

INSPECTION REPORT

WEALD COMMUNITY PRIMARY SCHOOL

Weald, Sevenoaks

LEA area: Kent

Unique reference number: 118283

Headteacher: Mr K Seston

Reporting inspector: Jennifer Nicholson
23036

Dates of inspection: 30 April – 3 May 2001

Inspection number: 193825

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:	Community
Age range of pupils:	4.5 – 11 years
Gender of pupils:	mixed
School address:	Long Barn Road Weald Sevenoaks
Postcode:	TN14 6PY
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Appropriate authority:	Kent
Name of chair of governors:	Mrs L Martin
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
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Brian Sampson 10329	Lay inspector		Care Partnership with parents
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Garry Williams 22704	Team inspector	Science History Music Physical education Special educational needs	Curriculum

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Weald Community School is a small rural school set in a pleasant village to the south west of Sevenoaks. Most pupils come from the village; about ten per cent come from neighbouring villages as well as from Sevenoaks itself. Pupils come from a variety of social and economic backgrounds, including some from advantaged backgrounds. The school roll has increased steadily since the last inspection. One hundred and forty-two pupils attend the school, including 24 children in the Foundation Stage, in Class 1, six of whom are of non-statutory school age, being aged four or just five. Children are admitted in the September or January prior to their fifth birthday. Overall there are more girls than boys, particularly in Year 3. No pupils are eligible for free school meals, which is well below the national average. The percentage of pupils speaking English as an additional language is low. Twenty-four per cent of pupils, a broadly average proportion, are on the school's register of special educational needs, mainly for learning difficulties, and mostly on the first level, that of identification. The proportion of pupils with a Statement of Special Educational Need is broadly in line with the national average. The attainment of most children when they enter the school is in line with national expectations. Since the last inspection the school has undergone a difficult and unsettled period, including major changes in staffing.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is satisfactory. From average starting points on entry to the school at four and a half, the school achieves satisfactory standards overall by the time pupils are eleven. Teaching is currently good overall, enabling pupils to progress well in their work, and successfully promoting good work attitudes and sensible behaviour, especially in class. The leadership and management of the school are broadly satisfactory, although the headteacher's positive view for the development of the school is not explicit enough or communicated clearly. Planning for school improvement lacks rigour. The main strengths reported following the last inspection have been broadly maintained. The school gives satisfactory value for money.

What the school does well

- Standards are good in mathematics and in physical education at the end of both key stages.
- Standards are good in English at the end of Key Stage 2.
- Attendance is exemplary.
- Teaching is good overall.
- Pupils have good attitudes towards their work and behave well overall.
- Relationships are good; older pupils look after younger ones well and help them settle when they start school.
- The school offers a wide range of extra-curricular activities.
- Links with the village community are good.

What could be improved

- Standards in information and communication technology are low across the school.
- Standards in art and design, and design and technology are unsatisfactory at the end of Key Stage 2.
- The headteacher does not give a clear enough lead in planning for school improvement; priorities are not clear or linked to raising standards; there is no structured programme of action.
- Monitoring procedures are too informal.
- Governors are not well enough informed.
- Information gained from assessment is not used well enough to guide curriculum planning.
- Governors' annual report to parents does not fulfil statutory requirements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection four years ago is broadly satisfactory. Teaching is now good overall and pupils' behaviour is managed effectively, although in unsupervised situations, pupils do not always

behave well. Broad curriculum guidelines are in place. Procedures for pupils with special educational needs are in place, but due to the prolonged absence of the co-ordinator, they are currently being re-established by a temporary post holder. Reports give a broad picture of pupils' achievements in each subject but do not consistently identify future learning targets. The role of learning support assistants is generally clear and they provide satisfactory support in class. Monitoring procedures are still mainly informal; they are not rigorous enough. The role of subject co-ordinators remains under-developed, although this area of the school's work is currently constrained by recent radical staffing changes. Governors are suitably organised to oversee the work of the school but are sometimes hindered in so doing by a lack of information.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	1999	1998	2000
English	C	A*	B	E
mathematics	B	A*	A*	D
science	D	B	A	E

Key

The comparative grade A* or E* refers to the school's performance being in the highest or lowest 5% nationally

well above average A

above average B

average C

below average D

well below average E

In National Curriculum tests in 2000, standards for eleven year olds in English were satisfactory. They were good in mathematics, but below average in science as few pupils achieved high scores. Results in comparison with similar schools were below average in mathematics and well below in English and science. Since year groups are small, fluctuation in school results from year to year is to be expected and annual statistical data has to be treated with considerable caution. Nevertheless results for 2000 were less good than in previous years, or than expected, despite nearly half the group having gained grammar school places. The school attributes this underachievement to a number of factors, including identified attitude and behaviour difficulties; parents indicate that weaker teaching may have contributed also. On account of insufficient evidence, inspectors are not in a position to make a clear judgement in this respect. Results in national tests for seven year olds in 2000 were above average in reading and writing but below average in mathematics as there were few high scores. Over the last four years, standards in Key Stage 1 show an upward trend overall. At Key Stage 2, however, although results have been consistently above national averages until last year, they show a slight downward trend

During the inspection standards in mathematics and physical education were found to be good at the end of both key stages, and in English at the end of Key Stage 2. Standards in information and communication technology (ICT) are low at the end of both key stages. In art and design, and design and technology they are unsatisfactory at the end of Key Stage 2. Standards in all other subjects are satisfactory. Children in the Foundation Stage are likely to achieve the nationally set goals for the end of the reception year in all aspects of their work. Personal, social and emotional development are good, as are children's physical skills. Some more able children are already making a start on early National Curriculum in reading and writing. The school's targets for future years are challenging, reflecting commitment to high expectations. Achievement is good in English and mathematics in the light of pupils' attainment on entry, but it is unsatisfactory in ICT, art and design, and design and technology. It is satisfactory in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils have positive attitudes to their work and because they are motivated effectively, they work hard. They enjoy coming to school and are enthusiastic.
Behaviour, in and out	Good overall, especially in lessons, although sometimes when pupils are not

of classrooms	supervised directly as in cloakroom areas, they behave inappropriately.
Personal development and relationships	Good. Pupils respect each other's views. They are friendly and almost always polite. Older pupils look after younger ones well, especially when they start school, and help them to settle.
Attendance	Excellent

TEACHING AND LEARNING

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

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

Despite almost all teachers being new to their classes, and some new to the school, it is to the school's credit that the quality of teaching in 63 per cent of lessons observed was good, enabling pupils to make good learning gains. Five per cent of lessons were unsatisfactory due to teachers' unfamiliarity with new classes and work is not best matched to pupils' abilities, hindering learning. Sixteen per cent of lessons were judged to be very good, particularly in the middle of the school and at the end of Key Stage 2 where teachers are more familiar with their classes. In the best lessons, teachers challenge pupils in a lively and motivating way and with high expectations for learning. Teaching for children in the Foundation Stage is satisfactory overall. The quality of teaching during the last year, when staffing was substantially different, was only satisfactory. Samples of work show that pupils' skills in ICT, art and design, and design and technology have not been developed systematically, hindering learning in these subjects. Strengths in the teaching observed lie in the effective way that teachers establish a good climate for learning and manage pupils positively. Teachers' use of a wide variety of teaching strategies sustains effectively the interest and concentration of pupils at all levels of ability. Pupils are eager to learn and work purposefully. Teachers evaluate pupils' responses to tasks effectively and adjust future lessons accordingly to move the learning on. Basic skills in literacy and numeracy are taught effectively but not so in ICT, due to teachers' lack of secure subject knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is broad and balanced with the exceptions of ICT, which does not meet statutory requirements, and aspects of art and design and design technology. Subject guidelines do not fully reflect recent changes. A good range of extra-curricular activities enhances provision.
Provision for pupils with special educational needs	Satisfactory. Targets set are not always precise enough, but the temporary co-ordinator is making a good start in assessing how improvements can be made.
Provision for pupils with English as an additional language	Good. The school makes effective provision of specialist support to promote acquisition of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides good opportunities for reflection and for talking about feelings. Personal, social and health education is good with in depth attention given to relevant issues such as bullying.
How well the school cares for its pupils	Satisfactory overall. Good in the way the school provides a secure and supportive environment. Attendance procedures are very good. Assessment systems are satisfactory overall but do not influence future

	planning well enough. Pupils are beginning to be involved with setting personal targets.
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The school is committed to working in partnership with parents. Most parents are very supportive, although a significant minority lacks confidence in aspects of the work of the school. Parent helpers are valued and make a good contribution to the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Broadly satisfactory. Weaker in that the headteacher does not communicate his positive vision for the school clearly. Its educational direction is unclear. Planning for school improvement, and also for monitoring the work in classrooms lack rigour. Stronger in the supportive way that the headteacher has managed radical staffing changes, and in the good start being made by senior managers. Due to recent staffing changes, subject management is unsettled.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive and keen to understand the workings of the school, but they are unable to be fully involved in shaping its future direction because they do not always have enough information.
The school's evaluation of its performance	Unsatisfactory. The school analyses appropriately the results of national testing but does not look closely enough at trends over time.
The strategic use of resources	Satisfactory. Teachers make good use of curriculum resources to support learning in all areas apart from ICT. Governors make every effort to obtain best value for money in decision-making.

The school provides sufficient well-qualified teachers to meet curriculum demands and a good level of support staff, some of whom are trained. Resources are sufficient to support learning. Accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Most children like school.• The school helps children become mature and responsible.• Recent changes, for example to staffing and the governing body, are viewed positively.• Teachers work hard and know the children well.• Older children team up well with new children in reception to help them settle.• The school enjoys strong links with the village community.	<ul style="list-style-type: none">• Aspects of the way that the school is led and managed, with better communication and clearer response to concerns and problems.• More information about how children are getting on.• Closer links with parents.• Better progress by the more able children.• Other important concerns include behaviour, bullying in particular, the range of extra-curricular activities, and also, for older children the quality of teaching and homework.

