no lessons for some pupils when the weather prevents outdoor activities from taking place. In addition, three classes are housed in mobiles with no toilets and insufficient facilities to carry out some art and design and technology activities. It is most unsatisfactory that Key Stage 1 pupils have to walk across the playground to share the two toilets in the reception class. Since the last inspection, a very small, enclosed outdoor play area has been developed for children under five. This has made some improvement in the provision for physical development. Limited space throughout the school causes difficulties with storage and means that pupils' best work cannot be displayed effectively to help encourage a further improvement in standards. Parents are very concerned about the constraints the building makes on the curriculum.

69. A small library has been created in the school entrance and whilst this location is far from ideal it does enable pupils to select books to support work in class.

70. The hard-surfaced playground area is of a suitable size for the number of pupils in the school. However, part of the playground is also used as a car park and this restricts available space. A pleasant grassed area is available in good weather and this is appropriate for formal games. There is a wildlife area and a pond to support work in science.

71. Overall, resources are satisfactory in quality and quantity. The quantity of hardware for information technology has improved since the last inspection. However, there is insufficient large play equipment for physical development and small equipment for imaginative play for children under five or gymnastics equipment for older pupils. Resources in other subjects are satisfactory. Storage facilities are cramped and this means that resources are not always easily accessible and attractively displayed to encourage pupils to make choices about what they will use.

The efficiency of the school

72. The school makes efficient use of its resources. Members of the finance committee meet with the headteacher to set the budget and carefully monitor spending. Governors are aware of their responsibilities in this area and are realistic and knowledgeable about the budget and the possible future financial needs of the school. A reasonable contingency fund is maintained. Grants and allocations of money to support the development of different areas of the curriculum are spent appropriately. However, the school management plan includes insufficient budgetary information on how educational developments are to be supported, to be used effectively when evaluating spending.

73. Funding for pupils with special educational needs is appropriately spent on providing members of support staff. The learning support assistants are suitably trained and used effectively. They make a sound contribution to the progress of these pupils. Teachers are suitably deployed and funds allocated for staff training are spent appropriately. Resources and available accommodation are mostly used effectively, with the exception of the computers. These are not used often enough to support work in different subjects.

74. The school has not been officially audited since 1996, at the time of the last inspection. Weaknesses identified in this audit have been rectified. The efficient secretary supplies the headteacher and governors with regular financial information and together with the support of a clerical assistant deals with the administration of the school effectively. Spending is monitored appropriately and as at the time of the last inspection, there are effective financial controls.

75. Pupils enter the school with slightly above average attainment and make good progress. They develop positive attitudes towards their work and the quality of education provided is good. The cost

per pupil is high but the school continues to provide good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

76. Children enter the school in the Autumn or Spring term following their fourth birthday and most pupils attend a nursery or playgroup before joining the school. Their attainment on entry is slightly above average with few children achieving low scores in the tests they take when they start school. By the age of five, children achieve higher standards than the expected nationally recognised 'desirable outcomes' in personal and social development, language and literacy, mathematics and knowledge and understanding of the world. In these areas they make good progress. In creative and physical education they achieve the expected nationally recognised standards. Whilst progress is satisfactory in these areas, the lack of space restricts children from making better progress. Standards of attainment are similar to those found at the time of the last inspection with children continuing to make a good start to their education. No children under-five have been identified as having special educational needs.

77. In language and literacy, children listen sensibly for considerable periods of time and as at the time of the last inspection, quickly develop confidence in speaking. They enjoy reciting rhymes and contribute well to class discussions. When looking at books with an adult, they show obvious enjoyment and begin to join in with reading familiar texts. They know the sounds letters make and are beginning to use this information to help read unfamiliar words. They are able to recount the main parts of a story and name the characters in a book. Higher attaining children know the sounds of some letter blends such as 'ch' and are beginning to recognise words that rhyme. The youngest children in the class write their names properly and are learning to write other letters. Older children can write a sentence neatly, spelling some words independently. All children understand the importance of writing as a means of communication and 'write' prescriptions as part of their role play in the 'doctors' surgery'.

78. In mathematics, most children count accurately to ten and higher attaining pupils count to twenty. They have a growing understanding of vocabulary such as 'larger' and 'sets' and identify and sort two-dimensional shapes. Children use objects correctly to measure length. Higher attaining children add two small numbers together to get the right answer.

79. When learning about 'knowledge and understanding of the world', children know that not all people are the same and that there are different languages spoken in the world. They are aware that as a baby grows his or her needs change. They have a good awareness of the need to wash hands to remove germs. They play games on the computer and use the 'mouse' appropriately to move objects around the screen. Children design and make attractively decorated biscuits.

80. The children improve their physical development by rolling and shaping dough and writing letters using their fingers. They show good hand control when cutting with scissors and printing using two-dimensional shapes. They join together various types of paper and card using sticky tape and staples. When playing on the climbing frame they hang and swing from the bars and carefully climb up the ladders. Most have a good awareness of space and start and stop, moving with control. They are beginning to catch a ball when thrown a short distance.

81. In the area of creative development children produce colourful paintings of people and choose from a selection of materials to make a collage. They listen carefully to music and take part enthusiastically in singing songs and rhymes. They use handprints to represent the number of syllables in the rhythm patterns in their names.

82. In the area of personal and social development, children listen to each other and the teacher very carefully and learn how to take turns. They work independently on many activities and help to tidy up at the end of the lesson. Children learn to take responsibility by taking it in turns to return the register to the office and by looking after the library books. They show concern for one another and help each other to dress and put on aprons.

83. The children respond well to the teacher. They are very well behaved, settle quickly to their tasks and play together amicably. They are enthusiastic about their work, share the resources sensibly and are willing to try new activities.

