

INSPECTION REPORT

**HUNTON AND ARRATHORNE COMMUNITY
PRIMARY SCHOOL**

Hunton, Bedale, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121302

Headteacher: Mr S. Kowal

Reporting inspector: Nicolas Hardy
29262

Dates of inspection: 14th – 16th January 2002

Inspection number: 193754

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hunton, Bedale, North Yorkshire,
Postcode:	DL8 1QB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T. C. G. Glover
Date of previous inspection:	22 nd April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
29262	Nicolas Hardy	Registered inspector	English Science Art and design Design and technology Geography Physical education	What sort of school is it? What should the school do to improve? The school's results and pupils' standards. How well are pupils taught? How well is the school led and managed? Equal opportunities Special educational needs
9146	Mark Brennan	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
2616	Philip Cole	Team inspector	Foundation Stage Mathematics Information and communication technology History Modern foreign language Music Religious education	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hunton and Arrathorne Community Primary School is at the heart of the village of Hunton in rural North Yorkshire. There are 63 full-time pupils on roll, making it smaller than most primary schools. The pupils are organised into three classes. All classes contain pupils from different age groups with all infant pupils, including those in the Foundation Stage, taught in the same class. Pupils in Key Stage 2 are divided by age into two classes. There is no nursery provision at the school although most pupils have received some pre-school education. Admission to the reception class is in the September of the year in which children are five. Almost ten percent of pupils are eligible to receive free school meals which is below average. About 22 percent of pupils are on the special educational needs register and this is broadly average; more than four percent of pupils have statements of special educational needs and this is above average. All pupils in the school are white and no pupils speak English as an additional language. There are no traveller or refugee pupils. The attainment of the majority of children on entry to full-time schooling is consistently better than average. A relatively high number of pupils joins or leaves part way through their primary school years.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education for its pupils and has many areas of strength and some areas for improvement. There is a very positive caring ethos strongly supported by the very good relationships between pupils and adults. A high priority is given to pupils' personal and social development. Almost all pupils behave well, work hard and enjoy school. Standards in English, mathematics and science are appropriately above average at the end of each key stage given pupils' attainment on entry to the school. Standards in music and conversational French are above average by the age of eleven. Pupils' attainment in history and religious education is below average. Standards in other subjects are at average levels. The quality of teaching is satisfactory with some notable strengths in the teaching of the youngest and oldest pupils. Leadership and management have created a positive, secure learning environment but have yet to focus sufficiently on raising standards across the school. The school provides satisfactory value for money.

What the school does well

- Pupils are articulate and well read. Results for seven year olds in English and mathematics are good.
- Pupils achieve good standards in science at the ages of seven and eleven.
- Standards in music are good.
- The quality of the teaching of English and mathematics is good in the infants and in the Year 5/6 class.
- Pupils' attitudes towards school are good and they behave well.
- The ethos of the school is very positive and relationships between adults and pupils and between pupils are very good.
- The provision for and progress made by pupils with special educational needs is good.
- Pupils' moral and social development is good.

What could be improved

- Standards in history and religious education are not sufficiently high and need to be improved.
- The quality of teaching and learning in the Year 3/4 class is not sufficiently good, expectations are not high enough and pupils do not make sufficient progress during the time that they are in the class.
- The analysis and use of assessment information is not yet helping the school to identify areas of strength and weakness in teaching and learning or contributing sufficiently to the raising of standards.
- Pupils writing skills are not well developed across all the subjects of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. The National Literacy and National Numeracy Strategies have been satisfactorily implemented and now provide a suitable framework for the planning and teaching of these subjects. This effective implementation has helped to improve standards in English and mathematics since their introduction. Standards in science remain above average. Standards in art and design and information and communication technology have fallen when compared to those reported in the last inspection but still remain at average levels, while standards in history and religious education are now below average. Policies have been developed for all subjects and suitable schemes of work are now in place. The very positive attitudes of pupils and the high quality of relationships have been sustained and behaviour remains good. The headteacher and governing body have made satisfactory progress against the issues for action detailed in the previous report. Assessment procedures have been improved with the introduction of regular testing but improvements in the use of this information still need to be made. The school development plan has improved but currently lacks sufficient detail. Major improvements have been made to the school environment. Overall improvement since the last inspection has been satisfactory.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	B	D
Mathematics	E	D	C	D
Science	C	D	A	A

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

Because of the small cohorts of pupils in the different year groups, results often fluctuate sharply from one year to the next. The high mobility of pupils, especially at Key Stage 2, does not help the school to plan improvements to the curriculum or to systematically raise standards. Since 1997 results in English have risen from below average to above average in 2001 with the overall trend in

improvement being greater than that seen nationally. Standards in mathematics show an improvement over the last three years but, overall, remain at similar levels to those reported in the last inspection. Standards in science moved from below average in 1997 to well above average in 2001. Improvement in science is good.

The current standard of work in Year 6 is well above average in reading and in speaking and listening and above average in writing, giving an overall English level above average. This is matched by above average standards in science. Standards in mathematics are just above average levels. Standards are average in art and design, design and technology, geography, information and communication technology and physical education. Standards in music are very good. The standards in history and in religious education have fallen and are now below average and this is unsatisfactory. In Year 2 the standards of reading are well above average while standards in writing, mathematics and science are above average. Where evidence exists standards in other subjects are average.

When pupils' achievement in Year 6 is compared with what the same pupils achieved on entry to school, results are mixed. In both English and mathematics, pupils achieve satisfactorily and progress is sound. Achievement and progress in science compared with their results in Key Stage 1 are very good. However, when compared with the results of pupils from similar backgrounds, results in English and mathematics are below average, with those in science being well above average. Pupils on the special needs register are supported well and this results in them making good progress with many achieving the average national expectation in tests. The school did not achieve its academic targets for 2001 partly because of the movement of pupils into Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy at school and keen to learn.
Behaviour, in and out of classrooms	Good. The majority of behaviour in and around the school is conducive to learning. Playtimes and lunchtimes are very orderly.
Personal development and relationships	Very good. The relationships between pupils and between pupils and adults are very good. Pupils are polite and courteous. When pupils are given responsibilities, they take them willingly. Pupils new to the school are integrated speedily.
Attendance	Good. Attendance is above the national average and punctuality is good.

No bullying, sexism or racism was seen during the inspection. Parents and pupils report that any incidents are dealt with effectively. No pupils have been excluded recently. Pupils of all ages demonstrate a good understanding of how their actions may adversely affect others.

TEACHING AND LEARNING

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

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

The teaching is satisfactory throughout the school, with some particular strengths in the Key Stage 1 and Year 5/6 classes, including the management of pupils, the pace of lessons, the use of support staff, the quality of questioning and the enthusiasm with which many lessons are taught. The quality of teaching in the Year 3/4 class is, over time, less effective and many pupils fail to make the expected progress because expectations are not sufficiently high and sufficient challenge in lessons is often absent. The school has begun to improve matters in the Year 3/4 class. The marking of pupils' work, while regularly completed, does not always provide pupils with guidance to raise standards. The teaching of English and mathematics is good in Key Stage 1 and in the Year 5/6 class and satisfactory in the other Key Stage 2 class. Basic skills in English, mathematics and science are usually well taught. There is an appropriate focus on the development of pupils' speaking and listening skills, and investigational science is mostly well taught. Numeracy skills are given a prominent place in the teaching of mathematics, sometimes creating an imbalance with the other aspects of the subject. While planning does not always specify what pupils with special educational needs will learn in each lesson, in practice these pupils are well supported and their needs met, resulting in them making good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for the Foundation Stage and Years 1 and 2 contains all the necessary elements but also includes swimming for all these pupils. The Key Stage 2 curriculum is enhanced by the provision of additional music tuition, conversational French and a residential visit for older pupils.
Provision for pupils with special educational needs	Good. Provision enables pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for pupils' moral and social development is good and is satisfactory for their spiritual and cultural development. More could be provided to improve pupils' understanding of other faiths and life styles. Music adds well to pupils' cultural understanding and appreciation.
How well the school cares for its pupils	Good overall. Procedures established to monitor pupils' progress are good but the analysis and use of results to identify strengths and weaknesses are unsatisfactory

The school's partnership with parents is good. Systems for the identification of pupils with special educational needs within the school are good overall and parents are involved at an early stage. Assessment systems have been improved but data is not sufficiently analysed and used to track the progress of individual pupils and to identify those pupils whose progress is insufficient. Parents have mainly positive views of the school with a small minority expressing concerns about specific issues.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, but with areas for improvement. The aims have a strong positive effect on the ethos of the school. Procedures to develop the quality of teaching and to identify areas for improvement have not improved sufficiently.
How well the governors fulfil their responsibilities	Governors carry out their statutory duties satisfactorily. They are very supportive of the school but do not yet have sufficient quality information to be able to determine the strengths and weaknesses of the school nor are they able to satisfactorily meet their role as 'critical friends'.
The school's evaluation of its performance	Unsatisfactory. There is insufficient analysis of the school's assessment data. Monitoring of the quality of the teaching lacks sufficient rigour to identify weaknesses and to raise standards to those of the best.
The strategic use of resources	Satisfactory. The school development plan has now been improved and is now adequate. Income and expenditure are average for the type of school. The pattern of expenditure is typical of most schools. Principles of best value are not applied to major curriculum developments but are to purchases.

There are sufficient well qualified teaching staff to meet the needs of the pupils. The level of support staff provided is good; they are mostly experienced and are well trained. Accommodation has been improved and is now satisfactory but with some areas still to be improved. Learning resources are at satisfactory levels in most subjects and good in some, such as in music, but there is limited provision of library books to which pupils may refer to improve their independent learning skills. This has been identified by the school and planned improvements are built into the school development plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, make good progress and are expected to work hard. • The quality of behaviour is good. • The quality of teaching is good. • The school works closely with parents. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amounts of homework and the regularity that it is set. • The information on how their children are progressing at school. • The range of extra-curricular activities on offer.

The school has recently updated its guidance to parents on homework. Homework was set during the inspection and pupils knew what the school's expectations were. Reports were found to be

satisfactory but could be improved by the inclusion of targets for improvement. The provision of extra-curricular activities was judged to be satisfactory for a small school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Inspection evidence indicates that current standards in Year 6 are above average in English, mainly because of high standards in reading, and above average in mathematics and science. That the standards in reading are higher than those in writing has been recognised by the school and the raising of standards in writing has been given priority in the school development plan. Since the previous inspection, standards have been improved in English and science and maintained in mathematics. Standards in literacy and numeracy are above average.

