

INSPECTION REPORT

MORDA C OF E PRIMARY SCHOOL

Morda, Oswestry

LEA area: Shropshire

Unique reference number: 123484

Headteacher: Miss L Hall

Reporting inspector: Ms B Matusiak-Varley

19938

Dates of inspection: 8 – 11 May 2001

Inspection number: 193241

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	5 to 11 years
Gender of pupils:	Mixed
School address:	Morda Oswestry Shropshire
Postcode:	SY10 9NR
Telephone number:	01691 652025
Fax number:	-
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Ratcliffe
Date of previous inspection:	14 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	B Matusiak-Varley	Registered inspector	Foundation Stage Science Art and design Religious education	How high are standards? How well are pupils and students taught?
13450	Jennifer Madden	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils and students? How well does the school work in partnership with parents?
16971	Roger Hardaker	Team inspector	Special educational needs Mathematics Information and communication technology Design and technology Geography	How well is the school led and managed?
22157	Mike Roussel	Team inspector	Equal opportunities English History Music Physical education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Morda Church of England Primary School is a small rural school with 87 pupils on roll, situated one mile from Oswestry in Shropshire. The school caters for pupils aged 4 to 11 and there are 44 boys and 43 girls. The vast majority of pupils are of white United Kingdom heritage. Pupils are taught in four mixed age classes by four full time teachers and one part time teacher. Eighteen per cent of pupils are eligible for free school meals, which is broadly average for a school of this size. Ten per cent of pupils have special educational needs, which is below average for a school of this size. There are no pupils with statements of special educational need. One pupil has English as an additional language but does not need extra support to access the curriculum. Pupils' attainment on entry is broadly average. The school has recently become involved in the North-west Shropshire Education Action Zone Initiative in an attempt to increase pupils' learning opportunities brought about by rural deprivation.

HOW GOOD THE SCHOOL IS

This is a very good school, which provides a good quality of education for its pupils. By the end of Key Stage 2, standards are high in English, mathematics, information and communication technology, religious education and the majority of foundation subjects, and pupils are well prepared for secondary school. Pupils have very good attitudes to learning, because of the range of good learning opportunities provided for them. The quality of teaching is good overall with examples of very good and excellent practice. The school is very well led and managed by a very caring headteacher who is a very competent classroom practitioner. All teaching and non-teaching staff are very hard working and dedicated to providing the best quality of education for the pupils in their care and the school is inclusive in all its practices.

What the school does well

- By the time pupils leave school standards are high in English, mathematics, religious education, information and communication technology, and the majority of foundation subjects. All groups of pupils achieve well in relation to their prior attainment.
- Pupils have very good attitudes to learning and behave very well in lessons and around the school.
- The quality of teaching is good with examples of very good and excellent practice.
- The learning opportunities provided for pupils in Key Stage 1 and Key Stage 2 are broad, balanced, relevant and exciting, and overall provision for pupils' spiritual, moral, social and cultural development is good.
- The school cares well for its pupils because staff work very well as a team in ensuring that their pupils' needs are met.
- Provision for pupils with special educational needs is good and this results in pupils making good gains in learning.
- The school is very well led and managed by a very hard working and dedicated headteacher who is ably supported by a knowledgeable governing body.
- Provision for extra-curricular activities is very good.

What could be improved

- Standards in science at the end of both key stages, whilst satisfactory overall, could be improved.
- Rates of progress in the Foundation Stage, whilst satisfactory overall, could be improved with increased resources, including extra support staff, improved curriculum planning and range of teaching strategies used.
- Teachers' marking is inconsistent and does not always inform pupils on how to improve the quality of their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection of April 1997. All the key issues have been addressed. Provision for physical education has improved, teachers' planning has improved, learning objectives are clearly defined, schemes of work have been written, assessment procedures have been implemented and pupils' progress is tracked effectively. Co-ordinators are fulfilling their roles effectively. High academic standards have generally been maintained with the exception of geography at the end of Key Stage 1 and science at the end of Key Stage 2, where inspection findings judge standards to be average rather than above average. There is, however, further improvement to be made in developing the Foundation Stage curriculum. The quality of teaching has improved with no unsatisfactory teaching seen during the week of inspection. The improvement has been brought about by the very good leadership of the headteacher and the strategic decision making of the governors.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	A*	B	A	Very high A*
mathematics	A*	A*	C	A	well above average A
science	A	A*	D	C	above average B
					average C
					below average D
					well below average E

Results of 2000 tests show that by the time pupils leave school, in comparison with all schools nationally, standards are above national averages in English, in mathematics they are broadly in line with national averages and in science they are below national averages. In comparison with similar schools standards are well above averages in English and mathematics and in science they are in line with the averages for those schools. By the end of Key Stage 1 national test results for 2000 show that standards in reading are well above average, in writing standards are very high, being in the highest 5 per cent nationally. Teacher assessments show that standards in science are very high. These results must be treated with caution, as cohorts of pupils who took the test were very small. The academic profile of pupils who took the test in Key Stage 2 in 2000 had a higher proportion of below average attaining pupils and pupils who had special educational needs. This is why standards are lower than in the past two years. Trends over time show that the school's average National Curriculum points for all core subjects were broadly in line with the national trend. There are no significant differences in achievement by gender. The school has effectively met its targets for English and mathematics in 2000.

Inspection findings show that standards in English, mathematics, information and communication technology are above national averages at the end of both key stages. In religious education, by the end of Key Stage 1, pupils' attainment meets the expectations of the locally agreed syllabus, and by the end of Key Stage 2 attainment exceeds expectations. Attainment in physical education is in line with national expectations at the end of both key stages. In art and design, music, design and technology and history, pupils attain standards which are above expectations at the end of both key stages. This is because of good quality teaching and rigorous curriculum planning. All groups of pupils achieve well in relation to their prior attainment, with the exception of their achievement in science in both key stages, geography in Key Stage 1, religious education in Key Stage 1 and in all areas of learning in the Foundation Stage, where achievement is satisfactory overall but could be better. Pupils' attainment on entry is average and pupils attain the early learning goals in all areas of learning by the time they enter

Year 1. Pupils with special educational needs achieve well in relation to targets identified in their individual education plans. Pupils in both key stages achieve well in literacy, numeracy and information and communication technology and generally apply these skills well in the majority of subjects. Pupils who are above average attainers achieve well because of the high expectations teachers place upon them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy learning and are keen to ask questions and find out information.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, polite and look after one another.
Personal development and relationships	Very good. Pupils agree their own targets and are responsible for their own learning. Relationships between staff and pupils and pupils themselves are very good.
Attendance	Very good. Pupils love coming to school and this contributes to the high standards that pupils attain.

Pupils' attitudes, behaviour, personal development, relationships and attendance are very good because the school provides a welcoming environment where pupils are valued and therefore want to learn.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. 9 per cent of teaching is excellent, 27 per cent is very good, 47 per cent is good and 17 per cent is satisfactory. The good teaching contributes positively to the good gains that pupils make in learning. Examples of excellent teaching were seen in literacy, design and technology and numeracy in Year 5/6. Examples of very good teaching seen in Year 5/6, Year 3/4, Year 1/2, in literacy, mathematics, science. Examples of good teaching were seen in music, physical education in Year 5/6, design and technology, information and communication technology, physical education in Year 3/4, literacy Year R/1, geography, information and communication technology, numeracy, physical education, religious education, science in Year 1/2.

Teachers share learning objectives with their pupils and enable them to move on in their learning by constantly checking their understanding and using data from assessments to plan their next stages of learning. Teachers teach basic skills of literacy, numeracy, information and communication technology well. The teaching in the Foundation Stage is satisfactory but it is adversely affected by the lack of classroom support, weaknesses in curriculum planning, resources and cramped accommodation. This limits pupils from engaging in exciting tasks, which stimulate their senses and results in pupils' achievement only being satisfactory. Throughout the school, pupils with special educational needs learn well because they are effectively supported in the classroom. Pupils who are above average attainers are well supported through high teacher expectations.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in Key Stage 1 and Key Stage 2. Satisfactory in the Foundation Stage. The learning opportunities offered to pupils in both Key Stages 1 and 2 are better than those offered to pupils in the Foundation Stage. This results in rates of progress being good in Key Stage 1 and Key Stage 2 and only satisfactory in the Foundation Stage. Very good provision is made for extra-curricular activities.
Provision for pupils with special educational needs	Good. The special educational needs co-ordinator keeps detailed information about these pupils and ensures that targets in individual education plans are met in tasks that teachers plan for these pupils. This results in pupils with special educational needs making good progress .
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Very good provision is made for pupils' moral and social development.
How well the school cares for its pupils	Good. Monitoring of pupils' academic and personal development is very good and teachers know their pupils well. Pupils are encouraged to become independent learners.

Partnership with parents is good. Parents work well with staff and are very pleased with the standards that pupils attain. Pupils are well known to their teachers and are encouraged to develop a love of learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear educational direction and, in spite of her heavy teaching commitment, ensures that all recent government initiatives are implemented effectively. The headteacher is very ably supported by the recently appointed deputy headteacher.
How well the governors fulfil their responsibilities	Good. Governors are supportive, knowledgeable and fulfil their statutory duties well, ensuring that the school is inclusive in all its practices.
The school's evaluation of its performance	Good. Staff and governors analyse the school's performance well and have a strategic overview of strengths and weaknesses which need to be addressed.
The strategic use of resources	Good. The school uses its limited resources wisely. The principles of best value are applied and the school provides good value for money.

Staffing, accommodation and resources are satisfactory overall. There are, however, weaknesses in the provision for the Foundation Stage of learning. Further support staff are needed, resources need to be improved as they are well worn and the layout of the classroom needs to ensure that there is appropriate space for children to experience all areas of learning. The quality of displays needs to be improved because at present the physical environment is not conducive to learning. The school has rightly recognised this as an area for development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents are very pleased with their children's attainment and progress• The quality of teaching is good• Parents are made to feel welcome and are appreciative of the hard work of staff• Children like coming to school and have positive attitudes to learning	<ul style="list-style-type: none">• Parents would like their children to have more swimming lessons

Inspectors agree with parents' positive views and have investigated the possibilities for further swimming lessons. However, this is not financially feasible due to budget constraints.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entering the school in the term in which pupils are five, baseline assessments indicate that the majority of them have skills, levels of knowledge and understanding that are typical for their age. Satisfactory teaching ensures that by the end of the Foundation Stage most children reach the early learning goals in all areas of learning and make satisfactory gains in their learning. Achievement in relation to their prior attainment is satisfactory, but it could be better with improved curriculum planning, increased provision in support staff, improved resources, better use made of the cramped accommodation and improved quality of teaching which places more emphasis on providing learning opportunities which enable pupils to engage their senses, and increased opportunities for independent learning.
2. Based upon average point scores (a system of comparing test results which takes into account the number of pupils who achieve at different levels), standards of attainment in the 2000 national tests for seven-year-olds show that standards in reading in comparison with all schools were well above national averages, standards in writing were in the top 5 per cent of all schools nationally and were very high and in mathematics standards were in line with similar schools. When comparing pupils' results with schools in a similar context, standards in reading and writing were in the top 5 per cent of all schools and were very high, in mathematics, standards were above average for similar schools.
3. By the age of 11, in comparison with all schools, standards in English were above national averages. Standards in mathematics were in line with national averages and standards in science were below national averages. In comparison with similar schools, standards in English and mathematics were well above average and in line with the average for science.
4. Results in both key stages must be treated with caution because a small number of pupils took the test and statistical data maybe unrealistic.
5. Over time standards at the end of Key Stage 1 have been high and have exceeded the national average in reading, writing and mathematics. By the end of Key Stage 2 a similar picture is reflected over time with pupils exceeding the national average in English, mathematics and science. There is no difference in attainment between boys and girls. The trend in the school's average National Curriculum points for all core subjects is broadly in line with the national trend.
6. Inspection findings show that standards in speaking and listening, reading and writing are high and are above national averages at the end of both key stages with all groups of pupils achieving well in relation to their prior attainment. Several examples of very good extended writing were seen in Year 6 in English with pupils using a wide and interesting vocabulary, punctuating their work correctly and using an interesting story line.
7. Pupils speak clearly and listen attentively. They have a good vocabulary and use descriptive words adventurously in their writing. Occasionally, they make spelling mistakes and these are not followed up as teaching points in both key stages. This is because teachers' marking is variable in quality. The school has recognised this as an area to be addressed.
8. In mathematics, at the end of both key stages, standards are above national averages and pupils make good gains in their learning, especially in mental mathematics and problem-solving. In both key stages pupils use number effectively, they set out their work neatly and they know the properties of shape. At the end of Key Stage 2, pupils understand percentages, decimals, median, calculation of area and they solve problems effectively. They quickly identify the best way of using computational skills and they make good gains in learning.