84. The quality of teaching of children under five is good. The teacher is well supported in her work by a competent learning support assistant and some highly valued and experienced voluntary helpers. The teacher has a good awareness of the needs of children under five and is careful to use the correct vocabulary in discussions. For example, in a literacy session the teacher used words such as 'character', 'illustration' and 'sentence' when discussing the 'big book'. She has high expectations of the children in behaviour, independence and quality of work. Lesson plans are detailed and children are given clear instructions to help them carry out their tasks. There is a good balance between whole class, group and individual tasks and the teacher makes effective use of visitors to enhance the children's learning. For example, a mother and her baby provided a valuable resource when discussing growth and changes that occur as babies develop. There is an appropriate emphasis on learning through purposeful play. The teacher has a very good relationship with the children and uses praise effectively to help them gain confidence and try hard. A particular strength is the way the teacher varies her voice to add interest and excitement. Children are given sound opportunities to use their literacy and numeracy skills. For example, they are encouraged to help count the number of pupils staying for lunch and develop their speaking and listening skills in the role-play areas.

85. There is a satisfactory draft policy for children under five detailing aims, induction arrangements and teaching methods. Medium term planning forms the scheme of work and is suitably linked to the nationally recognised areas of learning for children under five. Overall, the curriculum is broad and balanced. However, there are some restrictions in physical development and creative development due to the confines of the building and some shortages in equipment.

86. Arrangements for the assessment of the children's attainment and progress are satisfactory. The class teacher and learning support assistant work together to assess children and appropriate records are kept of their achievements. These records are successfully used to help plan future work for individuals and groups of children. At the moment there are no children who have been identified as having special educational needs. There are satisfactory procedures in place for identifying such children.

87. There is good liaison between the school and local playgroup and the teacher visits children at the playgroup before they are due to start school. New children make three visits to the reception class before starting school and parents are also invited to visit the school. This helps children to settle quickly into their new school. For homework, children are encouraged to share books with their parents and this helps to maintain the home-school link established before they start school.

88. Overall, resources for children under five are satisfactory. However, there is insufficient large play equipment for physical development and small equipment for imaginative play. The accommodation is unsatisfactory because the classroom is used as a dining hall and this restricts the use of half of the space, preventing the teacher from having some activities permanently set up. There is a small, enclosed outdoor play area for sand and water play. This is an improvement since the last inspection. However, there is insufficient space in this area for children to ride on toys, run about or use climbing and balancing equipment.

ENGLISH, MATHEMATICS AND SCIENCE

English

89. Attainment in English is in line with the national average at the end of Key Stage 1 and well above average at the end of Key Stage 2. The present Year 2 has a higher number of lower attaining pupils than in previous years and pupils in reception and in Year 1 are exceeding national expectations for their ages. Overall, since the last inspection standards in English have improved throughout the school and are well above average at both key stages. There is no appreciable difference over time between the standards achieved by boys and girls.

90. In the Key Stage 1 National Curriculum tests in 1998, pupils achieved above average results in reading and well above average results in writing when compared with all schools and with similar schools. There was a particularly high number of pupils achieving the higher Level 3 in writing. The 1999 test results, for which there are no national comparisons, indicate that these high standards have been maintained.

91. In the 1998 tests at the end of Key Stage 2, pupils attained above average results in English when compared with all schools and with similar schools. The number of pupils achieving the higher Level 5 was well above average. The 1999 test results for Key Stage 2, for which there are no national comparisons, indicate that attainment continues to be high. The year group taking the National Curriculum tests in 1999 included a particularly large number of higher attaining pupils.

92. In speaking and listening, by the end of Key Stage 1 pupils listen carefully to the teacher and speak clearly using correct English when talking to the class. By the end of Key Stage 2, pupils listen intently to the teachers and ask pertinent questions. They put forward their opinions well during discussion time and support their ideas with valid reasons.

93. All Key Stage 1 pupils read well for their ages. By the end of the key stage, pupils read independently making effective use of the sounds different letters make. They know the difference between fact and fiction and make sensible predictions about what might happen in a story. Higher attaining pupils use punctuation to aid expression and are confident in tackling words such as 'pleading' and 'hooves'. Lower attaining pupils make limited use of their knowledge of sounds when reading unfamiliar words and have a limited recall of what they have read. By the end of Key Stage 2, pupils read with good expression, quickly scan a text and have started to make deductions by piecing together information provided. For example, a year 6 pupil worked out that the character in the story enjoyed reading because she had entered a competition to judge books for a literature prize. They use the contents' page effectively and identify parts of the text by referring to the paragraph or line number. Year 6 pupils have a very good understanding of factors that contribute to making a book a good read. Throughout the school parents give pupils good support in their reading homework. This makes a good contribution to the standards pupils achieve.

94. In writing, most pupils by the end of Key Stage 1 have a good understanding of the need for punctuation and use capital letters and full stops. They write using a joined script and have started to correct their own work. They spell many simple words correctly without the support of an adult. Higher attaining pupils use a wider range of punctuation to add drama to their stories and make their writing more interesting by adding descriptions. The lower attaining pupils are not yet writing in sentences and have weak spelling. By the end of Key Stage 2, pupils plan their work carefully. Most pupils make effective use of dictionaries and correctly use a wide range of punctuation including commas, apostrophes and speech marks. However, some pupils make careless spelling errors and do not follow simple spelling rules. Pupils write clear accounts about their personal history and higher attaining pupils add interesting detail. Lower attaining pupils take longer to complete a task and make more spelling errors.

95. At both key stages, pupils make effective use of their literacy skills to support work in other

lessons. For example, older pupils use bullet points in history to list instructions for embalming a mummy. When carrying out a geographical survey, younger pupils look for written signs that show the village is near the sea.