2 In 2001 the eleven year olds achieved standards above average in English, at average levels in mathematics but well above average in science. Previously results had peaked in 1998 at levels well above average in all three subjects. Since that time results have varied, sometimes significantly, but it should be remembered that most year groups in the school are very small and pupil mobility is high, with some pupils joining the school shortly before the tests in Year 6. Overall, pupils achieve satisfactorily during their time in the school given their attainment on entry to the reception class but this could be improved if the decline in progress could be arrested in Years 3 and 4.

3 When compared with the results of pupils from similar schools, standards are below average in English and mathematics but well above average in science. When measured against pupil's prior attainment, judged by their results at the end of Key Stage 1, progress is at satisfactory levels in English and mathematics but well above average for science and above average when all core subjects are taken into account. Where figures are available and comparisons can be made, indications are that pupils who have attended the school for several years achieve better results than those who have joined the school more recently and that progress accelerates over time. Given the number of pupils, in each cohort there is no significant difference in the performance of boys and girls. The trends in attainment since 1997 show that standards have often varied considerably from year to year, largely because of the small cohorts of pupils. English results have improved at a rate faster than that found nationally, those in mathematics have improved rapidly over the last three years, and science has improved at a rate much faster than those seen nationally.

4 In 2001, the seven year olds achieved well above national standards in reading, writing and mathematics. When compared to pupils from similar schools, standards were well above average in reading and mathematics and above average in writing. A high proportion of seven year olds achieve the higher levels in reading but numbers reaching the higher levels in writing and mathematics are average. Results in the teacher-assessed science tasks are at very high levels. The results over the last five years show trends well above average in reading and a little above average in writing and mathematics. Results have improved at broadly similar rates to those seen in other schools nationally.

5 Good progress is made by those pupils who have special educational needs. This number is broadly average compared with other schools but the number having a statement of special educational needs is higher than the national average. All pupils with special needs are well supported and make good progress, especially in the development of their reading and writing skills. Pupils' needs are clearly identified in their individual education plans, targets are well matched to their needs and progress is measured regularly. The school has in place a policy for the identification of pupils who are gifted and talented. No pupils are currently identified as being in this category.

6 When children first enter the school their overall standards are above those normally expected for children of their age. By the time children begin statutory schooling, they have made satisfactory progress in all areas of the curriculum for pupils in the Foundation Stage and generally exceed the expectations for their age. These include personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. By the end of the reception class the majority of children are working at the early stages of the National Curriculum. The progress of pupils who enter the school at times other than in the reception class is difficult to measure as the school has little statistical evidence of prior attainment and does not yet test these pupils sufficiently early in their new school to establish a baseline. This is a weakness in the school's procedures and needs to be rectified. The school's targets for English and mathematics at the age of eleven have been set in consultation with the governing body and the local education authority. The school did not reach their targets set for 2001. Current targets for 2002 are ambitious given the high mobility of pupils, but could be more accurately based on a rigorous analysis of prior attainment where available.

7 The evidence from the inspection clearly indicates a varying picture of standards as pupils progress through the school. Standards in English, mathematics and science are above average for pupils in Key Stage 1, and at broadly average levels in other subjects, indicating the priorities given to the teaching of this age group. Testing shows that pupils make insufficient progress during Years 3 and 4, resulting in standards that are below what pupils could achieve. Progress improves rapidly again in Years 5 and 6 so that standards in English, mathematics and science return to above average levels. Standards in music are well above average by the age of eleven because all pupils in Key Stage 2 are enabled to play an instrument in the school orchestra, learning how to read music. Standards in conversational French are above average. In history and religious education, standards are below average because there is limited depth to pupils' written and spoken knowledge and they need to be improved. Standards in other subjects are all at satisfactory levels.

8 The standard of speaking and listening across the school is above average with pupils responding positively to questions in all lessons and listening carefully to teachers' instructions. Most pupils are knowledgeable and confident speakers, able to express their views on a variety of topics using a wide range of mature vocabulary. By the end of Key Stage 1, attainment in reading is well above average. Most pupils read expressively, taking note of punctuation to add further meaning to their stories. By the end of Key Stage 2, the standard of reading remains above average. Pupils read with fluency, accuracy and expression. Less well developed is pupils' use of reference books, largely because the school library is limited in scale and range. In the infant class, an above average proportion of pupils have satisfactory writing skills but not enough pupils reach the higher levels. By the end of Year 6, the current standard of attainment in writing is above average. Pupils experience a good range of writing tasks such as comprehension, grammar, plays and poetry. The development of extended pieces of written work is sometimes neglected and opportunities are missed to include this in other subjects such as history or religious education. The pupils' learning by the end of both key stages is satisfactory. Progress could, however, be greater if pupils were provided with a more uniform quality of teaching across the three classes.

9 The current standards of work in mathematics are above average by the end of both key stages. By the end of Year 6 most pupils can explain the strategy they use when solving problems and most record their work neatly and accurately. Progress is good for the majority of pupils in the Year 5/6 class but for those in Years 3 and 4 progress is below expected levels because the teaching lacks the necessary rigour to ensure sufficient improvement. By Year 6, pupils are confident in calculating percentages and decimals. They

accurately interpret graphs and can use co-ordinates to locate points on a map and use this skill in geography. In both key stages, pupils have some opportunities to apply their mathematical skills in other subjects.

10 In science, the standard of current work is above average in both key stages. Pupils' understanding is developed well through challenging questioning, which requires pupils to think beyond the obvious. The learning of science through investigation and experimentation is a strength of the science programme.

Pupils' attitudes, values and personal development

11 Pupils have a very good attitude towards school. The school's positive caring ethos has created an atmosphere in which relationships throughout most of the school have a major impact on attitudes, values and behaviour. In most lessons, pupils work hard and focus on the task until it is completed.

12 Behaviour is good overall, both in lessons and around the school, and in Key Stage 1 and in Years 5 and 6 behaviour is often very good. Most pupils listen to their teachers and show good self-discipline by not calling out. A small minority of younger junior age pupils have yet to appreciate the need to listen carefully. Playtimes and lunchtimes are very orderly and pupils respond positively to the lunchtime staff. At playtimes, pupils show respect for the needs of others and often play in mixed age groups. Pupils work and play free from oppressive behaviour. No bullying, racist or sexist behaviour was seen during the inspection and pupils and parents report few instances. Although bullying of any kind is rare, both pupils and parents report that any instances are quickly and effectively dealt with. There have been no recent exclusions from the school. Behaviour around the school is good. Pupils are polite, courteous and respect one another, and demonstrate maturity and common sense when travelling to swimming or moving to the village hall for physical education. Behaviour in assemblies is good; all pupils listen carefully to stories and join in singing the hymns and saying prayers.

13 Pupils demonstrate very good personal development, suitably illustrated by the quality of relationships. There is a high mobility rate amongst pupils and newcomers are quickly accepted into the school community. Visitors are warmly welcomed. Pupils are encouraged to help one another, for example, in lunch when older pupils ensure that the needs of younger pupils are met. Children are happy to share equipment and are very willing to take responsibility. The whole school comprises the school council and several suggestions emanating from pupils have been adopted, for example, those on the improvement of behaviour. Further examples of initiative include the raising of funds for charities. Pupils take responsibility in lessons and almost all show willingness to help in any way possible, for example, collating and distributing books. Attendance is good and there is little unauthorised absence. Most pupils arrive punctually and registration is completed satisfactorily.

HOW WELL ARE PUPILS TAUGHT?

14 The teaching is satisfactory overall in the school but with some good teaching in the infant class and in Year 5/6. All the teaching seen was at least satisfactory and this is a more positive picture than that seen nationally.

15 The teaching of the pupils in Key Stage 1 is satisfactory overall but with many good and sometimes very good features. The teacher manages the pupils well and her plans and teaching take account of the wide range of age and ability. A good level of challenge is built into the work so that the learning of each group of pupils is well matched to their ability. What

pupils are to learn in each lesson is shared with pupils so that they have a clear understanding of what they will know by the end of the lesson. Clear instructions are given and pupils move quickly and quietly to their tasks, demonstrating a clear understanding of the quality of behaviour and work the teacher expects. Support assistants and additional helpers play an important part in the lesson. They are well briefed, know clearly what their role is and help pupils to discover answers through the use of good quality questioning.

16 A scrutiny of pupils' work, and an examination of records showing pupils' progress in the Year 3/4 class, indicate that pupils make insufficient progress. Recent work, especially in English, mathematics and science, is of a higher quality indicating that with a change in staff expectations have risen. The longer-term view is that there has been insufficient pace and rigour in lessons, expectations and challenge have been too low and progress for a majority of pupils has been unsatisfactory. The teaching of pupils in the Year 5/6 class is satisfactory with many strengths. Progress improves rapidly during the time pupils are in this class because lessons are usually well planned and most are delivered enthusiastically. Pupils' progress is assessed but a thorough analysis of their strengths and weaknesses is not yet sufficiently in place.

17 The teaching of pupils with special educational needs is good and reflected in the progress they make. The quality of in-class support is good, with the learning support assistants making an important contribution to pupils' learning. Pupils are fully integrated into all activities in classes. The organisation, provision and support have a positive impact on the pupils' learning.

18 The teaching of English is mostly good. Observations in lessons during the inspection show that the needs of pupils are met appropriately and the work set is a good match for the pupils' needs and is suitably challenging the more able pupils. A scrutiny of pupil's previous work in the Year 3/4 class indicates that expectations have not been sufficiently high to ensure that good progress is made. A similar picture emerges in both mathematics and science. Teaching in music is good and sometimes very good, and this is reflected in the high standards pupils achieve. The teaching of basic skills in literacy and numeracy is good, especially in the infant class and in the Year 5/6 class. Evidence of the quality of teaching in geography and art and design across the school, and of music in the infants, is limited. Teaching in other subjects is satisfactory and helps pupils to learn the necessary skills for them to increase their knowledge and understanding.