9. In science, standards are in line with national averages at the end of both key stages. This is an improvement on Key Stage 2 test results in comparison with schools where standards were below national average. This improvement is largely due to the influence of the new deputy headteacher who has put in place a rigorous science scheme of work with all teachers now teaching science as a specific subject. Standards in science have fluctuated over the past two years in Key Stage 2, this is because the previous science co-ordinator left and was not replaced until recently. Therefore staff have not been able to rely upon the support of a subject specialist. The school has successfully addressed this issue and standards are poised to rise. Pupils attain average standards in scientific enquiry but their achievements could be better. As yet, the school has not identified how best to teach progressive skills of scientific enquiry and there are insufficient opportunities provided for pupils to record their findings using a variety of approaches. Teachers rely heavily upon worksheets and this prevents pupils from developing their writing and recording skills. The school has recognised that this is an area to be addressed.
10. Standards in information and communication technology are above expectations at the end of both key stages and pupils achieve well in relation to their prior attainment. This is largely due to the fact that the recent involvement of the school in the Educational Action Zone initiative has ensured that the school has access to expertise at the nearby secondary school, resources have improved and the new deputy headteacher has produced a detailed scheme of work which is helping teachers with their planning.
11. Computers are effectively used in all curriculum subjects and staff are developing more confidence in their use.
12. In religious education, standards meet the expectations of the locally agreed syllabus at the end of Key Stage 1, although opportunities for recording written work are limited and too often worksheets are used which cramp opportunities for pupils to further develop their writing skills. By the end of Key Stage 2, standards exceed the expectations of the locally agreed syllabus because the subject is taught by a specialist who makes very effective links with literacy and teaches subject specific skills, concepts and attitudes, which are clearly reflected in both the teachers' planning and pupils' writing.
13. Standards in art and design at the end of both key stages are above expectations for pupils aged 7 and 11 and all groups of pupils achieve well in relation to their prior attainment. In both key stages pupils have good knowledge of a range of artists and are particularly interested in the work of Andy Goldsworthy. They develop their skills of line and pencil drawing well and they have good observational skills. Pupils in Year 2 enjoy both clay and sculpture work and their designs and collage work are both intricate and detailed.
14. Standards in design and technology are above national expectations at the end of both key stages and all groups of pupils achieve well in relation to their prior attainment. Pupils can classify products against a range of criteria, they use information and communication technology appropriately to enhance their design work. They use a range of tools and materials in their models and they produce puppets based upon their knowledge of dissembled puppets that they have studied. Pupils in both key stages make good gains in ensuring that the quality of finished products is pleasing to the eye.
15. In geography, pupils attain average standards at the end of Key Stage 1 and above average standards at the end of Key Stage 2. Their achievements are satisfactory in Key Stage 1 and good in Key Stage 2. By the time that pupils leave school they have good knowledge of rivers, map reading and know how the environment can be improved. In order to raise standards at the end of Key Stage 1, further opportunities need to be provided for pupils to develop their skills of recording and use what they have learnt in literacy and numeracy when recording their findings. Pupils in both key stages make good gains in their learning of environmental issues and have good knowledge of their local area.
16. In history, pupils at the end of both key stages attain high standards and achieve well in relation to their prior attainment, they can interpret information from a variety of sources and ask

appropriate questions when interrogating texts, such as how the language has changed in Victorian schools in comparison with schools of today. Pupils have good knowledge of time lines and use the Internet to support their learning.

17. In music, standards are high at the end of both key stages and pupils' achievements are good, especially in singing, listening and appreciating. Literacy is used well in Year 5/6 to support pupils' compositional skills. Pupils understand the concept of tension both in literature and in music. Pupils are particularly fond of Aaron Copland's music and have written descriptive appraisals of Billy the Kid. However, the range of music from different cultures used is limited.
18. In physical education, standards are in line with national expectations and pupils' achievements are satisfactory. Pupils play a series of competitive games and have made good progress in gymnastics and dance. These were two areas which were identified as being in need of improvement in the previous inspection.
19. Overall, high standards have been maintained since the previous report. Inspection findings show that standards in science at the end of Key Stage 2 are not as high as they were judged previously. Teacher assessments show that standards in science in Key Stage 1 were very high with a high percentage of pupils attaining the higher levels. Standards have improved in information and communication technology and religious education.
20. In the classroom, pupils with special educational needs make at least satisfactory and often good progress. These pupils receive good support in classrooms from teachers. They make good progress when planning specifically focuses on their needs and when they receive additional learning support from the teacher or in some cases a curriculum support assistant, for example in some literacy lessons.

Pupils' attitudes, values and personal development

21. Attitudes to the school have remained very good since the last inspection. Pupils enjoy going to school, arrive on time, and settle quickly to the school day, with positive attitudes to learning. The use of a range of teaching styles and a good learning environment ensures that pupils are encouraged, supported and challenged in the majority of classes. The very good provision for extra-curricular activities including a wide range of sport, music festivals and workshops for the older pupils builds on their enthusiasm for the school, and contributes significantly to their personal development. Pupils with special educational needs respond to the high expectations by making good progress and learning well.
22. Behaviour around the school and in the classrooms is normally very good, and at times, excellent. Good pupil management has a beneficial effect on learning with difficult pupils being handled well, to the benefit of their learning and that of the whole class. During playtimes and lunchtimes, pupils are similarly very well behaved; there was no evidence of inappropriate behaviour during the inspection when pupils were playing and relating well in the spacious and easily supervised playground. There have been no exclusions from the school, a reflection of the very good attitudes and behaviour endorsed by all parents in response to the questionnaire.
23. The personal development of pupils is very good. From the Foundation Stage onwards pupils agree targets for their academic, personal and home life, for example, agreeing to keep their bedroom tidy without moaning about it. Targets become more focused and academic as pupils develop. Teachers' high expectations ensure that pupils get through their work at a good pace while at the same time developing their knowledge so that in Year 6 English they are critical, independent workers. The school affords pupils numerous opportunities to support charities, including sponsoring a Third World child in memory of a pupil's tragic death. Pupils are still coming to terms with the death, which has brought them together in a caring way to create a memorial in the school and a floral tribute garden for the Church Flower Festival. Pupils have strong feelings about the environment, and in the Year 1/2 class they worked on issues concerning Greenpeace. The school is free of litter, and a sculpture in the playground created by an artist in residence represents environmental issues. Pupils grow in maturity as they pass

through the school instanced by the millennium party given by Year 6 pupils to the village to thank them for all the contributions they make to the school. This aspect of school life was clearly noted by parents in their response to the pre-inspection questionnaire.

24. Relationships in the school are very good; pupils learn to work together from their entry into school, hold teachers in high regard and respond well to enthusiastic teaching. They co-operate well in groups that contribute to their learning by sharing and communicating ideas. This interaction also contributes to pupils' very good and some times excellent interpersonal skills.
25. Attendance is very good and well above the national average whilst unauthorised absence is below the national average. The majority of pupils arrives on time and makes a purposeful start to the school day.
26. Pupils with special educational needs have positive attitudes towards school. They behave well in class and around the school, getting on well with staff and other pupils. Well considered provision is made for these pupils. They receive good teacher support and good support from the classroom assistant.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

27. The quality of teaching is good with examples of very good and excellent teaching. The good quality of teaching contributes to the overall good gains that pupils make on their learning. Nine per cent of teaching is excellent, 27 per cent is very good, 47 per cent is good and 17 per cent is satisfactory. No unsatisfactory teaching was seen during the week of inspection and this is a good improvement in relation to the previous inspection report findings where 15 per cent of teaching was judged as being unsatisfactory.
28. The quality of teaching in the Foundation Stage is satisfactory, one good lesson was seen in physical education. The satisfactory quality of teaching results in sound rates of children's progress in all areas of learning. The quality of teaching in the Foundation Stage is affected by the lack of classroom support, weaknesses in curriculum planning, old and worn resources that need replacing and cramped accommodation, with displays that are not visually stimulating. This limits pupils from being engaged in exciting tasks which stimulate their senses and results in pupils' achievements only being satisfactory. Due to the mixed age class, the teacher has limited opportunity to intervene in all groups of pupils' learning, this results in some children staying too long on task and not finishing their work. When classroom support is available, pupils are purposefully engaged and make good gains in their learning.
29. Excellent teaching was seen in Year 5/6 in design and technology and mathematics. This excellent practice is characterised by a dynamic pace which kept pupils actively engaged in their learning, very secure subject knowledge and passion and enthusiasm for teaching, very good use of resources and excellent links made with other curriculum areas, challenging pupils' previous knowledge. For example, in the excellent design and technology lesson the headteacher's release teacher made specific reference to skills of persuasive writing pupils had previously acquired in literacy. When discussing the range of breads that can be used to make sandwiches, she tested pupils' previous learning in asking them the reasons for Matzo bread being flat. She encouraged pupils to smell and taste the bread and reminded them of the need to think aesthetically when preparing nutritious menus.
30. In an excellent mathematics lesson, the teacher from the local secondary school came to teach probability to the Year 5/6 class. The lesson was very well paced and the teacher's excellent command of the subject enthused the pupils who were very eager to answer questions. These expert questioning skills kept pupils actively engaged in their learning and pupils were very keen to unravel the pattern of number relationships. The teacher matched questions to pupils' understanding, enabling them to feel comfortable in their learning. In a literacy lesson, the class teacher in Year 5/6 gave excellent explanations of how to write 'blurb' to entice people to buy books. Her infectious humour and very secure subject knowledge resulted in all pupils making very good gains in their learning. Her very good explanations and modelling of what is expected

ensured that all groups of pupils made at least good progress. An excellent example of an unfinished sentence enabled pupils to see that suspense would entice further reading.

31. All teachers work well as a team, they are industrious and strive to give their pupils the best possible learning experiences in spite of the mixed age classes. In Key Stages 1 and 2, pupils are effectively challenged and this results in good gains made in learning across both key stages. Teachers have secure subject knowledge, they make it their business to find out about the best practice in teaching their subjects and they are very enthusiastic in their delivery. They teach literacy, numeracy and information and communication technology well, and in spite of not having yet been trained in information and communication technology they learn from one another and seek advice from the recently appointed deputy headteacher. The only weakness in teaching is the inconsistency with which pupils' work is marked. For example, pupils' spelling mistakes are not always corrected and errors are not used as teaching points. On occasions, praise is used unrealistically when pupils should be clearly improving their presentation skills. Teachers plan well and use data from assessments to plan the next steps in learning. Tasks set cater appropriately for the broad range of ability levels in the mixed age classes. Teachers ensure that learning objectives are clear and that pupils know what is expected of them. This enables them to be actively involved in their learning because they understand what is expected of them. The recent introduction of personal targets is having a very beneficial effect on pupils' learning. Pupils regularly discuss their targets with the teacher.
32. Teachers have a good range of methods at their disposal to help pupils learn. They divide the lesson into three parts beginning with a well-focused introduction, generally introducing subject specific vocabulary. Pupils then work in groups supported by the teachers and at a time towards the end of the lesson, when pupils are gathered together to review what they have done, they consolidate their learning. For example, in the Year 1/2 class the teacher effectively encouraged pupils in a geography lesson to deepen their understanding of changes at seaside resorts by using a very good range of photographs. She enabled pupils to use their skills of comparing and contrasting and systemising their findings in the plenary session.
33. Teachers use homework well. Pupils are excited by the work they have covered in lessons and are eager to work at home. For example in Year 3/4 pupils learn their spellings and carry out their mathematical investigations carefully. In Year 5/6 pupils enjoyed making salt crystals as a follow up related to their scientific experiments. All pupils enjoy writing and some very good examples of extended story writing were seen during the week of inspection.
34. Teaching of pupils with special educational needs is good overall. Good reference is often made to individual educational plans in the activities in literacy, particularly in strengthening phonic knowledge and skills. Pupils are fully integrated into all classroom activities and they are usually given tasks appropriate to their learning needs. Teachers support these learning needs well and extra effective support is sometimes given by a curriculum support assistant. Teachers effectively monitor progress made by pupils with special educational needs. They are well supported in this by an effective special educational needs co-ordinator (SENCO). The teachers and the SENCO work well in partnership monitoring pupils progress by regular assessment and review in order to inform future planning so that continued progress can be maintained.
35. The most effective learning took place when teachers maintained a brisk pace throughout the lesson and provided variety in their teaching styles. This, coupled with their high expectations of what pupils can do as demonstrated in a literacy lesson in Year 1/2 when pupils wrote letters to Greenpeace, results in good gains made in learning by all groups of pupils.
36. When teachers introduce a time limit for the completion of activities, this has a positive effect on the rate of work and learning.
37. All teachers have very good relationships with their pupils. They set clear routines and boundaries of behaviour, use humour effectively and challenge their pupils well. Teachers are keen to improve their practice and have worked very hard at raising standards in science. This professional approach in seeking advice from the co-ordinator and implementing findings of areas

of improvement identified in monitoring, result in standards of teaching being higher than they were at the previous inspection.