96. Throughout the school, all pupils, including those with special educational needs, make good progress in all aspects of the subject. They increase their knowledge of the sounds groups of letters make and improve their competence in punctuation and spelling. They extend their use of vocabulary when writing stories and accounts and improve their ability at gathering information from the texts they read.

97. Pupils' attitudes continue to be good. They listen attentively to the teachers and are keen to answer questions. Younger pupils particularly enjoy sharing stories and correcting a puppet when it makes a 'mistake'. Older pupils share books sensibly and enjoy the humour in the illustrations and texts. They particularly enjoyed sharing information in the lesson about accidents. Most pupils work sensibly although a few pupils in Years 4 and 5 are easily distracted and the limited space available in their mobile classroom means that they are easily disturbed when pupils need to move around the class. Most pupils work neatly in their books and older pupils follow the agreed method of showing mistakes by putting them in brackets. All pupils are keen to share their work with each other and are supportive of the success of others. Older pupils co-operate well when discussing questions in small groups. Parents are pleased with the great enthusiasm their children show for the subject.

98. The quality of teaching is good throughout the school with an example of a very good lesson observed at Key Stage 1. Teachers' lesson plans are clear and explain the purpose of most activities. Teachers have a good knowledge of the subject and use correct vocabulary such as 'vowels', 'chapter' and 'dialogue'. They set all pupils challenging work and questioning is used effectively to encourage pupils to think carefully and to help teachers to assess learning. A good feature of whole class teaching at Key Stage 1, is the effective use made of the voice to add interest to the work and the clear guidance given about the activities pupils are expected to carry out. Throughout the school teachers start lessons by explaining to pupils what they are going to learn and encourage them to check their own work. These are strengths and are effective in encouraging pupils to take an active part in their learning. The National Literacy Strategy is being successfully followed. However, the very high quality of whole class teaching is not always continued when pupils work in small groups. Planning for group-work is less specific and as a consequence teachers are unclear about the best way to use their time when supporting a group in reading or writing.

99. Most teachers manage pupils effectively. They are firm, polite and friendly and develop good relationships with the pupils. Praise is used effectively and teachers are successful in developing pupils' enthusiasm for the subject. Occasionally a few pupils in Years 4 and 5 are allowed to become distracted and this impedes their progress. Throughout the school teachers prepare well for lessons and a wide range of resources are used effectively. Learning support assistants are used effectively to support groups and individuals in class, including pupils with special educational needs.

100. Teachers regularly mark pupils' work following the agreed marking policy. This provides a clear and simple system that is understood by the pupils and shows them how successful they are. Marking is particularly effective at the end of Key Stage 2, where pieces of work are regularly evaluated by the teacher and by the pupils themselves. The home/school reading records do not always give clear information on what a pupil needs to do next in order to improve. The school has recently improved the provision of homework for English. There is a clear booklet for parents outlining the school's expectations and explaining ways that parents can support their children at home. An appropriate amount of homework related to work covered in class is provided.

101. The school provides a broad and balanced English curriculum. A strength of the curriculum is the clear setting of achievement targets for each class. Teachers make effective use of the National Literacy Project to form the basis for their planning. Throughout the school pupils are given the opportunity of writing for a variety of purposes including instructions, descriptions, stories and letters and are given the opportunity of enjoying a range of books.

102. There are good methods for assessing pupils' attainment and progress over time. Standardised tests are used effectively to set challenging targets for individuals and year groups. Test results are used to plan work to meet the needs of all pupils. Following an analysis of assessment results the school has increased the time spent teaching writing and this is successful in raising attainment further. Written reports to parents are satisfactory and give sufficient information about pupils' strengths and weaknesses.

103. Members of staff have received the recommended training for the National Literacy Strategy and all classes have a literacy hour each day. A new policy document is being developed and this includes clear guidance on the expectations and ongoing assessment arrangements for the subject. The 'literacy' governor is well informed and takes an active role in helping to further develop the subject. There is an adequate library area. Other resources are satisfactory in quantity and quality. However, some books are in a poor condition. The school regularly attends performances of plays by a group of travelling actors and these further enrich the curriculum.

Mathematics

104. By the end of Key Stage 1, pupils' attainment is in line with national averages. This is lower than in previous years, with the current Year 2 containing more low attaining pupils than in the recent past. An analysis of test results for the last three years indicates that pupils' attainment has been consistently above the national average and shows that, overall, attainment in mathematics has improved since the last inspection. In the 1998 end of key stage assessments for Key Stage 1, pupils' attainment was above average compared with all schools and similar schools. The 1999 end of key stage assessments, for which no detailed comparative data are yet available, show that the school maintained these good levels of pupils' attainment.

105. By the end of Key Stage 2, pupils' attainment is above national averages. Pupils' standards of attainment remain similar to those found in the last inspection. National Curriculum test results for 1998 and the last three years confirm inspection findings both in relation to all schools and similar schools. The 1999 National Curriculum test results, for which no detailed comparative data are yet available, indicate that the school is maintaining high standards with all pupils achieving at least Level 4. This year group included a greater number of higher attaining pupils than in previous years.

106. Pupils with special educational needs achieve at levels appropriate to their prior attainment. There is no significant difference in the attainment of pupils of differing gender or background.

107. By the end of Key Stage 1, many pupils carry, add and subtract using numbers up to at least 100. They have a sound knowledge of 'number-bonds' to ten and can count forwards and backwards to a hundred in tens. When handling money, most pupils add together small sums using pence and solve simple shopping problems. Pupils can halve shapes and numbers and sort objects into sets according to colour, shape and size. They measure accurately using everyday objects and are developing an awareness of the need for 'standardised' units of measure. Higher attaining pupils are beginning to develop a good understanding of place value. Pupils have sound skills in using and applying their mathematical knowledge. They identify patterns such as odd/even in sequences of numbers and select and use suitable mathematical approaches and equipment when given an investigation. Lower attaining pupils still rely on using counting materials to help them work out calculations involving numbers larger than ten.