Parents' views of the work of the school are mixed, ranging from very supportive to significantly critical. Recent changes are viewed as positive, however, and as indicators of improvement. Most parents, despite adverse comments, are supportive of the school and want it to get better. Inspectors agree with parents' positive comments. Although most teachers are new to their classes, they are getting to know pupils well. Inspectors agree that there are shortcomings in the way that the school is led and managed. The school follows its stated procedures for dealing with bullying and pupils work in a harmonious atmosphere, although this has not always been the case for all pupils in the past. All pupils are now learning well. The school works appropriately with parents. The range of extra-curricular activities is judged to be good, as is homework. The quality of teaching in lessons observed was good. In the past, because of disruptions to settled teaching, it is judged satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In national testing in 2000, at the end of Key Stage 2, results in English were average. In mathematics they were above average but in science they were below average, as few pupils achieved high scores. Results in mathematics were below those for schools with pupils from similar backgrounds, and in English and science they were well below. Results in comparison with schools with similar attainment levels at the start of the key stage, however, are satisfactory. Results vary year on year as is to be expected when the number of pupils taking the tests is small and statistical comparisons need to be viewed with caution. However, results in 2000 were less than good than in previous years, and than predicted, due to underachievement, nearly half the year group having gained grammar school places. The school attributes the lower scores to a number of factors including identified attitude and behaviour difficulties; parents indicate that weaker teaching may have contributed also. Inspectors are not in a position to make a clear judgement in this respect on account of insufficient direct evidence. Although results have been consistently above national averages until last year, they do show a downward trend, contrary to the national picture.
2. At the end of Key Stage 1, results were above average in reading and writing and average in science. They were well below in mathematics as, although almost all pupils gained the expected level, few gained high scores. Results for reading were in line with those of similar schools, but were below for writing and well below for mathematics and science. As with Key Stage 2, results are clearly influenced by the small year group size where each pupil has a significant impact on percentages. However, results in Key Stage 1 over the last four years show an overall upward trend, with reading and writing improving at a faster rate than nationally until last year.
3. The attainment of most children on entering the school is what is to be expected nationally especially in their experience with books and early writing and mathematical skills. These children are making at least satisfactory progress towards the Early Learning Goals set nationally for the beginning of Key Stage 1. They are likely to reach the goals in all areas. Personal, social and emotional development is good, as are their physical skills. Some children have already reached the set goals and are working on early National Curriculum levels in reading and writing.
4. During the inspection, standards in mathematics were found to be good at the end of both key stages, and in English at the end of Key Stage 2. This reflects the high proportion of pupils who have gained grammar school places, just over half. Standards are good in physical education in both key stages. Standards are unsatisfactory in information and communication technology (ICT) in both key stages, and also in art and design and design and technology at the end of Key Stage 2. Standards in all other subjects are satisfactory. Although high standards have been maintained since the last inspection in English, mathematics and physical education, they have declined in science, ICT, art and design, and design and technology.
5. Standards in all aspects of English exceed expectations at the end of Key Stage 2. They are satisfactory at the end of Key Stage 1. Pupils in Year 6 speak with clarity and confidence, enjoying debate and making effective use of persuasive language. In Year 2, most pupils are quick to reply and suggest adventurous words, showing an increasing vocabulary. Pupils in all classes listen attentively and with respect to each other's ideas and points of view. Pupils in Year 6 read extensively and have a good appreciation of characters in a story. They write for a wide range of purposes, including plays, a tour guide, book reviews and letters. Pupils in Year 2 read simple texts accurately making good use of phonic knowledge. They relate their own experiences to stories and extend understanding. More able pupils find information using contents and index pages. In writing, many pupils understand the use of speech marks. They use adjectives to make

their writing more interesting, but they frequently omit capital letters and full stops.

6. In mathematics standards exceed expectations at both key stages. Pupils in Year 6 are confident in the use of big numbers and find ways to divide three-digit numbers by two-digit numbers. Most pupils in Year 2 understand the relationship between simple addition and subtraction sums. About half plot two-digit numbers on a grid and accurately draw lines of symmetry across emerging patterns.
7. Standards in science are satisfactory at the end of both key stages. Pupils in Year 6 suitably plan an investigation about how different sounds can be muffled. In Year 2, pupils are developing an understanding of a fair test and know some of the conditions needed for plant growth.
8. In relation to prior attainment, pupils, including more able pupils or with English as an additional language, achieve well over time in English and mathematics. In other subjects their achievement is satisfactory apart from ICT, art and design and design and technology, where learning is hindered through a lack of systematic teaching of basic skills, knowledge and understanding. Pupils with special educational needs make satisfactory progress. Although there is evidence of underachievement last year in the core subjects by Year 6 pupils, there are no indications of this being the case now. All pupils are working purposefully. Their eagerness to learn is supported effectively by the positive climate for learning established by teachers and their often high expectations, in English and mathematics in particular. On occasion, however, teachers' unfamiliarity with classes hinders good progress, for example when work is not best matched to pupils' needs or abilities, or when it does not build steadily on prior learning and experience. Across the school, all pupils regardless of gender or ethnic background achieve similarly.
9. The school has set challenging targets for testing for both key stages, reflecting the abilities of the year groups and including targets for higher attaining pupils. Pupils' knowledge of their own learning needs is not consistent. It is good in some cases as with the oldest pupils who have evaluated work in each subject and set goals for future learning, and with the youngest children who have simple targets which are soon to be shared with parents.

Pupils' attitudes, values and personal development

10. The school has maintained the high standards overall observed at the last inspection. Pupils have a good, positive attitude in lessons and in after-school activities and enjoy their learning. Because they concentrate well they achieve well and make good progress within lessons. Pupils enter into discussions with enthusiasm and interest. They respect each other's feelings and appreciate each other's ideas when debating issues. From the youngest to the oldest, pupils are helpful and co-operate readily in group activities. Good relationships are evident in all classes and the pleasant atmosphere promotes pupils' confidence to ask and answer questions to improve their understanding. Occasionally a minority of pupils lacks concentration in lessons.
11. Younger children, in the Foundation Stage, settle well into the school. They sit quietly during whole school assemblies and readily volunteer answers in response to questions. They follow instructions well and take turns when playing games. They co-operate well in 'the garden centre' and play happily in the playground with each other and with older children. Older pupils develop a good level of independence in their learning and are beginning to set their own targets for improvement. They undertake independent research from available resources for their project work and are developing a good capacity for personal study.
12. The behaviour of pupils, including those with special educational needs is good overall, in classes and in the playground. However, when unsupervised, as in cloakrooms, behaviour is sometimes disorderly. Bullying is a concern of several parents and letters from parents accompanying questionnaires complain of bullying in the playground, but this was not seen during the inspection.

The majority of boys and girls play well together. Instances of boisterous behaviour are suitably monitored and recorded by teachers and lunchtime supervisors. The schools' system for rewarding good behaviour with 'Golden Time' and use of sanctions is beginning to have a good effect on changing the behaviour of pupils who are impolite or misbehave. Pupils express their feelings clearly about aspects of bullying, and are familiar with recommended procedures.

13. Pupils have a good understanding of other peoples' values and beliefs from lessons in religious education and are aware of different cultures in the United Kingdom. They are very supportive with contributions for children in Eastern Europe and respond with enthusiasm to 'Blue Peter' appeals. Pupils' comments indicate that they are conscious about the impact of their actions on other people in the community and upon the environment around the school. Older pupils value friendship as something precious, writing poems, for example, about what a friend means to them. Older pupils look after children new to the school well, through a befriending or 'buddy' system, taking particular care at lunch and playtimes. Older pupils understand, however, how important it is for these children to form friendships in their own age groups and they gradually encourage them so to do. Older pupils are also keen to make a success of the small school library especially for the youngest in the school. They are developing tracking systems for books on loan.
14. The attendance is excellent. It is a very significant strength of the school. It has even improved upon the high standard achieved at the previous inspection and is well above the national average for this type of school. Pupils come to school and into classes on time and the majority of lessons commence promptly. The school has no unexplained absence trends. The very high levels of attendance, maintained by the pupils, contribute greatly towards the success of their learning.

HOW WELL ARE PUPILS TAUGHT?

15. Because of small and uneven year group numbers, all classes contain mixed ages of pupils. Each of Years 1, 2 and 5 are split between two classes, and two classes have pupils from two key stages. During the inspection, following major staffing restructuring, almost all teachers were new to their classes. One teacher was newly in post and two were sharing a class in a temporary capacity. It is to the school's credit that the quality of teaching in lessons seen was good overall, mainly in Key Stages 1 and 2. In 63 per cent of lessons, teaching was good or better, enabling pupils to make good gains in their learning. Five percent of lessons were judged less than satisfactory due to teachers' unfamiliarity with classes. As a result, tasks set were not best matched to pupils' needs and abilities. Sixteen per cent of lessons were very good, mainly in the middle and upper parts of the school, and where teachers are more familiar with their classes. In the best lessons, teachers motivate pupils very well with a brisk, lively pace and with high expectations for learning. They encourage pupils to transfer knowledge gained in one area to new, but related areas. They successfully promote an investigative approach to problem solving to help pupils to find strategies and answers for themselves.
16. Teaching in the Foundation Stage is satisfactory overall. Children have suitable opportunities to engage in self-chosen tasks as well as participating in adult-led activities. The appropriate emphasis on practical, direct experience is effective in encouraging children to explore and investigate. They become absorbed in their activities and move sensibly from one to the next. However, as the new teacher is aware, there is a currently a lack of outdoor learning opportunities. There are also insufficient sessions for children to develop and exploit their physical skills.
17. Although teaching during the inspection was good, from looking at samples of work, planning, and talking to pupils, indications are that teaching during the last year has only been satisfactory overall. Teaching for the oldest pupils has been disrupted in the recent past, leading to an unsettled learning environment.