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

38. The school provides a broad and balanced curriculum with a very good range of learning opportunities, well designed to help pupils to make good progress towards the demands of the National Curriculum. It is enriched with lively and stimulating activities. Most activities and tasks are relevant and are drawn from the pupils' experiences. Good use is made of the local area, its history and environment which serve to provide a broad and balanced curriculum that is meaningful and relevant to all the pupils. The teachers have suitably high expectations and most lessons have practical, hands-on tasks, which motivate the pupils and provide the basis for life-long learning. Very good behaviour and excellent personal development and relationships ensure that lessons maintain the pupils' attention and involvement. The programmes of study for the foundation subjects are covered and are aided by the use of the Qualifications and Curriculum Authority (QCA) guidelines. Teachers' planning takes account of pupils of differing abilities. Assessment is used well to inform planning.
39. The curriculum for the Foundation Stage is satisfactory but it has weaknesses. At present it is not fully planned according to the new curriculum guidelines to fully incorporate all the learning experiences underpinning the stepping stones resulting in pupils acquiring the Early Learning Goals. The present classroom environment does not enable pupils to learn by using all of their senses due to the cramped accommodation, lack of resources and insufficient adult support.
40. The school successfully promotes equality of opportunity. This is based on the school's statement of aims, 'Care for each other, care for themselves and to care for the school.' There is a strong ethos of respect and care for each pupil. Pupils in Key Stage 1 and Key Stage 2 have full access to the whole curriculum. Boys and girls work together equally in all subjects in the classrooms and sit together at lunchtimes. Teachers plan different activities for pupils of different abilities. There are carefully devised individual education plans for pupils with special educational needs. These are formulated by the class teacher with the support of the special educational needs co-ordinator. The provision for pupils with special educational needs is good and is well managed.
41. The teachers' planning for literacy and numeracy is careful and detailed. They plan in detail what is to be covered each term in each year group. Each teacher uses the framework for literacy and numeracy to plan work for English and mathematics. Each lesson is planned with details of the learning objectives for that lesson and the different activities for pupils of different abilities. Each lesson is evaluated and these evaluations are used to inform future planning. The results of regular testing and tracking of the pupils' attainment and progress in English, mathematics and science are used to set overall school targets for improvement. There has been specific support given to the school by the Education Action Zone co-ordinators, especially in target setting. The very good leadership and management of the headteacher, strongly supported by the deputy head, ensures that the school maintains the standards expected of every pupil as well as being committed to raising standards further. Furthermore, the deputy head, who has been the curriculum co-ordinator since September 2000, has made a significant impact on the development of the curriculum. For example, the development of information and communication technology within the school, in terms of resources, effective use of the subject across the curriculum and pupils' increasing knowledge, understanding and skills that are already impacting positively on standards of attainment.
42. There is a formal monitoring role undertaken by the senior management and a developing role in monitoring for subject co-ordinators. This includes monitoring of teaching and learning through classroom observations, looking at the planning and pupils' books with the aim of identifying areas of setting targets for improvement. In addition, there are effective strategies to ensure continuity and progression in the foundation subjects and this is supported by the national guidance in all subject areas. Assessment is used sufficiently to inform planning and teaching.

Religious education meets statutory requirements. The pupils record their work carefully with a good quality of handwriting and punctuation, which is consistent across the school and range of subjects. However, there is a weakness in consistency of teachers' marking across the school that does not fully support the need for improvements in pupils' spelling.

43. There is a very good range of extra-curricular activities. This is another strength of the school as the activities are so varied and interesting. They include, football, netball, art, computer, sewing, recorders, homework and drama clubs. Other extra-curricular activities include links with other schools for competitive games such as cross-country, six-a-side football, a swimming gala and small schools' netball. All of these extra-curricular activities help to create a purposeful and positive environment in which to learn and play.
44. The school successfully meets its aims to provide an environment committed to mutual care and there is an effective learning environment in and around the school. Pupils develop their capacity for thoughtful reflection, self-discipline and a respect for others. The school's provision for spiritual and cultural development is good and very good in moral and social development.
45. The provision for pupils' spiritual development is good. Pupils have many opportunities to reflect on important issues and on life's fundamental questions. These opportunities have a strong impact on pupils' personal development and their sensitivity to others. Daily acts of collective worship are of a Christian character and enriched through contributions from the clergy once a week. All staff take an assembly, giving the pupils a range of experiences to support their spiritual development. These assemblies meet statutory requirements and enhance the school's very good ethos by providing further opportunities for pupils to reflect on important issues. Parents are effectively informed of their right to withdraw their children from daily worship should they wish to do so.
46. The provision for pupils' moral development is very good. Teachers provide good role models for pupils, reinforcing the values set by the school. The school fosters pupils' understanding of rules very well and ensure that pupils know right from wrong. This involvement has a very effective impact on their very good behaviour. The whole ethos of the school effectively fosters the principles of honesty, fairness and respect for the truth.
47. The provision for pupils' social development is very good. Teachers strongly encourage pupils to become independent and self-reliant. Teachers in Key Stage 1 enable pupils to take responsibility for each other and for living things. For example, in one lesson undertaken in the wildlife area pupils were very aware of the need to be careful when moving logs to look at mini-beast habitats. In addition, pupils are expected to put out and clear away equipment and leave their classroom tidy at the end of a lesson. Older pupils continue in this development and undertake roles of responsibility such as taking charge of the overhead projector and tape recorder for assemblies. A high profile event was the Millennium Party, organised by the older pupils for the village where they organised and arranged all the refreshments and entertainment themselves. The school plans provision for pupils' personal, social and health education and citizenship aims to bring to the attention of pupils that inequality does exist for some groups in society but how important it is that everyone has an entitlement to equality. Personal achievements such as dance and gymnastics achievements, swimming awards are celebrated at the Friday morning assemblies.
48. The provision for pupils' cultural development is good. The school has an active approach in promoting pupils' awareness of their own culture and those of the wider world. For example, older pupils had been learning about South American tapestries known as Arpilleras. This was compared with the Bayeux Tapestry and pupils made their own creations based on what they had learned. Religious education lessons broaden pupils' knowledge and understanding of a range of faiths. In their geography lessons Key Stage 2 pupils learn about the lifestyles of people in other countries such as India and how these differ from the way we live. For example, in Year 3/4 an excellent display of a study on India covered a wide range of information and artefacts. Music and art feature prominently in the school's curriculum and its extra-curricular programme which also includes art, music and drama. Visitors to the school such as writers, musicians and historians

make a positive contribution to pupils' cultural development. The school effectively promotes the cultural traditions of its own area through its local studies.

49. Provision for pupils with special educational needs is good. An effective policy is in place which ensures that pupils are fully integrated into the classroom context for all aspects of the curriculum. Individual educational plans are in place for those pupils who need them. Plans include clear and specific targets. These pupils have full access to all areas of the curriculum and extra-curricular activities.
50. Since the last inspection it would appear that the curriculum for pupils under five has not been judged as high as it previously was. This is because the present requirements have altered slightly in that there is more emphasis on structured play and learning through using the senses. Curriculum planning has improved and sufficient time is allocated to physical education. Overall the school has made good improvement since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school takes good care of its pupils in a supportive environment where every pupil is well known to their class teacher in particular and more generally throughout the school. Pupils with special educational needs receive good support throughout the school both from classroom assistants and from good teaching support which enhances learning, enabling good progress to be made. In order to meet the needs of these pupils the school uses appropriate outside agencies that are available to it. Liaison with such agencies is good. Pupils with special educational needs are identified early. Good assessment procedures are in place to further this process. Procedures for placing pupils on the special needs register are clear and consistent. Parents are consulted during all stages of the process. Pupils that are more able have been identified and appropriate work planned for them; the local Educational Action Zone also ran a summer school for the pupils, which will be repeated in 2001. Records of achievement contribute to a clear overall picture of every child as they progress through the school.
52. Child protection arrangements are good and comply with the local area child protection policy. The training of the headteacher, the named person responsible, is regularly renewed and she in turn updates the training of all members of staff. Relationships with the relevant local agencies are very good. Health and safety arrangements are similarly secure, teachers report to the deputy head, recording their concerns, and these are dealt with swiftly. The buildings are checked by the governing body and regular risk assessments are undertaken by the local authority. The school is well provided for in terms of trained first aid assistance with the very caring secretary acting as first call in her capacity as a former nurse. As part of the curriculum pupils take part in a scheme called STAR which stands for stop, think, act and reflect, and which helps pupils to make the best choices in, for example, dealing with drugs. The scheme also encourages pupils' assertiveness by attending a day's training course run by Crucial Crew. This work is supported by visits from, for example, the NSPCC, and regular visits are made by the police to work on road safety, cycling proficiency and drugs education.
53. Procedures for monitoring and promoting behaviour are very good, an improvement since the last inspection. A revised behaviour and anti-bullying policy has recently been ratified with the emphasis on good behaviour as the norm and bad behaviour being unacceptable. Each class teacher devises their own reward system for their class and exceptional behaviour and achievement is celebrated at the sharing assembly. Behaviour at playtimes and during lunch is well-supervised and any minor accidents noted. There was no bullying or inappropriate behaviour observed during the inspection and pupils do regular work on bullying during assembly and in appropriate areas of the curriculum.
54. The school has well planned induction arrangements for children starting school from the playgroup. They become familiar with the school through the close liaison between the Foundation Stage teacher and the playgroup leader who is also a school governor. Children from the playgroup attend the Christmas presentations, sports day and take part in Operation Christmas Child. The Foundation Stage teacher also visits the children at the playgroup. There

appears to be little liaison with the village private nursery. All prospective pupils spend one half-day in their new classroom before they start at the school. Transfer to the secondary school is enhanced by regular liaison between feeder schools and the relevant Year 7 staff, who teach in the primary schools. Pupils also have the opportunity to spend two days in the secondary school before transfer.