108. By the end of Key Stage 2, pupils add, subtract, multiply and divide with numbers up to 1000. Most older pupils have a good recall of times-tables to ten and they have a good understanding of place value. They have well developed investigation skills and they are confident about explaining how they have solved a problem. Higher attaining pupils are good at developing their own strategies to calculate answers in mental mathematics sessions and have a good understanding of simple fractions.

109. Pupils make good progress in both key stages. This is an improvement since the last

inspection. Pupils develop confidence as they get older at applying their mathematical knowledge to practical situations. They use larger numbers in their everyday calculations and improve the speed at which they recall number facts. In shape work, whilst younger pupils are learning the names of two-dimensional shapes, older pupils begin to describe the properties of these shapes. They develop an understanding of the difference between regular and irregular shapes and use their geometrical understanding to construct shapes using different materials. Pupils with special educational needs are supported well and make good progress in developing mathematical skills and understanding.

110. Pupils work well in lessons. They are excited by the practical emphasis that is given to mathematics and enjoy working together to make discoveries. They handle resources carefully and can work independently when required. For example, pupils in Years 4 and 5 worked sensibly and co-operatively when working on an investigation about different sorts of shapes.

111. The quality of teaching is good throughout the school. Lessons are well planned and teachers provide work appropriate to pupils' prior attainment. At the time of the last inspection, work was not always challenging for higher attaining pupils. This is no longer the case. Teachers are also aware of the needs of lower attaining pupils and give them work which matches their needs. Throughout the school, teachers have a good knowledge of the expectations of the national numeracy strategy, with a particular strength being the quality of 'mental mathematics' sessions at the start of lessons. Teachers give clear instructions and explanations and include mathematical vocabulary in their discussions. They teach pupils strategies for estimating and checking their work and expect pupils to explain the methods they are using. Teachers make effective use of praise, ask suitable questions to ensure that pupils understand and make good use of a review session at the end of lessons to share and reinforce what has been learnt. Teachers give pupils suitable opportunities to make predictions and solve problems. Throughout the school, there is a good pace to most lessons, with pupils encouraged to work quickly. Homework makes a sound contribution to pupils' mathematical learning. Teachers regularly send home number work that reinforces and develops learning. The use of information technology is not consistently included in lesson plans and computers are rarely used, limiting pupils' knowledge and understanding.

112. Numeracy skills are given suitable priority and good opportunities are provided for these to be further developed when carrying out work in other subjects. For example, younger pupils use their mathematical skills and knowledge when singing counting songs and older pupils measure accurately and use graphs and charts in science lessons.

113. Provision for assessing pupils' attainment and progress is satisfactory. Pupils' work is regularly marked and in their written comments teachers clearly identify how a pupil can improve his/her work. Older pupils are encouraged to read these comments and to use them as a basis for setting their own targets for improvement. A range of standardised tests provides good information on pupils' attainment and progress over time. This information is used effectively by teachers to set future targets for learning and to identify what needs to be taught next. Pupils' skills in using and applying mathematics are regularly tested. Annual reports to parents give appropriate information on pupils' strengths and weaknesses in the subject.

114. The school provides a broad and balanced mathematics curriculum. There is a written policy but this is out of date and does not include recent curriculum changes. The school plans work using the numeracy framework to help ensure pupils' learning builds on their previous work. The school also makes good use of a commercial scheme of work to support teachers in their planning.

Science

115. By the end of Key Stage 1, pupils' attainment is in line with national averages. This is lower than in previous years, with the current Year 2 containing more low attaining pupils than in the recent past. An analysis of end of key stage teacher assessments for the last three years indicates that pupils' attainment has been consistently above the national average and shows that, overall, attainment in science has improved since the last inspection. In the 1998 end of key stage

assessments for Key Stage 1, pupils' attainment was above average compared with all schools and similar schools. The 1999 end of key stage assessments, for which no detailed comparative data are yet available, show that the school maintained these good levels of pupils' attainment.

116. By the end of Key Stage 2, pupils' attainment is above national averages. National Curriculum test results for 1998 confirm inspection findings both in relation to all schools and similar schools. The 1999 National Curriculum test results, for which no detailed comparative data are yet available, indicate that the school is maintaining high standards with all pupils achieving at least Level 4. This year group included a greater number of higher attaining pupils than in previous years.

117. Pupils with special educational needs achieve at levels appropriate to their prior attainment. There is no significant difference in the attainment of pupils of differing gender or background. Both boys and girls achieve good standards.

118. By the end of Key Stage 1, many pupils recognise the need for a "fair test", and can carry out simple experiments, drawing reasonable conclusions from their findings. They can explain which materials float and which ones sink. They can describe the similarities and differences between various materials and understand why they are used to make particular things. Pupils make accurate measurements choosing appropriate instruments and are beginning to record their findings accurately. For example, pupils in Years 1 and 2 successfully investigated which materials could be stretched. By the end of Key Stage 2, pupils have a well-developed scientific knowledge. They know about the dangers of electricity, and design and build complex electrical circuits. Pupils recognise different plants and understand that there are various methods of seed dispersal. They successfully carry out experiments and make predictions in their investigations, forming hypotheses about what they expect to happen.

119. Pupils, including those with special educational needs, make good progress at both key stages. This is an improvement from the time of the last inspection. They are provided with work that builds on their previous learning and their knowledge and understanding of science increases steadily as they get older. Pupils use a wider range of investigating skills. Younger pupils use their observations to explain scientific phenomena, whilst older pupils begin to make predictions and hypotheses based on their own scientific knowledge.