18. Teaching of basic skills in numeracy is good, and in literacy, very good, impacting well on the progress pupils make from average starting points in these areas to good standards when they leave the school. Direct teaching, as in the teaching of English grammar, and the way pupils are encouraged to explain their numeracy working, contribute well to pupils' successes in these areas. Teaching is also good in physical education and religious education. Teaching in ICT is unsatisfactory overall, as in art and design, and design and technology, although during the inspection some good teaching in these areas was observed. Pupils' skills and knowledge in these subjects are not developed systematically through the school, and as a result their performance by the age of eleven is below what is to be expected. Teaching in other subjects is satisfactory. Staffing is now more stable, and the good quality of teaching observed during the inspection bodes well for settled and effective learning overall.
19. The quality of teaching for pupils with special educational needs is satisfactory overall. Teachers' questions are suitably structured and work is matched appropriately to their needs. These pupils are often supported by teaching assistants but on occasion they have insufficient support, hindering progress in their learning. At present, because the co-ordinator is newly in post, there is little direct specialist teaching. She is making a good start at assessing the provision prior to its development.
20. Overall strengths in teaching lie in the effective way that teachers establish a purposeful learning environment. They use a wide variety of strategies to stimulate and motivate pupils and as a result pupils are interested and become involved in their tasks. Explanations are clear and often lively. Questioning is effective and probing, for example to prompt recall of previous learning, or to draw out pupils' thinking about new tasks, for example long division with the oldest pupils. Teachers are keen for pupils to succeed and structure effectively questions for different abilities, sometimes in small steps, especially for pupils with special educational needs. Tasks are often practical with good use of material resources. They are relevant, engaging attention and encouraging learning effectively. Teachers assess effectively the work in progress and evaluate pupils' response to tasks so that they can adjust forthcoming lessons, of particular importance with the new classes. Teachers work hard to provide suitable tasks to different groups. In the upper and middle parts of the school they are often particularly challenging. Teachers manage pupils effectively in a firm, positive and friendly way. They are getting to know their new classes well and are establishing good relationships. They are well organised and efficient. They give clear instructions about tasks, and as a result pupils almost always know what they need to do and work purposefully.
21. Teachers' knowledge and understanding of the National Curriculum subjects they teach, and the areas of learning for the Foundation Stage, are satisfactory overall. There is some good subject knowledge in English, mathematics, physical education, religious education, and personal, social and health education, promoting learning effectively in these areas. However, learning is hindered in ICT and design technology by a lack of confident subject knowledge. Planning is satisfactory. Lessons are suitably planned in series, arising out of longer-term curriculum plans. Expectations for pupils' learning are appropriate overall, but they are not explicit for pupils' work at the end of each year group. Expectations are high in the middle and upper parts of the school. Time is used appropriately, and lessons follow a well-structured pattern. Lesson pace is often brisk during introductions engaging pupils' attention well. In the best lessons, plenary sessions are used to good effect to introduce new but related material to move the learning on. Learning support assistants are used appropriately overall although opportunities are sometimes missed for them to work in a focused way with pupils with special educational needs. Homework is good overall, with a wide variety of interesting tasks. Parents report that there are inconsistencies between classes so that they are not always sure what to expect.
22. As a result of the overall good teaching, pupils' learning was good during the inspection. They work purposefully and try hard. They concentrate well and show a good level of interest in their tasks. Older pupils in particular make good gains in learning, for example in religious education.

However, pupils have gaps in their knowledge and skills in ICT, art and design, and design and technology.

23. The quality of teaching since the last inspection has improved overall, with behaviour management now judged good. Although there is still a small amount of less than satisfactory teaching, this is due to teachers' unfamiliarity with classes and with the school. Previously reported strengths in teaching are maintained well.

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

24. The school provides a broad and balanced curriculum for its pupils with the exception of ICT where statutory requirements are not met and some aspects of art and design and design and technology. Religious education fulfils the requirements of the locally agreed syllabus. The National Literacy and Numeracy Strategies are fully in place in the school and contribute positively to raising standards. The strategies are of particular support during the current major staffing changes in maintaining consistency. All subjects are now supported by published guidelines, but they are not yet personalised to meet the school's particular requirements. The curriculum, whilst satisfactory, does not yet fully reflect the requirements of Curriculum 2000, for example in the way key skills such as information technology are embedded. Suitable arrangements are in place to avoid repetition of topics in the mixed-age and mixed-key stage classes.
25. The curriculum for children in the Foundation Stage is appropriate, with due emphasis on active learning and a suitable balance between adult-led activities and those initiated by children themselves. Planning is beginning to reflect the nationally revised curriculum for this stage of education. Appropriate priority is given to children's personal, social and emotional development, communication, language and literacy, and mathematical development. Outdoor learning opportunities are limited, as there is no enclosed area for children in the Foundation Stage at present although plans are in hand.
26. The provision for pupils with special educational needs is satisfactory and conforms to the National Code of Practice. Procedures are in place to ensure early identification of the nature of pupils' learning difficulties. Targets are appropriate, although sometimes they are not precise enough. Opportunities are sometimes missed for learning support assistants to work closely with these pupils, to record progress more consistently so that targets can be adjusted accordingly. Governors with responsibility for this area are working hard to support the temporary co-ordinator, in reviewing and improving the provision.
27. Extra-curricular activities are good and include both sporting and cultural activities. These are popular and well attended by pupils. For example, pupils across the school, including children from the Foundation Stage, attend the gymnastic club where older pupils display caring and supportive attitudes to younger children. The school has many planned visits both locally within the village and further afield, including a residential opportunity for older pupils. Such visits serve to enrich and support the curriculum, stimulate learning and extend pupils' experience of the wider world. The school has a wide range of regular visitors, including the local vicar, the local police officer and school nurse. Sex education and drugs awareness are provided suitably within the curriculum and the school promotes well its personal, health and social education programme. All pupils are given equal opportunities across the full range of the curriculum.
28. Provision for spiritual, moral, social and cultural development is good, similar to the previous inspection. Pupils are encouraged to reflect and share their experiences in circle-time and in class discussions. Achievements and personal improvements are praised and ideas valued. Well-planned acts of collective worship contribute effectively to the caring ethos of the school. Older pupils enjoy 'everyone being together' at assembly times. Music is used to good effect to create a sense of occasion, and pupils have opportunities to celebrate things that they value, or write prayers. Teachers encourage pupils to reflect about book or poetry choices, in lessons and at home, to empathise with characters in books and develop a love of literature. The school plans annual visits to the National Gallery, which stimulate pupils' appreciation of the visual qualities in art. The school provides good opportunities to foster pupils' sense of wonder at the natural world, through the care of a variety of mini-beasts, for example, and its involvement with the 'Britain in Bloom' competition.

29. Provision for moral development is good. Effective procedures to improve pupils' understanding of right and wrong have resulted in an atmosphere that is now free from oppressive behaviour and bullying. This has not always been the case for all pupils in the past. Appropriate procedures are in place to monitor pupils' behaviour and the system of sanctions and of rewarding positive behaviour with 'Golden Time' is understood by pupils. All adults in the school manage pupils' behaviour in the same positive way, and this consistency of approach is an important factor in its effectiveness.
30. Provision for social development is good. The 'buddy' arrangement between older pupils and the youngest children has a positive and lasting effect upon their attitudes towards each other. The older and younger pupils are aware that when seeking a friend at playtime they help each other. Older pupils have opportunities to use their own ideas, for example to plan the lending system for the school library. Their suggestions show a good awareness of the needs of the younger pupils. In design and technology they have opportunities to make board games for younger pupils and enjoy sharing them. All pupils are involved in annual musical productions such as 'Ali Baba and the Forty Thieves' and can take part in short musical presentations and sporting competitions. The school provides good opportunities for pupils to use their own initiative, for example in devising scripts for plays, or for fund raising, as in 'Blue Peter' appeals or collecting toys and dry food for children in Eastern Europe. Pupils share in projects such as producing textured boards for visually impaired children.
31. Provision for cultural development is good. The school makes good provision for pupils to develop an appreciation of their own culture through visits to art galleries and theatres such as 'The Globe', through productions by the travelling National Theatre 'Shakespeare for Kids', and in extra curricular provision where pupils are currently working on 'Macbeth'. Pupils appreciate rural village life and the school is conscious of the need for pupils to prepare pupils for life outside the village. Artists and poets are invited into the school and teaching of other major faiths in religious education effectively improves their awareness of the diversity of cultures within the United Kingdom.
32. The good relationships with the community, as at the time of the last inspection, are a strength of the school. There are good links with a local church, and the vicar is a regular visitor. A local electrical contractor sponsors shirts for the school football team and village shops help with food and prizes for the various fetes that are held. Recently, a nearby garden centre provided plants and advice for the school's beautiful butterfly garden. Pupils are always made very welcome in the neighbouring village shop where they are set small mathematical or reading tasks whenever they buy anything, a positive contribution, which pupils enjoy, towards growing up. Pupils' concerts are very well appreciated by senior citizens. An elderly neighbour of the school plays hymns on the piano, which pupils think is 'great'. The local police regularly visit about road safety and drugs. The school is used well by the community. The school's good links with the community contribute significantly to the success of pupils' learning.
33. Links with similar institutions are now good, having improved since the last inspection. Positive liaison with the main feeder playgroup helps children settle when they start school. A highlight for pupils in Year 6 is their regular visits to secondary schools. Links with other local primary schools are good through regular football and netball games. The school welcomes contributions made by students, from local secondary schools, teachers in training, and nursery nurse trainees. The school values these good links which help towards the diversity of the children's learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Overall, the school's good procedures, which ensure that pupils are taught in a caring and safe atmosphere, compare well with those commented upon at the previous inspection. As a result of good induction procedures, close liaison with playgroup, and the befriending system with older

pupils, children in the Foundation Stage settle well, and quickly become familiar with school routines. Parents speak well of how their children settle. Although some of the teachers are new to the school and most to their particular classes, they are getting to know their pupils well.

