

INSPECTION REPORT

**LUCKINGTON COMMUNITY
PRIMARY SCHOOL**

Luckington, Chippenham

LEA area: Wiltshire

Unique reference number: 126200

Headteacher: Mrs J M Bellamy

Reporting inspector: Dr Melvyn J Bradshaw
6169

Dates of inspection: 9th to 10th October 2001

Inspection number: 193839

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	The Green Luckington Chippenham Wiltshire
Postcode:	SN14 6NU
Telephone number:	01666 840297
Fax number:	Not applicable
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Lesley Bennett
Date of previous inspection:	21 st April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	Dr Melvyn Bradshaw	Registered inspector	Mathematics Science Information and communication technology Geography History Foundation stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
13526	Mr Richard Barnard	Lay inspector		Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? – Personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
31046	Mrs Christine Nuttall	Team inspector	English Art and design Design and technology Music Physical education Religious education Equal opportunities Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils? - Curriculum

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small primary school has 41 pupils who attend full-time from Reception to Year 6, together with two part-time Reception children. It has fewer pupils than when it was last inspected. The number of girls and boys is about equal. Children enter Reception full-time or part-time in September. All are full-time after Christmas. The school's roll does not now change significantly during the year. All pupils are from a white ethnic background and there are no pupils for whom English is an additional language. Two pupils (almost five per cent) are eligible for free school meals, which is well below the national average. Pupils come from the local community and the surrounding area, although not all children living locally attend the school. The background of pupils is very mixed and is about average overall. The number of pupils identified as having special educational needs (SEN) is below average; six (25 per cent) pupils in Years 3 to 6 are on the register of special educational needs, but there are none in Reception or Years 1 and 2. No pupil has a statement of SEN. Attainment on entry varies from year to year. Over the period from 1998 to 2000, assessments of children, on entry to the school, show that their attainment is below average overall. It does however vary significantly from year to year, for instance the children who entered in 2000 were well below average, while those entering in 1999 were a little above average.

HOW GOOD THE SCHOOL IS

Luckington Primary School is an increasingly effective school. Its pupils receive a good quality of education and, owing to the teamwork of the headteacher, staff and governors, it is improving. The provision for children in Reception and Years 1 and 2 is a significant strength. Children enjoy their time in the school and their learning and progress are now good, because of mainly good teaching. It is very good for younger pupils. Attainment has declined recently at the end of Year 6, but is now getting better and is about average in Years 3 to 6. Teaching observed during in the inspection was good overall, and never less than satisfactory. Assessment of pupils' progress, and careful tracking, are helping to set targets and identify individuals needing specific support. Pupils in Years 3 to 6 with special educational needs are supported effectively, which helps them make good progress. Although there are plans in place, this whole-school support does not extend to the youngest class, however, the teacher works hard to meet the needs of all pupils. The headteacher, supported by staff and governors, provides the school with clear direction to help bring about improvement. Taking into account the characteristics of a small school, it provides satisfactory value for money.

What the school does well

- The quality of teaching is good overall, and was never less than satisfactory in the lessons observed. It was very good for the youngest pupils. This is leading to improved learning, and this is having a positive impact on achievement and standards of attainment.
- Very good provision is made to support pupils' personal development, especially in the moral and social areas. Multicultural awareness is very well promoted, reflecting the school's inclusive nature.
- Pupils' attitudes to school and their behaviour are very good.
- Management of the school is good, headteacher, staff and governors work together well. The school provides pupils with very good care and support. Tracking of pupils' progress is especially good in English and mathematics.
- There is a positive partnership with parents, who support the school well. They receive detailed information about their children's progress.
- Provision of extra-curricular activities is very good.

What could be improved

- Standards in writing in Key Stage 2, including the presentation of work, are not yet high enough.
- In some subjects, the older or more able pupils are not challenged sufficiently to help them achieve the highest levels possible.
- Pupils who joined Reception last year have not been formally assessed for special educational needs and, as a result, they do not yet receive sufficient whole-school support.
- Owing to the lack of appropriate accommodation and resources, the school cannot meet the full requirements for the teaching of physical education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Luckington Primary School was inspected in June, 1997 and found to be a good school. Satisfactory progress has been made since then. The headteacher, who joined the school shortly after the previous inspection, successfully grappled with a range of problems affecting pupils throughout the school. Of particular concern was that pupils in Year 2 had been assessed at too high a level in their National Curriculum tests. The local education authority examined all the relevant information and agreed with the headteacher's conclusions. This over assessment had two effects. It resulted in a too favourable picture of Reception and Years 1 and 2 appearing in the previous report, and helped to explain the headteacher's perception that pupils in Years 3 and 4 in particular were not making sufficient progress. The areas of weakness identified in the previous report have been dealt with, although more work is necessary in science. Statutory requirements are now fully met. Pupils' reports include mention of all subjects, the school has a policy for sex education and pupils' unauthorised absences are recorded correctly. Staff have adopted a very sensible approach to the co-ordination of subjects in a two class school. There is more careful monitoring of standards and developments, although not necessarily through direct observation of all subjects. Schemes of work are improving and more attention is given to developing pupils' skills, although co-ordinators recognise more needs to be done. Teaching of science is at least satisfactory, the pace of lessons has improved, learning intentions are clear and pupils analyse data and draw conclusions. There is still a need to raise the expectations of older pupils in relation to both the level of work and the amount produced. The introduction of the basic skills course has led to significant improvements in pupils' reading, including their understanding of what they have read, and their use of correct grammar. Attainment and progress have improved by Year 2, standards are generally similar to the average, or better. After a period of apparent decline at the end of Year 6, there are now signs of an improvement.

STANDARDS

For individual years, detailed analysis of results is unreliable because of the low number of pupils, and the marked variations of attainment on entry. Over the period from 1996 to 2000, the school's results, at the end of Year 6, have declined, so that average results were below the national picture. Despite the high number of boys with special educational needs in Year 6, improvement is evident in the 2001 results for English, mathematics and science. Comparisons with similar schools are difficult because of the low pupil numbers and the fact that the free school meal figure does not give an accurate picture of the school's intake. Taking account of the nature of each group of pupils, the school sets suitable targets for the proportion of pupils to achieve Level 4 in English and mathematics. Over the period from 1996 to 2001, at the end of Year 2, results in reading, writing and mathematics have improved at a rate greater than the national improvement. Recently results have been close to, or above, the national average. Pupils in Year 2 are currently achieving above average standards in mathematics and science, and well above average in English, especially reading. The few pupils in Year 6 are close to the average, although, as in previous years, there is little high attainment. In other subjects, attainment tends to be above average in the current Year 2, and close to the average in Year 6. Exceptions in Year 6 are in information and communication technology, history, music and swimming. In these subjects attainment is generally higher. Attainment in physical education is limited because of the lack of suitable facilities. Children currently in Reception are making good progress and are likely to attain, or exceed, the standards expected by the time they enter Year 1. Pupils with special educational needs make good progress during Years 3 to 6, but they have not been identified formally, and supported sufficiently, in Reception and Years 1 and 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and show very positive attitudes towards learning.
Behaviour, in and out of classrooms	Behaviour is very good, and this is especially evident in the playground.
Personal development and relationships	Pupils' personal development is very good; they undertake a range of duties with enthusiasm. Older pupils care for, and support, younger children very well.
Attendance	Attendance is satisfactory. It has declined since the previous inspection. Pupils are generally prompt into school.