120. Pupils work well in science lessons. Their behaviour is good and they listen carefully to the teacher. They handle resources sensibly. For example, pupils in Years 2 and 3 worked conscientiously on investigations about floating and sinking. When required to do so by a task, pupils work well together in groups, supporting each other as necessary. For example, when Years 5 and 6 pupils worked in the wildlife area looking at methods of seed dispersal they listened carefully to each other's ideas and shared work responsibly. Both boys and girls enjoy the practical aspects of science and they apply themselves well to experiments.

121. Pupils' literacy and numeracy skills are used effectively in science lessons. Pupils research their own information and write reports on their work. They make accurate measurements when carrying out an experiment and use graphs to record some of their findings.

122. The quality of teaching is good at both key stages, with one example of very good teaching. Lesson planning gives good detail of the activities to be covered in the lesson, identifying what pupils of differing prior attainment are expected to learn from a particular piece of work. Teachers provide work that challenges higher attaining pupils. This is an improvement since the last inspection. All teachers have a good knowledge and understanding of the subject. They have high expectations of what pupils should learn and manage them well. Time is used effectively and resources are well prepared. Good use is made of the wildlife area to look at types of plants. Teachers have good relationships with the pupils and work hard to make science an interesting subject. Investigative work is actively encouraged in many lessons and teachers give pupils good opportunities to take responsibility for the organisation of their own work. In the very good lesson, the teacher set clear targets at the start of the lesson to help pupils understand what they were expected to learn. The

teacher's questioning was of high quality and pupils were expected to give clear and precise answers.

123. Throughout the school, insufficient use is made of information technology in science work. Although pupils in Years 5 and 6 use a digital camera to record different species found in the wildlife area, information technology is not used consistently to support pupils' learning in science.

124. Procedures for assessing pupils' attainment in science are satisfactory. Appropriate use is made of testing to assess pupils' understanding of what they have learnt. Teachers record pupils' test results and use this information to set targets for end of year attainment. Pupils' work is regularly marked and teachers give good verbal feedback. Teachers' written comments often identify clearly why a piece of work is good or what a pupil needs to do to improve his/her work. Teachers use information gained from the marking of work to help them plan future lessons. This has a good impact on pupils' progress over time. Annual reports to parents on their children's work give satisfactory detail on what pupils have studied in science but do not consistently identify where there are weaknesses.

125. The science curriculum is broad and balanced and there is a satisfactory written policy. A curriculum framework that shows what is to be taught each year supports teachers' planning. Teachers are beginning to make use of a nationally recommended scheme of work to help them further when planning work.

OTHER SUBJECTS OR COURSES

Art

126. The standards of work achieved by the oldest pupils in the school are satisfactory for their age. This represents an improvement since the time of the last inspection when pupils' attainment was below national expectations. Pupils' develop satisfactory skills and have a sound knowledge of the work and techniques of different artists such as Van Gogh. Older pupils use an appropriate range of different skills, although painting skills are less well developed than other aspects of their work. They draw detailed and well-planned sketches with effective use of line and shading showing, for example various landscape scenes from around the school. Pupils in Years 1 and 2 draw detailed and well-observed pictures of teddy bears as part of their topic on 'Toys'. In Years 4 and 5 pupils produce interesting sculptures using 'modroc' and wire. They experiment with different techniques and produce work in the style of the artist they are studying. For example, pupils in Years 5 and 6 produced interesting pictures and drawing after studying the work of Bridget Riley. Pupils write confidently about why they like the work of a particular artist they are studying.

127. Overall, the progress of all pupils is satisfactory. As they get older, pupils become more confident about drawing using different media such as crayon, pencil, chalk and charcoal. Their drawings and models become more accurate and they use an increasing range of artistic skills. Pupils' progress in painting is restricted by the limited number of opportunities they are given to develop skills in some classrooms due to the lack of space.

128. In most art lessons, pupils show a positive attitude to their work. Behaviour is often good and they enjoy talking about their work and explaining the techniques they use. However, on occasions pupils do not listen to the teacher and are silly and inattentive. When this happens, their progress is impaired.

129. The quality of teaching is satisfactory. Lessons are carefully planned and individual skills are taught effectively to groups of pupils. However, they do not consistently identify what specific skills pupils of differing ability are expected to learn. On occasions the work given to pupils lacks challenge. For example, a group of Year 2 and 3 pupils wasted time colouring in a worksheet. Teachers prepare resources well. This was most evident in a Year 4 and 5 class where good use was made of a collection of old bottles for a lesson on close observational drawing. A strong feature of teaching is the

good emphasis placed on giving pupils opportunities to experiment with skills and materials before they produce their final work. However, teachers give pupils insufficient opportunity to paint and do not always manage pupils effectively. Teachers give pupils many chances to use their literacy skills in art lessons. For example, pupils in Years 5 and 6 are expected to evaluate their own work in writing. Teachers assess pupils' attainment and progress through discussion and observation, with written comments in sketch books often being very helpful in identifying how work could be improved. However, there is no consistent system for assessing and recording pupils' attainment and progress in art over time. Parents receive satisfactory information about their children's work and progress in annual reports.

130. There is a useful written policy on the teaching of art. The scheme of work that was developed as a result of recommendations from the last inspection provides good detail on the expectations for pupils of differing ages. Teachers work hard to overcome the limitations of the accommodation. Many classrooms are cramped and there is no running water in one mobile classroom. As a result, pupils are given insufficient opportunities to paint. In addition, there are few areas where finished work can be displayed. This means that art is not given as high a profile as the subject co-ordinator would wish.