55. The school's procedures for monitoring and improving attendance are very good. Most parents contact the school immediately about their child's absence and the school quickly contacts those who fail to do so. The headteacher and the education welfare officer regularly review attendance and problems are followed up with parents and carers. Registers are clearly marked with information being transferred to the computer system on a weekly basis.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents are happy with the school. They are unanimous in thinking that the teaching is good, that children work hard and behave well. In responses received to the questionnaire sent out before the inspection, more than 95 per cent of parents said their children are making good progress and becoming mature in a school that they like; more than 90 per cent said their children get the right amount of work in a school that is well led and managed and which keeps them well informed about their children's progress. Parents are slightly less happy that the school works closely with them and that they would be comfortable approaching the school about issues which concern them. They are least happy about the range of activities provided for their children but, as these are aimed at older pupils, it is not surprising that parents of younger pupils should be of this opinion, and the inspection team judge that the school is providing a very good range of extra-curricular activities.
57. Communication from the school to parents is good. They receive regular information about the whole range of school life through regular newsletters and consultations about visits and activities to be undertaken by pupils. For example, taking part in Tag Rugby at the local Rugby Club or going into the local town to take photographs for local studies. The school prospectus is clearly set out and informative and the Welcome Package provided for new parents is very useful. The annual report to parents is informative and brief. Targets for development were dropped from reports when the system of target setting with pupils was introduced in 1998 as parents are felt to be well informed about where their children need to improve to make progress. This was confirmed during the inspection when several parents interviewed explained that they were fully aware of what their children need to do in order to improve. Parents of pupils with special educational needs are equally well informed and involved as far as possible in the creation of individual learning plans and their monitoring.
58. The school holds one parents' meeting each year in July. Parents at the pre-inspection meeting, especially those with pupils in Year 6, were of the opinion that this was too late for any effective action to be taken to improve their children's chances of success. The headteacher feels that much more constructive dialogue can take place in the informal meetings resulting from the school's open door policy with one to one discussions free of time constraints. In view of the small amount of criticism around this policy, the inspectors feel that it is effective for the majority of parents. However the school should take account of those parents for whom a more formal arrangement is preferable.
59. Parents are encouraged to help in the school and a small number do help with physical education, design and technology and reading. Parents do however give large amounts of time helping in such areas as the creation of the playground including the wildlife garden, providing transport to sporting events, supervising school discos and organising Christmas party food. There is an active Parent Teacher Association involved in fund raising as well as making written and verbal representations to the governors on matters of concern. They have most recently been successful in obtaining a barrier outside the school gates to prevent pupils from running into the road. Parents are encouraged to attend the annual Harvest Festival and Christmas services held in the village church and the weekly sharing assembly held to celebrate pupils' achievements.

- 60. The school and parents together are creating an effective partnership, which clearly benefits the school and pupils' learning and personal development.
- 61. Parents with pupils with special educational needs are regularly informed about their child's achievements, progress and areas for further development. They have opportunities to discuss progress with the class teacher and the special educational needs co-ordinator.
- 62. The school has formalised home school agreements and parents are generally working well with the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 63. Overall leadership and management of the school are very good. The headteacher provides very good leadership. She has a clear vision for the school based on a striving for continuing improvement which she successfully communicates to all the staff. It gives the whole school very clear direction and purpose. This is reinforced by a clearly defined school improvement plan which is effectively monitored and regularly evaluated by the governing body. The deputy headteacher and the governing body give her very good support.
- 64. The school has made good improvement since the last inspection. The quality of teaching and learning has risen and this has contributed to the raising of standards in literacy and numeracy, partly due to the good application by the school of the National Literacy and Numeracy Strategies. The school's aims and values are wholly appropriate and reflect a strong commitment to equal opportunities. The school promotes them very well in all its work. Morda is a caring and rapidly improving school.
- 65. The deputy headteacher makes a good contribution to management. She has clearly defined duties and she carries them out effectively. Structures in place to monitor standards throughout the school are good. The headteacher effectively monitors teaching in all classes. She gives teachers feedback on performance and advises them on areas for further development. The school's link inspector also makes a valuable contribution to the monitoring of teaching and learning. Subject co-ordinators support colleagues effectively. With the headteacher and the governing body they analyse the attainment of pupils in tests and the results are used to identify aspects of the curriculum that need developing and learning skills that need further reinforcing. For example, additional funding is being targeted at pupils in Years 5 and 6 who it is felt need extra support to help them achieve appropriate levels of attainment in mathematics by the time they leave the school. Pupils are set individual and group achievement targets. These are appropriately challenging and the school meets them well.
- 66. The school's strategy for teacher appraisal and performance management is good. The headteacher has regular reviews with teachers to discuss their professional development. Following these reviews continuous professional development targets are set. A process of direct lesson observation is part of this review process. The governing body monitors the performance of the headteacher. She is set targets and dates for review are agreed. The training programme available to teachers in the school is effective in raising professional effectiveness. Focused training in English and mathematics has contributed to the effective application of the National Numeracy and Literacy Strategies throughout the school.
- 67. The effectiveness of the governing body in fulfilling its responsibilities is good. Governors have a good understanding of the strengths and weaknesses of the school. They receive very full and open reports from the headteacher on a regular basis which they carefully scrutinise and ask questions about the contents. These keep them well informed.
- 68. They are actively involved in monitoring standards. With the headteacher they carefully scrutinise the annual performance of pupils in the national tests of attainment. The chairperson of governors is a regular visitor to the school. There is effective governor involvement in the strategic management of the school. Most governors are in good position to make strategic decisions

because they know and talk about relevant issues with good understanding. The governing body fulfils its statutory responsibilities well.

69. The school's system for financial planning is good with the school managing its available resources well. Guided by priorities outlined in the school improvement plan, the budget is set by the finance committee after consultation with the headteacher and then submitted to the governing body for approval. Money is appropriately allocated and kept under constant review by the finance committee. Governors are very keen to ensure that the principles of best value are applied to all of the school purchases.
70. The school uses funds designated for particular purposes well. The school is involved in a number of initiatives, for example the Education Action Zone. The school maximises the benefits to be gained from such involvement through effective management and planning. For example, the school has considerably improved provision in information and communication technology by increasing the amount of hardware and software available for teaching and by raising the skill levels of teachers through additional training and support. This has contributed to a raising of standards in this area of the curriculum. Standards funds are put to good use, centring on school improvement. For example, one element of funding is used to provide additional support for the teaching of numeracy to pupils in Years 5 and 6. This is having a positive effect in raising standards in this area.
71. Effective routines are in place for the day-to-day running of the school and these ensure that the school runs smoothly. The school's accounts were last audited in 1998. The auditor found the financial and administrative procedures in place at the school to be operating well. Minor weaknesses were identified all of which have been addressed. Good use is made of new technology in the school. For example, some assessment data is kept on computer. The school also uses a range of new technology in its teaching. Very good use is made of a SMART board for the teaching of computer skills, pupils use a data logger and a digital microscope in science. The school has good procedures in place to ensure the cost effectiveness of the goods and services it purchases.
72. The school generally is adequately staffed to meet the demands of the curriculum. However, there is insufficient additional learning support available for the teacher responsible for reception children. The school has the services of a learning support assistant who gives very good support in the classrooms, especially focused on pupils with special educational needs. All teachers have clearly designated responsibilities. Subjects are managed well.
73. Resources for teaching are satisfactory overall with some strengths and weaknesses. Resources for information and communication technology and for mathematics are good. There are insufficient resources available in school for multicultural teaching and there are weaknesses in resources for Foundation Stage children. For example, there are insufficient resources available in the role-play area, most resources are old and well used, classroom furniture, while adequate, is unattractive and large play resources are also inadequate. Concerns were expressed in the last report about resources in music and physical education. These concerns have been satisfactorily addressed. The library, which is housed in the main hall, contains a satisfactory range of good quality reference books. However, on the shelves there are a number of books published some years ago, which contain outdated information. The library contains no suitable furniture such as tables and chairs at which pupils can sit and browse through books.
74. The adequacy of accommodation is satisfactory, although the Reception/Year 1 room is very cramped and is used as a dining room at lunchtime. This prevents the teacher from being able to set out large play equipment or a range of interactive displays. Most classrooms and other areas of the school are maintained as stimulating and interesting environments. Attractive displays of pupils' work and other stimulus displays are on show in classrooms and corridors. The caretaker who has served the school well for many years keeps the school very clean. Considerable improvements have been made to the accommodation since the last inspection. A new teaching block has been added to the school and the pupils now enjoy the use of a large grassed area.

However, the amount of space available for teaching Foundation Stage children is restrictive and this lack of space inhibits creative development.

75. The leadership, co-ordination and administration of special educational needs are good. Good communications systems keep all staff properly informed so that they can offer well-targeted support and monitoring for each pupil. All records are effective and up to date. The Code of Practice is fully applied.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Raise the already satisfactory standards in science at the end of both key stages by:

- ensuring that subject specific vocabulary concepts and skills are rigorously taught;
- ensuring that pupils have further opportunities to plan and record their own scientific experiments;
- implementing a rigorous scientific framework for developing Scientific Enquiry, to identify what pupils at the end of each year group should achieve;
- limiting the use of worksheets so that pupils can further develop their writing skills.

Paragraphs 110, 111, 113, 115, 117

Raise the rates of pupils' progress and subsequent attainment in the Foundation Stage by:

- developing a rigorous curriculum framework with clearly defined learning objectives for each area of learning which enables children to learn using all of their senses;
- ensuring that play activities are rigorously structured so that children develop both skills and knowledge through purposeful play;
- providing extra classroom support and in service training to enable the teacher to intervene in children's learning;
- improving the internal accommodation through interactive displays, bright and attractive furniture and resources in all areas of learning and classroom layout in spite of the cramped conditions.

Paragraphs 1, 28, 39, 50, 74, 77, 80, 82, 83, 85

Further improve the good quality of teaching by:

- ensuring that marking is consistent, uses pupils' errors as teaching points and clearly informs pupils on how to improve the quality of their work.

Paragraphs 7, 42, 95, 117

Minor issues

- ◆ Improve the quality of library books for all subjects.
- ◆ Provide further opportunities for pupils to listen and appreciate a range of music from different cultures.

Paragraphs 17, 73, 97, 153

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	27	47	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	87
Number of full-time pupils known to be eligible for free school meals	16

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	9

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.3

Unauthorised absence

	%
School data	0

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Due to the very small proportion of pupils who took the test, the report does not contain statistical information.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	78
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	17.2
Average class size	21.8

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	10

Financial information

Financial year	2000/2001
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	£
Total income	176 081
Total expenditure	170 363
Expenditure per pupil	1 739
Balance brought forward from previous year	5718
Balance carried forward to next year	4313

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

87

Number of questionnaires returned

39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	3	0	3
My child is making good progress in school.	69	28	0	0	3
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	38	56	5	0	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	26	67	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	69	18	5	0	8
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	31	59	8	0	3
The school is well led and managed.	82	10	3	0	5
The school is helping my child become mature and responsible.	59	38	0	0	3
The school provides an interesting range of activities outside lessons.	44	44	8	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. Children in the Foundation Stage of learning are taught alongside Year 1 pupils in one class. During the week of inspection there were nine children who were following the Foundation Stage curriculum. Children enter the reception class in the term of their fifth birthday. Attainment on entry is broadly in line with national averages in all areas of learning. The majority of children have attended the local playgroup and links between the playgroup and the school are good.
77. Provision for children in the Foundation Stage is satisfactory overall but there are nevertheless, weaknesses. The classroom is too small to provide a wide range of experiences to enable children to learn by using all of their senses; resources are well worn and are limited in number; the development of support staff is very limited; curriculum planning has not as yet fully taken into account the progression of stepping stones as identified in the recent guidelines for children who are under five and the range of teaching methods used is restrictive due to the mixed age nature of the class. In spite of these limitations children do attain the early learning goals in all areas of learning but their rates of progress could be faster. The teacher knows her pupils well but, at present, pupils are not assessed according to the stages identified in the Foundation Stage curriculum. This results in tasks set not always being matched to pupils' needs. The classroom environment is dull and there is a lack of interactive displays, this is largely due to the fact that the classroom is used as a dining room for the whole school. The school has recognised these limitations and is working very closely with the local education authority early years advisor to improve the provision.