Pupils are very friendly, wellmannered and helpful. Too many parents take children on holiday during term time and this adversely affects learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Good

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

The quality of teaching has improved further since the previous inspection. All teaching observed was at least satisfactory, over three quarters was at least good and about a quarter very good or excellent. Teaching was especially good in the Reception and Year 1/2 class. The teaching of English and mathematics is very good in Years 1 and 2. It is good in mathematics in Years 3 to 6, and at least satisfactory in English. Teachers often make good links between subjects, which help to enhance pupils' learning and understanding. This is especially evident in Class 1. Basic skills, especially in English, are taught effectively. Planning is good and behaviour management very good. Marking is variable, ranging from good to satisfactory, it is not consistently used to raise pupils' expectations. The good teaching evident is helping to improve children's learning throughout the school and hence standards are now rising. However, expectations of the oldest pupils are not always high enough. Pupils show interest and concentrate well. Those pupils in Years 3 to 6 who have special educational needs are supported effectively by teachers and their learning is at least similar to other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory, with strengths in Reception and Years 1 and 2. A strength of the curriculum throughout the school is the way staff plan good links between different subjects. A good range of activities outside of lessons is provided. The curriculum satisfactorily promotes inclusion; it ensures boys and girls have similar opportunities. Not enough thought is consistently given to the needs of the oldest or more able pupils.
Provision for pupils with special educational needs	Provision is satisfactory overall, and pupils in Years 3 to 6 make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is well supported. Provision for moral and social development is a particular strength, ensuring pupils very good behaviour and personal development. The school effectively raises pupils' awareness of the wide range of different cultures in the world. This provision has a positive impact on raising awareness of issues related to inclusion.
How well the school cares for its pupils	Staff know the pupils well and provide good care. Health and safety, and child protection provision, are very good.

The school and the community work well together. Currently, the school does not formally identify pupils with special educational needs early enough. The school involves parents in its work very effectively, and provides them with very good information about their children's progress. Owing to a lack of suitable accommodation, the school cannot meet all requirements for the National Curriculum in physical education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. There is a good team approach, where all staff are valued. The leadership promotes strong community links and very good relationships with parents.

How well the governors fulfil their responsibilities	Governors meet statutory requirements well. They have a good awareness of the strengths of the school.
The school's evaluation of its performance	The school's analysis of its performance has improved through careful tracking procedures. However, this process has not yet resulted in significant improvements by the time pupils leave school at the end of Year 6.
The strategic use of resources	Financial planning is good and, in most respects, ensures that resources are deployed to meet the school's aims. Staff time however is not always used to best effect in relation to the headteacher's administrative burden and for pupils with special educational needs.

The school is well staffed, with, for a small school, a good range of expertise. Learning resources are satisfactory. Accommodation available restricts the school's capability of delivering the curriculum for physical education. The headteacher has managed a difficult period since she took over effectively. Principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children's progress and behaviour are good. • Teaching in the school is good. • The school is approachable. • Homework is well organised. • The school expects children to work hard. • The school works closely with parents. • The school is well led and managed. • Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • Almost a quarter of parents felt they could be better informed about their children's progress.

Inspectors endorse parents' positive views of the school. Children do like school, they behave very well and become mature and responsible. Their progress is improving because teaching is mainly good or better. Expectations of pupils are often high, but more could be expected of older pupils. The curriculum is enhanced by a very good range of activities outside of lessons. The school sets suitable homework. Staff are very approachable and work very well with parents and the community. Management and leadership of the school are good. Inspectors also judge that parents receive very good information about their children both through annual reports and a very good range of formal and informal contacts.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The number of pupils in each year group is very small and this makes the data for individual years unreliable. Over the period 1996 to 2001, in National Curriculum tests, at the end of Year 6, pupils' results have generally been below the national average in English, mathematics and science. The results for the seven pupils tested in 2001 showed an improvement over those in 2000. They were still below average, largely because no pupils achieved the higher Level 5. However, this was not unexpected as five were on the register of special educational needs (SEN). Comparisons with similar schools are difficult because of the low pupil numbers and the fact that the free school meal figure does not give an accurate picture of the school's intake. Inspection evidence demonstrates that standards are currently close to the average in Year 6 in English, mathematics and science, and improving in other years. The targets set for Level 4 attainment in English and mathematics reflect accurately individual performances and are usually achieved. Taking into account the small numbers of pupils, there is no significant difference between the results of boys and girls.
- 2 Over the period 1998 to 2001, in National Curriculum tests, at the end of Year 2, pupils' results were similar to the average in reading, writing and mathematics. Some of the results, early in this period, have subsequently been shown to be unreliable and overestimated pupils' attainment. Virtually all pupils now achieve at least the expected Level 2, and an increasing proportion the higher levels. Comparisons with similar schools are difficult because of the low pupil numbers and the fact that the free school meal figure does not give an accurate picture of the school's intake. Teacher assessments in science indicated that, over the last two years, all pupils achieved the expected Level 2, with a few a higher standard. Inspection evidence indicates that current pupils in Year 2 are achieving standards in reading that are well above average, and in writing, mathematics and science they are above average. Taking into account the small numbers of pupils, there is no significant difference between the results of boys and girls.
- 3 The previous report indicated that standards were about average in most subjects in both key stages. Attainment by Year 2 is similar, or a little better. By Year 6, attainment has declined, but is now showing signs of an improvement. In other subjects, standards by Year 6 are generally similar to those reported previously, but by Year 2 they have tended to improve.
- 4 Attainment on entry to the school fluctuates significantly from year to year. Over the period from 1998 to 2000, assessments shortly after children started in Reception show that, on average, attainment on entry was below average. Children join Reception part time or full-time in September, all are normally full-time by January. These children are taught in a mixed-age class of Reception and Years 1 and 2. Children's progress in Reception is good in virtually all areas of learning, it is especially good in literacy, mathematics and knowledge of the world. They also make great strides in their personal, social and emotional development. Most children should achieve, or exceed, the standards expected by the time they enter Year 1. Those who started Year 1 in September generally achieved the standards expected, having made very good progress from a low base. In communication, language and literacy, children listen well and most speak clearly. They handle books well, know that words have meaning and the higher attaining children read confidently. Their writing skills are developing well, although about half of current Reception children do not hold their pencils correctly. Children have a good