35. Child protection and ensuring pupils' welfare are strengths of the school as previously. The head teacher, as the named and trained Child Protection person ensures that staff are relevantly briefed and that all necessary procedures are in place. The school has a detailed written policy and communicates well with the local protection services. Health and safety procedures are good, and policies are closely adhered to. For example, all portable electrical, physical educational and fire equipment is in date tested and recorded. The school has effective procedures to deal with accidents and the administration of medicines. There are several trained first aid personnel to whom pupils can turn. Good use is made of outside professional expertise.
36. Police make regular visits to the school and talk to children about road safety and drug related problems. A major concern at the school is parking outside the main gates, on arrival and at the end of the day. The school does its utmost, via supervision and advising parents, to alleviate associated dangers to pupils. This has even included a survey by the local authority communications officer. The school's very good attendance procedures are a significant strength of the school. They are highly successful in ensuring excellent attendance and represent an improvement upon the already high standards noted at the previous inspection. Registers are very well maintained and comply with statutory requirements. Parents are well aware of their relevant responsibilities. The school has a very secure lateness routine and good use is made of local educational welfare service on the very rare occasions that it is required.
37. The school's procedures for monitoring and promoting good behaviour and also eliminating oppressive behaviour are satisfactory. The school does not have a written behaviour policy as such but utilises a routine detailed in its handling policy. Rewards and sanctions are clear for pupils to understand. Pupils also have their own class rules, which they know well. Clear rules on recognising bullying and how to deal with it are detailed in a separate written policy, of which all staff are aware. Supervision at playtimes and particularly during lunch has improved since the previous inspection and is now more effective in ensuring better behaviour overall, although a small amount of inappropriate behaviour remains, especially in unsupervised areas such as cloakrooms. Effective systems are in place for lunch staff to monitor behaviour. Pupils discuss both misbehaviour and bullying at 'circle time' in class, and during certain assemblies.
38. Satisfactory arrangements are in place for assessing pupils' academic performance in all subjects, and also their personal development. However, partly due to the recent major staffing changes, procedures are not implemented rigorously, and records of pupils' academic development are not always organised or managed well. As a result, some subjects such as ICT, music and physical education are not assessed satisfactorily. The use of assessment data is unsatisfactory and this hinders pupils' progress. Procedures for assessing pupils' attainment and progress in the main subjects of English, mathematics, and science are being developed but data from national testing is not analysed systematically to identify class and individual weaknesses in order to guide future planning. Procedures for assessing the needs of pupils with special educational needs are satisfactory. The school is suitably addressing the needs of these pupils and also the more able with a governor responsible for each group. A useful start has been made on individual target setting in some classes, including the setting of personal targets for older pupils, but has not been developed because of staff changes. Systems to record pupils' progress as they move through the school are in the early stages of development. Overall, however, as senior staff responsible for this area are aware, the information gained from assessment procedures does not yet guide curriculum planning satisfactorily.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Overall, parents' views of the school are satisfactory. From talking to parents at the pre-inspection meeting, extensively during the inspection and from consulting returned questionnaires, parents currently have conflicting opinions and there are many mixed views. Questionnaire returns indicate that most parents consider that their child likes the school, that the school expects their child to work hard and achieve his or her best, and that it is helping their child to become a mature and responsible person. A minority of parents, from answers on the questionnaire, believe that, behaviour in the school is not good and they deny that their child is getting the right amount of homework, or is making good progress. They think that the teaching also is not good, the school does not provide an interesting range of activities outside of lessons and that they, as parents, do not feel comfortable about approaching the school with a question or problem. The inspection shows that behaviour has improved since the previous inspection, although there is still some boisterousness on occasions when pupils are not directly supervised. Most pupils receive sufficient, quality homework and in the majority of cases pupils' progress is at least satisfactory. Additionally, teaching during the inspection was good overall. The school, for its comparative size, provides a good range of extra-curricular activities. A significant minority of parents, who replied to the questionnaire, feel that they are not being well informed about how their child is getting on, they do not consider that the school works closely with parents or that it is well led. Inspection evidence indicates that there are sufficient opportunities for parents to talk to teachers about their children's work. Parents are welcomed into classrooms and give valuable assistance. Relationships with the Parent Teacher Association are strong. However, inspectors agree that there are shortcomings in the way the school is led and managed. Nevertheless, it is clear that many objections would appear to be rooted in problems of the recent past which the school is now trying hard to overcome.
40. The quality of information that the school provides for its parents overall is also satisfactory. Most parents are very pleased with the regular newsletters that they now receive plus the regular consultation evenings. Home/school agreements have been well received in addition to copies of the homework and anti-bullying policy. Annual reports, however, have a weakness in that they do not always state clearly what the child can do and what are considered the targets for improvement, an issue raised at the previous inspection. The prospectus has minor statutory omissions but governors' report to parents has major shortcomings. Meetings for parents about national assessment tests, literacy and numeracy are usually well attended. Recently governors set up a parent consultation surgery, but the response has been somewhat disappointing.
41. The school values the contributions parents make to support the children's education, and the overall impact of their involvement on the work of the school is good. It compares well with the standard reported on at the previous inspection and is a strength of the school. A high percentage of parents come into school regularly and help with reading, on computers, cookery and visits out of school. Two fathers currently help to run the school's football team. Recently a group of parents kindly helped to re-lay the new floor in the school hall. At home, parents are very keen to help with their child's homework, for example projects or general research. Parents of children with special educational needs are now appropriately involved in their child's reviews and helping with input into individual education plans, a concern raised at the last inspection. The school appreciates its very energetic Parent Teacher Association. By arranging a good variety of successful events and fetes, the association has raised considerable funding towards the children's education. As a result the school has now managed to modernise its hall, establish a central library and prepare for a new computer suite.
42. From overall evidence it is clear that the school currently has satisfactory links with its parents. Although this aspect is not judged to be as high as at the previous inspection, due to difficulties in the recent past, the impression from most parents is that relationships are improving quickly. Such links have a beneficial input into the learning of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school are broadly satisfactory, although there are important weaknesses in this area of the school's work.
44. The headteacher is successful in promoting a welcoming, secure and settled atmosphere in the school. He is effective in his support of staff and the management of recent radical staffing changes. However, his positive vision for the future development of the school and its educational direction are not explicit or communicated clearly, unlike at the time of the last inspection. There is a lack of rigour in the approach to systematic planning for development. As a result the school lacks a long-term strategic plan of improvement with clearly stated priorities linked to raising standards, and a structured programme of action. This is unsatisfactory. The school is emerging from an unsettled and difficult period, but the impact of the instability is still evident in aspects of leadership and management, constraining the way forward. A significantly high proportion of parents' responses to the questionnaire and comments express a lack of confidence in many aspects of the school's work, including in particular the way the school is led and managed. Although parents at the pre-inspection meeting were critical, they were keen also to express their strong support.
45. The new senior managers are very enthusiastic and are already beginning to influence the work of the school positively. However, the full extent of their role within the senior management team is unclear with too much responsibility currently delegated. Subject leadership is only adequate, as the weight of the work falls on the senior management team at present, pending the involvement of the new teachers who are newly or recently qualified. Since the last inspection little monitoring of subjects other than literacy and numeracy has taken place.
46. Governors are keen and supportive. They are actively committed and familiar with school life. They are suitably organised to enable them to understand the school's work, an improvement since the last inspection. They are eager to adopt a proactive approach and effect well informed decisions. However, through lack of sufficient information, governors are not always enabled to be fully involved in shaping the school's future direction, and in this respect the governing body is unable to meet its statutory duty fully. In other respects, it fulfils satisfactorily its duties as critical friend and of holding the school to account for the standards and quality of education it achieves. However, the annual report to parents has many omissions and consequently does not meet statutory requirements. A useful newly established programme of class visits is in place to increase governors' knowledge of the curriculum, and of teaching and learning. Governors are responsive to parents' concerns, which is appreciated. The school's aims for all pupils are appropriate but general. They are met satisfactorily, especially with regard to the provision of a happy, caring and stimulating learning environment, and in pupils' acquisition of effective literacy and numeracy skills.
47. Provision for pupils with special educational needs is satisfactory overall. Procedures are in line with the Code of Practice and pupils make appropriate progress in lessons. Individual education plans are satisfactory but the targets are not precise enough and progress is not recorded regularly enough. Effective links have been established with parents, an improvement since the last inspection and governors responsible for this area provide very good support, and also specialist expertise. The temporary co-ordinator is effectively considering ways of improving the current satisfactory provision, for example the deployment of learning support assistants, who are not always used to best effect. Teachers are aware of pupils' individual difficulties and are suitably involved in planning targets.
48. Monitoring of teaching and learning is less than satisfactory. The headteacher reviews planning and is familiar with the work of classes through frequent visits and teaching during staff absence. He has observed literacy and numeracy sessions. However, despite monitoring being a key issue raised at the time of the last inspection, this aspect of the school's work remains largely informal with little written record or clear targets for developing good work or remedying weaknesses.

Performance management procedures are developing but have been constrained by the school's recent unsettled period.

49. The school's analysis of its own performance is unsatisfactory overall. It is satisfactory in terms of its analyses of the results of national testing at both key stages and the setting of challenging targets for future testing. But it is weaker in its detailed analysis of standards of work to identify common weaknesses and the implications for teaching. In addition it does not look closely enough at trends in the core subjects to recognise that the school's results over time at Key Stage 2, whilst above national averages overall, show a downward trend over the last few years, at variance to the national trend which is upward. The setting of personal targets for pupils is usefully beginning.
50. The school budgets systematically for all expenditure. The finance committee presents current and proposed expenditure, carefully linked to identified priorities, to the governing body. However, sometimes, relevant information is not available on time, reducing the effectiveness and efficiency of projected expenditure. Appropriate use is now being made of modern technology to support the work of the governors and the school overall. Some money from grants has been used effectively but members of the finance committee are not always aware of other possible grants to further improve facilities at the school. Information technology is used very efficiently by the administrative staff and supports the day-to-day management of the school. The school is making a reasonable start to applying the principles of best value.
51. The school has sufficient staff who are suitably experienced and qualified for the age group they teach, but, as they are aware, find difficulty in meeting the demands of National Curriculum in the effective teaching of ICT. Teachers work hard and are committed, for example undertaking professional development in their own time. They provide good role models for pupils. Experienced staff provide good support for newly qualified teachers and those new to the school. There is a high level of learning support assistants who are well briefed and who contribute satisfactorily. Occasionally, however, they are not deployed effectively enough, for example to support pupils with poor attention to minimise distraction for others. Training for support staff to fulfil their roles is well planned, although a lack of clarity remains, for example with regard to changing reading books without sufficient guidance from the teacher, a concern raised at the time of the last inspection.
52. Accommodation is satisfactory overall so that the curriculum can be taught appropriately. The extended Victorian school building is very well maintained and used well. Displays are colourful and contribute well to the general ethos for learning. The school has worked hard to establish a central library, representing an improvement. It is already being used by pupils at lunchtimes, but is not yet incorporated into learning in lessons. As the school is aware, due to space constraints, the library's potential for quiet browsing or researching information, including by computer, is limited. Good use is made of the school grounds to enhance learning in physical education, and also in science, and design and technology as, for example, in the setting up of the butterfly garden, which pupils love. However, as the school is aware, there is no outdoor space for children in the Foundation Stage, and the headteacher's and staff rooms are quite remote from pupils, hindering direct communication.
53. Learning resources in the school are adequate overall. For practical subjects such as art and design, and design technology they are not used well enough to raise pupils' standards in Key Stage 2. Computers are adequate in number but are under-used, and the school has insufficient software and hardware to enhance and support learning across the curriculum. Plans are in hand, however, for a new computer suite to enhance learning in ICT. Pupils enjoy a wide range of extra-curricular activities, and also of visits and visitors. These impact favourably on learning, but there is little evidence of the impact of visits to the National Gallery and Portrait Gallery on pupils' standards in art and design.