Design and technology

131. The standards of work achieved by the oldest pupils in the school are satisfactory for their age. Pupils' attainment remains similar to that found at the time of the last inspection. Pupils have appropriate technology skills, making sound use of a range of materials to make models. They use appropriate techniques such as cutting, gluing, and folding to make and finish-off their work. Their planning and designing skills are sound for their age. Younger pupils have good ideas that they talk about and explain clearly and older pupils plan their work carefully before making their models. For example, pupils in Years 4 and 5 design and make musical instruments. They designed their work carefully, showing what materials they were going to use and indicating how the finished product would look. When making, they use a range of skills and, in most cases, the finished products closely resembled the initial plan. Older pupils are in the early stages of evaluating their work and improving it in the light of their evaluations. Pupils begin to understand the importance of linking their designs to the function of the finished product. They take models and products apart in order to see how they are made. For example, pupils in Years 2 and 4 looked at different types of packages to see whether they were suitable for their intended purpose.

132. Pupils make satisfactory progress throughout the school; they develop an increasing range of making skills and apply these techniques to more demanding tasks. The detail of their planning improves, and they begin to look more critically at their finished product in order to decide how it could be improved.

133. All pupils are well motivated and persevere with tasks, even when they encounter difficulties. They are positive in their attitudes, interested in the work and are appreciative of the work of others. Pupils handle resources carefully and work sensibly and safely when handling tools.

134. The quality of teaching is satisfactory. Lesson plans are clear but do not consistently identify expectations for different age groups. Teachers have a sound knowledge and understanding of the subject. Throughout the school, teachers have satisfactory expectations of the standards of work pupils can achieve. Teachers have a good awareness of health and safety issues and manage pupils effectively. Good use is made of parent helpers to work with pupils on tasks where adult support is useful. Lessons are well paced and activities have a strong practical emphasis. However, the lack of space in the class rooms means it is difficult for teachers to set up resources so that pupils can choose for themselves. Effective assessment of pupils' attainment takes place in lessons and photographs of good work are kept. However, there is no consistent approach to recording pupils' progress over time to further raise standards in the subject.

135. The school is using a nationally recommended scheme of work to help with planning. A scrutiny of teachers' long- and medium-term planning indicates that pupils' skills are being developed

systematically. However, the school's policy on the teaching of design and technology is out of date.

136. The quality of accommodation has a negative impact on provision in the subject. Although teachers work hard to ensure that pupils are provided with a balanced curriculum, the lack of space means that it is difficult to provide experience in all aspects of the curriculum. For example, there is insufficient space in many classrooms for pupils to work safely with saws and other woodworking tools. There is no area where pupils can store unfinished models and little space for teachers to display finished products. As a result, design and technology has a low profile in the school.

Geography

137. During the time of the inspection one geography lesson only was timetabled. Judgements on pupils' attainment and progress have been made by scrutinising pupils' work and teachers' planning, and talking to teachers and pupils. There is insufficient evidence to judge the quality of teaching overall.

138. As at the time of the last inspection, pupils achieve satisfactory standards for their ages throughout the school. Year 6 pupils know the names of the continents and can locate them in an atlas. They can compare and contrast home-life in India with their own lives. They know that there are different types of climate and that erosion effects the cliffs. Key Stage 1 pupils draw the route they take to come to school and plans of buildings. They know the points of the compass and the names of various local features such as the beach, cliff and sea. Lower attaining pupils carry out similar work but often record their ideas by using pictures.

139. The progress of all pupils, including those with special educational needs, is satisfactory. As they get older, they increase their knowledge and understand more about the ways our lives are influenced by geographical factors.

140. Pupils are interested in geography. In the one lesson observed at Key Stage 2, pupils were attentive, worked well together, sharing maps and discussing their findings. Most pupils present their work neatly by making their own project books and mounting their work themselves.

141. Teaching in the one lesson observed was good. The introduction to the lesson was interesting and questioning was used effectively to develop pupils' understanding. Teachers' lesson plans indicate that work is not often planned to meet the needs of pupils of differing prior attainment thus limiting the progress of higher attaining pupils. Effective use is made of literacy and numeracy to support work in the subject. Pupils record their geographical surveys by writing reports and making graphs.

142. There is a good, newly developed policy clearly stating how the subject is to be taught and assessed. A commercial scheme of work assists teachers in their lesson planning. Present assessment arrangements are informal and not used effectively to help plan future work. Reports to parents are satisfactory overall and give sufficient information about pupils' strengths. However, they do not show what pupils need to do next to improve.

143. The subject makes a sound contribution to pupils' cultural development. Pupils learn about the lives and cultures of people in other countries. For example, older pupils know that different crops are grown in India and that villagers in Chembakolli have a very different life-style to their own. Younger pupils learn that children in other countries enjoy different toys. Information technology is sometimes used to help assemble information. However, this resource is under-utilised. Effective use is made of the local environment and a residential visit for older pupils to help pupils carry out geographical surveys.

History

144. Standards of pupils' attainment and progress have been maintained since the last inspection and continue to be satisfactory for their ages. Key Stage 1 pupils know that the materials toys are made from have changed over time and that as they grow up they will play with different types of toy. They compare the holidays they take with the types of holidays people had in the past. Lower attaining pupils carry out similar work to other pupils and do not always fully understand the tasks they are set. Higher attaining pupils have a greater understanding of chronology and can order correctly a given set of dates. At Key Stage 2, pupils increase their knowledge and know several facts about the Egyptians and the Vikings. They use a wider range of sources of information such as reference books and artefacts to learn about the past and can give reasons for the conclusions they make. Older pupils are aware that not all sources of information are reliable.

145. Throughout the school pupils make satisfactory progress, learning facts about various periods in history and using and interpreting a range of historical source material.

146. Pupils continue to enjoy history lessons and work together sensibly. Older pupils are very enthusiastic about researching aspects of a topic that are of particular interest to them. Most pupils present their work neatly in homemade topic books.