knowledge of numbers. They count up to ten, and beyond, and complete simple addition and subtraction accurately. They compare lengths, using vocabulary such as longer and shorter correctly. Children's knowledge of the world increases well, and is likely to be above that expected by the time they enter Year 1. They know about different countries, such as Italy, Wales, France and Pakistan, and cook food characteristic of these countries. Children have a good understanding of how to use a tape recorder. In creative development, children's work should be similar to, or exceed, the expected standard by the time they start Year 1. They use a range of media, including paint, satisfactorily. About half the children in Reception already demonstrate good control when drawing or colouring in patterns and shapes. Children's physical development is promoted satisfactorily, but is limited by the lack of suitable accommodation for indoor activities.

- 5 Pupils in Year 2 are achieving well above average standards in English, and above average in mathematics, science and information and communication technology (ICT). In religious education, attainment reflects the expectation of the locally agreed syllabus which is used. Pupils read very well. They build up words confidently, read with good expression and demonstrate particularly good understanding of what they have read. Pupils' writing skills are above average. They use correct punctuation and spell common words accurately. Handwriting is good, with letters well formed. Speaking and listening skills are above average. These skills are promoted very effectively by the teacher who asks questions that encourage thoughtful responses. Pupils' mathematical knowledge is above average. Virtually all pupils accurately add and subtract numbers to 100, and they are confident with simple multiplication or division. They know a range of two-dimensional shapes, and summarise their properties, such as the difference between a square and a rectangle. Pupils' literacy and numeracy skills are developing very well, and they are used effectively to support learning in other subjects. In science, pupils' attainment is above average by the end of Year 2. They have a broad knowledge across all areas of science. Pupils' scientific skills are developed effectively, with good use of scientific vocabulary to describe, for instance, different materials. In ICT, pupils' work is above average. They use the keyboard to input text, control the mouse very well, print their work and search for information. They have a good understanding of different types of communication and know how to use a tape recorder correctly. In religious education, pupils have a secure knowledge of Christianity.
- 6 Over recent years, pupils in Year 6 have demonstrated attainment consistently below average in English, mathematics and science. In the 2001 National Curriculum tests, attainment was better, despite five of the seven pupils being on the special educational needs register, and this trend of improvement is likely to continue. Currently, however, pupils rarely achieve higher than average standards. A significant success is pupils' progress in reading. They read with good understanding and accuracy. Writing standards as recognised by the school, are below average. Pupils do not write at sufficient length, their handwriting is often below the standard expected, and presentation is adversely affected. The basic skills programme is, however, leading to improved understanding of what they have read and use of correct English grammar. Speaking and listening skills are good because of many opportunities to share observations and explain work to the class. Pupils' literacy skills are used satisfactorily to support learning in other subjects. Pupils' mathematical knowledge is about average, with little high attainment. They have sound number skills and the higher attaining pupils solve number problems accurately. However, pupils' accuracy in using number, including multiplication facts, is not always good enough. They draw and interpret simple block graphs, histograms and bar charts satisfactorily, although the techniques they use do not always aid speed or accuracy. Numeracy skills are used increasingly well in other subjects such as science. In 2001, pupils' knowledge of science was average, with virtually all pupils achieving the expected Level 4. There was no higher attainment. Pupils' scientific skills are also satisfactory, although there are too few opportunities for pupils to design and carry out experiments, and to analyse data they have obtained. In ICT, attainment in the areas seen is above

average, and pupils use their skills to enhance learning across much of the curriculum. In religious education, pupils have a satisfactory knowledge of Christianity, and an awareness of some of the festivals of other faiths.

- 7 Throughout the school, pupils achieve satisfactory standards, or higher, in other subjects. In Year 2, attainment tends to be above average currently, while Year 6 they are about average. By Year 2, in art and design, pupils develop good skills when using two dimensional materials, such as collage and paint. Similarly, the quality of work in design and technology is above average, with good attention being given to the design process. In music, standards are well above average in performance and their knowledge of musical instruments. By Year 6, music is above average, with pupils singing tunefully and enthusiastically. In geography, standards are above average by Year 2, and currently average by Year 6. In both key stages, pupils have a good understanding of locations in this country and abroad, but map work skills are not yet sufficiently extensive by Year 6. In history, pupils' attainment is above that expected. A particular strength is their understanding of how historical information is used to give a picture of life in the past. History is brought to life for pupils because the work is linked to many areas of the curriculum. In physical education, pupils attain above average standards in swimming, but in other areas of the subject it is limited by the lack of facilities.
- 8 Pupils' achievement during their time in school is now good and is improving. This is because of the quality of teaching, which was mostly good or better in the lessons observed. The improvement is very strong in Reception and Years 1 and 2 because of the very skillful teaching to the mixed age class. The challenge provided to pupils in this mixed age class is very high. Specific teaching to English and mathematics to pupils in Years 3 and 4, and in Years 5 and 6, is also helping progress. However, there is not always sufficient challenge to ensure the older pupils are able to achieve the highest standards. Two able Year 4 pupils are now taught with Years 5 and 6 for literacy and numeracy; this is helping to raise their learning. Lessons are often interesting and, in the best, characterised by the very effective use of resources and good links made with other subjects. Last year, pupils in Year 6 with SEN made good progress, and achieved well. The progress of these pupils is illustrated by the fact that most achieved at least Level 3, and some the expected Level 4 in English, mathematics and science. Currently, no pupil in Reception or Years 1 and 2 has been included on the register of SEN. This is despite low baseline scores for Reception children in 2000. The class teacher has recognised that some do have specific needs, and is giving good support. However, the lack of formal identification by the school, the production of individual education plans and planned additional support has the potential of limiting these pupils' progress. Owing to the small number of pupils, no significant variations are evident in the attainment of boys and girls.