54. In view of:
- Pupils' good achievements in literacy and numeracy by the time they leave the school
 - Good behaviour and personal development
 - The good quality of teaching observed from the new teaching team
 - The lack of rigour in leadership and management which hinders a clear view of the school's educational direction
 - Broadly satisfactory improvement since the last inspection
 - The high expenditure per pupil
 - The school gives satisfactory value for money.
55. Despite weaknesses in major aspects of leadership and management, given the shared commitment to improvement by the headteacher, strongly emerging senior management, and the keenly supportive governing body, together with the improving quality of teaching, the school is judged to have a satisfactory capacity for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to build on existing good features of the school, and raise standards further, the headteacher, staff and governors should:

1. Improve standards in information and communication technology in both key stages by:
 - implementing full statutory requirements;
 - providing staff training;
 - identifying opportunities in planning across the curriculum;
 - improving resources, for example by establishing the planned ICT suite;(Paragraph No. 4. 24. 106)
2. Improve standards in art and design, and design and technology in Key Stage 2 by:
 - planning systematically for pupils to develop their skills, knowledge and understanding in these subjects as they move through the school;(Paragraph No. 4. 93. 95. 96)
3. The headteacher should give clearer leadership to improve the management of the school:
 - (a) in planning for school improvement by:
 - identifying clear priorities, linked to raising standards, and established through the involvement of staff and governors from the earliest stages;
 - drawing up a structured programme of action;(Paragraph No. 44)
 - (b) by developing systematic monitoring procedures;
(Paragraph No. 48)
 - (c) by ensuring that governors are fully and promptly informed;
(Paragraph No. 46. 50)
4. Further develop assessment procedures so that the information gained is used to guide curriculum planning;
(Paragraph No. 38)
5. Fulfil statutory requirements for governors' annual report to parents.
(Paragraph No. 40. 46)

In addition to the issues above, the following point should be considered for inclusion in the action plan, and as identified by the school:

- Update subject guidance to reflect fully Curriculum 2000.
(Paragraph No. 24)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

38

Number of discussions with staff, governors, other adults and pupils

28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	47	32	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

142

Number of full-time pupils eligible for free school meals

0

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

1

Number of pupils on the school's special educational needs register

34

English as an additional language

No of pupils

Number of pupils with English as an additional language

3

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

4

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

7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	0.3
National comparative data	5.2

School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	*	*	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	17	18
Percentage of pupils at NC level 2 or above	School	89 (100)	89 (100)	95 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	84 (100)	89 (90)	89 (86)
	National	84 (82)	88 (86)	88 (87)

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

** Numbers of boys and girls are not given as there were fewer than 10.*

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	*	*	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	16	16
Percentage of pupils at NC level 4 or above	School	78 (92)	89 (92)	89 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	15	14
Percentage of pupils at NC level 4 or above	School	72 (92)	83 (92)	78 (92)
	National	70 (68)	72 (69)	79 (75)

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

** Numbers of boys and girls are not given as there were fewer than 10*

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Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	2
White	113
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.2
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	145

Financial information

Financial year	2000 / 2001
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	£
Total income	314,004
Total expenditure	300,153
Expenditure per pupil	2114
Balance brought forward from previous year	11448
Balance carried forward to next year	3028

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	142
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	48	5	3	2
My child is making good progress in school.	31	51	10	6	2
Behaviour in the school is good.	24	56	13	2	5
My child gets the right amount of work to do at home.	27	56	10	5	2
The teaching is good.	34	45	6	8	7
I am kept well informed about how my child is getting on.	21	37	31	8	3
I would feel comfortable about approaching the school with questions or a problem.	47	30	8	8	7
The school expects my child to work hard and achieve his or her best.	34	48	10	3	5
The school works closely with parents.	26	35	24	8	7
The school is well led and managed.	18	32	24	16	10
The school is helping my child become mature and responsible.	18	68	5	5	4
The school provides an interesting range of activities outside lessons.	24	58	13	2	3

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

57. Children in the Foundation Stage enter the reception class at four and a half in the September or January before their fifth birthday. They form the majority of the mixed age reception class, one quarter of children being the youngest from Key Stage 1. Children follow a varied curriculum in which they show obvious enjoyment.
58. The satisfactory standards at the last inspection have been maintained well and children continue to make sound progress overall. The quality of teaching is satisfactory and is having a positive impact on children's learning. The teacher had been in post for one week prior to the inspection. She is assisted satisfactorily by a full time learning support worker, who makes positive contributions to children's learning, individually and in small groups. Planning is thorough and is beginning to take full account of the revised curriculum for children in the Foundation Stage. The teacher is working hard to evaluate children's response to tasks so that future activities are matched well to needs and abilities. In this she is often successful, but on occasion, tasks are too complex. She has a good appreciation of the need for proper balance between tasks that are adult-directed and those that children initiate themselves. She is aware of the need to extend children's learning beyond the immediate classroom, especially for physical activities and for adventurous play. Direct teaching of whole-class and small groups is often good, but when children are unsupported tasks are sometimes too difficult for them to sustain learning independently.
59. The attainment of most children when they start school is as is to be expected, with suitable experience of books and early writing and mathematical skills, although they show some lack of independence in some aspects of personal development, such as dressing. Children are making at least sound progress towards the nationally set Early Learning Goals and most are likely to achieve them in all aspects. Personal, social and emotional development is good overall as are children's physical skills. Some higher attaining children are already working on the early stages of National Curriculum in reading and writing. Children with special educational needs are identified quickly and supported appropriately.

Personal, social and emotional development

60. Personal and social development is good overall. Children have good attitudes towards their tasks. They settle readily to their activities, working and playing purposefully, and becoming involved. With consistent, patient reminders, children behave well, only behaving inappropriately on occasion, when tasks are too complex. Children are confident and friendly, and have good relationships with one another and with adults. They play together companionably as with the puppets or in the garden centre. They work as part of small groups or the whole class and take turns well. They are secure within the school routines and are responding well to the new teacher's routines, for example 'peg time'. They are making good gains in their learning about different religious faiths and practices, and due to the teacher's sensitivity, responding very well to special artefacts such as a Bible or communion cup. They help appropriately with tidying up when directed, but are not always careful with items such as painting aprons, sometimes abandoning them on the floor. Teaching and learning in this area are good, with the teacher's patient encouragement and praise. She clearly values the children's contributions, fostering self-esteem effectively. She is establishing new routines, which are suitably promoting children's independence.

Communication, language and literacy

61. Standards in this area of learning meet expectations overall. Children's listening skills are good. They listen attentively to stories and to the teacher's instructions. Their speaking skills are appropriate. They talk with each other in imaginary situations as in the garden centre, and many

children are confident to speak before the group. Some are reluctant, however, and some speech is unclear. All children handle books with familiarity and enjoy the stories, recalling key points well. Many remember simple common words and are developing suitable strategies for reading unknown words. Higher attaining children read with fluency, but on occasion the book is too advanced, hindering enjoyment of the story, full understanding and expression. Writing skills are satisfactory overall. Most children write their names and other simple basic words. They make good attempts at other words and at joined-up writing. They copy-write satisfactorily. Higher attaining children write simple sentences with confidence. Teaching and learning in this area are satisfactory. The teacher's sensitive and clear story reading fosters children's interest and enjoyment effectively and encourages them to remember key facts. She models reading appropriately and many children join in. She encourages developing writing skills suitably with due attention to word-building and by providing a range of different opportunities for writing, including in simple made books, or in the garden centre, for example.

Mathematical development

62. Standards in this area meet expectations. Children count to ten and beyond. Many recognise numerals to ten and, with support, to twenty. Most children are confident to add 'one more' to a number, especially when working practically on a large number track. With support they can identify 'one less'. Higher attaining children write numerals to ten and begin pictorial addition sums. Teaching and learning are satisfactory overall. Teaching is good in focused whole-class sessions with a range of purposeful activities and strategies to keep attention engaged. Counting is reinforced and children's knowledge extended effectively. Mathematics is practised in other structured activities. For example, children count to check that they have 5 sunflower seeds before planting, or make patterns with pegs, both random and alternate. The teacher is beginning to capitalise on children's self-chosen activities, but opportunities are missed to extend mathematical learning in everyday class routines, such as registration, for developing mathematical language or practical problem solving, for example.

Knowledge and understanding of the world

63. Standards in this area are satisfactory. Children plant seeds such as sunflower and cress seeds and understand some of the conditions needed for plant growth such as soil, water and air. They suitably record the sunflower planting activity by simple drawings and short phrases, practising their writing skills purposefully. Children, often boys, demonstrate suitable construction skills when making a rubbish collector or a model village from a story. Children have a positive attitude to ICT and operate simple listening equipment suitably. They know that the mouse moves images on the computer screen, but as the new teacher is finding, they are not always familiar enough with programs to use the computer independently. Teaching and learning in this area are satisfactory with an appropriate emphasis on a range of practical tasks both as a whole class and in small groups. The teacher is responsive to children's needs, for example by planning in direct teaching to improve children's knowledge of some computer programs.

Physical development

64. Standards in this area are good. Children's hand and finger control is good. They hold paintbrushes and pencils carefully and manipulate them effectively. They place small pegs in little holes well. They use scissors and glue sticks correctly. In directed sessions they use their whole bodies well. They run and jump, stretch and bend. They use small apparatus well for example throwing and catching beanbags, and jumping in and out of hoops. They use space effectively with a good awareness of others. Teaching and learning in this area are good overall, with clear instruction for large movements and suitable opportunities for developing hand and finger muscles. However, there are not enough opportunities for children to exploit their physical skills in an adventurous or imaginative way. As the teacher is aware there is a weakness in the lack of outdoor learning activities, for example with wheeled vehicles or large construction, climbing or balancing.

Creative development

65. Standards in this area are satisfactory. Children paint simple realistic pictures and draw freely. They make attractive pastel drawings using smudging techniques, and three-dimensional models, for example of chickens. They engage in appropriate imaginative play with puppets and become engrossed. They explore different textures such as bark and pine cones. They are familiar with a range of rhymes and songs, some with mathematical links. They have a reasonable understanding of common musical instruments. Teaching and learning in this area are satisfactory overall, although on occasion the musical task is too complex, hindering learning. Instruction and demonstration, as in the use of pastels is clear and effective.