19 Strengths in the good teaching seen include the quality of planning which ensures that the pupils from the differing age groups receive work that matches their needs. An appropriate challenge is provided for those who can progress rapidly but also for those who need additional support. Questioning is good and carefully targeted so that all pupils can join in the lesson at an appropriate level. Lessons are purposeful, the teaching is enthusiastic, expectations are high and pupils respond positively. Where teaching is less successful, teachers' expectations are not high enough, pupils' attention wanders, the quality of work falls and learning slows. The provision of homework is satisfactory overall and has improved since the last inspection. The marking of pupils' work does not always contribute positively to the raising of standards.

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

20 The school provides a broad and satisfactorily balanced programme for pupils' learning that meets the statutory requirements for the curriculum. All of the subjects of the National Curriculum are taught and the school follows the requirements set out in the Local

Education Authority's Agreed Syllabus for religious education, although the school does attempt to cover too many other faiths. An appropriate emphasis is placed on teaching English and mathematics and there is sufficient time for the other subjects. The learning opportunities for pupils in Years 3 to 6 are significantly enhanced by the involvement of all of these pupils in the school's orchestra during music lessons. Pupils in Year 5/6 also undertake French lessons and adventurous activities in physical education during the annual residential visit to an outdoor centre. A large number of pupils also have additional instrumental tuition in music. All pupils in the school have weekly swimming lessons that enhance their learning and lead to good standards in this aspect of physical education.

21 The school's planning of the curriculum takes account of the mixed age classes for pupils in Year 3 to 6 and of the necessity to teach children in reception, who are in the Foundation stage, together with pupils in Years 1 and 2, who are in Key Stage 1. The teacher of the youngest pupils ensures that the reception children are able to learn through play-based learning opportunities as well as from activities directed by adults and those which also involve the older pupils in the class. Teachers take care to avoid pupils repeating aspects of the curriculum or of them being missed out. In English, mathematics and science, plans identify what pupils in each year group need to learn and this is clearly reflected in what is taught in lessons. Less emphasis is placed on planning what each year group will learn in other subjects but in practice the needs of different pupils are satisfactorily met. Lessons in English and mathematics are firmly based on the National Literacy and Numeracy Strategies. However, the school could provide more opportunities for pupils to practise, develop and extend their writing skills through purposeful opportunities provided in other subjects such as history, geography and religious education.

22 The school's programme for pupils' personal, social and health education provides appropriate opportunities for them to learn to look after themselves and to understand their responsibilities. Local police teach them of the dangers of drug misuse and the school nurse covers the required curriculum in pupil's sex education. Parents are provided with appropriate information on both of these courses.

23 The school provides equality of opportunity to all pupils. Those with special educational needs are provided with well-focused and effective support that enables them to make good progress and to be fully involved in all lessons. All of the school's out of class activities are open to all pupils and are well attended, mainly by the older pupils. These include a satisfactory range for a small school and include football, netball, golf and chess. Financial help is given when necessary to enable pupils to go on visits, including the residential visit.

24 The school benefits from strong links with the community and local schools. Parents and friends of the school regularly help in class, support out of class activities and provide their expertise, for example with musical activities. The village hall provides a good quality space for physical education lessons. The school participates in many village and local events, including fairs and music competitions. The teacher of the reception children visits nearby playgroups to meet the children who will be coming into school and staff from the high school come to talk to pupils who will soon be going on to secondary education. The Year 6 pupils also have opportunities to visit the high school and to join in joint activities, such as sports days, with other primary schools. Another of the local secondary schools provides a minibus when the Year 5 and Year 6 pupils go to the outdoor centre.

25 Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. Their spiritual development is promoted satisfactorily through assemblies that encourage pupils to reflect on their own feelings, such as disappointment, and to appreciate music. Opportunities in their work, for example when the older pupils wrote

poems about stillness and the younger ones learned that Joseph had eleven brothers, provide further times for reflection and for moments of wonder. The ethos of the school continuously encourages pupils to be aware of others and to feel part of a family that values them, and helps them to develop a clear understanding of what is right and what is wrong. They are given many opportunities to develop a sense of responsibility, starting when they are in their reception year where they choose the activities they want to do and have to look after what they use. Older pupils are trusted to work on their own in the computer suite. Overall, the very positive attitudes and relationships and the pupils' good behaviour are a testimony to the success the school has in promoting pupils' moral development. Similarly, the strong family atmosphere in school provides a strong basis for its successful promotion of pupils' social development. Pupils have many opportunities to work with different groups of pupils, from pairs engaged on a task in class, to all the junior pupils performing together in the orchestra. They are encouraged to mix well during lunchtimes and are given many opportunities to socialise in different situations, including with pupils from other schools during the residential visits and when participating in inter-school activities. Pupils' participation in community activities and performances also enhances their social skills. Music makes a significant contribution to pupils' cultural development and is supported to a lesser extent by other subjects, such as religious education, history, geography and art. The 'Indian Day' the school organised, when a visitor shared with the pupils aspects of Hindu culture, helped in this but more needs to be done to enable pupils in this all-white school to understand and appreciate the diversity and richness of cultures found across Great Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

26 The strengths reported in 1997 for this aspect of provision have been maintained. From the outset the headteacher makes it his duty to get to know the children and their families and his caring approach continues throughout the pupils' time in the school. Two parents whose children had just moved from other schools, were particularly complimentary about how welcoming the head and staff had been. This had helped their children to settle in well and become part of the school community.

27 Procedures for child protection and ensuring pupil welfare are good. The school has adopted the local authority guidelines and practice is effective to meet these. Knowledge amongst the staff of the role of the child protection officer is also good. Arrangements for health and safety, risk assessment and first aid are good. All staff have received training in first aid and further training is planned as part of the ongoing process of keeping people up to date. The chair of governors is responsible for health and safety and he undertakes an audit of each building each term. Results are documented and action taken when required. A representative of the local education authority carries out a statutory risk assessment that is also documented. Together with the construction of the mezzanine floor, the condition of the building has been improved. Further improvements to the area outside the infant classroom are planned to create a designated play area. Lunchtime meals are of good quality, with all the year groups mixing. This makes for a worthwhile social experience.

28 The procedures for monitoring attendance are good. Each morning the secretary visits each classroom between 9.00a.m. and 9.05 a.m. to find out if any children are absent. Where there are absences she will make a first day call to parents to find out why the child is absent. Through the prospectus the parents are aware of the need to contact the school to keep it informed of absences and this they do in the vast majority of cases. The combination of follow-up calls and parental support means that the school has no unauthorised absences. Time keeping is generally good, although there is the occasional spate of lateness amongst small number of pupils. When this occurs the head takes the opportunity to talk to parents

personally to remind them of the need to be punctual and little more than this is required to improve matters.

29 The procedures for monitoring and improving behaviour are good. There is a behaviour policy that clearly sets out the sanctions and rewards that the school applies. Children are aware of these, having been involved in the development of the behaviour ladder. The emphasis in managing behaviour is very much aimed at promoting the positive. However, where there are instances of bad behaviour, including bullying, these are recorded in a log, specifically to enable effective monitoring. When bullying does occur children are interviewed and a letter is sent to both pupils' parents explaining what has happened. Records are maintained at all stages and exclusion is used only as a last resort. There are currently no exclusions. Through assemblies, religious education and circle time in the Year 5/6 class, the school addresses the issue of race.

30 The systems to assess pupils' attainment have improved since the last inspection and are now good. Baseline assessment is used appropriately for reception age children to identify their strengths and weaknesses and to help the teacher to monitor their progress. Day-to-day assessments provide teachers with information about pupils' short-term progress, especially in English, mathematics and science. Samples of pupils' work are kept and most are given a National Curriculum level, giving teachers further information to be able to judge progress. Pupils who have special educational needs have individual educational programmes that are appropriately detailed and contain clear targets for improvement.

31 The school does not effectively use the full range of assessment information to track pupils' progress across the school year and across each key stage. It is therefore difficult for the school to identify with sufficient rigour where pupils have made gains in their knowledge and understanding. This is particularly so when pupils enter the school during the junior stage without detailed information about their previous attainment and progress. The school has only recently introduced a system to target the progress of individual pupils and this has not been in place for sufficient time to be able to judge its effectiveness. Both pupils and parents are usually unaware of the curriculum level that pupils are working at and what needs to be done for them to be able to move on to the next stage. Improvements in this would help to address parental concerns about what their children are learning. The school has recognised that their systems need improving so that any unsatisfactory progress can be identified and corrected.

32 The procedures for monitoring pupils' personal development are satisfactory, occurring informally during conversations between parents and staff at the beginning and end of each day. A more formal judgement is made in the annual report to parents and also at the twice-yearly parents evenings. More could be done to help pupils reflect on their own development, for example by keeping a record of their achievements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33 Since the last inspection the good partnership that the school has with the parents has been maintained. The questionnaire painted a positive picture, with parents particularly pleased with the progress that their children make, the quality of teaching, the links between home and school and the support given to pupils of all abilities. The parents' meeting was generally positive and interviews with parents during the inspection further confirmed this positive view.

34 The school has established good links with parents. The headteacher operates an open door policy and together with his staff makes himself available to meet with parents at

the beginning and end of the day. This helps to build trust and provides parents with an opportunity to raise concerns. The school has also conducted questionnaires to find out parents' views and this process has drawn attention to the concerns over the provision of homework. In an effort to address these concerns, a homework diary has been introduced and where these are used they provide a useful record of the support that is available at home.

35 The impact of the parents on the work of the school is good. Six parents help out in the school, hearing readers during the week, and another helps with the organising of football. Support at coffee mornings and fund-raising events is good, with substantial amounts of money being raised for the benefit of the school. This support has prompted the head to re-establish the Parent Teacher Association. Parents have also helped with small maintenance jobs in the school, including the re-decoration of a classroom and the making of picnic benches. There is also a good response from parents to accompany pupils on educational visits.

36 The quality of information provided for parents is satisfactory. Newsletters are produced every half term and are of good quality, as is the school prospectus and the governors' report to parents. Reports to parents on pupils' progress are satisfactory but do not comment sufficiently on the level of each child's knowledge and understanding. The headteacher is aware of these concerns and is looking at ways to improve the reporting procedure.