147. The quality of teaching is satisfactory and similar to that found at the time of the last inspection. One lesson observed was good where the teacher demonstrated great enthusiasm and good knowledge of the subject. This was effective in encouraging pupils to find out more for themselves. Teachers' lesson planning does not always take into consideration the differing abilities of pupils in the class and this limits progress for higher attaining pupils in some aspects of the subject. However, most pupils work at their own level of ability when carrying out independent research. Pupils are given good opportunities to use their literacy skills when writing accounts. Teachers mark work regularly and in the best lesson the teacher made effective use of an example of good work to encourage higher standards of presentation. Pupils are given some appropriate optional homework. For example, pupils in Years 4 and 5 were encouraged to borrow books to complete work started during the lesson.

148. The policy document is in draft form and is not yet available to support teachers in their work. A commercial scheme of work and an overview of topics to be covered in two years help teachers to plan work. However, there is insufficient information to show what historical skills pupils in each year group are expected to learn. Procedures for assessment do not clearly identify pupils' levels of knowledge and understanding so that their progress can be monitored. The subject makes a sound contribution to pupils' cultural development. For example, pupils make a study of their village and how life has changed over time. Reports to parents are satisfactory and give sufficient information about pupils' strengths but limited information about their weaknesses.

149. Effective use is made of visits to museums and local buildings to give pupils first hand experience of handling objects from the past. For example, older pupils dressed up as Roman soldiers and made an amphitheatre from modelling material. The use of information technology to aid research is underdeveloped.

Information Technology

150. There were few specific lessons in information technology time-tabled during the time of inspection. Evidence of attainment was gathered by looking at displays of pupils' completed work, observing small groups of pupils using computers, and talking to them about their achievements.

151. As at the time of the last inspection, pupils' attainment is below national expectations by the end of both key stages. Pupils' attainment in word processing is broadly satisfactory. However, throughout the school, pupils lack confidence in basic computer skills, such as using a keyboard and mouse.

152. By the end of Key Stage 1, a few pupils are able to load and save work, although they need adult help to do this. Pupils play simple counting and reading games, and draw pictures using art

programmes. By the end of Key Stage 2, pupils work collaboratively to create text and use the computer to 'import' pictures from other programmes. They use a wider range of programmes to produce stories and poems. They produce simple graphs and charts using data handling programmes. Pupils have a limited experience of programming the computer or large programmable toys to move. Throughout the school, pupils have a sound understanding of the importance of information technology in their everyday lives. They use spell-checkers in literacy lessons and listen to stories on tape recorders.

153. All pupils, including those with special educational needs, make unsatisfactory progress at both key stages. Pupils' progress has been restricted by the shortage of resources and by the lack of a suitable scheme of work to guide teachers in their planning. Although, pupils become more confident as they get older and begin to work with increasing independence, their basic skills remain weak.

154. Discussions with pupils indicate that they enjoy using the computers and, on the few occasions pupils were seen working on computers, their response was satisfactory. Some pupils have computers at home and develop good skills. They are keen to share these skills with each other at school. However, pupils lack confidence in using information technology resources independently, with many reliant on adult support to complete a task.

155. There is insufficient evidence to make a judgement on the teaching of information technology. During the time of inspection, computers were rarely in use. Time allocated to the subject is inadequate, and insufficient emphasis is given to the teaching and practise of specific skills. Teachers do not plan information technology activities in sufficient detail and some lack confidence in teaching the subject. The school has already identified this weakness and has organised training in order to increase teachers' subject knowledge. Teachers do not give enough consideration to how the computer can be used to develop learning, and short and medium term planning rarely identifies how information technology is to be used in different curriculum areas. There are no consistent procedures in place to assess pupils' attainment or to record their progress. Reports to parents on their children's attainment and progress lack detail about weaknesses in the subject.

156. The school is working hard to improve provision in information technology in order to raise pupils' attainment. However, the many recent improvements have not been in place long enough to have a significant impact on pupils' attainment. Nevertheless, a recently written policy gives clear guidance to teachers on the school's expectations. The new scheme of work provides a useful overview of software to be used but gives insufficient detail of the specific skills that pupils of differing ability or age should learn. Resources have been greatly improved since the last inspection and are now satisfactory. The school has a good number of computers. The range of software is being developed but is now sufficient to enable pupils to experience all the many uses of information technology.

Music

157. During the time of the inspection few music lessons were timetabled. Judgements on pupils' attainment and progress have been made by scrutinising teachers' planning and talking to teachers and pupils. There is insufficient evidence to judge the quality of teaching at Key Stage 1.

158. As at the time of the last inspection, the standards of work achieved by the oldest pupils in the school are satisfactory for their age. Throughout the school, pupils sing sweetly and enthusiastically. Older pupils listen carefully to various pieces of recorded music and describe how they make them feel. They can identify changes in dynamics and mood. Pupils know the names of various instruments and read simple forms of notation. Pupils keep a steady beat and keep in tune when singing a simple round. They work in small groups to compose short pieces of music using percussion instruments.

159. Pupils, including those with special educational needs make satisfactory progress in learning new songs, musical notation and improving skills in listening to and performing music.

160. Pupils enjoy music lessons and perform with enthusiasm. In most lessons, they respond quickly to instructions and listen carefully to the teacher. They share musical instruments sensibly and respond appropriately to each other's work. A few pupils in Years 4 and 5 are inattentive and become easily distracted when the teacher is insufficiently assertive.

161. The quality of teaching is satisfactory at Key Stage 2. Teachers' lesson plans are clear and praise is used effectively to encourage pupils to try their best. Correct use is made of musical terminology such as 'rhythm' and 'steady beat'. Mostly pupils are managed effectively. However, in one lesson the teacher could not see all the pupils and this resulted in some inattentive behaviour.