ENGLISH

66. In national testing in 2000, results for seven year olds were above national averages in reading and writing. Results in English, at the end of Key Stage 2, were average and fewer pupils than expected gained high scores. Standards in English have varied since the previous inspection as is to be expected when the number of pupils in year groups is small. However, results in national tests show that standards are improving in-line with the national trend at Key Stage 1 but declining at Key Stage 2. Inspection findings are that the punctuation skills of pupils in Year 2, and the spelling skills of pupils in Year 6 are weaknesses. Current standards in pupils' speaking and listening, reading and writing are as expected at seven. They are good for pupils at eleven. These findings are similar to those reported at the previous inspection. Girls and boys achieve similar standards in speaking and listening, reading and writing.
67. When children enter the school, although many are confident to speak before the class, some lack confidence. They make satisfactory progress during the Foundation Stage. At the beginning of Key Stage 1, because teachers provide frequent opportunities for pupils to dramatise stories. Pupils improve their ability to articulate clearly so that others can understand. Teachers use very good questioning techniques, which encourage pupils to offer explanations and extend their range of vocabulary. By the end of Key Stage 1 most pupils are quick to reply and suggest more adventurous words, for example, 'argued', 'yelped', or 'growled' instead of 'said'. Similarly, pupils in Key Stage 2 are keen to respond orally to challenges set by the teacher. Pupils in Year 6 enjoy debate and as a result of very good teaching they make effective use of persuasive language to emphatically state the case for and against having a skateboard park, to a local council representative. Several pupils presented poetry expressively during a school assembly. Pupils who are not so adept at speaking distinctly in class, are provided with good guidance by the teacher which improves their ability.
68. In all classes pupils listen attentively because teachers capture their interest. Occasionally a minority of pupils are distracted, but teachers manage these pupils assertively. Effective support is provided for pupils with special educational needs by learning assistants, which assists their concentration. Pupils listen to each other's ideas respectfully and respond appropriately in class discussions and debate to each other's points of view. As a consequence of good listening skills pupils focus well on the content of stories and issues, which improves the pace of learning and their use of concise vocabulary.
69. Pupils make good progress in reading. At Key Stage 1 they develop a good grasp of different ways of decoding words and show a good understanding of the meaning of stories by talking about their favourite part and predicting what might happen next. Lower attaining pupils in Years 1 and 2 find difficulty in reading text presented to them when the tasks provided are not well matched to their stage of development. This is because of recent staff changes and the lack of secure reading records for the new teacher outlining pupils' prior learning or skills to be acquired. Older pupils at the end of the key stage enjoy shared reading with the teacher and are encouraged to relate their own experiences to a story which increases their understanding. More able pupils compare different authors and read a sufficiently wide range of books, including poetry and non-fiction. They use their class library system to select suitable books and understand how to use a contents list and index to find information.

70. Pupils in Key Stage 2 consider reading ‘really exciting’ and ‘fun’ and discuss modern popular authors with enthusiasm. Most pupils have a very positive attitude to reading and read extensively. By the end of the key stage pupils have a good appreciation of characters in a story and begin to read series of books by the same author because of, for example, ‘the quality of insight into how characters feel’. Because the school encourages project work pupils undertake independent research, which improves their reading skills. At present opportunities for pupils to use the Internet as source of information is not available in the school, although plans are in hand with the new ICT suite. The school library is catalogued which improves pupils’ library skills but space constraints limit opportunities for pupils to develop their research skills, or to browse for pleasure. Class libraries include stories and poetry by a wide variety of traditional and modern authors, and story tapes.
71. Writing is mainly satisfactory with some very good examples Key Stage 1, and mainly good with excellent examples at Key Stage 2. Pupils write for a wide range of purposes and the style of writing is appropriate to the occasion.
72. The older seven year olds write stories, letters, news, reports and poetry which they are beginning to use a plan to draft a story outline and identify the main points. Many pupils understand the use of speech marks and make their writing more interesting by using synonyms and adjectives. Younger pupils have a limited understanding of sentence structure and pupils of all abilities frequently omit capital letters and full stops. When using the computer to redraft sentences pupils lack confidence and skills to amend simple errors.
73. By the age of eleven pupils increase the range of forms of writing which they use. These include their own dialogue for plays, a tour guide, book reviews and the presentation of well-documented projects. Poetry is written using different techniques such as the shape in which it is organised, and the computer is used to select the type of letters, to reflect the mood of a poem. Pupils write imaginatively in the role of, for example, a butterfly or from the viewpoint of a crocodile. More able pupils structure their sentences well to create particular effects as in the dialogue for the Pied Piper. Pupils’ writing skills are used well to write accounts in geography and religious education and reports in science. Older pupils understand the importance of redrafting their work in history and in writing letters to improve the clarity and quality of the language used.
74. Pupils in both key stages present their individual stories occasionally as booklets for display, some using the computer to improve presentation. Generally the presentation of pupils’ work is only satisfactory because handwriting is so variable. Pupils make good progress when there is effective direct teaching of handwriting skills. However, teachers do not expect the same good standards in all classes, and simple sentences without full stops are marked as correct. Spelling is weak and frequently remains uncorrected. Year 6 pupils miss-spell simple words such as ‘speech’ and ‘writing’ and because of an insecure knowledge of spelling patterns find difficulty in using a dictionary to find words such as ‘excellent’. Spelling has been identified by the school as an area for development and recent resources used to identify pupils’ needs. More frequent use could be made of dictionaries and thesauruses available in some classes.
75. Teaching and learning are very good overall. The direct teaching of English grammar over time is good and enables pupils to progress well in using more complex sentence structures and punctuation. Teachers have a lively sense of humour and high expectations for pupils’ learning, which extends their achievement and rate of progress. Frequently language teaching is based on topics which fully engage pupils’ interest such as ‘Martians’ in Year 3, or whether to have a skateboard park in Year 6. Consequently pupils make a good effort to improve their skills. They encourage pupils to read and analyse how text is organised and how words are used for impact. Learning support assistants explain tasks sensitively to pupils with special educational needs, which assists them to have a better understanding and to co-operate with a group activity. They make careful observations, which they share with the class teacher.

76. Imaginative poetry and prose which teachers occasionally construct themselves stimulates pupils to write sensitively and use analogy. Year 1 pupils learn about syllables in phrases by clapping rhythms. Effective use is made of pupils' own written work and verbal responses which extends pupils' ability to recognise and include the features of persuasive writing in their own work. Teachers use a rich and wide vocabulary and employ very good questioning techniques for pupils to think about and be secure about ideas before they write. Very good teaching encourages pupils to transfer skills developed in one lesson to a new but related situation, as in the debate in Year 6.
77. The use of assessment, to plan for the structured teaching and learning of spelling, and more closely match reading books to pupils needs, is a weakness that is currently being addressed by all teachers. Teachers of younger pupils at Key Stage 1 are currently over-reliant on parents' comments in home-school diaries about when to change the reading books pupils take home. This represents a similar picture to the previous inspection when teachers were not assessing pupils' reading progress well enough to provide an appropriate book. In a few lessons learning opportunities are lost because too much time is taken to change from one task to another and pupils become easily distracted.
78. Co-ordination of English is good and the school has plans to improve the use of setting individual targets, for pupils to be more aware of how they are progressing and for improving spelling. Visits to the theatre, theatre workshops and from visiting poets enhance pupils' learning. Exciting drama opportunities are provided by a learning support assistant after school to develop their speech and devise their own script for plays such as 'Macbeth'. All pupils throughout the school benefit in taking part in school productions such as 'Ali Baba and the Forty Thieves'.

MATHEMATICS

79. At the end of both key stages, standards in mathematics exceed national expectations. The good standards at the end of Key Stage 1 reflect the high proportion of pupils working within the higher Level 3. Inspection evidence differs from results of national testing which shows average standards over the last few years. This is due to improved teaching and the good use of the National Numeracy Strategy. The good standards at the end of Key Stage 2 reflect national testing over several years. Inspection shows that pupils achieve well. All pupils, including the more able work purposefully at appropriate and sometimes challenging levels and to make at least satisfactory progress. Pupils with special educational needs are supported in class by teaching assistants and are enabled to make satisfactory progress in their learning.
80. Since the last inspection, standards have been maintained at the end of Key Stage 2. They show some improvement at the end of Key Stage 1. Results vary year on year as is to be expected when the number of pupils being tested is small. Nevertheless, overall, results over the last four years indicate an upward trend in Key Stage 1 with improvement at a faster rate than nationally, but a downward trend in Key Stage 2, contrary to the national trend.
81. Most pupils in Year 2 understand and can explain the relationship between simple addition and subtraction sums. Many are confident with working with numbers to 100 and beyond. Pupils recognise basic reflective symmetry in patterns and shapes. Higher attaining pupils investigate two-digit numbers. They plot them on a 100 square and draw accurate lines of symmetry across the emerging patterns. Pupils in Year 6 are confident in working with big numbers, to one million, comparing house prices mentally. They find ways to divide three-digit numbers with two-digit numbers, and evidence shows understanding of decimal / fraction equivalence. Many pupils explain their mathematical thinking clearly.
82. Standards in numeracy are good overall. Pupils make good use of mathematical skills to support learning in other subjects, as with tally charts in science, timelines in history, and counting throws in physical education. As part of their befriending of new children in the reception class, pupils in

Year 6 make interesting board games, which they enjoy playing together. Percentages are used to good effect by pupils in the middle part of the school when considering proportions of different food types in our diet, or by the oldest pupils in persuasive debate.