Pupils' attitudes, values and personal development

- 9 Pupils' very good attitudes, behaviour and relationships with staff and each other are having a very positive impact on achievement. This shows an improvement over the generally good standards described in the previous report. Pupils, and their parents, say that they enjoy coming to school and this is confirmed by the very positive and keen interest they show in their work and the general life of the school. They cannot wait to get into lessons. The youngest pupils in the school have settled very quickly into its routines, a situation that is already having a very positive influence on their learning. In a basic skills session, having been given a brief introduction by the teacher, they worked hard and behaved very maturely when writing the letter 'H' in sand or on a whiteboard, while the teacher supervised another group in the class.
- 10 Attitudes to learning are very good throughout the school. Pupils are keen to get on with their lessons and try hard to do their best. They sustain interest well throughout the school day. In a Year 3/4 mathematics lesson, they expressed disappointment when the teacher

told them the lesson was finished. Behaviour in lessons, assemblies and in the playground is very good. There is no evidence of bullying, racist or sexist behaviour and pupils say everyone is friendly. There have been no exclusions over the past three years. Pupils have a very good awareness of why rules and conventions exist, show a very good respect for the feelings and beliefs of others, and show a genuine appreciation of the efforts of others.

- 11 Relationships throughout the school are very good. These have a very positive impact on pupils' learning, especially the interaction between teachers and pupils at the start of lessons. Pupils cooperate very well in pairs or groups. Year 3/4 pupils work together extremely well when solving problems in mathematics involving measuring and comparing heights or lengths of parts of their bodies. Pupils are very well mannered, polite and confident when talking to adults. Boys and girls work and play together very well. This was particularly evident in the playground when both joined in games such as cricket or baseball. Pupils with special educational needs are integrated well into lessons and they show positive attitudes.
- 12 Pupils' personal development is very good. They are developing a very good awareness of Citizenship. A good example being their keen and responsible approach to being members of the School Council. Older pupils supervise the sale of drinks to others at playtime in a mature and sensible manner. Older pupils are developing a responsible attitude to evaluating their own work and efforts. They show a pride in the school and the community in which they live.
- 13 Attendance rates are satisfactory but, in the last year, they have fallen from the very high levels maintained for the previous four years and highlighted in the last report. Levels of unauthorised absences and lateness remain very low. Authorised absences have increased by three per cent over the last year due partly to the continual absence of one pupil, a significant factor in a small school, and also to an increase in the number of pupils taking holidays in term time. These absences mean pupils miss important parts of their learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 14 Pupils are generally well taught in the school, this is helping to ensure an improvement in their learning. All teaching observed was at least satisfactory, most was good and a quarter was very good or excellent. Teaching is very good in the class for the youngest pupils, and good for the older ones. There is not always enough challenge for the oldest children but, overall, the quality of teaching has improved since the previous inspection report. This improvement is associated with changes in staff. The teaching of science in Years 3 to 6 is now satisfactory.
- 15 The teaching for Reception children is very good. The teacher provides a stimulating learning environment. Very good attention is given to all areas of learning and the children are well prepared for entering Year 1. Children are taught in a class with pupils from Years 1 and 2. Careful attention is given to ensuring their needs are met, and they often get their own specialist support. Good planning helps to ensure children's progress, as does the interesting way in which the teacher introduces work. Children's personal, social and emotional development is given good emphasis and, as a result, children concentrate, share resources well and help each other, for instance when getting ready for art work. The teacher provides a good range of activities, which effectively promotes learning in all areas. Good attention is given to the development of early reading, writing and mathematical skills. Stimulating use of resources promotes very good learning about the world, including different cultures. Assessment is well organised and the information gained is used very effectively to plan activities. Especially good use is made of the assessments made of children shortly after they start in Reception. Children concentrate

very well and show confidence and independence. They are interested in the activities, enjoy what they do and are confident to talk in front of the older pupils in the class. Learning support staff are used appropriately to support children's learning.

- 16 The quality of teaching in the remainder of the school is good overall, and none observed was less than satisfactory. In Class 1, it is very good because the teacher copes very effectively with the demands of both Foundation Stage and Key Stage 1 children. Teaching of literacy and numeracy is very good in Years 1 and 2. In Years 3 to 6, literacy is taught satisfactorily, with good elements, numeracy is usually taught well. This is because the structure of the National Numeracy Strategy is used well, and the use of a commercial scheme helps to ensure work is usually at the correct level for the mixed age classes. The strengths of teaching are similar throughout the school, though they are most evident for pupils in Years 1 to 4. Although none of the lessons observed was unsatisfactory, there are areas that could be improved, especially for the oldest pupils. Pupils' learning in the lessons observed was mostly good or better and is aided by pupils' very good attitudes to their learning. The high proportion of good or very good quality teaching also helps pupils' good progress. Teachers' subject knowledge is usually good. Younger pupils are challenged very effectively in their work, but in a way which develops their confidence and desire to succeed. Not enough emphasis is given to raising the challenge and expectations for older pupils. This was evident in English and science during lessons, but is also reflected in other subjects in past pupils' work. Expectations in relation to the amount of work to be completed, and the presentation of the work, are not always high enough. Good planning and specific group teaching for pupils in Years 3 to 6 are also helping to improve learning. Many aspects of literacy are well taught, and the introduction of the basic skills programme has been especially effective. Literacy is used satisfactorily in other subjects, with a good emphasis on speaking and listening. Generally, there is less attention given to raising standards in writing than to other aspects of English. The teaching of mathematics is very good in Years 1 and 2, and good for older pupils. It has been helped by the National Numeracy Strategy and the use of a suitable commercial scheme which helps to target work closely to pupils' needs. There is still a need, however, to raise the expectations for more able pupils. Mathematics is often used effectively in science where pupils collect, display and interpret data. Expectations of pupils, in relation to behaviour and attention, are at least good. Pupils are very well managed.
- 17 Lesson planning is mostly good or better and pupils know what they are to learn and why. It does not always, however, make detailed reference to how to raise the standards of work of the oldest or most able. A range of methods is used well, with very effective cross curricular links made. This was very well illustrated in the geography lesson in Class 1 and in the planning for the history topic related to the World War II in Years 3 to 6. Teachers encourage discussion very effectively. The good relationship between staff and pupils is a strength of many lessons. The pace of lessons is mostly good, but there are occasions when pupils could be encouraged to complete more work. Resources, including ICT, are used effectively to support learning. Teachers know their pupils very well and there are many examples of the effective use of assessment during lessons. The quality of marking varies from satisfactory to very good. It is not used sufficiently in Years 3 to 6 to support planning and raise expectations. Homework is used effectively to support learning in most subjects, especially English, mathematics and science. Learning support staff follow appropriate guidance supplied by the teacher when individual groups are taught separately. This is largely effective, although a weakness is that too often children are not given enough responsibility for aspects of their own learning.
- 18 Pupils with SEN receive mostly good support from classroom teachers and other adults. Older pupils have specialist support outside the classroom, although this is not yet targeted at pupils early in the school. Currently, the SEN coordinator's time is spent

working with pupils withdrawn from lessons in Years 3 to 6. The school may wish to review this arrangement, especially as the SEN coordinator does not directly support younger children. Older pupils with SEN make good progress and achieve well in English, mathematics and science. However the pattern of withdrawal, although carefully managed, does mean that SEN pupils miss parts of some lessons in other subjects. The good teaching in the school is helping to improve learning. Pupils are now making better progress and this is resulting in rising standards. Pupils concentrate very well and work hard, as a result learning is good. Acquisition of new skills and knowledge is good across the majority of subjects.