PERSONAL AND SOCIAL EDUCATION

78. Children are interested in their work and they are motivated to learn when they are supported by an adult. They are confident to try new activities and initiate new ideas when working with the teacher or support assistant. They can maintain concentration and sit quietly when appropriate. They ask questions and they express their feelings in an appropriate way. They show care and concern for their equipment and they treat books carefully. They are very good at tidying up especially just before story time. They care passionately about their environment and go to great lengths to discuss mini-beasts that they have found in the wildlife area. They treat one another with respect and are polite to visitors. They understand right from wrong and have a good awareness of what constitutes inappropriate behaviour. However they have limited opportunities to choose their own resources for learning because of the small size of the classroom.
79. The quality of teaching is satisfactory but lacks sparkle in creating an environment which stimulates wonder and imagination. The lack of multi-cultural resources provides limited opportunities for children to familiarise themselves with differences in life styles reflecting the multi-cultural nature of our society. Relationships are very good; children are chatty with their teacher and are keen to share their news and discoveries with her. Classroom management is good and children are encouraged at all times to have a go but the difficulties of teaching a mixed age class results in the teacher not being able to devote as much time as is necessary to intervening in children's play. This results at times in children being occupied rather than purposefully learning. For example when children are working at their tables they are often left too long to their own devices. This results in them chatting to each other and not fully concentrating on the task. When the teacher does intervene they quickly rush their work and this on occasion results in untidy presentation. The teacher ensures that children are familiar with classroom routines and this creates order and purpose. Children like coming to school, and they have very good relationships with one another.

LANGUAGE AND LITERACY

80. By the age of five children attain the early learning goals in speaking and listening, reading and writing. Skills develop at an appropriate pace but further rigour is needed in ensuring that children

form their letters and numbers correctly. There is no computer software for the teaching of correct letter and number formation and this restricts progress. When children are working alongside the teacher or support assistant they make good gains in learning but this is not always the case when they are left to work on their own. Most of the children are able to write simple sentences, choosing words from a selection to go with a picture and several higher ability pupils are starting to use full stops in their writing. However, letters are not always correctly formed because there is lack of teacher intervention when children are working on their own. Reading skills develop well and the teaching of reading is good. The teacher has a clear understanding of the literacy strategy as applied to young children using it to focus on sounds and letters and the teaching of phonics is good. The teacher keeps a careful record with evaluative comments on developing skills and uses every opportunity available to reinforce any areas that children struggle with, this enables children to progress at a steady pace. Children are articulate and have acquired a good vocabulary. They listen attentively to the teacher and to one another. When playing in the home corner they are able to go into role but too often there is a lack of teacher intervention in role play and language registers used are restrictive. Children interact well with others and are capable of negotiating plans and activities and taking turns in conversation. They speak clearly and audibly with confidence and are able to act out stories that have been read to them. When discussing stories they are able to identify the main character and sequence the events in order. The quality of teaching gives verbal feedback to children on the quality of their work, but there is insufficient guidance given in children's exercise books to remind them of correct orientation. This results in children not applying what they have learnt in other aspects of writing. Overall the quality of teaching is satisfactory and contributes to the sound gains that children make in their learning.

MATHEMATICS

81. Children attain the early learning goals in mathematics and make satisfactory progress due to the sound quality of teaching. Numeracy skills develop well as the class teacher used methods that help to motivate children and encourage their love of numbers through nursery rhymes and counting songs. Children can read and order numbers to 10, whilst higher attaining children can recognise numbers to 30. Children can add 3 more than 5 and subtract 4 less than 6. They use positional vocabulary appropriately. They know the days of the week and months of the year; they know the language of measuring and they can repeat patterns. They can sort, match, classify collections of things and discuss the reasons for the decisions. They can identify twenty and thirty shapes in their environment and when constructing junk models they can identify and name the shapes they use. They can use language of greater, smaller, heavier, lighter and they show who is tallest and shortest in the class.
82. The quality of teaching is satisfactory. The teacher gives clear explanations, encourages children to talk about the way in which they solve problems and encourages them to try different approaches to finding the same answer. For example, when children were adding $3 + 2$, the class teacher encouraged the children to see the relationship between adding $2 + 3$. Children squealed with delight when they made this connection. However, opportunities for children to problem solve are limited, there is an over reliance on worksheets and children are not given enough learning opportunities to learn through their senses. For example, insufficient multi-sensory learning experiences are provided such as using water and sand as purposeful learning opportunities. Resources for teaching mathematics are old, lacklustre and are limited in range and quality. This limits pupils' rates of progress because insufficient opportunities are provided for pupils to problem solve and choose their own learning resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

83. Children attain the early learning goals by the time that they are five and they make sound gains in their learning. They look closely at similarities, differences, patterns and change in the natural and man made world. They talk passionately about the need to look after mini-beasts in the wildlife area. They know that plants need water and sunlight in order to survive and they understand the passing of seasons, and the changing colours of autumn. They carry out detailed drawings of how plants grow and they know that toy cars travel faster on linoleum than they do on carpet. They design playground equipment and make peg dolls. They know the main functions of

the keyboards and they can recall and reflect on past experiences in their personal lives. They talk at great length about family celebrations, old and young members of their immediate family and places that they visited on family holidays. Opportunities for problem solving and investigation are limited. This is largely due to the fact that, although the indoor environment is satisfactory, there are no interactive displays and it does not stimulate children's interest and curiosity. Opportunities for children to develop their own awareness of different cultures are limited because there is a lack of multicultural resources. For example, in the role play area there are no artefacts, dressing up clothes from different cultures.

84. The quality of teaching is satisfactory overall. The teacher gives clear explanations, encourages children to express their opinions and concerns and provides opportunities for children to communicate their ideas in a variety of ways such as drawing and measuring the growth of recently planted seeds. The teacher has good questioning skills and in conversations with pupils manages effectively to keep them on task. This results in pupils making sound gains in their learning. Effective use is made of outdoors, and the local neighbourhood and the wildlife garden is proving to be an effective tool used to support children's learning.

CREATIVE DEVELOPMENT

85. Very little teaching was seen in this area of learning and judgements are based upon scrutiny of children's work, interviews with the class teacher and co-ordinators. Children attain the early learning goals and make sound gains in their learning. They use colour effectively in their paintings and in acts of collective worship they sing appropriately keeping a steady pace at all times. They know the sounds various instruments make and they can identify loud and soft sounds. They sing number and alphabet rhymes appropriately and they particularly like reciting Humpty Dumpty nonsense rhymes. Children have opportunities to express themselves through a range of art forms such as modelling malleable materials, drawing, painting, using pens, crayons, chalk, and pastels. However, only powder paint is mostly used and opportunities for using ink, water colours, fluorescent paints, and a variety of papers and various sized paintbrushes are limited due to limited resources. Opportunities for drama are not sufficiently well developed because the home corner does not get turned into a variety of establishments to further develop pupils' language and imaginative play. No music making sessions were seen during the week of inspection.

PHYSICAL DEVELOPMENT

86. Children attain the early learning goals in physical development and make sound gains in their learning. Pupils' hand and eye co-ordination is developed through activities with pencil and paper and cutting. Children can run, skip, hop, jump, climb, throw and participate in a variety of learning experiences to develop their manipulative skills such as threading, drawing, painting, writing, sewing, cutting, using dough and plasticine. The quality of teaching is good. The teacher plans appropriately for children in the Foundation Stage and ensures that all safety rules are adhered to. Opportunities are capitalised on improving the quality of children's work and behaviour is well managed. Children are encouraged to be independent they reflect on improving their performance and they move with control and co-ordination. Explanations are clearly given and children are encouraged to share their work with others thus identifying good practice. The village hall is used for physical development and the teacher uses this facility well. The previous inspection report identified restriction in delivering all aspects of physical development due to space restriction. The school is still in the process of sorting out a secure play area for the children and at present there is no storage space for wheeled vehicles. The governors have improved indoor facilities for teaching physical education and are aware of continuing to implement the key issue identified in the previous report.
87. Since the previous inspection report standards have been maintained in all areas of learning. Progress in relation to the key issues regarding accommodation has been satisfactory and governors are seeking ways to improve provision by providing extra classroom support.

ENGLISH

88. National test results for 2000 show that standards of attainment at the end of Key Stage 1 were well above national averages in reading and very high in writing when compared with all schools. However, when compared with similar schools, reading and writing are both very high and demonstrate by these results that the school is within the range of the top five per cent of schools across the country. Analysis of data reveals that, by the age of seven when the national tests are taken, one-half of the pupils reach level 2 and over one-third reach the higher level 3 of the National Curriculum in reading. However, in writing, three-fifths reached the higher levels of level 2 and one-fifth reached level 3. Inspection findings in Key Stage 1 show that standards in speaking, listening, reading and writing are above those expected nationally. This is the result of good teaching, especially the teaching of basic skills which contributes significantly to pupils' attainment. In Key Stage 2 English is above the national average when compared to all schools and well above national average when compared to similar schools. Trends over time show that pupils' attainment exceeds the national average. Analysis of data for attainment in English shows that by the age of eleven almost three-fifths of pupils reached level 4 with those reaching level 5 being in line with that expected nationally at the higher levels. There is no overall difference in the attainment of girls and boys. Pupils who have special educational needs make good progress in both key stages because of the quality of teaching and support given to them as they progress through the school.
89. By the end of Key Stage 1 pupils' attainment in speaking and listening is above average and, in the literacy lessons observed, pupils were carefully listening to questions posed by their teachers and responding, often with a sound command of subject vocabulary combined with a developing awareness that others have opinions and need to be heard and listened to. They also have opportunities to read as a group and discuss what they think of the story and whether they would recommend it to others. This development is consistent and pupils become confident speakers and listeners as they progress through Key Stage 2. Other opportunities for development of speaking and listening are offered through cross-curricular subjects and these are well used.
90. High standards in reading in Key Stage 1 have been maintained over the past four years and the inspection findings show that they are above the national average. Pupils understand what the author and the illustrator do, they understand the difference between fiction and non-fiction books and could confidently use these terms. They understand the importance and use of the contents page and index when accessing information. Pupils across the ability range are keen to read and although some pupils' experience of a range of reading strategies is limited, they are determined to improve their reading and willing to receive help and support to do so. They develop a good understanding of phonics and are able to use this skill when reading more difficult words. However, the more able pupils are generally very confident and are becoming independent readers. They are keen to discuss what they enjoyed about a book and are beginning to have favourite authors. Books are taken home and parents are actively involved in supporting their children's learning through listening to them read. However, some pupils were unclear how often teachers hear them read in school.
91. Standards in writing are high as confirmed by the very high standards in the results of the 2000 Standard Attainment Tests. From the scrutiny of work and the work seen in classes, pupils take a pride in their work and, by the end of the key stage, handwriting and presentation are generally good and often very good. This is the result of good teaching and the emphasis on the teaching of basic skills and regular handwriting practice using cursive script. Pupils can make up sentences, are aware of capital letters and full stops and where they should go. They can take notes and use these to develop a piece of sustained writing. For example, Year 2 pupils were looking at a book called 'Dear Greenpeace', and understanding the values of Greenpeace in bringing to the attention of the public animals in danger. They also looked at the links with other organisations such as the RSPCA and RSPB. From this information, combined with well-prepared writing frames to help and support pupils' writing and a clear explanation of the task, pupils were confidently setting about the task. There are examples of cross-curricular writing and stories from other cultures. For example, pupils had designed an information leaflet about the heart, lungs and ribs and written about the Chinese New Year and a folk tale, "Monkey and the Water Dragon." In the reception and Year 1 class pupils had been inspired by the Big Book,

“Polar Bear, Polar Bear, what do you hear?” They had made little concertina books and had written a joint book of facts about polar bears. In the Year 1/2 class pupils had studied the reading books of the author Jill Murphy and written all about what they had found out from their research on the author. They had also written letters to their mums and dads about their holidays, just like Rosie in the book by Martin Selway, “Don’t forget to write”.