83. The quality of teaching and learning are good overall and never less than satisfactory. Where teachers are more familiar with their classes, in the middle and upper parts of the school, teaching is good or very good. In these lessons teachers challenge pupils well with a lively and brisk approach, and with high and successful expectations for learning, motivating pupils well. In general, teachers organise lessons well, with good attention to pace and different tasks for different abilities and age groups. Sometimes, however, because of teachers' unfamiliarity with classes, tasks are too easy and do not move learning on fast enough. In the best lessons, teachers make good use of plenary sessions to extend learning in different but related contexts, and pupils remain keenly on task. Where this is not the case, attention wanes. Teachers use a wide range of questioning strategies, for example to recall and build on previous learning, or to draw out thinking about a new method. Questions are often structured to promote understanding for pupils with differing abilities, for example those with special educational needs or the more able. Teachers' instructions and explanations are clear and as a result, pupils know what they need to do. Games are sometimes used to good effect to stimulate and promote learning.
84. Management of the subject is unsettled. As with most subjects, mathematics is currently under the remit of the new senior management team, until the new and newly qualified teachers assume a subject responsibility. As a result of the temporary arrangements, there is no clear action plan for the subject. Assessment procedures are satisfactory and inform subsequent lessons effectively, but over the longer term they are not used well enough to guide curriculum planning, for example, by mapping out clear expectations for pupils' learning at the end of each year. Liaison between teachers who share year groups, for example Year 2, is not yet established to ensure coherence. As at the time of the last inspection, monitoring remains mainly informal, with no structured procedures as recommended. Information and communications technology is not used well enough to support learning in the subject.

SCIENCE

85. The results in national testing in 2000 were satisfactory overall at the end of both key stages, although few pupils gained high scores. The trend in science at Key Stage 2 over the past few years indicates a gradual decline compared to national trends, which shows an improved trend. The current situation now shows that national standards have just overtaken the school because of its gradual decline in attainment since 1996. These overall satisfactory results are reflected in inspection evidence.
86. Standards in the current Year 2 meet national expectations. Pupils have a satisfactory knowledge of science as teachers use planning effectively for the development of knowledge and skills. Pupils are developing a secure understanding of a fair test. They are acquiring correct scientific vocabulary through suitable opportunities for practical investigations. In a lesson observed on the growth of seeds to plants, pupils predicted which seeds would grow. They were able to explain that soil helps plants to grow and also predicted those that would not grow. Appropriate use was made of the computer and two pupils were able to drag parts of a flowering plant across the screen to form a complete plant. As pupils progress into Key Stage 2, they learn about different sorts of food needed to keep healthy. They conducted a class survey, about foods that pupils preferred, and presented the data in graphical form. In the middle of Key Stage 2, pupils learn about the function of the skeleton in human bodies for supporting muscles which move the different parts. By the end of the Key Stage 2, pupils plan an investigation to understand how well different sounds can be muffled.
87. An analysis of pupils' work shows that they are making satisfactory and sometimes good

progress. Teachers are now planning an increased emphasis on practical investigations, predicting results and collecting and recording data. This is leading to improvement in pupils' enquiry skills. Discussion with pupils at the end of Key Stage 2 highlights their enthusiasm for practical challenges, and they confidently report their findings to the class. At both key stages pupils work in pairs or groups well. This practical and collaborative approach is particularly beneficial to pupils with special educational needs.

88. The quality of teaching and learning is satisfactory, and occasionally good or very good. Planning is an important feature of science and supports all pupils by providing suitable tasks for different abilities. However, the monitoring of teaching, learning and standards is under-developed and this accounts for some unevenness in the teaching and standards at both key stages. The very recently appointed co-ordinator for this area acknowledges this as an area for concern and is considering strategies to improve the situation as a matter of some urgency. Teaching is based on sound subject knowledge that enables teachers to ask probing questions. They use resources effectively to support their teaching and hold pupils' interest. When teaching is good or very good it is presented in an interesting manner with effective questioning, opportunity for discussion and brisk delivery. When the pace slows the tempo decreases and a very small minority of pupils lose interest.
89. The assessment of pupils on a day-to-day basis is appropriate and carried out by all teachers. However, formal assessment is unsatisfactory and data from national and other class tests is not analysed to identify weaknesses and guide future planning. The co-ordinator acknowledges this and is considering strategies to establish more systematic and rigorous assessment procedures to raise standards, particularly to the higher standards identified in the previous report for pupils in Key Stage 2 which were good. There is a sufficiency of resources of good quality to respond to the needs of the curriculum.

ART AND DESIGN

90. The attainment of seven year olds is broadly in line with nationally expected levels but there is little evidence available of pupils' work in art at age eleven. However, the limited evidence shows that standards are below those that can be expected for pupils of this age. There has been deterioration since the previous inspection when attainment was in line at both key stages.
91. All pupils in the school made and painted clay textured tiles that depict natural forms; these are of good quality. They co-operated in making a millennium tapestry, which was sent to the Millennium Dome and has not yet returned to the school. Pupils at both key stages make annual visits to the National Gallery which develops an awareness of the work of famous artists but there is no evidence of pupils' experience being reflected in their own work.
92. Older pupils at Key Stage 1 use sketchbooks to record their ideas for making three-dimensional models. They label their sketches to indicate which materials they plan to use and how they plan to decorate the model. They use the sketchbook to explore pattern and experiment with ways of using different kinds of paper to create texture and combine colour. Pupils discuss the different designs and decide which would be the most practical to create. With parental help they co-operate well in groups working with difficult materials such as chicken wire to create a shape. Using their own ideas such as balloons to hold the shape they change and develop their ideas as they work and successfully make models such as a large fish and a life sized Harry Potter. Pupils explore and combine the visual and tactile qualities of colour and materials. They know how to use paint, pastels and crayon to make repeating patterns. Younger pupils in the key stage paint portraits of themselves and use pastels to draw imaginative animals. With parental help they make neatly stitched samplers using a variety of stitches to make patterns.
93. At Key Stage 2, sketchbooks are under-used to record direct observations. Pupils' knowledge

and understanding is narrow and there is a lack of progression in the methods and techniques they use. Pupils' use of the computer to generate graphics or explore possibilities for shape colour and pattern is under-developed. In the one lesson seen pupils made good progress in learning about the Aztecs, building on previous knowledge well, and using sketchbooks to draw the symbols on a plan for a wall hanging. They use Aztec ideas to construct three-dimensional painted wheeled dogs.

94. Inspection evidence of teaching is good but over time it is unsatisfactory because insufficient opportunities have been provided for pupils to receive their full entitlement to the breadth of the curriculum for art and design at either of the key stages. Current teaching is based upon planning a sequence of lessons for pupils to develop specific skills in design. Teachers have good knowledge of the subject and provide appropriate learning experiences. Pupils in the middle of the school are challenged to orientate their repeating patterns by reflecting, rotating and transforming, which reinforces learning in mathematics. Pupils at both key stages are provided with opportunities to develop their social skills by working on large projects and to develop their own ideas. Pupils at the end of Key Stage 2 benefit from information provided by a parent and improve their understanding of appropriate fabrics for a wall hanging. They make good use of research skills to learn about art from another culture and time.
95. Co-ordination of the subject in the past has been unsatisfactory. Although the school has adopted a published scheme of work there is no overall plan for pupils to build up their skills systematically as they move through the school. The school has identified the need to monitor pupils' work and match their attainment to national expectations. The school is well placed to improve provision in the school since they have sufficient expertise and enthusiasm for the subject to move forward.

DESIGN AND TECHNOLOGY

96. The attainment of seven year olds is broadly in line with nationally expected levels there is little evidence available of pupils' work in this subject at eleven years old. The limited evidence shows that standards are below those that can be expected. There has been deterioration since the previous inspection when attainment was in line at both key stages. Some good examples of teaching and learning were evident during the inspection, but the unsatisfactory standards of older pupils indicate that teaching and learning over time is not satisfactory. Pupils' skills, knowledge and understanding are not built up systematically as they move through the school.
97. The standards in Key Stage 1 result from improved planning for pupils to experience design and make assignments using a wide variety of materials that can be combined to make products. Teachers promote pupils' ideas for design with good questioning skills and by providing a selection of materials from which pupils can choose to make their own product. Pupils evaluate which food would be the best to be included in sandwiches before designing and making their own. Seven year olds showed a good and lively interest when talking about their plans and explained why they changed their original designs to make collaborative decisions when making a group model. The teacher develops pupils' range of techniques by allowing pupils to compare the effectiveness of different ways of using air in a system before designing their own moveable toy. Younger pupils increase their joining skills and develop their ideas to constructing interesting houses from wood, paper and card. Pupils develop their skills well when making a jointed figure and learn a variety of stitches guided by a parent, but pupils are not challenged to apply these skills to make original products for a purpose.
98. By the age of eleven, pupils sketch materials and forms of shelters but are provided with insufficient opportunities to build on these observations to draw detailed plans for their own product. Pupils in the middle of the key stage include measurements and list the materials needed to make a musical instrument. Their design proposals for the school garden are used for setting bedding plants around the school. They evaluate money containers and are beginning to consider

the needs of the user in their own designs. Pupils at the end of the key stage successfully make numeracy board games for children in the Foundation Stage, but there is no evidence of them recording the purpose of their design, or a proposal of a sequence of actions. There is a gap in pupils' experience of mechanisms and control, and with working with a variety of materials with accuracy, to applying their knowledge of peoples' needs when designing a product.

99. Pupils enjoy the subject and respond well when the level of challenge is high enough. They suggest ways of evaluating the quality of biscuits based on their experience of how industries evaluate a service and co-operate well in pairs to devise a recording sheet. They do not always have a clear idea of the long-term purpose of a project to challenge them to suggest their own ideas for research and apply their knowledge from other subjects at a high enough level. Co-ordination of the subject is unsatisfactory. It does not guide the long-term planning to ensure full coverage of the programmes of study for the subject, or monitor teaching and learning so that pupils build up skills and knowledge as they move through the school and achieve nationally expected standards.