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

- 19 The school meets statutory requirements to teach most subjects of the National Curriculum and the local religious education syllabus. However, the school does not provide for the full National Curriculum in physical education as a lack of facilities restricts opportunities for, in particular, gymnastics. Younger pupils are provided with an appropriate curriculum based on the recommended early learning goals for children in the Foundation Stage. Significant strengths include the pupils' personal development throughout the school and the good provision offered for pupils in Years 1 and 2 and the Foundation Stage. Appropriate schemes of work, taking account of national guidance, are in place for all subjects and these give good guidance to teachers and ensure that pupils develop their skills, knowledge and understanding progressively as they move through the school. A two year cycle of topics has been instigated to acknowledge and provide for the inevitable mixed age classes that this small school has.
- 20 The school sensibly places high priority on improving standards in basic skills and has recently been awarded the 'Quality Mark' in recognition of this work. The literacy and numeracy strategies have been implemented successfully with the effectiveness of strategies for numeracy being good. Particular strengths of both literacy and numeracy are the teaching and achievement of pupils in Years 1 and 2. The curriculum in Years 1 and 2 gives all pupils access to well planned experiences and opportunities, and aims to develop positive attitudes to learning. The impact of literacy planning throughout the school has been successful in developing pupils' speaking and listening skills and in promoting reading skills. However, writing is less well developed and the school does not plan enough opportunities for pupils to write in a variety of ways and across the curriculum. The school ensures equality of opportunity and has an effective policy for promoting this. The curriculum caters equally well for both boys and girls.
- 21 Provision for pupils with SEN is satisfactory overall. A register of SEN is kept by the well qualified and experienced coordinator, and appropriate individual education plans are provided for identified pupils. Identified pupils in Years 3 to 6 have made good progress, but the school's arrangements for identifying and supporting pupils with special educational needs in Reception and Years 1 and 2 do not ensure that pupils are identified early enough and their needs addressed. The use of staff time allocated to SEN does not ensure sufficient support for pupils in Reception and Years 1 and 2, once their needs have been identified.
- 22 The school has improved the quality and range of extra-curricular activities since the previous inspection. Provision is now very good and is a strength of the school. Teachers, parents and members of the community give generously of their time, and pupils and parents alike appreciate the variety of activities offered. Extra-curricular activities contribute positively to pupils' personal and social development and extend their learning in different subjects.

- 23 Good links with the community also enrich the curriculum. These include links with Opus 21, a musical group which regularly works with the pupils, and the vicar of the local church who leads assemblies each week. Educational visits to places of interest, and a range of visitors to the school, help to extend the work pupils do in class and provide them with valuable firsthand experience. Two visits to local Art Galleries were particularly successful in generating different opportunities for the pupils. Members of the local community also help with 'theme days', extra-curricular activities and other events throughout the year. There are also relevant links with other local schools including the on-site pre-school and the secondary school that most pupils will attend.
- 24 Pupils' personal development is a strength of the school and provision has been maintained since the previous inspection. The school has a good ethos in which pupils are valued and staff promote very good attitudes to learning. The overall provision for pupils' spiritual, moral, social and cultural development is good and has been maintained or improved from the level found at the time of the last inspection. Improvements have been made in increasing pupils' knowledge of other cultures.
- 25 The provision for spiritual development is satisfactory. Assemblies provide pupils with opportunities for personal reflection on issues such as 'responsibility'. Spiritual development is also fostered in lessons when opportunities arise but this is not catered for in a planned way as part of the curriculum. There is a strong Christian element to displays around the school. Music at the start of assemblies helps to create an atmosphere for reflection and to promote spirituality.
- 26 Provision for moral and social development is very good and pervades the daily life of the school. Pupils are encouraged to develop a strong sense of right and wrong. The school ethos, based on a strong moral code, ensures that pupils have a very good awareness of the needs and feelings of others. 'Golden Rules' displayed in the classrooms give pupils a constant reminder of this ethos. Very good opportunities are given for pupils to develop a sense of Citizenship and Community, for example, the provision of an elected School Council, where pupils write their own manifestos. Opportunities are provided for pupils to take on a good range of responsibilities around the school. From the youngest age, they are encouraged to help set out and tidy up resources.
- 27 The provision for cultural development is good. Work in history and geography gives pupils good opportunities to look at their own culture, and how people lived in the past. In a planned history topic in Years 3 to 6, they experienced what it was like to live at a time of rationing. In geography, the journeys of Barnaby Bear give pupils a feel of life and food in places such as Italy or Wales. An appreciation of music is encouraged well at the start of the day and in assemblies, and through the adoption of a composer of the week. In Class 1, pupils often work with quiet music being played. Staff often pass on their love of literature, especially poetry, to the pupils by their enthusiastic approach in lessons. The school recognises the narrow experience of living in a small village and is making good efforts and plans to ensure pupils have a good awareness of the multicultural issues and customs. In Class 1, pupils are looking at life in Pakistan and greet their older friends and staff in Urdu when they come into assemblies. In music, pupils in Class 1 were introduced to a number of instruments from a range of cultural backgrounds.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 28 The school provides good care for its pupils and has enhanced the standards outlined in the previous report. The standard of care contributes well towards pupils' very positive attitudes to school. Procedures for monitoring pupils' academic performance and personal development are good. In this small school, staff know their pupils very well.