92. By the end of Key Stage 2 speaking and listening, reading and writing are above national averages and all groups of pupils achieve well in relation to their prior attainment. Pupils speak confidently; they have a range of vocabulary and choose adventurous words when describing their responses to what they have read. Pupils enjoy reading and most read fluently with expression, keeping a record of books they have read. For pupils who still need help with reading there is a good system of support which is having a positive impact on the development of reading. Pupils are able to talk about the plot, the characters, predict what might happen next and compare with other books read. They take books home and choose and return books to class libraries. Pupils understand how to search and retrieve information from books and can explain the importance of the contents, index, glossary and for some, the higher order skills of skimming and scanning for information. Overall pupils are enthusiastic about reading and keen to discuss the books they have enjoyed with others.
93. Standards in writing are good and often very good and are above average for 11 year old pupils. As pupils move through Key Stage 2 they engage in a range of writing that includes, note taking skills; lists; letter writing, both formal and informal; book reviews and fact files on books; writing questions to ask and writing a report on the evidence collected; writing poetry, including writing in the style of a chosen poem; non-fiction writing; writing and giving instructions; creative and extended writing and argumentative writing on a chosen theme. Some examples are, writing instructions for making a paper aeroplane and extended text work on “Aladdin and his Wonderful Lamp” by Phillip Pullman. Cross-curricular studies are undertaken with skill development in accessing information and writing reports to include work in religious education, history, geography and science. For example, in one class a display of a school trip to Chester, to study the Roman fortress at Dewa, included examples of extended writing of a diary in the life of a Roman soldier, labelled sketches of Roman armour and a chronological list of dates and important events in Roman Britain. Pupils’ handwriting and presentation are good overall and examples of very good work demonstrate the pride pupils take in their work.
94. Targets for writing are set and in the key stage they include, learning to write in paragraphs, using interesting vocabulary, writing using direct and reported speech correctly and using paragraphs to structure the plot. Information and communication technology is used extensively for drafting and to produce the final copy for stories, writing letters and using the desktop publishing program to publish the school newspaper Morda Madness. This combines text and graphics and is also used to write up science investigations.
95. Pupils’ attitudes are very good. They settle quickly to lessons and generally maintain their interest and concentration well, because of the good management by teachers. The quality of teaching is good overall with examples of very good teaching in both key stages. Teacher expectation and management of pupils was judged very good in both key stages. However, the standard of marking across the school is inconsistent with the best examples of marking seen in Key Stage 2. In the better marking teachers bring to the attention of pupils mistakes in spelling and punctuation and write comments that praise good work and evaluative comments to move them on in their learning. However, a sharing of this best practice would ensure a consistent quality of marking across the school. In both key stages there is good planning and delivery by teachers with good use of questions to challenge and stimulate pupils in their learning, good teaching of basic skills and effective use of support staff in Key Stage 2. Where teaching is best, teachers have confidence in their subject knowledge, which they deliver at a brisk pace, have high expectations of what pupils can achieve, and assess and monitor individual pupils in order to plan for future lessons. The subject co-ordinator looks at work informally but the headteacher monitors the medium and short term planning, samples pupils’ books, looks at displays and holds discussions with staff.

96. The school has adopted and implemented the literacy hour successfully and this is having a positive impact on learning and subsequent standards. In addition, the Education Action Zone co-ordinators have been instrumental in supporting the school in target setting amongst other help they have given to the school. The purchase of new resources for the teaching of literacy and the extra support from outside agencies has made a considerable impact upon the raising of standards.
97. There is a school library that is presently situated in the school hall and funding has been made available to extend physical library provision. The library has a good collection of non-fiction books that are well kept and in good condition. However, there is a small number of out of date books giving the wrong information and in need of replacement. At the present time there is a problem for pupils accessing books as the non-fiction books are not in Dewey order and this makes it difficult for pupils to find books by numerical order. A majority of the fiction books are situated around the school in classrooms and are sufficient in number for the needs of the school. However, the majority of the fiction books are in poor physical condition, especially the books in the reception and Year 1 class where they urgently need replacing. There are some non-fiction multicultural books in classrooms, but these could be improved in order to help pupils learn about the multi-culture of our society.
98. Overall the school has made good progress in English since the last inspection.

MATHEMATICS

99. Pupils' results in the end of Key Stage 2 National Curriculum tests in 2000 were overall in line with the national average, being well above the national average for those attaining the expected level 4 and below the national average for those reaching the higher level. In the end of Key Stage 1 National Curriculum tests in 2000, pupils' results were overall average, being well above the national average for pupils reaching the expected level 2 and well below the national average for those reaching level 3.
100. At both key stages results in 2000 showed a decline from the previous three years when results had been high. However, the relatively small number of pupils in both groups means that following the statistics is unreliable. There is no significant difference in the performance of girls and boys at either key stage. In comparison with the results achieved by schools with pupils from similar backgrounds in 2000, pupils' overall performance was well above average at Key Stage 2 and above average at Key Stage 1.
101. Inspection evidence shows that pupils in Year 2 and Year 6 attain good standards in numeracy and in all other areas of mathematics. Pupils achieve well in relation to their prior attainment and standards are above national averages. Standards in numeracy are improving, representing a good improvement since the last report. There are no marked differences in the performance of girls and boys. Pupils with special educational needs receive good classroom support from teachers and make good progress.
102. By the age of seven, most pupils add and subtract numbers to 20 accurately using appropriate strategies. With encouragement they explain how they find the answer. They identify simple number sequences, continue them and explain their patterns. They know the differences between odd and even numbers and can describe some of their respective characteristics. They read and write numbers up to 100, being able to count them sequentially and order them. Higher attaining pupils know what each digit in a two digit number represents. They recognise and continue quite complex number sequences. They can also double and halve numbers. They can measure accurately using a centimetre rule. This represents good achievement. Pupils are developing their understanding and knowledge of shape and identify and name correctly a number of two and three-dimensional shapes. Higher attaining pupils are able to describe some of the properties of these shapes, including cylinders, cuboids, pyramids and spheres. Pupils use a good range of mathematical vocabulary when discussing their work. For example, when describing shapes they use their correct names and talk about straight lines and edges. When describing numbers they sometimes use the terms "more than" and "less than". Lower attaining pupils and those with

special educational needs make good progress at developing number skills. They can add and take away small numbers and they recognise and name simple two-dimensional shapes, for example circles, squares and triangles.

103. Year 6 pupils have a good grasp of number. They use a range of strategies when calculating and applying the four number rules. They have a good understanding of properties of numbers. For example, they know that when two even numbers are multiplied together the answer is even. They draw and measure accurately, using a protractor to measure angles. They measure perimeters of shapes and calculate areas of shapes. Higher attaining pupils have a good understanding of notation including parts of a whole to a hundredth part. They convert fractions to decimals. They have no difficulty suggesting pairs of factors for whole numbers up to 200. Average attaining pupils have good number skills and can successfully apply all four number processes to large numbers. Higher and average attaining pupils have a good understanding of percentages and they are able to work out actual costs of articles given the percentage discount on the original price. Lower attaining pupils and those with special educational needs achieve well and apply the four number rules with confidence when working with two digit numbers. These pupils have a satisfactory understanding of simple fractions.
104. Overall, the quality of teaching throughout the school is good with examples of very good and excellent teaching seen. This is an improvement since the last report. Teachers are applying the National Numeracy Strategy well. Teachers plan well and their lessons include a range of appropriate activities that meet the learning needs of all pupils, including those with special educational needs. Lessons have well-defined learning objectives which teachers make clear to pupils when lessons begin. They generally set a lively pace of work. Teachers use ends of sessions well to assess and reinforce learning. They also make good use of resources to help pupils' learning and understanding. The subject is well resourced with sufficient equipment being available to meet the demands of the National Numeracy Strategy. In some lessons the timetable is organised to allow for single age teaching of Year 5 and Year 6 pupils. This organisation makes planning less demanding on teachers and it is making a good contribution to the progress of pupils. A noteworthy feature is the contribution to teaching in Years 5 and 6 of the head of the mathematics department of one of the local secondary schools to which the majority of pupils transfer at the age of eleven. During the inspection he was observed teaching an excellent mathematics lesson as one of a series of lessons as part of the transition arrangements between Morda as a feeder primary school and the receiving secondary school. In the very good and excellent teaching seen in Year 5/6 the visiting teacher enthused the pupils with his excellent subject knowledge, well paced delivery, and very good explanations of probability, mode and median. The pupils quickly understood the patterns of numbers and achieved very good gains in learning.
105. Behaviour of pupils in lessons is good and attitudes to learning are very good. Pupils enjoy mathematics, particularly the oral and mental sessions in numeracy lessons, in which they take part enthusiastically. They co-operate well when working collaboratively and work hard when engaged on mathematical activities.
106. Information and communication technology to develop pupils' mathematical knowledge and understanding is used effectively. For example, Year 6 pupils use computers well to explore and draw a range of regular and irregular shapes and to construct nets. Pupils use their mathematical skills in other areas of the curriculum, for example counting beats in music, measuring and data handling in design and technology and in information and communication technology.
107. The co-ordinator gives good leadership. Teachers are well supported and all aspects of the subject, including teachers' planning, pupils' completed work and classroom teaching are effectively monitored. The Education Action Zone link inspector effectively contributes to the monitoring of teaching. Assessment test results are thoroughly scrutinised and the results of this analysis are used to build a clear view of the subject's strengths and weaknesses.

SCIENCE

108. Results of the 2000 National Curriculum tests of eleven-year-olds show that standards in science are below the national average for all schools but are in line with national average for similar schools. Since 1997 standards have dropped with the best results being in 1999 when they were very high and in the top 5 per cent nationally. The school has only just recently appointed a new science co-ordinator and this is already having a positive effect on standards. The academic profile of pupils who took the tests in 2000 consisted of pupils who were average to below average attainers, many of whom had special educational needs. Statutory teacher assessments of seven-year-olds in 2000 show that standards at the end of Key Stage 1 were very high indeed. These results have to be treated with caution because the number of pupils taking the test was very small and could therefore be misleading.
109. Taking three years together the performance of pupils exceeded the national average for their age group.
110. The previous inspection report judged standards to be in line at the end of Key Stage 1 and above the national average at the end of Key Stage 2. Present inspection findings confirm that average standards have been maintained at Key Stage 1, but at the end of Key Stage 2 standards have regressed from being above national average to being in line with national average. This is because the school has been without a science co-ordinator and has only just recently appointed a new co-ordinator, who has produced a comprehensive scheme of guidelines to enable teachers to plan their work effectively. There is evidence to suggest that standards are improving because teachers are now more focused on teaching subject specific vocabulary concepts and skills but this practice has as yet not had time to impact on the standards that pupils attain at the end of both key stages.
111. By the end of both key stages standards in scientific enquiry are average and pupils' achievements are satisfactory but they could be better. This is because at present the school has not identified an incremental progression of skills that are to be taught to each year group. There are insufficient opportunities provided for pupils to develop their recording skills using a range of different approaches. This is because there is at present an over reliance on worksheets, which prevents pupils recording their findings using a range of styles.
112. By the end of Key Stage 1 pupils know that humans and other animals feed, grow, make use of senses and reproduce. They can name human organs and parts of plants. They know that both animals and plants need water for growth and they have good knowledge of mini-beasts and the importance of caring for their wildlife garden.
113. They know that materials are used for a range of different purposes but they are unsure as to how they are chosen for specific uses because of their simple properties. They can describe how materials alter when they are heated and cooled. They can name everyday appliances that use electricity and they can construct a circuit knowing that a switch can be used to break a circuit. They can describe how swings and slides work but they have difficulty in explaining why things have changed when a variable has been altered. They know that shadows alter at different times of the day and that darkness is the result of the absence of light. Overall pupils' achievements are satisfactory in Key Stage 1 but they could be better if further opportunities were provided for pupils to record their experiments in a variety of ways and the use of worksheets was limited. By the end of Key Stage 2 pupils attain standards which are broadly in line with national averages. In scientific enquiry pupils understand that scientific ideas are based upon evidence and they know that fair tests rely on altering one variable without affecting the others. Pupils can use appropriate equipment for adequate observations, but their range of methods for writing up results using measurements with tables, bar charts and graphics is limited.
114. In life processes and living things pupils can identify organs as petal, stamen, stigma in various plants and they know the meaning of photosynthesis. They can describe similarities in the main stages of human and flowering plant life cycles and they know that soil is rich in nutrients. In materials and their properties they can describe the differences between the properties of different materials and the resulting classification into solids, liquids and gases. They use scientific terminology in describing evaporation, condensation, and filtration for separating simple mixtures.