GEOGRAPHY

100. From the one lesson seen in geography, from talking to pupils and from looking at samples of their work, indications are that standards in geography at both key stages meet national expectations, maintaining the position at the last inspection. Some pupils in Year 2 make appropriate pictorial maps, individually of imaginative islands and together, of the village of Weald. Others work on different aspects of the village, such as buildings, land use and change. They find newspaper cuttings about different places, which they locate on maps of the British Isles or the world. Pupils in Year 6 study river systems from the source to the sea, identifying different features such as deltas. They look at local issues such as recent flooding. They understand aspects of basic weather patterns, including cloud formation and evaporation.
101. There is insufficient evidence to form secure judgements across the school about the quality of teaching and learning. However, from the evidence seen, indications are that teaching is at least satisfactory. Teachers' knowledge and understanding in the subject is secure and they cover a broad curriculum. They provide a wide range of geographical experiences, including outside enquiry about the locality. Teachers use the village to good effect, building effectively on pupils' natural interest and commitment. For example pupils in Class 3 were outraged at the suggestion that the village green was to be turned into a rubbish dump and strong feelings for the preservation of this important feature of their environment came into play. Field trips further away contribute well to pupils' understanding of places beyond the village. Established residential trips for older pupils make a good contribution to their personal development. Teachers use homework effectively for pupils to find out about different places, such as in-depth projects on different countries for older pupils. They use pupils' developing literacy skills appropriately for example through projects, accounts or letters, or extracting information from different sources, including the Internet at home. Pupils, including those with special educational needs, observed in class and in discussion were keenly interested in the subject. Teachers had clearly harnessed effectively pupils' natural curiosity about their world. Pupils are achieving well and making good gains in their learning across the breadth of their geographical knowledge.
102. Management of the subject is unsettled on account of staffing changes - restructuring and staff newly in post. Hence there is no clear plan of action for the future development of the subject, although plans are in hand to review the current two-year curriculum programme, designed to accommodate the mixed age classes. Repetition is largely avoided, although similar work on rivers was noted in Years 4 and 6.

HISTORY

103. Standards remain similar to those found in the previous inspection. By the end of both key stages the pupils attain standards in line with those normally seen by pupils of these ages. This indicates that the satisfactory progress identified in the previous report has been maintained.
104. By the age of seven the pupils develop their knowledge and understanding of the lives of people in the past. For example, they study photographs of people at the seaside from the 1900's to the 1960's. They compare dress, and entertainment such as Punch and Judy. They focus on the change in the early 1900's from people dressing up to go to the beach. They compare the photographs from brown (sepia) to black and white and finally to colour. They expressed awe and wonder when considering and discussing the changes. Many are able to pinpoint dates accurately on the time line recording events over the past hundred years. Pupils' concept of time is developed well as they move into Key Stage 2. Pupils confidently discuss work about aspects of World War II. They are aware of world leaders during that time and how the war affected people at home. They record accurately events such as the Blitz, shelters, gas masks and evacuees. Pupils clearly enjoy this period of history and gather information from people who lived during the war years. They have a sense of time and of cause and consequence. Teachers bring history alive at both key stages by using artefacts belonging to people known to them. Also at the end of their study of World War II, pupils' experience was enhanced through learning a series of World War II songs. However, some good opportunities were missed as insufficient time was given to the unit.
105. Teaching is satisfactory overall. Teachers have a secure knowledge but planning is not consistent. The use of artefacts is patchy. Where used, they are effective in capturing pupils' enjoyment and imagination about the past. Pupils respond well with interest and enthusiasm. Good questioning in some areas prompt good responses but this is variable as is the challenge offered to pupils. Presentation of work, including projects, is also inconsistent. The work of some pupils is of a high standard and indicates considerable research. Pupils, when challenged, respond well to questioning and enjoy offering opinion as well as facts. Lack of monitoring in the subject means that these inconsistencies are not being addressed.

INFORMATION TECHNOLOGY

106. Standards in information and communication technology are well below standards expected nationally overall. Although the school has adequate resources to facilitate pupils' development in the subject, these are under-used because opportunities are not identified in lesson plans. Teaching and learning in the subject are unsatisfactory. Computers are rarely used during lessons. Teachers have an insecure understanding about pupils' entitlement to ICT and pupils have little direct teaching or opportunity to develop very basic skills. At Key Stage 2 because of teachers' lack of subject knowledge pupils do not receive their statutory entitlement to the programmes of study for several topics, for example, processing mathematical data in investigations, or using equipment when available in the school to log changes in science, or to control a mechanism in design and technology.
107. By the time they are seven years old, all pupils including the more able, without computers at home, have weak skills in basic word processing. They have had insufficient opportunity to use data programs so that when pupils in Year 4 are introduced to the idea of gathering data to be entered on the computer they have little previous knowledge to build on. They use a mathematics program and a science program which promotes better learning. Pupils give instructions to a programmable toy to deliver parcels and, with support from a parent, pupils write instruction to move screen turtle (an image on the screen).
108. By the time they are eleven years old, pupils use word processing to improve the presentation of projects but are unable to combine pictures with text. They make good use of the limited range of

CD-ROMS to find information about topics in subjects such as history. Pupils' enquiry skills in many subjects are limited by their underdeveloped skills in ICT for example to explore the Internet for information and interpret data in science.

109. Co-ordination of the subject is unsatisfactory since the monitoring of pupils' basic skill development has not taken place and there are no systems in place to plan their full use of the present resources available in the school. On a positive note, plans are in hand to establish an ICT suite to enhance learning in the subject.

MUSIC

110. The evidence for securing a judgement on music is based on one music lesson, discussion with teachers and a group of Year 6 pupils, and singing during the acts of collective worship.
111. The attainment of pupils at the end of both key stages is in line with national expectations and pupils make sound progress. In the lesson observed at the end of Key Stage 1, pupils considered how words can describe sounds and how sounds can be changed. Pupils are able to repeat rhythm and follow 'stop' and 'go' signs. They are able to clap to phrases and link well with syllables. They recognise loud and soft. Pupils respond well to opportunities to describe the sounds like rain and expressed awe and wonder at the 'rainmaker' instrument. This is part of a sequence of lessons to use musical instruments. Pupils at Key Stage 2 are given the opportunity to compose their own music using instruments and are provided with the opportunity to sing a variety of songs. For example, during their historical study of World War II, pupils learned a good range of songs sung by people during that period. Pupils learn a variety of instruments with peripatetic teaching and pupils are given the opportunity to learn the recorder as an extra-curricular activity. Music is used during different school performances. Singing in assembly is of sound quality and pupils at both key stages clearly enjoy singing together. There is no evidence of the use of ICT in music.
112. The quality of teaching and learning are satisfactory and efforts are being made to satisfy the requirements of the National Curriculum. They are generally achieved in performance and composing. Opportunities for composing are being suitably developed but they are inconsistent across the school. Listening and appraising is under-developed. Opportunities are missed, for example during acts of collective worship when pupils enter the hall to good quality background music, but with little reference to style or composer. The subject is not monitored carefully enough across the school to ensure systematic planning in all areas to improve standards.
113. Resources are satisfactory overall and on-going assessment is appropriate. Co-ordination to monitor planning, teaching, learning and standards in order to assess effectively is under-developed. Standards in music reflect a similar picture to that identified in the previous inspection report.

PHYSICAL EDUCATION

114. Standards in physical education are above average at both key stages. This represents a similar picture to the previous inspection. There is no difference in standards between boys and girls and all pupils have equal access to the physical education programme, including extra-curricular activities. The school provides a residential experience for older pupils in Key Stage 2 that supports and extends the acquisition of skills being taught at school.
115. Pupils at Key Stage 1 work enthusiastically in gymnastics. They are well managed and well disciplined and thoroughly enjoy their work as they enjoy their warm up, listen carefully as safety rules are established and skill techniques experienced. They work in pairs, taking care to

remember the objectives outlined and when given the opportunity to appraise their performance do so confidently and competently. In a dance lesson pupils listened carefully to instructions and responded appropriately to different tambourine rhythms.

116. At Key Stage 2 work and standards in gymnastics are good. Pupils perform sequences of movements over, on or through apparatus with a positive gymnastic acknowledgement to a polished start and finish. Pupils work independently and collaboratively and appraise each other's performance, offering ways of improving current standards. Swimming is taught at a local school that offers good facilities for pupils to develop confidence and stroke techniques. Standards are good and almost all pupils leave school at least able to swim 25 metres unaided. This is a strength of the school. Games are taught throughout the year and boys and girls are able to participate in all activities. The school participates in competitive activity, which is supported by extra-curricular activities. The school teaches athletics and dance within the physical education programme.
117. Teaching is good overall. Teachers have a secure knowledge of the subject and teach with enthusiasm and enjoyment. Lessons are mostly brisk and pupils, without exception are well managed both on and off site. Pupils enjoy their physical education and concentrate well. Good relationships exist between staff and pupils and this instils confidence in the pupils, particularly in swimming.
118. The co-ordinator, the headteacher, leads the subject well. He is actively influential in promoting the subject both through the stated curriculum and extra-curricular clubs. Resources to support the subject are appropriate and pupils use equipment sensibly and respectfully. Good progress is made in both key stages in this subject.

RELIGIOUS EDUCATION

119. Standards in religious education at the end of both key stages meet the expectations of the locally agreed syllabus maintaining the position at the last inspection. The youngest pupils in Key Stage 1 have an appropriate understanding of basic Christian artefacts such as the Bible and Communion cup. Older pupils in the key stage are beginning to distinguish between stories that Jesus told and those told about him. They compare houses in Palestine in biblical times with those in Weald today. Pupils in Year 6 have an appropriate understanding of a range of key aspects of Islam. They make comparisons with an Old Testament story with life in the Middle East today. They know that the Bible is made up of many different types of books, poetry, letters, fiction and non-fiction. Pupils in both key stages make good use of developing literacy skills. In Key Stage 1, pupils read simple stories about Jesus, and practise speaking skills as they act out such stories as The Prodigal Son. In Key Stage 2, pupils write thoughtful and sensitive poems, for example a Hindu style blessing, showing a clear and mature understanding of the universality of some religious expression.
120. From the two lessons seen, both for younger pupils, from talking to pupils and from looking at samples of work, indications are that the quality of teaching and learning in religious education is good. Pupils are making good gains in their learning about different religions, and also from religions, as the work is clearly made relevant. Teachers' understanding of the subject is secure and they provide a wide range of curricular experiences. The good use of resources and artefacts stimulates and interests pupils and leads learning on. Teachers use an appropriate range of teaching techniques, including role-play and discussion as well as writing. They make good use of visitors and value the contribution they make to pupils' learning. For example an Indian mother cooked Pushwah with younger pupils and showed them how to wear Indian clothes, and the vicar, a regular visitor, baptised a dolly to the children's delight and wonder. Older pupils make good gains in their knowledge and understanding of different faiths through visits to places of worship, for example to a mosque and the local church. They begin to make comparisons.

121. Management of the subject is satisfactory, although it is currently unsettled on account of the staffing restructuring. The subject leader has a suitable overview of the needs of the subject, including the need to review the two-year topic programme to update and avoid repetition. She supports colleagues in an informal way but as yet does not monitor pupils' response to religious education in lessons or from samples of their work.