162. A variety of styles of music is played when pupils go into assembly and teachers encourage pupils to listen carefully and respond appropriately. The school has no consistent procedures for assessing and recording pupils' work. At the end of each year, pupils' attainment is recorded. This provides insufficient information to help teachers plan work on a day-to-day basis.

163. The curriculum has a suitable mix of opportunities for pupils to appreciate music, compose, perform in public and learn musical terms and notation. The school has identified the need to review the out of date policy. A satisfactory commercial scheme forms the basis for teachers' planning. Pupils are given greater opportunities to compose their own music than at the time of the last inspection. Several older pupils attend a successful after school choir run by a parent. Some pupils learn to play the violin, guitar or recorder during lessons in the lunch break. These activities enrich the musical life of the school. Teachers keep their own records on pupils' progress. Reports to parents are satisfactory and give sufficient information about pupils' strengths but limited information about their weaknesses.

164. Pupils sing and play in church services and give regular performances to parents in school and the local community. Visiting musicians give performances for the pupils. These activities help to enrich the musical life of the school and give pupils opportunities of performing to an audience.

Physical Education

165. During the inspection, lessons in games and swimming were timetabled. Discussions with members of staff, a scrutiny of teachers' planning, and a review of resources supplement inspection evidence.

166. As at the time of the last inspection, the standards achieved in swimming and games by the time pupils leave the school are satisfactory. Most pupils learn to swim at least 25 metres on their backs and using breaststroke, with higher attaining pupils learning personal survival skills. Older pupils play a variety of team games involving throwing and catching a ball and learn to make effective use of space to pass the ball to others. They control a ball with a hockey stick, change direction when moving with the ball and pass it to another pupil. Younger pupils have a good awareness of space, can move about the playground by running, jumping and hopping and can throw and catch a ball.

167. Pupils make satisfactory progress in swimming and games. They gain confidence in swimming and improve their style as they get older. In games, all pupils, including those with special educational needs, make appropriate progress in improving control of their bodies and equipment. They increase the length of time they can sustain physical activity.

168. Pupils enjoy physical education and most respond well. Their behaviour is good and they are active and enthusiastic. Most pupils listen carefully to instructions from the teacher, work well together and are happy to demonstrate what they have learnt. However, in one lesson some pupils were inattentive and did not follow the teacher's instructions.

169. Overall, the quality of teaching is satisfactory with two examples of good teaching at Key Stage 2 and one unsatisfactory lesson. Teachers write clear lesson plans and provide appropriate opportunities for pupils to develop specific skills. Most teachers manage pupils effectively. In the best lessons teachers continue to make effective use of pupils to demonstrate skills. In the unsatisfactory lesson, the teacher did not explain the tasks clearly and pupils made insufficient progress.

170. The planned curriculum is broad and balanced. However, in the summer if the weather is poor lessons are cancelled due to the poor facilities at the school. There is a satisfactory policy statement and a commercial scheme supports teachers in their medium-term planning. The quality of this planning is satisfactory overall, however some plans are insufficiently specific about what skills pupils are expected to learn. There is no consistent procedure for assessing pupils' attainment and progress over time. Reports to parents are satisfactory and give sufficient information about pupils' strengths but limited information about their weaknesses.

171. There are after school clubs for netball and football and older pupils receive appropriate opportunities to play matches against other schools.

172. Accommodation for the teaching of physical education is unsatisfactory. There is no suitable hall at the school for gymnastics, games or dance. In the winter months pupils are taken to a local hall for gymnastics and dance lessons. There is ample space for games in fine weather. Parents expressed dissatisfaction with the facilities for physical education and expressed concern about the need to cancel physical education in the summer when the weather is poor. There is insufficient equipment for gymnastics.

PART C: INSPECTION DATA

Summary of inspection evidence

173. The school was inspected for a total of 10 days by three inspectors, one of whom was a lay inspector

- .39 lessons or part lessons were observed, totaling 27 hours 15 minutes.
- .Discussions were held with the pupils, staff, governors and parents.
- .Reading by pupils was heard.
- .Samples of pupils' work were inspected from each class.
- .Teachers' records and plans were scrutinised.
- .Assemblies and acts of collective worship were attended.
- .A range of documentation and information supplied by the school was studied.
- .Budgetary information was scrutinised.
- .Attendance records and pupils' records were scrutinised.
- .Extracurricular activities were observed.
- .17 parents attended a pre-inspection meeting.
- .Questionnaires completed by 49 parents were analysed.
- .Lunch and playtimes were observed.

174. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	139	0	17	21

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	5.4
Number of pupils per qualified teacher	25.7

Education support staff (YR - Y6)

Total number of education support staff	4
Total aggregate hours worked each week	52

Financial data

Financial year:	97/98
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	£
Total Income	234,686
Total Expenditure	231,370
Expenditure per pupil	1,714
Balance brought forward from previous year	408
Balance carried forward to next year	3,724

PARENTAL SURVEY

Number of questionnaires sent out:

127

Number of questionnaires returned:

49

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	59	35	4	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	31	4	4	0
The school handles complaints from parents well	22	56	10	10	2
The school gives me a clear understanding of what is taught	20	62	14	2	2
The school keeps me well informed about my child(ren)'s progress	43	41	10	6	0
The school enables my child(ren) to achieve a good standard of work	67	29	4	0	0
The school encourages children to get involved in more than just their daily lessons	53	39	4	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37	47	6	6	4
The school's values and attitudes have a positive effect on my child(ren)	60	33	7	0	0
The school achieves high standards of good behaviour	66	28	6	0	0
My child(ren) like(s) school	62	32	2	4	0