115. Pupils at the end of Key Stage 2 are able to explain why a bulb does not light because of an open circuit and they can explain why shadows form and they know the difference between the terms translucent, transparent, opaque. Prepared worksheets stuck in books have the effect of preventing pupils from expressing their own ideas.
116. Pupils who have special educational needs make good gains in learning because they are appropriately supported by support staff. Average and above average attainers make satisfactory progress over time but during the week of the inspection examples of good progress were seen where the quality of teaching was good or better. An example of this was seen in Year 5/6 where all groups of pupils made good gains in learning because they had hands on experience of dissecting a flower in order to identify its constituent parts.
117. The quality of teaching is good overall with examples of very good teaching. This results in pupils making good short term gains in their learning and results in them developing very positive attitudes. Teachers have very good relationships with their pupils and give good explanations. When pupils' struggle they are encouraged to 'have a go'. Humour is used effectively. In a Year 6 class when pupils were dissecting a flower the teacher asked them whether bees might be attracted to a fluorescent pink flower. Teachers have good questioning skills. They are able to quickly identify those pupils who might not understand. Teachers prepare resources well; these are interesting and help pupils in their learning. For example in Year 6 the teacher produced a plastic flower which she unpeeled to reveal its various parts, this helped pupils to clearly understand the functions various parts perform. On occasions teachers overuse worksheets, this limits pupils' progress in writing, as they cannot be adventurous in using a range of recording styles. The newly appointed co-ordinator offers good advice to teachers when planning lessons. Teachers' marking is inconsistent and ranges from being very good to being just satisfactory. In Year R/1 marking is not consistent in Year 2/3 and Year 3/4 marking is good, the best marking is in Year 5/6. In all classes teachers check pupils' understanding and define clear learning objectives, this enables pupils to become focused on their learning and acquire knowledge at a sound rate. The management of the subject is good. The co-ordinator is knowledgeable and provides an effective lead in the subject. She has identified the main areas to take the subject forward such as improving planning for experiments. Resources are satisfactory, they are clearly labelled and well stored. Assessments are appropriately used to move pupils on in their learning.
118. Since the previous inspection pupils' achievements are not as high as identified in the previous report at the end of Key Stage 2 but since the appointment of the new co-ordinator the school is well placed to continue to raise standards.

ART AND DESIGN

119. The previous report identified that standards in art and design were above national expectations at the end of both key stages. The school has maintained the high standards identified, and all groups of pupils achieve well in relation to their prior attainment.
120. By the end of Key Stage 1 pupils have good observational skills and they can use line, tone, colour and shading in their work. They have produced detailed collage work representing the sea and they know how to use different colour hues effectively. They know about the work and style of a full range of artists including Seurat, Degas, Picasso, Henry Moore and Andy Goldsworthy. The recent involvement of Andy Hancock, a local artist, has had a very positive effect on the pupils' achievements in natural cane weaving and the pupils' sculptures are well executed, providing a focal point for discussion during playtime. Pupils in Key Stage 1 are particularly fond of the work of Andy Goldsworthy and their natural sculptures show much thought and creativity. Pupils in Year 2 have produced some intricate patterns on their clay tiles representing a pineapple collage. Pupils in both key stages can mix colours well, they have well developed techniques of smudging, shading and colouring and know how to use paint brushes in many different ways to produce a variety of effects.

121. By the age of 11 pupils use visual elements such as line shading and tone, and paint accurately in the styles of well known artists such as Monet and Mondrian. They are able to use themes in other subjects to develop ideas artistically. For example pupils produced intricate storyboards in Year 5/6 to depict movements from Aladdin which they studied in literacy hour. They have produced paintings on glass in the style of Mackintosh and in their study of textiles they have produced detailed sketches of the Bayeux Tapestry, and have studied 'Arpilleras' as a way of communicating Peruvian stories. Pupils have good skills of printing and have printed a variety of designs of Aladdin's lamp. Continuing on the theme of Aladdin they represent Abbannazar's anger through silhouettes. They have used silhouettes of the sultan's city against an orange wash to represent contrast and, when designing the Sultan Chamber, they have used a variety of textiles ranging from drawing on ribbon and sewing using glittered pipe cleaners. Pupils have good knowledge of the style of William Morris and have produced some very intricate pattern work.
122. Although no teaching was seen it is clear from the displays and teachers' planning, portfolios of work and photographic evidence that teachers have very secure subject knowledge and have a passion for teaching the subject. Teachers' planning identifies that subject specific skills are rigorously taught and that art is used to promote understanding in a variety of different subjects.
123. Pupils have very positive attitudes to learning and they particularly enjoy working with artists and undertaking clay work. The curriculum provides good learning opportunities and teachers ensure that pupils are appropriately stimulated by using an interesting range of resources. Pupils' skills of literacy are appropriately developed through the use of emotional responses, pupils are encouraged to explain their preferences. Information and communication technology is used well to support learning and pupils in both key stages have used a variety of computer software to complement their learning. They have explored images and colour and have repeated a variety of patterns.
124. The co-ordinator is very knowledgeable and passionate about teaching her subject. Her classroom is full of interesting displays, which encourage pupils to talk about their work. In spite of the cramped conditions she has ensured that the displays are eye catching and encourage debate.
125. Resources are satisfactory and are sufficient in quantity. Assessments are nevertheless good and effective and have improved since the last inspection. Pupils interviewed know which techniques they need to improve on.
126. Evidence about standards is collected from scrutiny of pupils' work, displays, teachers' planning, interviews with pupils and staff as limited teaching was seen during the week of inspection.

DESIGN AND TECHNOLOGY

127. Standards of seven and eleven year old pupils are above average, which is similar to the situation at the time of the last inspection. All pupils, including those with special educational needs, achieve well.
128. During the period of the inspection it was possible to observe only two lessons in design and technology. In one of these lessons, a mixed age group of pupils from Years 3 and 4, a prominent part of the lesson involved the pupils testing a range of bread products, discussing their general characteristics and deciding preferences for use in making sandwiches. Pupils were asked to choose their own personal preferences and encouraged to give reasons for their choices. Pupils quickly learnt to classify the products against a range of criteria. In preparation for designing sandwiches pupils also listed their own favourite fillings. This work was linked to their work in information and communication technology where pupils learnt to create a data base in which to gather all this information. These pupils went on to design a sandwich and produce and label an exploded diagram of their design. In an excellent lesson with a mixed age class of Year 5 and 6 pupils, they were studying aspects of healthy living and designing a packed lunch. In recording their work these pupils were able to use instructional writing in an impersonal way, learning to

express themselves in a clear and concise manner. These pupils display a good understanding of the principles of the packaging of food products both in the interests of hygiene and also the importance of attracting the consumer. Pupils co-operate well in lessons. They show considerable interest and their obvious enjoyment is a response to enthusiastic and very effective teaching. Pupils with special educational needs received good support from teachers and made good progress with their learning.

129. Much of pupils' work was available for inspection and it shows that pupils in both key stages make models to a good standard. In constructing their models pupils work with a range of tools and materials. Reception, Year 1 and Year 2 pupils make models with wheels. They learn how to make an axle holder and attach wheels to their models. These pupils make puppets having first studied a range of manufactured puppets to see how they are constructed. These same pupils watch things being disassembled in order to find out how they work. For example, in their study of wheels and axles a group of pupils watched the teacher remove the wheels from a bicycle. All pupils experience both the designing and making process. They are encouraged to evaluate their efforts and consider where improvements could be made. When making slippers, Years 5 and 6 pupils first prepared a design specification. The quality of the finished product shows that these pupils are able to cut, shape and fix together a range of materials with good accuracy. These pupils generated a range of good ideas and evaluated each other's designs according to their suitability for the given purpose. In this activity pupils were given choice when appropriate and the opportunity to explore their own ideas. Teaching promotes and encourages the pupils to design.
130. Further scrutiny of teachers' planning and discussion with some Year 6 pupils shows that all pupils are getting good experiences in design and technology. There is a good policy in place. The school has adopted a scheme of work which meets the requirements of Curriculum 2000. The lack of such a scheme was a concern expressed at the last inspection. The subject is well managed and teachers share knowledge and expertise with one another thus ensuring that all pupils benefit from confident teaching. The school is well resourced with a good range of tools and materials being available to meet the requirements of the scheme of work.

GEOGRAPHY

131. The previous inspection report indicated that attainment at the end of Year 2 was satisfactory and at the end of Year 6 was good. The school has maintained these attainment levels.
132. By the time pupils leave the school, at the end of Year 6, attainment is good and all pupils achieve well in relation to their prior attainment. This represents good progress. Pupils know the vocabulary associated with rivers, such as source, estuary and tributary. They know how mountains are formed and they have a good understanding of factors associated with varying weather conditions, including those which are extreme. Pupils have good knowledge of a range of geographical features in the United Kingdom and a good knowledge of the local road network. Pupils contrast a range of geographical features found in a given location in Scotland with those found in a given location in Alaska. Pupils use letter and number co-ordinates to locate features on a map of the local area. In Years 3 and 4, pupils develop mapping skills by studying Ordnance Survey maps. They learn and use many of the symbols associated with these maps. These same pupils learn about dangers in the environment and consider ways in which the environment can be improved. They study India and focus on village life in India comparing it with village life in this country. Pupils enjoy their work as the teacher's good use of videos and her provision of a range of everyday Indian artefacts, such as toys to which the pupils can relate, enrich their study.
133. During Key Stage 1, pupils develop their mapping skills by drawing simple maps of their route to school and plans of the classroom. They learn to devise simple symbols to use with their drawings and maps. Older pupils study the seaside and use photographs to identify features such as the beach and the promenade. In considering the seaside past and present they focus on such things as changes in modes of transport and other areas of change.
134. Pupils enjoy geography and take care when recording, for example when completing maps. Teaching of geography is good. Teachers use a good range of resources effectively to interest

pupils. Numeracy skills are used well, for example when using co-ordinates in map work. Tasks set for pupils are sufficiently demanding and interesting.

135. The geography curriculum is good. This is an improvement since the last inspection. It is enhanced by visits and the use of the local area. A strength of the planned curriculum is the coverage of environmental issues. This work, together with the study of life in India, enables geography to make a good contribution to pupils' personal development. Resources are satisfactory overall, but could be improved in the area of multicultural, posters, books and artefacts.

HISTORY

136. Standards of attainment in history are above those expected of pupils of a similar age in both key stages. No class lessons were seen and judgements are based on the scrutiny of pupils' work, teachers' planning, displays around the school and discussions with staff and pupils.
137. The planning for history is in line with the requirements of the National Curriculum programmes of study and the school has adopted national guidance for the teaching of history. To ensure full coverage the history scheme is planned as a two-year cycle.
138. By the age of seven pupils develop their knowledge and understanding of how people lived in the past. For example, comparing the children's toys with those of today. Their present study in history is looking at what it was like going to the seaside in Victorian times and comparing with the seaside holidays they have experienced. However, in this context planning for geography is similar in content and taught ahead of the history lesson.
139. By the age of eleven pupils have a good knowledge of the key periods, times and events in British history. For example, in Years 3 and 4 they have been studying the Roman period from 55 BC to 410 AD when the Romans finally left Britain. There is a very good display of their studies, which include a school visit to the Fortress Dewa at Chester. The display consists of a map of the Roman Empire, Roman timeline of the period they are studying, photographic evidence of their visit and subsequent use of this resource to label the armour worn by the Romans. They had completed a worksheet that set, in chronological order, the dates and important events of the Roman period in Britain. Pupils had completed an extended piece of writing when they wrote their own imaginary version of a Roman diary of the time. Information and communication technology is well used. For example, the images collected on the digital camera became the resources used when designing their own topic covers for their studies using Microsoft Publisher. In addition, the Internet was well used to access information about Romans. Artwork in the classroom of the Tudors demonstrated work done for their previous history topic.
140. It is not possible to make a judgement on the quality of teaching as no lessons were seen during the inspection, but it is evident from teachers' planning that correct skills of historical enquiry are being taught.
141. There is a policy for history and the school has adopted the national guidance for history which has been linked into the programmes of study. The school has found the national guidance very useful in identifying key questions and assessment tasks. The subject co-ordinator ensures that the subject is kept up to date and is aware of the teaching time for the subject and the need to utilise time effectively through good planning. In addition, the use of drama and role play has been identified for development to enhance the knowledge and understanding of living history and bring it alive for the pupils.
142. The school makes good use of the library service which has a very good collection of artefacts for history. In addition, grandparents and parents who have specific skills in history have been an excellent source for artefacts, especially when undertaking local studies. To enhance the local history studies there is a local historian who has written books on the history of the locality and good resources are obtained from the library service.