- 29 Staff know the pupils and their backgrounds very well and provide very good personal care and support. This has a very positive impact on how quickly pupils new to the school settle in. Health and safety procedures are very good. The governors take a very strong lead and have established very good arrangements to identify and deal with potential risks. Good care is taken of pupils, especially the youngest at the end of the school day. Child protection procedures, described in a helpful policy, are very good and the headteacher, as the designated person, ensures all staff are aware of issues and what to do if they have concerns.
- 30 Procedures for monitoring and promoting good behaviour are effective. The use of rewards and praise has a positive impact on pupils' attitudes and behaviour. The wide range of activities available in the playground contributes well to pupils' good behaviour and personal development. Procedures to discourage and deal with bullying, racist and sexist behaviour are also good. Procedures for monitoring and promoting attendance are good. Registers are well maintained and the shortfalls identified in the previous report have been remedied well. This allows the headteacher to be aware of potential issues, such as pupils taking holidays in term time.
- 31 Procedures for assessing pupils' attainment and progress are generally good. The school has taken extensive steps to ensure the accuracy of this information, especially at the end of Year 2. Procedures have clearly improved since the previous inspection. Staff make regular and effective judgements about the quality of pupils' work. School assessments and results of statutory tests are used effectively to provide information and track pupils' attainment and progress. Pupils' progress in English, mathematics and science is monitored well and information used to set whole school targets, and also to set individual targets which are shared with pupils. The use of 'quick' targets in Years 1 and 2 help pupils progress in the short term and raises pupils' awareness of how well they are doing. Assessment information is not yet used consistently to challenge pupils in Years 3 to 6, especially those who are older or more able. Last year, assessments of children in the Reception class were not used to identify, formally, those with special educational needs. Despite this, the class teacher is fully aware of these needs and gives good support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 32 Partnership with parents is very good and has a very strong influence on pupils' attitudes and achievements. The school has worked hard to maintain and improve this partnership since the previous inspection. Almost three quarters of parents, a high proportion, replied to the pre-inspection questionnaire. This level of response is a clear indication of the very good interest they take in their children's education.
- 33 The replies, together with the evidence from the pre-inspection meeting for parents, indicate that parents have very positive views about the school. They feel that their children are made to feel special, teaching standards are good, behaviour and attitudes are very good, the school has strong community links and staff are approachable. Inspection evidence endorses parents' positive views of the school.
- 34 About one quarter of parents feel that they could be better informed about their children's progress. However, inspectors conclude that parents receive very good information about their children's progress, both through annual reports and a very good range of formal and informal contacts. Annual reports provide very good detail on attainment and progress especially in relation to English and mathematics, and give very good information on areas for development and targets for improvement. Newsletters give parents very good information about the life of the school. Termly curriculum newsletters about work to be undertaken are also provided. Homework and reading diaries are used

effectively as two-way communication between teachers and parents. The school is very open to parents; staff are readily available for consultation at the beginning and end of the day.

- 35 Parents give very good help in the classroom and in relation to extra-curricular activities. They give very good support to homework. The Friends of Luckington School provide very good financial support. The great majority of parents ensure their children come to school regularly and promptly, although a significant number have taken their children on holiday during term time in the last year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 36 Leadership and management have improved since the last inspection and are now good. The headteacher is an effective leader and strong manager; she has dealt effectively with the significant burden of almost every member of staff and the governing body changing since the previous inspection. There is a clear educational direction, focused on the need to raise standards further. A strong sense of teamwork persists in the school which all staff are valued. The headteacher and governors give a strong lead in developing the school's positive ethos of care, community, moral and social development and partnership with parents. The staff have worked hard to set targets to enable more of us to be given to standards of achievement by the pupils. This will help governors to monitor and evaluate the school's standards and achievements even more effectively. Governors receive good information from the headteacher about the school's work and its results. The school's aims are increasingly well reflected in its work, with particular success promoting pupils' personal development. In the absence of the headteacher, the other Key Stage 2 teacher, who is also the SEN coordinator, deputises. This is a satisfactory arrangement in the short term, but had an adverse impact last year on the formal identification of pupils with SEN during the headteacher's extended absence.
- 37 Despite joining the school after the previous inspection, the headteacher is responsible for putting in place the action plan. She also had to deal with significant staffing issues, which she did systematically and successfully. The school has made satisfactory progress since the previous inspection, although the headteacher recognises more now needs to be done. The quality of staffing has improved, so that teaching has improved. The school meets the statutory requirements which were not in place last time it was inspected. Pupils' reports have improved, the school has a policy for sex education and unauthorised absences are recorded correctly. The role of staff with respect to monitoring subjects has developed well, and in a sensible manner, given the nature and size of the school. There has been adequate progress in science but expectations are not yet high enough for all pupils.
- 38 The governors have a good appreciation of the strengths of the school and meet their legal responsibilities effectively. Their awareness of some of its weaknesses are less well developed. They support the school well and appreciate especially the value of the school in the local community and how the community can enhance the work of the school. Governors visit the school regularly. They take opportunities to visit classes, and help on various topic days and visits.
- 39 The school development plan is good. It includes action plans for developing the curriculum, reviewing policies, Citizenship, premises, parents and the community. It is a clear reflection of the school's priorities and sets clear objectives and criteria for success. In relation to the National Literacy and Numeracy Strategies, the objectives and criteria are not sufficiently specific on how they will impact on pupils' achievements, in particular the need to challenge all pupils, especially those who are older or more able.

- 40 Priorities for spending are identified well and finances are controlled effectively. Best value principles are applied well. The school has taken very positive steps to obtain best value in relation to services. Arrangements in relation to cleaning, grounds maintenance and catering are very cost effective. In particular, the provision of high quality school meals from the local public house has increased demand from pupils and enhanced local community links. Money allocated in the form of specific grants is generally used effectively, and the strategic use of resources, including finance, is good.
- 41 Pupils' performance is monitored thoroughly. A system for tracking pupils' progress is now helping the staff to set targets for pupils' attainment. Monitoring of teaching and learning is effective. The newly qualified teacher was given good support last year enabling her to become a full part of the team at the school. This has enabled staff to share effectively the co-ordination of subjects and SEN. They work hard as a team to monitor each other's performance, set appropriate areas for development, and provide useful support for their colleagues. The headteacher carries a heavy load to enable her colleagues to have release time to perform these duties, for example scrutinising and assessing samples of pupils' work. The SEN coordinator is well qualified and experienced. Suitable individual education plans are produced for pupils on the register of SEN. These help staff to provide effective support. Last year, assessment of the needs of children in Reception were not completed in sufficient detail. This was related to the SEN coordinator's increased workload during an extended period when the headteacher was absent through illness. As a result, these children's needs have not been met sufficiently, although the class teacher is working hard to give them good support.
- 42 Accommodation, staffing and resources are adequate overall. The school has an appropriate level of teaching staff and adequate support staff, given the very small number of pupils. The school day has been organised very well to ensure that teaching time is used effectively, so that each subject is given adequate time. Expertise of teachers is used well in relation to ICT.
- 43 There is sufficient classroom space, but there are no facilities to enable the school to meet the National Curriculum requirements for physical education fully, especially in relation to gymnastics. The use of teaching time in Years 3 to 6 is not always effective in making the best use of teachers' strengths to extend pupils' achievements. The headteacher has a very high administrative burden, including drawing up details of the annual budget and monitoring of attendance. Resources are adequate for most subjects, except in relation to up-to-date hardware for ICT and gymnastic equipment for physical education. Resources in relation to religious education, especially Christianity, are good.