37 The contribution of parents to their child's learning at home is good. Curriculum meetings covering literacy and numeracy have been held to provide guidance for parents in helping with their child's learning at home. Parents have raised concerns about homework and this has resulted in the school issuing a homework diary and homework policy to all parents. Conversations with pupils confirm that homework is regularly set. The head considers that support from parents for their children's learning is very good. Turnout at parents' evenings is between 95 percent and 100 percent and the comments in the homework diaries confirm the high level of interest that parents show.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38 The leadership and management are satisfactory but with several aspects in need of improvement. The stated core aims and values of the school together with the very positive ethos, reflect the strong leadership provided by the headteacher in these matters. Pupils feel secure and their views are valued; most are well motivated and behave well, are taught right from wrong and make satisfactory progress. School staff, governors and parents share the aspirations for the children and this is evident in the smooth and effective day-to-day running of the school. The headteacher and staff work hard to maintain the existing strengths, and satisfactory progress has been made since the previous report in addressing areas for improvement.

39 Delegation and the contribution of those with additional subject responsibility are satisfactory. The pace of change is sometimes limited by the small number of teaching staff and the teaching commitment of the headteacher, for example, in the regularity in monitoring the quality of the teaching in other classes and his opportunities to plan strategically. The monitoring of teaching often lacks sufficient rigour to enable the school to identify weaknesses in the quality of teaching in all subjects and within different age groups. The headteacher has multiple subject co-ordination roles and this does not help to focus his efforts on raising standards. The headteacher does, however, provide a very good role

model through the quality of his own teaching, his enthusiasm and the high quality of his relationships with pupils and parents.

40 The good quality leadership of provision for pupils with special educational needs ensures a clear direction to the work and this aspect of the school is effective and well managed. Individual education programmes for these pupils focus clearly on the targets for improvement for each child. However, the provision for pupils with special educational needs is not yet monitored or evaluated sufficiently well. The governing body is supportive of the school and completes its statutory duties satisfactorily. Minutes of meetings show that governors have a suitable sub-committee structure to manage financial aspects and this aspect of school development has been a main focus of the recent work. Several governors have a brief to oversee progress in specific curriculum subjects but this aspect is not yet well developed. The governors' understanding of the academic progress of pupils is limited. Although they have some understanding of the attainment of pupils, especially those in Year 2 and in Year 6, they have not yet developed, or been provided with, sufficient information on the progress of individual pupils over time across the whole school. This results in a limited understanding of the academic strengths and weaknesses of the school.

41 The systems for monitoring and evaluating the performance of pupils and the effectiveness of the teaching and learning are in need of further development. The analysis of the results of national and optional tests is not in sufficient detail to enable the school to accurately identify weaknesses in the curriculum or to target pupils in need of specific help. The analysis of data on the progress made by individual pupils from one year to the next is not yet sufficiently developed. Although some monitoring of the quality of teaching is completed, reports on these visits show that there is insufficient rigour within the system to raise the quality of teaching and there is no record of follow-up visits being made to check if any identified weaknesses have been remedied.

42 Procedures for school improvement planning are satisfactory but could be strengthened through greater governing body involvement in the prioritisation of improvements to raise educational standards using the full range of school performance and self-evaluation data. The school improvement plan indicates that a satisfactory response has been made to the previous inspection report and has identified new areas for development. The plan does not always go far enough in setting out the fine detail of what has to be done to achieve each target, for example, areas of in-service training for teachers to ensure that appropriate skills and knowledge are developed.

43 Financial management is good. Income and expenditure are above the national average, largely due to the size of the school. Spending patterns are distorted by the amount the school spends on staffing costs, including support staff. Expenditure on other areas of the budget is broadly average. The headteacher and governors ensure that the school manages its budget appropriately and retains suitable funds for emergencies.

44 Earmarked school funding to contribute to the refurbishment of the school buildings has been prudently spent. Best value principles were applied well in relation to building improvements and to the purchase of goods and services but are less effective when judging the progress of pupils or the quality of teaching. The targets in the school improvement plans do not take account of how improvements will be measured and whether investment in training and the purchase of additional resources prove worthwhile. Grants to improve the quality of the education provided are well spent. Provision for pupils with special educational needs is good, enabling these pupils to make good progress. The use of additional funds to reduce class sizes has also proved effective.

45 Teaching staffing levels are good. Low attaining pupils are well provided for by conscientious and knowledgeable support staff. The school has an adequate range of learning resources with the exception of the library where there are insufficient reference books. Resources in science and in religious education are also in need of improvement; music resources are very good. Accommodation has been improved recently. There is still, however, limited playground space, and the pupils in the infants are still taught in an outside classroom in sometimes cramped conditions. The school has no hall and has to use the village hall for physical education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46 The school has succeeded in improving overall standards in English and maintaining standards in mathematics, helped by the satisfactory introduction of the National Literacy and National Numeracy Strategies. Standards in science have also been improved and are now very good. Standards of writing have improved but not sufficiently. In addition, standards in art and design and information and communication technology have fallen to average levels and those in history and religious education are now below average. The inconsistent quality of teaching and the limited use of assessment analysis, to identify gaps in pupils' knowledge and below average progress, contribute to these variable standards. To continue the improvements made and to raise standards still further, the governing body, headteacher and staff should:

- 1 Raise standards in history and in religious education by: -
 - Increasing the amount of good quality teaching in these subjects.
 - Improving the pupils' understanding of the use of first-hand sources in history.
 - Providing greater depth of knowledge and understanding of a reduced number of world faiths.
 - Ensuring that progress made by pupils in these subjects is measured and recorded.
 - Ensuring that pupils are given the opportunity to write at greater length in these subjects.

- 2 Remedy the variations in the quality of teaching by: -
 - Providing relevant training and support to help teachers to develop professionally where necessary.
 - Increasing the frequency with which all teaching is monitored and evaluated.
 - Ensuring that a regular scrutiny of work is completed in each subject so that clear judgements can be made on the teachers' levels of expectation.
 - Monitoring pupils' progress in each class to identify where progress is unsatisfactory.

- 3 Improve the quality and use of assessment information available to teachers and governors by: -
 - Completing an analysis of all assessment data available to identify strengths and weaknesses in the curriculum and in pupils' knowledge and understanding.
 - Using current test data to monitor the progress of individual pupils so that their needs can be specifically targeted.

- Setting pupils individual, achievable and measurable targets so that progress can be accurately monitored.
- 4 Improving pupils' extended writing skills by: -
- Ensuring that teachers' planning includes opportunities for pupils to write at length in subjects other than English.

In addition to the major issues for improvement, the governors should consider including the following in their action plan: -

- Improving the quality of pupils' reports to include targets for improvement.
- Clarifying the school's policy on homework and communicating this clearly to parents.
- Improving the quality of marking to provide pupils with guidance on areas for improvement.
- Considering the contribution the governors can make in helping to raise standards.
- Improving the quality of the school development plan so that tasks are clearly defined and progress towards achieving them is measurable.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	7	11	0	0	0
Percentage	0	5	37	58	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		63
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		11

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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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.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	10	3	13

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Total	11	11	13
Percentage of pupils at NC level 4 or above	School	85(82)	85(82)	100 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Total	11	11	13
Percentage of pupils at NC level 4 or above	School	85 (82)	85 (82)	100 (91)
	National	72 (70)	74 (72)	82 (79)

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

The number of boys and girls attaining level 4 and above has been omitted from the table because the number of girls in the cohort of pupils is very small.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	63
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	21
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4.3
Total aggregate hours worked per week	43

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.9
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2001
	£
Total income	181664
Total expenditure	192153
Expenditure per pupil	3371
Balance brought forward from previous year	18487
Balance carried forward to next year	7998

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	63
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	47	47	3	0	3
Behaviour in the school is good.	37	57	3	0	7
My child gets the right amount of work to do at home.	20	50	27	3	0
The teaching is good.	47	40	0	0	13
I am kept well informed about how my child is getting on.	23	57	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	60	37	3	0	0
The school expects my child to work hard and achieve his or her best.	43	53	0	0	3
The school works closely with parents.	37	60	3	0	0
The school is well led and managed.	43	47	7	0	3
The school is helping my child become mature and responsible.	50	47	0	0	3
The school provides an interesting range of activities outside lessons.	47	23	13	0	17

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

47 The reception age children, who are in the Foundation Stage, start school at the start of the year in which they achieve their fifth birthday. They are taught in a class that also includes all of the pupils in Years 1 and 2 in the school. The teacher has, therefore to provide for their learning needs across the areas of learning while ensuring that the pupils in Years 1 and 2 follow the appropriate programmes for the subjects of the National Curriculum. This inevitably leads to a compromise in teaching the reception children, particularly when the classroom has limited space. Despite this the teacher provides a satisfactory balance between sessions that involve all the children, and the directed and 'choosing' activities that she specifically designs for the reception children. The teaching of the reception children across all the areas of learning is satisfactory and enables children to make steady and sustained progress. Higher attaining children are appropriately challenged and those with special educational needs are well supported, enabling them to make sound progress. Overall, their attainment when they come into the school is above average and they are on course to exceed the early learning goals that are identified for the end of the Foundation Stage by the time they are ready to go into Year 1 of the National Curriculum. The standards the children achieve are similar to those found in the last inspection and are appropriate for these children.

Personal, social and emotional development

48 Children have very positive attitudes to school and clearly enjoy the activities they are given to do. They listen closely and are keen to join in with the other children during the whole class sessions at the start of each lesson. When they are working together with an adult they take turns and listen to each other, for example when they were sorting materials. Similarly, when playing in the laundry they shared the dressing-up clothes and the articles that were to be washed. They are well behaved and are careful with the things they are using. During the physical education lesson in the village hall all of the reception children were able to undress and to dress themselves and they were as quick as the older children in the class. The teacher expects the reception age children to behave well and praises them when they try hard. As a result the children learn effectively.