143. The school has maintained good progress in history since the last inspection

INFORMATION AND COMMUNICATION TECHNOLOGY

144. Standards of pupils' attainment are above those expected at the ends of both Key Stage 1 and Key Stage 2. The improvement in standards since the previous inspection has resulted from a recent upgrading of resources, the development of teachers' skills in teaching the subject, the systematic and determined management of curriculum development and the effective use of external consultancy in the school.
145. In Key Stage 1 the majority of pupils acquire good basic skills and are achieving well. The youngest pupils successfully learn to operate a programmable toy. In Years 1 and 2 pupils are provided with well-structured opportunities to use the computers and become familiar with a range of information and communication technology. Consequently, they make good progress. They learn to use the keyboard and mouse with control and understanding and operate a range of programs effectively. Younger pupils develop basic keyboard skills, showing they can operate a range of keys and the spacebar. They are able to edit simple text, for example by using the cursor, mouse and delete key. They learn to use a word processing program to construct sentences and they draw pictures. For example, pupils draw pictures of vehicles and label them in their work in design and technology when designing wheeled vehicles. Older pupils input data into the computer and use programs to generate graphs, for example pupils draw graphs showing the distribution of different hair colours of pupils in the class.
146. In Key Stage 2 pupils' learning is also good, contributing positively to the good progress they make. By the end of this key stage pupils have a secure understanding of information and communication technology and they have good skills. Younger pupils can use the computer to organise and reorganise data. They learn appropriate vocabulary such as the technical meaning of the term 'field' as it relates to the compilation of a data base. Pupils create their own data bases. Pupils in Years 3 and 4 compile a school newspaper using their publishing skills. Pupils also design very attractive topic book covers often incorporating digital photographs with text. Older pupils design and produce web pages, for example Year 5 and Year 6 pupils have produced very attractive web pages about Ancient Greece in connection with their work in history. The quality of the work is very good. Pupils use *logo* successfully inputting instructions in order to create patterns. Throughout the school pupils use computers to access information.
147. Throughout the school pupils have opportunities to use modern technology in a number of ways. For example, in science pupils measure temperature using a probe and a data logger and they use digital microscopes to study leaves and seeds by means of enlarged projected images. They use a scanner to scan images which they then incorporate into their computer-generated work.
148. Pupils work at computers with confidence. They co-operate very well in learning groups and whilst working at paired activities. Their responses are very positive and this contributes to the good learning they make.
149. Overall the teaching is good. Teachers use the school's extensive range of equipment to good effect to teach appropriate skills and this is having a significant impact on raising standards. There is good evidence of teachers providing opportunities for pupils to use the computers available in classrooms across most areas of the curriculum.
150. Curriculum leadership in information and communication technology is very good. The co-ordinator manages the development of the subject well. A clear policy and a scheme of work inform teaching and learning in the subject effectively. A good programme of professional development has improved teachers' skills and this is enabling them to manage pupils' learning effectively. The school has benefited considerably from advice and help given by an external consultant. The co-ordinator effectively monitors planning and pupils' work and this provides clear information about the quality of teaching and learning and the extent to which the computers are used across the curriculum. The school has successfully built on and extended the good practice reported in the last inspection.

MUSIC

151. Standards in music in both key stages are above those compared with pupils of a similar age.
152. No lessons were seen and the judgement on standards in music was made by observing a musical performance given by the Year 5/6 class, singing in assembly, looking at planning, photographic evidence and discussions with staff and pupils. The school has adopted national guidance for music and this has begun to impact on standards. Little evidence was available of pupils' previous work across the school, but photographic evidence of musical activities was seen and displays of graphic scores accompanied by sound recordings. In the scrutiny of plans it was clear that the elements of music were being taught and pupils would have further opportunities to develop their composing and performing skills and those of listening and appraising music. The performance by the class was very impressive and included part-singing of a good standard. Pupils had good pitch and their diction was clear. Following the singing was a performance of pupils' own compositions using tuned and un-tuned percussion. The playing was sensitive using the dynamics of increasing and decreasing the level of sound, tempo was very accurate and they maintained a steady beat and rhythm. Overall the performance confirmed the standards of attainment that pupils have achieved prior to starting their secondary education.
153. Pupils experiment with what sounds can be made from musical instruments. For example, those that you tap or bang, scrape, blow and those that vibrate. Picture clues of instruments are shown and pupils have the task of grouping instruments into categories. Music is played as pupils enter assembly and the composer and name of the music is displayed. In one class pupils had been studying the music of Aaron Copeland. Pupils had written descriptive appraisals of Billy the Kid and these were displayed in the classroom. In another class there were photographs of a class assembly of the Nutcracker Suite and a video was made of this performance. However, little evidence was seen of music from different cultures.
154. The music co-ordinator is on maternity leave and it is the measure of how well music has been co-ordinated by the way music has continued to run smoothly. Although the staff is small, a significant number have a strong interest and specific skills in music. This balances the teachers who are not so confident in teaching music. The staff work as a team and this is evident in their approach to music.
155. No lessons were observed so it was not possible to make a judgement on the quality of teaching. However, from the music performance it was clear that pupils had been well taught and had a very good attitude to the subject.
156. There is a policy and a scheme of work, including support material from the local educational authority. Although there are peripatetic music teachers available they do not visit the school. Any pupils wanting to learn an instrument have to visit another school for their lessons.
157. The resources are sufficient to teach the subject but the school has identified the need to increase the range of instruments, including multicultural instruments. The school holds musical productions and takes part in the Music Festival at the Marches School. In addition, a woodwind quartet visited the school to perform to the pupils and pupils in Years 5/6 went to "Music Live" at another school.
158. Since the last inspection the good progress in music has been maintained and standards in singing remain high.

PHYSICAL EDUCATION

159. Standards in physical education are in line with those expected of seven and eleven-year-olds.
160. At Key Stage 1, pupils move over, along and under, including balancing and climbing, benches in a variety of ways. Their work shows increasing imagination as the lesson progresses and when

the teacher encourages them to think of different ways to move. They practise their own sequences of four movements on the floor and then three movements on different parts of the apparatus. In this activity they show good control of their bodies and try hard to improve the quality of their movements. By the end of the key stage pupils are developing their co-ordination, control and accuracy in throwing and catching balls. From this they were rolling balls between two cones for accuracy prior to using bats and hockey sticks to steer balls in and out of cones. Overall the pupils were making sound progress with these activities and worked extremely well together in pairs.

161. Years 3 and 4 were preparing for a range of summer games. They were developing ball skills by throwing to a partner and two-thirds of the class had good ball skills, where they had almost 100 per cent success in catching the balls at each throw. Those pupils not so successful were working on developing speedier reactions when catching the ball and drawing it to their chests. However, some throwing of the balls was inaccurate and this did not help the catcher. However, in the various bat/ball games each group demonstrated to the others how to play the game so that at changeover they were able to proceed without fuss.
162. Pupils in Year 6 continued with this theme by further developing skills in batting, bowling, fielding and by extending those to playing a series of rotational batting games. They show very good ability to catch a ball and throw it accurately to their partners. They work at speed and show very quick reactions. Pupils change their position so that they can catch a ball easily and play a form of cricket, which demands hand and eye co-ordination from the striker and passing and catching skills carried out at speed by the fielders and wicket keeper. In addition, the skills of the bowler were moving towards over arm delivery in preparation for kwik cricket games.
163. Attitudes to physical education are very good. Pupils enjoy physical education and put good effort into their work. They work with more purpose when teachers make suggestions for improving their performances and pass their enthusiasm on to pupils. Pupils' effort, determination and delight in their success show in their faces. They set out equipment and put it away sensibly, taking notice of the safety rules reinforced by teachers. The very good range of extra-curricular activities contributes positively to pupils' attainment and love of sport.
164. Overall, the teaching is good. In the best lessons, teachers' knowledge and enthusiasm for the subject are communicated to pupils so that they are eager to take part. Teachers use praise and encouragement very well to draw out the best from pupils. They reinforce high expectations of performance by allowing pupils who perform particularly well to demonstrate to the class. Lessons observed had good warm-up sessions and the emphasis was on safety in movement and awareness of the rest of the class. However, although pace of lessons was good overall there were some occasions when the timing of a lesson would over-run and the cooling down session was rushed.
165. Resources for physical education are satisfactory. Balls of different sizes and composition allow pupils to develop catching and passing skills. There are sufficient bats and sticks to improve pupils' co-ordination and mats are provided to give pupils confidence when carrying out floor work. At the present time swimming is confined to pupils who have not yet achieved their 25 metres.
166. Pupils play a series of competitive games when they take part in six-a-side football, small schools' netball, kwik cricket at Oswestry cricket ground, small schools' rounders and, in addition, they take part in athletics at Park Hall Stadium, a swimming gala at another primary school and cross-country at the secondary schools.
167. In the last inspection one of the key issues was to improve the provision for physical education, especially ensuring provision for gymnastics and dance. The school has ensured that the school can be used for dance. However, because of the lack of suitable spacious accommodation in the school for gymnastics, the village hall is used regularly. There is a short walk to the village hall, but the school has ensured its best efforts in provision of gymnastics at the present time. In addition the school has purchased a green site from the local farmer. This will be converted into

two playing surfaces and the Shropshire Football Association has visited the site with the local education authority grounds maintenance officer to advise on the best way forward.

168. Overall the school has made good progress in physical education since the last inspection.

RELIGIOUS EDUCATION

169. By the end of Key Stage 1 pupils attain standards which are broadly in line with expectations of the locally agreed syllabus and pupils' achievement is satisfactory. By the end of Key Stage 2 pupils attain above average standards and make good gains in learning, this is because teachers teach subject specific concepts, skills and attitudes effectively and teachers' planning reveals that good opportunities are provided for pupils to explore the nature and reality of religious and life experiences and to understand the meaning of faith.

170. By the end of Key Stage 1 pupils know a range of Bible stories and the main events of the Christian calendar. They know the story of creation, Nativity, Easter and Diwali. They know that there are rituals associated with religion and many of them can talk about baptisms and marriages that they have attended. They know their identity within the family, school and home and that they also belong to a wider community of worshippers. They know that rules are important for communities and they know that the ten commandments are God's rules that need to be obeyed. They are making sound gains in understanding the concepts of respect, identity, belonging and community. However, opportunities for pupils to record their knowledge are not as well developed as opportunities for speaking and listening. By the end of Key Stage 2 pupils know a full range of stories from the Old and New Testaments. They know that the Q'uran and Torah are holy writings. Pupils have good knowledge of the major faith religions. They know the major Christian festivals and they are gaining in depth knowledge of the meanings underpinning rituals. They know that when Jewish people celebrate the Passover and pass the Seder tray, they are remembering an important event in their history. They know the meaning behind the sharing of unleavened bread and that the bitter taste of herbs is a reminder of the hardships that were endured by the people. Pupils know that important events are at the heart of religious beliefs. They know the symbolic meaning of an egg represents new life, Jesus rising from the dead is called the resurrection and that advent is a time of waiting and preparation.

171. Pupils have good knowledge of their local church and can identify font, lectern and altar. They know that faith communities share beliefs and traditions, and they understand that the symbolism of a cross means suffering.

172. Pupils make good gains in relation to their prior attainment because they are asked to present their points of view in relation to what the concept of faith means to them. Pupils are respectful of other religions and are genuinely keen to find information using CD-ROMs on different faith groups.

173. Pupils have very good attitudes to learning, they are respectful, keen to learn and treat artefacts with care.

174. Although no teaching of religious education was seen during the inspection, standards have improved by the end of Key Stage 2 due to the good management of the subject by an enthusiastic co-ordinator. Pupils are given more opportunities to write their responses and interpretations to what they have learnt and their work is neatly presented with good examples of extended writing when retelling Christian stories of both the Old and New Testaments.