WHAT COULD BE IMPROVED?

- 44 Attainment in writing, and the presentation of pupils' work, are not yet high enough in Years 3 to 6. There is not enough emphasis on challenging older or more able pupils. As a result, although standards are improving, it is rare for a pupil to achieve the higher standards in English, mathematics or science. Last year, Reception children, with potential special educational needs, were not formally identified and placed on the SEN register. Facilities limit the physical education curriculum, and the full National Curriculum for the subject cannot be delivered.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45 In order to improve standards further, the headteacher, staff and governors should:

- (1) Raise pupils' attainment in writing in Years 3 to 6, and the standard of presentation by:
 - providing more opportunities for pupils to write at length and for a range of purposes;
 - planning the use of writing across the whole curriculum in more detail;
 - encouraging pupils to take more pride in their work and hence raising standards of presentation;
 - using well informed marking to raise expectations of what teachers expect in written work.(Paragraphs 6, 17, 20, 57, 62, 64, 79, 90, 93)

- (2) Improve the challenge for older, or more able, pupils, so that more of them are able to achieve the high levels of attainment by:
 - raising expectations of what these pupils are able to achieve;
 - extending the examples of good planning to ensure the needs of these pupils are more consistently met;
 - using marking to raise expectations of what teachers expect pupils to achieve.(Paragraphs 6, 8, 16, 31, 64, 72, 79)

- (3) Ensure that pupils with special educational needs are identified earlier and, where necessary, placed on the SEN register and given carefully planned support by:
 - using the results of assessment completed during the Foundation Stage to identify children who may have SEN;
 - where appropriate, placing pupils on the SEN register at an earlier stage;
 - planning to provide more detailed support;
 - reviewing the use of staff support time so that more is available for pupils in Reception and Years 1 and 2;
 - reviewing the pattern of withdrawal of pupils in Years 3 to 6 who have special educational needs.(Paragraphs 8, 18, 21, 41, 47, 49, 65)

- (4) Review the provision for physical education and strive to ensure that pupils have full access to the National Curriculum for the subject as soon as is possible.
(Paragraphs 7, 43, 104, 105, 106)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	9	3	0	0	0
Percentage	6.25	18.75	56.25	18.75	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	42
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	3.8
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	2 (4)	2 (5)	4 (9)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (100)	100 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	100 (89)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

* Individual data omitted as there were fewer than 10 pupils in each year group.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7 (2)	0 (2)	7 (4)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	57 (50)	57 (25)	86 (50)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	57 (50)	57 (50)	86 (75)
	National	72 (70)	74 (72)	82 (79)

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

* Individual data omitted as there were fewer than 10 pupils in each year group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	36
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.8
Number of pupils per qualified teacher	15
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	25

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contracts less than one term (FTE)	0.0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	165239
Total expenditure	157005
Expenditure per pupil	3341
Balance brought forward from previous year	9272
Balance carried forward to next year	17506

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	43
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	45	0	0	0
My child is making good progress in school.	35	45	10	3	6
Behaviour in the school is good.	65	35	0	0	0
My child gets the right amount of wdk to do at home.	29	52	10	3	6
The teaching is good.	42	55	3	0	0
I am kept well informed about how my child is getting on.	32	42	23	0	3
I would feel comfortable about approaching the school with questions or a problem.	61	32	6	0	0
The school expects mychild to work hard and achieve his or her best.	55	39	3	0	3
The school works closely with parents.	32	52	6	6	3
The school is well led and managed.	42	52	0	6	0
The school is helping my child become mature and responsible.	52	42	0	3	3
The school provides an interesting range of activities outside lessons.	55	29	10	3	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

- 46 The previous report indicated that children made satisfactory or good progress and achieved the expected standard. This was due to effective organisation and satisfactory or good teaching. The school has been successful in improving provision for children in Reception and the requirements of the Foundation Stage have been introduced well. Teaching is now consistently good, and much is very good. This results in children making good progress, often from a below average base. Teaching is effective in promoting the development of skills across all areas of learning, but in particular in literacy, numeracy and personal, social and emotional development. Children are admitted to Reception at the beginning of the academic year of their fifth birthday. Most start fulltime, and the few, younger part-time children become fulltime by January. At the time of the inspection, there were five fulltime and two parttime children in the class, which also contains pupils from Years 1 and 2. The parttime children attend in the afternoon. Almost all the children attend a preschool group which meets in a building on the school site. This means that children are very familiar with the school before they start and this helps them to settle in easily. These close links also have a positive impact on children's personal development. Good links are established with parents, with home visits being offered and the provision of relevant introductory information. Daily contact is maintained once children start in Reception, and is aided by the use of homework especially reading.
- 47 The small number of children in a year group means that the standards of attainment on entry can vary considerably from one year to the next. Assessments are completed shortly after children start in Reception. These assessments, completed between 1998 and 2000, show that, when they start Reception, attainment is below average for children of their age. However the variation is demonstrated by the fact that those entering last year were well below average, while the previous year was average or a little above. Weaknesses are most common in the areas of reading, writing, number and personal development. Well organised, but challenging, activities, matched to the needs of the children, and sensitive support mean that children make good progress across the majority of areas of learning. Lack of suitable facilities restricts aspects of physical development. By the end of the Foundation Stage, the majority of children in Reception currently are likely to meet or exceed the Early Learning Goals. Last year's intake achieved a little less well, and ranged from below to above the standard expected.
- 48 A good curriculum is in place, which covers all the areas of learning for children under six. All children have good access to the curriculum and benefit from a wide range of activities. As pupils from Years 1 and 2 are also in the class, careful consideration is given to ensuring that Reception children have learning activities well matched to their needs. Good arrangements ensure that, after whole class introductions, they generally have their own adult support. Each day children have time to exercise some choice in their activities and learn through purposeful play. The teacher gives a strong emphasis to personal development, having recognised this as a weakness when she took over the class a little over a year ago. This emphasis is not at the expense of other areas of learning. The curriculum has therefore improved since the previous inspection.
- 49 Teaching is very good overall, and none less than good as seen during the inspection. The teacher is especially skilful in meeting the needs of all the children in her class. Good arrangements ensure that Reception children have a full range of experiences which interest them at their level. In all areas of learning, teaching is at least good. The teacher has good expertise; she has a clear understanding of the needs of young children, and of the national guidance. She teaches the basic skills of literacy and numeracy very

effectively, and is adept at using any learning opportunity presented during a lesson to full effect. As a result of this clever linking of different areas of the curriculum, children's learning is enhanced. She has a calm manner which helps to develop children's confidence at school, but combines this with firm management and high expectations of behaviour. Other adults in the class are used appropriately to support children's learning. Good procedures for assessing children's progress help to ensure children are challenged and make good progress. The teacher knows which children require additional support but, last year, none were formally placed on to the school's register of SEN. Owing to the good planning and effective teamwork, all children are offered a wide range of activities to help them make progress; inclusion is very well promoted.