Communication, language and literacy

49 Most children are confident speakers who readily share their thoughts and ideas, demonstrating a wide and appropriate vocabulary, for example when discussing 'The Three Little Pigs' with the rest of the class. The teacher is careful to include them in whole-class sessions and her positive approach helps to develop their confidence. After only one term in the school most of the children have a secure knowledge of letters and the sounds they make at the start of words and they can write many of them, usually clearly formed and the correct way round. All can write their names and many can write several other words and with help can produce simple sentences, for example in their diaries. They enjoy stories and listen well to each other and to adults. They benefit from the start of the class literacy lessons when the teacher focuses on letters and sounds, and from some of her work on the shared texts, particularly when following the story and joining in when there are choruses, such as 'he huffed and he puffed...'. As in the other areas of learning, the teacher makes good use of adult help to lead taught sessions with the reception children, for example when they were writing their full name and using capitals in the correct places. Effective strategies such as the 'magic line' are used to encourage children to extend their ability to record their

ideas. The activities that the teacher provides for children to choose from effectively encourage the development of communication, language and literacy skills. During the inspection children were attentive to one another when working in the 'laundry', while others used the writing area to attempt to write the names of their brothers and sisters.

Mathematical development

50 This area of learning is satisfactorily taught and is enabling children to make the expected gains in their learning. During the whole-class introduction to the numeracy lessons reception children often find the work too hard and are unable to contribute, for example when counting in 10s and 100s, or when counting backwards from 20. However, the teacher is careful to provide some counting activities that are matched to their stage of development and most show the ability to count to 20 and some well beyond. She also asks the teaching assistant, who works with them, to start on a directed mathematical activity, while she continues with other children. The activities that are planned for the reception children are well matched to their needs and contribute effectively to their learning. The teaching assistant is well briefed and skilful in her work with the reception children. She made good use of plastic teddies and well-targeted questions to develop the children's understanding of adding 'one more' to a group and skilfully used a way of recording that introduced to them the mathematical signs for addition and equals. The children's completed work shows that almost all are already achieving aspects of the early learning goals for this area. They can count to, make sets of and read and record numbers to 10; add numbers together to the value of 10; and know the names of common shapes, such as rectangles, circles, triangles and squares.

Knowledge and understanding of the world

51 Children are either achieving or close to achieving the early learning goals for the different aspects of this area of learning. When working with their teaching assistant, they were successfully encouraged to investigate the texture of several materials and then to decide how they could sort them using two properties deciding on whether they were 'rough' or 'smooth'. Their completed work shows that they can sequence the changes in themselves that they have noticed as they have grown older. They can name different parts of their bodies and understand that different parts of their bodies are identified with each of the senses and that we need food to live. Through the stories about famous people, in the past they have been able to make simple comparisons between a long time ago and now, for example with hospitals in the time of Florence Nightingale and today. Through listening to stories in religious education lessons, they are finding out about important people, such as Joseph in the Bible, and about major celebrations in Christianity and some from other religions, such as Diwali. In a design and technology lesson, the reception children used construction kits effectively to make buildings. They could explain why it was a good idea to overlap the bricks they were using and some higher attaining children could suggest how they could make their buildings better. They have used tools successfully, such as drills, when making their model vehicles. They are learning how to use the computers. These are always available for them during the choosing time when they have finished their directed activities. They are able to select brushes and different colours on the screen to make pictures and use the mouse effectively to find their way through simple problem-solving programs. They have not yet learnt how to print and save their work by themselves.

Physical development

52 The teacher provides appropriate and regular opportunities for children to develop their skills in handling and using small and large equipment and in controlling their bodies when moving around the floor and in other situations such as swimming. Children use

scissors and other tools safely and often show good hand-eye co-ordination when working with them and when using pens and markers and construction kits. They are able to control balls and other games equipment well, for example when challenged to control a ball with a bat as they move it across the floor towards a target. They are developing many of their larger body movements with the other children in the class during physical education lessons in the village hall and at the swimming baths. These provide considerable challenges to them to which they respond very well. Children are very confident in the water and several have taken the first steps in swimming. The games and gymnastics lessons have taught them the importance of warming up and they do this conscientiously. Working with the older pupils has helped them to use space well when they are moving.

Creative development

53 Children are given good opportunities to develop their imaginations through the role-play areas that change with each new topic. Both boys and girls enjoyed sorting, dressing up as launderers 'washing', 'drying' and putting away the dolls' clothes. They took on their roles well as they worked together, responding to each other's ideas and suggestions. They are able to make effective pictures using a range of media, including paint, crayons, charcoal, pencil and felt tips. They are able to cut and stick materials to make collages and they can print with sponges. A relative weakness in the provision for this aspect of the creative development is the use of ready mixed paint and colours in addition to the primary ones. This limits the children's ability to experiment with the consistency of paint and to mix their own colours and shades. Children enjoy singing rhymes and songs and can do this from memory. During the inspection it was not possible to observe or judge how well children experiment with and explore sounds or respond imaginatively to music and other stimuli through movement.

ENGLISH

54 In the national test taken in 2001, the standards achieved were well above average by the end of Year 2, and above average at the end of Year 6. Considerable care needs to be taken, however, in the interpretation of results when so small a number of pupils is involved. Results in English have risen from below average in 1997 and have remained at or above average for the last four years. Inspection evidence indicates that results will remain at similar levels at the end of Key Stage 1 but will improve by the end of Key Stage 2 because more pupils will achieve the more difficult level 5. When compared to schools with pupils from similar backgrounds, the performance of pupils in Year 2 is well above average in reading and above average in writing. Pupils in Year 6 achieve results below those of pupils in other similar schools but have made satisfactory progress when compared to their results achieved when they were Year 2 pupils. Averaging the results from the previous three years shows that standards in English are a little above average.

55 The results in the Year 2 tests taken in 2001 show that more than half the pupils achieved the more difficult level 3 in reading. Although results in writing are also well above average, fewer pupils achieved results at the higher levels, a factor in most schools. An analysis of results over the previous four years shows that reading results have remained well above the national levels. Recent results show boys performing at higher levels than girls in reading although over the longer term there is little difference between the two. There is little difference in the performance of boys and girls in writing at this age. The standards achieved by Year 6 pupils in 2001 follow a similar pattern to that established over the previous four years. Although results over that time have varied, they have remained above average national levels. The results achieved by both boys and girls have remained at similar levels during that time.

56 Speaking and listening skills are good. By the age of seven pupils are confident, articulate speakers and respond positively to the teacher's challenging and probing questions. They happily volunteer information and are able, for example, to discuss the use of different materials used in their model making or talk about the different versions of the 'Three Little Pigs' story. Most children listen carefully to their teachers and peers, who value their contributions. In mathematics they use appropriate vocabulary to accurately describe the methods they use to solve simple problems. By Year 6 the majority of pupils are confident and articulate, expressing their views, often in detail and frequently showing a good understanding of the subject and a wide vocabulary. Pupils in the combined Year 5/6 class developed alternative metaphors for sections of the poem 'The Highwayman' by Alfred Noyes with pupils describing the moon as 'a golden coin tossed on cloudy seas' and compared a road to 'a slithering snake crossing a purple moor'. In music pupils used a good range of vocabulary, confidently discussing rhythm and dynamics. Pupils used their language skills well in a physical education lesson when asked to comment on the performance of others, suggesting improvements to help raise standards.

57 In Year 2, pupils' reading skills are well above average. Books are carefully handled and the majority of pupils read a variety of texts confidently and with expression. Most pupils read with understanding and are able to explain the content of the story using their knowledge to describe basic features of characteristics. Almost all have developed suitable strategies for reading unfamiliar words and use these effectively to correct themselves when making mistakes. There are few opportunities for pupils to use reference books because of limited library facilities. This aspect should be developed. By Year 6 the standard of reading is above average. All pupils are independent readers and enjoy a range of stories and poetry. The development of reference skills is enhanced through the use of computer-based information but book resources in this area are limited and only become satisfactory because of the school's use of the library service. Most pupils are fluent readers and have a wide range of strategies to tackle and decode unfamiliar words. All pupils talk knowledgeably about the books they are reading and can express opinions as to why they enjoy the work of a particular author. Many pupils show a good understanding of the events and themes in stories and make predictions and inferences from the text. When reading to an audience most read with expression to enliven the text. Skills such as skimming and scanning for information are being developed appropriately. The additional help provided by parents and helpers makes a positive contribution to the quality of pupils reading.

58 Standards in writing in Years 1 and 2 are above average, with several pupils expected to exceed expectations. By Year 2, pupils' work contains a wide and mature vocabulary which they use well when writing their stories. The basic skills of punctuation are well developed and are consistently used across all their work. Most pupils spell well. Beginning in Year 1, pupils are encouraged to spell commonly used words correctly, and by Year 2 most pupils do this successfully. More difficult words are usually plausibly phonically spelt. Most Year 2 pupils write at length using simple sentences with many able to write more complex descriptive work. Pupils understand that writing has different purposes, such as retelling favourite stories, for example, 'The Three Pigs', creating lists and giving instructions, such as those in recipes. Opportunities to write at greater length are provided in English but are less well developed in other areas of the curriculum. All pupils are being taught a cursive joined script and practise this regularly, resulting in work that is legible and well formed.

59 Writing skills do not develop sufficiently quickly in Years 3 and 4. Although the current progress of pupils in the Year 3/4 class is appropriate, a scrutiny of their previous work reveals that the progress made for this age group was insufficient to maintain the high standards established in Key Stage 1. Progress in Years 5 and 6 accelerates rapidly so that, by the end of Year 6, standards are again above average. They could, however, be higher if progress in Years 3 and 4 was improved. Throughout the key stage pupils experience

various writing tasks, including poems, book reviews, imaginative and descriptive stories and play scripts. Much of the work demonstrates a good use of a mature vocabulary. Basic writing skills are well developed in Years 5 and 6. Pupils' writing shows a good understanding of grammar, sentence construction, punctuation and spelling. Work from early in the school year in Years 3 and 4 demonstrates insufficient rigour and low expectations but pupils' recent work shows improvements in this. Although written work is developed well in English, there are too few opportunities to develop extended writing across other subjects in the curriculum and opportunities are missed in, for example, history and religious education to develop these skills. By the end of Year 6 presentation is appropriate with most pupils using a clear legible cursive script.

60 Pupils with special educational needs make good progress, particularly in reading. The additional support provided by teaching assistants is effectively used to develop pupils' phonic knowledge. Support in the development of writing skills, especially in Key Stage 2, is less well targeted and should be remedied, given the school's target to improve writing skills.

61 Pupils participate eagerly in literacy sessions. They are familiar with and use the appropriate vocabulary when discussing their reading books or when talking about their writing, using words such as author, fiction, metaphor and simile confidently. Pupils generally respond to questioning and opportunities for discussion enthusiastically. Most pupils behave well and concentrate on their tasks, particularly when the teacher's enthusiasm inspires them, listening attentively to the views and opinions of others. Both boys and girls make satisfactory progress and there is no appreciable difference in their achievement by the end of Year 6.

62 Overall the teaching is good in Key Stage 1 and in Years 5 and 6 but until recently learning had slowed in Years 3 and 4. This is now being rectified. Where teaching is good, lessons are well structured with tasks and activities that interest and motivate pupils. Questioning, especially in Key Stage 1 and in Years 5 and 6, is effective and helps to extend pupils' understanding and knowledge. Relationships between teachers and pupils are good and encourage pupils to answer questions. The literacy framework has been introduced satisfactorily. The curriculum is delivered enthusiastically, especially in Years 5 and 6 and this, together with the teacher's love of language, encourages pupils to succeed. The good teaching encourages pupils to work hard and the pace of the lessons is usually good. Teachers mark work consistently but often the quality of marking is not sufficiently rigorous to provide pupils with clear guidance about what they need to improve. Occasionally incorrect answers are marked correct, reinforcing the error.

63 The co-ordination of the subject is under the overall control of the headteacher but, because of the small size of the school, is delegated to all teaching staff. The management of the subject is satisfactory but monitoring of the quality of teaching and the scrutiny of pupils' work requires improvement to ensure that inconsistencies in teaching quality are removed and the amount of good teaching is increased.

64 The National Literacy Strategy and the implementation of the literacy hour have been successful and have contributed positively to the consistent raising of standards in the school since its introduction. Assessment procedures are good but improvements in the use of assessment information could add positively to the raising of standards. Rigour in the analysis of national test results and scrutiny of pupils' work to identify gaps in their knowledge are not yet well developed. Targets for individual pupils to improve the quality of their work have been introduced but have not been in place long enough to have a significant effect.

MATHEMATICS

65 The National Curriculum test in 2001 for pupils in Year 6 shows results that were in line with those in all primary schools but were below those found in schools that have similar levels of free school meals. The Year 2 test showed a more positive picture with results that were well above the national average and similar school averages. Care must be taken when evaluating these results as the numbers of pupils who take the tests in the school are small and there can be large fluctuations from year to year. In order to even out these differences it is useful to average results over four years. If this is done the results at the end of Year 2 have been above the national average and those at Year 6 have been below the national average. This would indicate that results in Year 6 have not been high enough. Certainly fewer pupils achieved the higher level 5 than was the case in other schools. However, where comparisons are possible, when the results of the Year 6 pupils in 2001 are compared to their results when tested in Year 2 they achieve as well as could have been expected. The standards of achievement found during the inspection are based on evidence from pupils' work, discussions with them and observing them in lessons. By Year 2, standards overall are above the national average and are appropriate given pupils' attainment when they started Key Stage 1. By Year 6, pupils achieve standards that are also above national expectations and which are appropriate given the results they achieved when in Year 2, which were slightly above the national average. The standards they currently achieve reflect the considerable progress that they have made over the last two years. When these pupils were in Years 3 and 4 annual assessments indicate they made little progress. Given the unevenness in their progress, current standards could be even higher. The last inspection found standards to be above national expectations and judged the progress that pupils made to have been good. This inspection judges progress in the Year 1/2 class and the two junior classes to be satisfactory overall.

66 By Year 2, pupils in Key Stage 1 show strong achievement in their knowledge of numbers and their ability to calculate. Many have quick skills in handling numbers in their heads and can count forwards and backwards in 10s to 100 and in 100s to 1,000, although lower attainers are not sure that ten 100s make 1,000. Most understand that 20 and 30 are multiples of 10 and that 5 is half of 10, and can apply this understanding to work out 50 is half of 100. Average and higher attaining pupils can work out different ways of making 100 using pairs of 10s, such as $30+70$ and $60+40$; some are able to suggest that these can also be reversed to give another pair. All can use pencil and paper to add and subtract two digit numbers and they can apply this understanding to practical situations, for example working out change. Most can work out missing numbers in sequences, for example 8,12,16, ?, 24, and in number sentences such as $6 + ? = 9$. Higher attaining pupils can double numbers in a sequence, such as 8, 16, 32, 64, 128, 256, 512. All understand the difference between odd and even numbers and now can work out multiples of units including 4×4 , 6×2 , 3×3 and many are able to do this with larger units. Standards in other aspects of mathematics, such as data handling, and shape and measures, are in line with the expectations for the end of Year 2. They can interpret the information presented in a pictogram and block graph and can collect and enter data into the computer to generate their own bar charts and pie charts. Pupils measure objects accurately using appropriate units, for example centimetres for a pencil and metres for the playground and know the names of shapes, such as hexagons and oval, although they use the term oblong to describe a rectangle.

67 By Year 6 almost all pupils have made steady progress in improving their facility with number. Most count confidently in 2.5s, double and halve numbers in their heads and count backwards past zero, for example from 1.2 in steps of 0.3. When the teacher challenged them to work out three-dart finishes using doubles and trebles pupils demonstrated the ability to rapidly work out different solutions to the problems. They are able to explain clearly the strategies they use to work out answers to questions and most can identify what needs to be

done to solve two-step problems. Most can use brackets correctly in number sentences to show how they would work out a problem. They are also developing good working habits, including estimating answers and checking answers by using inverse operations. In discussions most pupils have a secure understanding of mathematical terms, although this is not always the case with lower attaining pupils, and these pupils do not always choose the correct operations to solve problems. Most pupils have good skills in calculating using pencil and paper, for example they can divide three-digit numbers by two-digit numbers, handle mixed numbers and work comfortably with percentages. All are confident in interpreting graphs and higher and average attaining pupils can explain when it is appropriate to use a line graph, for example to show changes in temperature over time. Average and higher attaining pupils can work out the mean, median and mode of a range of numbers but lower attaining pupils are unsure of these. A similar situation applies with shape. Most pupils can draw obtuse and acute angles, explain the difference between an equilateral triangle and an isosceles triangle and name shapes and describe their properties, using terms such as parallel sides and right angles, although most do not know that the perimeter of a circle is called the circumference. Skills and knowledge acquired in mathematics are used appropriately in other subjects, such as science where pupils understand the use of negative numbers when measuring temperature.

68 Pupils apply themselves well in mathematics lessons. They are eager to answer the teachers' questions and confident to try to answer questions even when they are not totally sure they are correct. They work hard on the tasks they are given and behave sensibly and responsibly in lessons. Their attitudes and behaviour provide a firm basis on which their learning can be built.

69 Teaching of pupils in both Key Stage 1 and Key Stage 2 is satisfactory overall. Individual lessons are often well taught and make good use of the strategies recommended in the numeracy framework. Teachers share the objectives for the lessons with pupils and maintain a lively pace to their teaching, both of which help to focus pupils' efforts and maintain their interest. Teachers also question pupils carefully, targeting higher attaining pupils with more demanding questions that stretch them, and matching questions skilfully to the abilities of lower attaining pupils so that they maintain their self-confidence and consolidate their learning. This was seen to good effect in a lesson for Year 5/6 pupils when a pupil with learning difficulties was given good opportunities to succeed, clearly growing in confidence as a result. In a very well taught lesson in the reception/ Year 1 and 2 class the teacher used a well-chosen range of resources to enhance her whole-class teaching. She supported groups of pupils well with carefully matched tasks she had provided for them, to consolidate and extend their understanding of place value. In all classes, teachers make good use of teaching assistants, to provide effective support to pupils who have special educational needs and to help with the work of target groups. A weakness in teaching that reduces the overall effectiveness that was seen in many of the lessons is the quality of marking. In one class, errors were marked as being correct and pupils' persistent errors were not effectively identified and tackled. In all classes marking provides pupils with little guidance on what they need to do to improve. No reference is made to the targets that pupils are being given and this reduces the effectiveness of these targets in moving pupils' learning forward.

70 The National Numeracy Strategy has been satisfactorily adopted and the framework has been adapted well to meet the needs of mixed age classes. Careful and regular assessments are made of pupils' learning and appropriate records are maintained of their progress. These are used to identify targets for pupils to work towards, but, as described above, in practice not enough emphasis is placed on these to make them effective. The subject is satisfactorily managed but there are weaknesses in the monitoring of standards and the quality of what is provided for pupils. There is little monitoring of the quality of

teaching in lessons, pupils' work is not sampled and test results and papers are not analysed to identify strengths and weaknesses in pupils' learning. More needs to be done to identify where improvements can be made that will help to raise standards.

SCIENCE

71 In the National Curriculum test for eleven year olds in 2001, standards were well above average with more than half of the pupils achieving the more difficult level 5. When judged against their previous attainment pupils had made very good progress. In comparison with the results of pupils from other similar schools, pupils' results were also well above average. In 2001 all pupils in Year 6 achieved the expected national standard. Over the previous four years, results in science have fluctuated significantly, rising from below average in 1997 to well above average in 2001. These results should be treated with caution because of the small number of pupils involved in the tests but over the five years of results available the overall rate of improvement in standards has been greater than that seen nationally. There is no appreciable difference between the performance of girls and boys at this age. In the National Curriculum teacher assessments conducted with seven year olds, the proportion of pupils attaining the expected standard was very high in all aspects of the science programme when compared with the national average. These results indicate an improvement since the previous inspection.

72 The standard of current work in Year 6 and in Year 2 is good and many pupils could be expected to exceed average levels. Pupils with special educational needs achieve well when measured against their prior attainment.

73 Pupils in Year 2 are able to demonstrate good scientific knowledge and understanding. Evidence from a topic about 'Ourselves' shows that they are able to accurately locate parts of the body and name some of the skeletal bones. They accurately sequence the ageing process in humans and examine how each of them is different, for example, through looking at fingerprints. Pupils have a good understanding of the senses and can name them. They investigate taste and have conducted experiments to see which parts of the tongue are sensitive to different tastes. Some opportunities have been missed, for pupils to investigate heart rate for example, which would have been a good link with mathematics. Younger pupils investigate materials and look at the textures of materials, classifying them into rough and smooth. Older pupils find out how to conduct a fair test.

74 Much of the science work completed by pupils in Key Stage 2 is through investigations and experiments and is a strength of the teaching and pupils' learning. Pupils in Years 5 and 6 are able to plan and set up their own simple experiments, for example, on the weight of air. They make predictions about what results of experiments may be and where these are proved incorrect, are able to give sound scientific reasons for their results. Pupils understand the need for careful observation and recording of results and use a good range of scientific vocabulary with accuracy and understanding. Pupils are able to discuss what comprises a fair test and talk about the factors that they can vary. Evidence of scientific work being undertaken earlier in the school year in the Year 3/4 class is limited but has recently been improved. Pupils now undertake science on a regular basis and this, together with raised teacher expectations, is helping to improve standards and increase pupils' knowledge and understanding. Recent work on animal habitats has enabled pupils to improve their classification skills and to make accurate predictions as to what they will find. They are using skills and knowledge acquired from other subjects well in, for example, measuring air and ground temperatures and dealing with negative numbers. Recording and observation skills are now improving.

75 The quality of teaching and learning in the subject is good overall. Lessons are appropriately planned, focusing on what pupils are to learn during the lesson, and this is shared with pupils. Pupils are encouraged to collaborate and share knowledge, which they do successfully. Teachers demonstrate sound subject knowledge and in the lessons seen, have appropriate expectations of the quality of pupil behaviour and learning. This has not always been so in Years 3 and 4. Pupils with special educational needs are well catered for. Pupils' attitudes towards science are good and they enjoy scientific activities and respond positively to challenging lessons. The inclusion of science in the homework programme is underdeveloped.

76 The science programme of study is suitably broad and incorporates current national guidance. Although a system of monitoring teaching and learning is in place, this can be further developed to provide a more rigorous evaluation of the quality of lessons and the analysis of results. The use of assessment information to identify areas of strength and weakness both in the curriculum and in pupils' scientific knowledge is also underdeveloped.

ART AND DESIGN

77 Standards of work in art and design are satisfactory and this represents a fall from those reported during the last inspection. No teaching of art and design was seen during the inspection but evidence has been gathered from interviews with pupils, wall displays, photographic evidence and teachers' planning.

78 Discussions with pupils indicate that specific design, painting and observational skills are regularly taught and that they use a sound range of media and materials to create their paintings. There is, however, little evidence of pupils demonstrating their skills by creating large-scale and imaginative work. Pupils with special educational needs take a full part in the art curriculum.

79 The younger pupils are given good opportunities to paint and to draw. They work with care and control when, for example, producing painted pictures linked to their topic on houses and 'The Three Pigs' story. A good understanding of colour mixing and proportion is demonstrated when creating portraits. Pupils show a good understanding of collage and use a variety of wood, felt and wire to create imaginative pictures to illustrate their ideas of European countries, demonstrating a good link to geography. They work with great care to create skeleton pictures using straws, cutting and gluing accurately.

80 At the age of eleven pupils have developed satisfactory drawing, painting and representational skills and have experienced a sound range of media. Observational drawing is developed satisfactorily and care is taken to improve pupils' understanding of line and form. In Years 3 and 4 some pupils produce sensitive paintings and drawings of plants but often detail is lacking. Artwork is not sufficiently well displayed in Key Stage 2 and does not help to improve the school environment. Photographic evidence of the designs produced by pupils prior to the making of models indicates that these skills are satisfactorily developed. Care and attention to detail and quality of finish often result in well-made products. Pupils have a sound knowledge of colour mixing and are able to discuss the merits of brush size or the types of pencils used for sketching. Much artwork is used as an addition to other subjects, such as geography or history, but this does not always provide opportunities for pupils to develop and use their skills well. The use of sketchbooks is under-developed and does not provide opportunities for pupils to develop their observational experiences. Information and communication technology is used appropriately to extend pupils' artistic skills and pupils have a satisfactory knowledge of graphics programs suitable for their age. Interviews with

older pupils demonstrate an appropriate knowledge and understanding of the work and lives of great artists.

81 Co-ordination of the subject is under-developed and there has been little opportunity to monitor the quality of teaching or improve the standards through the provision of the necessary training for teaching staff. Assessment of the skills and knowledge acquired by pupils is at a very early stage of development and has not had time to help raise standards.

DESIGN AND TECHNOLOGY

82 Evidence from the one design and technology lesson seen in Key Stage 1 together with evidence of pupils' designs, photographs of their work, interviews with pupils and their models indicate that standards are satisfactory and in line with those expected for their age. Attainment in the making process is at similar levels to those seen during the last inspection but pupils' understanding of the planning process has improved. Pupils with special educational needs were well supported in the lesson seen and this enabled them to join in fully with the lesson.

83 Pupils in Years 1 and 2 made good progress in the lesson, that was well planned with clear objectives of what pupils were to learn. The teacher, through challenging questioning, ensured that pupils developed a clear understanding of the skills and knowledge they needed to make good quality models. Pupils used skills developed in mathematics as well as their writing skills. Answers showed that pupils have a well-developed vocabulary and a good understanding of the skills and safety aspects to be used. This work clearly provided good learning opportunities through investigation as pupils learnt about different materials and how they could be used in making their models. Pupils use construction kits, card, plastic and wood to create houses for the 'Little Pigs', investigating a variety of methods to join different materials. Care was taken with quality and decoration, both of which were of good quality. In Years 3 to 6, pupils design and make models of playground furniture, paying good attention to strength, quality and finish. Plans drawn by pupils show that they understand the design process and consider the type of materials suitable to make their models. They also evaluate their models, consider how they can be improved and involve younger pupils in the testing process. Pupils in Years 5 and 6 make wheeled vehicles that they power with electric motors, using skills and knowledge developed in science. Pupils in Years 3 and 4 investigate how to disassemble boxes, create nets and, using accurate measurements, draw new designs for their own boxes. Interviews with pupils indicate, however, that they have no understanding of some areas of the curriculum such as pneumatics and limited experience of food technology. Information and communication technology is used well as part of the designing and making process as pupils construct models to demonstrate the control of lights in traffic signs, lighthouses and house electronics.

84 As little teaching of design and technology was seen during the inspection, no overall judgement about the quality of teaching is made. Co-ordination of the subject is not well developed. The quality of teaching is not monitored and staff receive little training in the subject. Assessment and recording of pupils' skills and knowledge is under-developed.

GEOGRAPHY

85 No geography teaching was seen during the inspection so judgements are based on a scrutiny of pupil's previous work and an interview with pupils to discover the extent of their knowledge and their previous geographical experiences. Standards are at satisfactory levels by the time pupils are in Year 6 and similar to those reported at the time of the last inspection.

86 Pupils in Key Stage 1 have a sound knowledge of the location of several countries in Europe and have followed the journeys of Hunton Bear as he has travelled to various holiday destinations. They have created, in art and design, images of what they feel represents a country, for example, a collage picture of the Eiffel Tower. A large map of Europe to which the children have contributed reminds them of the location of countries and cities.

87 By Year 6 pupils are able to demonstrate a satisfactory understanding of their local area and have used their knowledge to draw local maps and carry out surveys of the local facilities and neighbouring large towns. They understand the reasons why settlements have developed and why some have become more important than others. In this they consider aspects such as transport links, history and physical features. Their geographical vocabulary is appropriately developed and pupils understand and use terms, such as erosion, evaporation and precipitation, with understanding. They show an appropriate understanding of river systems and are able to demonstrate their understanding of the water cycle. Pupils know why the different seasons occur and link this with the rotation of the Earth, a good link with their work in science. Their knowledge of world physical features is good. They can name the continents, major oceans, rivers and many of the capital cities of Europe. Pupils' recent work has included individual research on various European countries to discover important facts about each and recording these in note form, a good extension of their writing skills. Two differing world locations, Hunton and Qatar, have also been studied so that pupils can compare and contrast life styles, economies and physical features.

88 No teaching of geography was seen during the inspection. The previous work of pupils in Year 6 is of satisfactory quality and shows that a satisfactory range of topics is covered. However, more could be done to develop pupils' extended writing skills using their previous knowledge and utilising the notes made in their research.

89 An appropriate policy and scheme of work are in place to guide teachers' planning. Appropriate use is made of fieldwork and the school's local surroundings. Monitoring of teaching in the subject does not yet take place and records of pupils' progress in the subject are not yet in place.

HISTORY

90 Standards found during the inspection were below expectations by Year 6, the end of Key Stage 2, and broadly in line with them in Year 2, which is the end of Key Stage 1. This is a less positive picture than was reported in the last inspection where standards were above national expectations across the school. Pupils' knowledge and understanding are less secure than was the case in the last inspection, but their skills in researching information and using computers to help in this are just as good.

91 Pupils' understanding of chronology is satisfactory in Year 6. Pupils can correctly sequence the periods they have studied and they can place them with reasonable accuracy on a time line, although their knowledge of dates is limited. Pupils' skills and understanding of the use of first-hand sources and the nature of historical evidence is not as well developed as it could be. They find it hard to describe how we come to know what the past was like from looking at what has survived, including, for example, pictures, portraits, diaries, studying buildings and examining artefacts. Higher attaining pupils, however, do have a reasonable understanding of the reliability of sources, such as portraits. All pupils are much more accomplished in using secondary sources, such as information books and CD-ROMs. Higher attaining pupils demonstrate understanding of why events happened in the periods they have studied and what were the consequences of them. The events that triggered the

First and Second World Wars or, in their most recent work, why Henry VIII had so many wives and the consequences of his desire to have a male heir, are good examples of this. Pupils' knowledge of the aspects of everyday life in the past is sound, for example of life in Ancient Greece.

92 By Year 2, pupils understand that life in the past was different from life today and they know of the contributions that famous people, such as Louis Braille and Florence Nightingale, have made. Their experiences during the Victorian Day in school have given them good insights into what being a pupil in a Victorian school was like and how it was very different from today. Similarly, their work on Florence Nightingale has helped them understand how hospitals are different now from what they were like in early Victorian times.

93 Pupils enjoy history lessons. They are keen to find out more and use reference books effectively to answer questions about the past. Their enthusiasm reflects the teachers' approach to the subject, which makes good use of visits, for example to Eden Camp to support work on Britain since the 1930's, re-constructions, such as the Victorian day, and appropriately chosen videos, information books and computer-based resources. Teachers are knowledgeable about the periods they are teaching and tell 'a good story' which helps to stimulate pupils' interest. In order to help pupils develop more effective skills and greater knowledge, they need to be more rigorous in the use of dates, and provide more opportunities for pupils to research in depth and to present detailed accounts of aspects of the periods they are studying. They also need to focus more on the use of primary sources that will encourage pupils to develop better skills in historical enquiry. Much of the pupils' completed work is superficial and opportunities for pupils to write at length are not taken. Overall the teaching of history is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

94 Overall, the pupils achieve standards that are appropriate for their ages by the time they are close to the end of each key stage; in Years 2 and 6. The last inspection judged standards to be above the national expectations in both key stages and described the skills and knowledge pupils had acquired. However, by today's standards pupils' attainment judged on the same criteria would be judged to be in line with National Curriculum expectations.

95 By Year 6, pupils confidently launch the programs they want to use. They can save what they have done and retrieve when they need to. They can transfer files to a removable disk and load them onto a different computer so they can use a printer that is better for presenting their work. Pupils are able to make appropriate use of a range of programs to share and present their ideas and to find information. They use word processing programs to record their ideas and are able to edit and modify them and use features such as 'Word Art' to make titles stand out, and bold and italic to emphasise points. Pupils are able to change fonts and letter sizes for different purposes. They are able to produce their own pictures, some using a digital camera, and all by using art programs. They can import these into their written work and they also make use of clipart to illustrate it. Pupils can explain how they can change brushes, choose 'stamps' and shapes and modify them by, for example, stretching or shrinking them and filling them with colours. Some of the higher attaining pupils make very effective use of music programs to produce their own compositions, for example, an extended piece for the cornet. Their skills in handling information are less well developed. Although pupils can quickly find information in a CD-based encyclopaedia and can enter data into a spreadsheet and then use it to produce graphs, they are unsure how to make their own data files and how to search for and sort information. They do not understand the terms 'field' and 'record'. Recently they have used control boxes and written procedures, for example, to make traffic lights work or to make the lights flash and siren to sound on the

picture of an ambulance. Although some of the pupils have a good understanding from home of how computers can be used to communicate with people around the world using the Internet, others are less sure. Plans exist to add a high speed connection, but currently standards are too low in using the computer to communicate.

96 By Year 2, Key Stage 1 pupils can enter information they have collected, for example, on their favourite biscuits, into a graphing program, and then produce and print out graphs to present what they have found. They can write their ideas directly onto the computer and use simple editing features to make corrections and improve their work, for example changing the size of some of the letters to make them stand out. They are also aware that computers can check their spelling as they write but they are not sure how to use this feature to correct mistakes. When talking to pupils, they are eager to explain how they can produce pictures on the screen, how they change the size of 'brushes', how they can choose colours and how they select and place shapes, which they can spray with different colours. They are confident exploring imaginary worlds on the computer and make effective use of the program's controls to change what is happening. A relative weakness is pupils' independence in using computers, for example launching programs and saving and retrieving their work.

97 During the inspection no teaching of information and communication technology skills was observed. However, teachers do directly teach skills and they provide many opportunities for pupils to practise and refine them. In many lessons across the curriculum, pupils were encouraged to use the computer to record their ideas, to find information and to present what they had done. Information and communication technology opportunities are embedded in teachers' planning and this successfully supports the steady progress they make. Pupils, particularly in Key Stage 2, have very varied levels of skill, often related to their use of computers at home. The school does not have a system for assessing and recording skills that it could use to plan what individuals need to learn next.

MODERN FOREIGN LANGUAGE

98 Conversational French is part of the curriculum for pupils in the Year 5/6 class. One short observation was made during the inspection and this indicates that pupils are able to ask and answer questions in French, including the days of the week and the months of the year and are able to hold simple conversations with each other. French is used most of the time in the lesson. The teacher's subject knowledge is excellent. Pupils are listening to and expected to reply to questions in French and this ensures that they have made a good start to their knowledge and understanding of the language and are confident when speaking.

MUSIC

99 The standards pupils achieve in music are clearly above national expectations across Years 3 to 6. It was not possible to make a judgement on the standards that pupils in Year 1 and 2 attain, as the only evidence during the inspection was their singing in assembly and in class when they were singing rhymes in lessons in other subjects. When they were doing this they were able to keep a steady pulse and they maintained the melody satisfactorily.

100 Pupils in Key Stage 2 benefit from an enhanced musical curriculum and good teaching that is skilful in guiding and instructing pupils and reflects the teacher's considerable knowledge of music as well as how to teach it. All the junior pupils play in the orchestra and well over half play tuned instruments, including violins, cellos and a bass, cornets, trumpet,

saxophone, clarinets and flutes. All these pupils receive specialist music tuition from visiting teachers. The orchestra provides them with a challenging context in which they can apply and develop their understanding and skills. The pupils who do not receive specialist tuition are provided with opportunities to use percussion instruments and other tuned instruments, including glockenspiels, xylophones and chime bars in an ensemble situation which greatly benefits their understanding of music and skills in performing. Through the orchestra lesson, the teacher skilfully refines pupils' playing and increases their understanding and knowledge of musical terms and conventions. Higher attaining pupils are able to demonstrate achievement well above that expected for their age. Almost all the other pupils are able to play an instrument and have a good knowledge and understanding of rhythm, pitch and dynamics. In addition to the orchestra and external tuition, a significant number of pupils are being taught the guitar in school and these pupils also show good skills and knowledge and understanding of music.

101 The teaching of music in Key Stage 2 is good. The headteacher's enthusiasm for the subject ensures that pupils listen carefully, are focused on what they are to learn and perform their pieces with gusto. Pupils practise their music regularly and this too helps to raise the quality of performance.

102 The school enters local musical competitions and performs for the local community. These occasions provide additional purpose and focus in lessons and increase pupils' interest and enthusiasm.

PHYSICAL EDUCATION

103 Standards achieved by the oldest pupils in each key stage are in line with the national expectation except in swimming, where standards are good. Pupils with special educational needs achieve well. Standards are similar to those seen during the last inspection and boys and girls achieve similarly.

104 Pupils in Key Stage 1 are aware of the importance of warming up before physical exercise and carefully follow instructions. Their awareness and use of space are developed appropriately as is their body control when moving, balancing or using balls, bats, quoits and ropes.

105 In Key Stage 2, pupils prepare themselves thoroughly for exercise and build effectively on their previous learning. They develop and perform sequences of movements and balances, varying the levels and directions, and demonstrating satisfactory precision, control and fluency. Pupils work well together, developing and performing their complex sequences in pairs and small groups to produce a polished performance. Opportunities to develop pupils' gymnastic skills are limited because of the inaccessibility of equipment in the village hall where physical education lessons take place.

106 All pupils attend swimming lessons, and this results in a good standard of performance by the time pupils reach Year 6. Pupils demonstrate good stroke techniques, are confident and competent and have developed good water safety skills. Outdoor adventure skills are appropriately developed during the residential visits organised for pupils in Years 5 and 6.

107 Attitudes to physical education throughout the school are positive. Pupils respond with enthusiasm and commitment to the activities provided. Behaviour in the lessons seen was good. Apparatus and equipment are treated with respect and care. Extra-curricular sporting activities and coaching add suitably to pupils' sporting experiences.

108 The quality of teaching is good. In the best lessons the teacher places emphasis on the quality of movement, resulting in a raising of standards. Lessons are well planned and skills are taught and learnt systematically. Teaching has purpose and pace. Teachers use pupils to demonstrate skills well, and opportunities to evaluate their own and others' performance are used well to raise standards.

109 The curriculum is well planned to cover all aspects. Planning provides clear guidance on the skills pupils are to learn. There is a suitable range of resources for pupils to use although space for physical activity on the school site is very limited. Competition with other local schools adds suitably to pupils' competitive and social skills and understanding.

RELIGIOUS EDUCATION

110 Standards found in the inspection are below expectations for pupils by Year 6 although they are broadly in line with expectations by Year 2. This is slightly worse than was found in the last inspection where standards were in line at both key stages. Pupils' knowledge is weak and this limits their achievement in religious education.

111 Pupils in Year 6 can name the major world faiths of Christianity, Islam, Hinduism, Buddhism and Judaism, but need some prompting to do so. They have limited understanding of the key features of religions, such as their holy books or sacred writings and have little understanding of the rules that guide believers, their prayers and the ceremonies that surround them. The coverage of so many religions results in a lack of depth of pupils' understanding. With the exception of Christianity, they find it difficult to name, for example places of worship, holy books and important festivals of the major faiths. By Year 2, pupils know some of the major stories from the Bible, such as 'Wise and the Foolish Man', Joseph and his amazing coat, and about some important saints, such as St Andrew. They also have an understanding of the nature of prayer and have written their own and know that a Christening is a celebration for naming a child. Pupils in both key stages know of the importance and significance of Christmas and Easter.

112 In the two lessons seen during the inspection, pupils were well behaved and interested, which reflected the positive and encouraging approaches used by the teachers. Both lessons were satisfactorily taught. The lesson for the older junior pupils could have been more rigorous in consolidating and extending pupils' understanding of the nature of the Bible as a holy book as the initial discussion revealed many gaps in pupils' basic knowledge and understanding. The lesson was successful because by the end of the lesson most pupils knew that the Bible has two testaments and that one is concerned with the time before Jesus and the other mainly with his life. Opportunities to discuss the different views of Jesus as seen by Jews and Christians, the similarities and differences in their holy books and to revisit and discuss the concept of holy books, were not taken. In the youngest class the teacher told the story of Joseph and his coat well, making sure that pupils understood the context and meaning of key words such as 'slave' and 'pharaoh'. She also used the story successfully to encourage the pupils to empathise with characters in the story and this successfully deepened their understanding. Objectives for the lesson, concerned with developing pupils' understanding of sacred writings and their relevance to life today, were not covered sufficiently in the lesson. Both teachers used opportunities in the lessons to develop pupils' literacy skills, in the junior class by asking them to make notes and in the infant class by modelling story writing as a basis for the pupils' own writing. If standards are to improve, more emphasis needs to be given to helping pupils develop a framework that they can use to find out about different religions, based, for example, on key concepts such as, places of worship and holy books. Their knowledge and understanding need to be consolidated by

regularly reviewing examples of these concepts when they are used in the study of a new religion.