- 50 Accommodation and resources available are satisfactory, except that children do not have access to a hall for physical education activities. The very good teaching and wide range of learning experiences prepare children well for the remainder of their time in the school. The improved provision should help the school to raise standards when children reach the age of seven and eleven.

Personal, social and emotional development

- 51 When children enter the school, their attainment in this area tends to be below that of most children of their age. Children's personal, social and emotional development is given high priority to very good effect. They make good or very good progress and almost all are likely to reach, or exceed, the Early Learning Goals. The good progress is due to very well organised teaching throughout the whole school day. Children are encouraged to take turns and work with a partner, which they do with increasing confidence, although a few of the younger children still find this difficult. Owing to interesting tasks, and a good range of resources, children are developing concentration and perseverance. They have a confidence to answer questions and to contribute to whole class activities. During direct teaching activities, the teacher is very effective at using questions and inviting children to contribute their own ideas. When sitting on the carpet, children are encouraged to listen carefully, to both the teacher and other children. Most children behave very well and have already developed positive attitudes to school and an understanding of the importance of the school rules. The children respond well to the challenge to get the room cleared and tidy before the sand timer runs out; they join in with gusto helping the older pupils in the tasks.

Communication, language and literacy

- 52 On entry to the Reception class, children's communication, language and literacy skills vary from year to year, but overall are a little below those of children of a similar age. Teaching is very good in this area, children are supported very well and encouraged to speak to the whole class. The questions the teacher uses encourage children to extend their replies. Children make good progress and, by the end of the Foundation Stage, most will attain or exceed the Early Learning Goals; this was not the case for children currently in Year 1. Good opportunities are taken by the teacher and other adults to increase the range and use of children's vocabulary when they are completing a wide range of tasks planned. Through the effective use of individual sessions with books, children make good progress. They handle books carefully, know that the pages are turned from right to left, and understand the difference between words and pictures. All children know that print carries meaning. Lower attaining children recognise some individual words. Higher attaining children already read stories confidently and talk about what they have read. Very good teaching is helping children build up their phonetic skills, so that they are sounding out words. By the end of Reception, all children write their own name and simple sentences. Higher attaining write more complex, understandable sentences, with spellings that are recognisable, and in some cases, accurate. The arrangements for teaching literacy are very good. Whole class teaching introduces children to important areas such

as stories, words, letters and sounds. Roleplay activities are also effective at promoting speaking and listening skills.

Mathematical development

- 53 Children who joined Reception this year display attainment that is about average compared with that of children of a similar age. This standard is higher than last year. Provision for the development of mathematical skills, including number and associated language, is very good. Children make good or very progress and almost all will achieve, or exceed, the full range of expected outcomes by the time they enter Year 1. Through very good teaching and well organised practical activities, such as pattern games and measuring activities, children successfully extend their understanding and use of mathematical vocabulary. In a well focussed session with the teacher, children consistently used the terms longer than and shorter than correctly when comparing lengths of straws. Mental warmup activities promote quick, accurate recall of simple number facts, and by Year 1 children can add numbers up to 20. The highest attaining children can already count to ten and recognise their numerals. Average attaining children create patterns using two different colours of crayons. Most children recognise two dimensional shapes such as square, rectangle and triangle, and this is helped because the teacher reinforces learning when talking about the symbols used on a tape recorder or the shape of different parts of the Pakistani flag. They use shapes and a range of colours which they know to create pictures.

Knowledge and understanding of the world

- 54 Provision and teaching for children to develop knowledge and understanding of the world around them are very good. Children enter Reception with attainment that is about average compared with that of children of a similar age. They make good or very good progress and, by the time they reach the end of Reception, they should reach, or exceed, the standards expected. Children explored the properties of materials, while developing skills of observation and communication. Good use of questions helped them describe what they saw and what they felt like. Learning about light was extended when the teacher reminded children of the words transparent and opaque. Children have a very good awareness of locations overseas, partly through the journeys of Barnaby bear, and because the teacher uses different languages, such as French when sending them out to play. Children were fascinated when the teacher dressed in clothes from Pakistan and with the foods that the teacher had brought in. The lesson ended with children producing Mehndi patterns on paper, having drawn around their hands. Good use of the local area helped children understand that houses in the village were made of different materials, depending on how old they were. In religious education, children were introduced to some of the events leading up to Easter. Reception children were not observed using the computer, but good organisation helped them to understand how to use a tape recorder and they were often observed listening to music through headphones.

Physical development

- 55 No direct teaching of physical development was observed, although activities in the classroom promoted good progress in control. When children join Reception they have satisfactorily developed movement skills. Their skills in working with and controlling pencils and crayons are less good, and about half the children find difficulty in holding a pencil or crayon correctly. On the other hand, other children control crayons very well when colouring in patterns or pictures. The lack of a hall and suitable resources limit the development of the physical skills associated with simple gymnastics. Access to large ride-on toys is provided by using resources of the preschool group. The teacher ensures, however, that use of these resources does not merely repeat previously learned skills.

This was illustrated in the plans which required children to follow a line when riding a toy, and also the need to buy 'petrol' using real money. Dexterity is developed through handling objects, such as sand, jigsaws, puzzles, dolls and construction apparatus. Opportunities are planned carefully for children to use paint brushes, pencils and crayons for making marks, writing or drawing pictures. By the time children enter Year 1, most will attain the Early Learning Goals but, because of the lack of suitable facilities, few will exceed them.

Creative development

- 56 When they enter school, the attainment of children in this aspect is around that expected for their age. Good teaching encourages children to use a variety of media, including paint, pencils, crayons, materials and recycled objects. Following a very good introduction by the teacher, the classroom assistant gave children good support when they drew round their hands and used small sticks and orange paint to create their own Mehndi patterns. Children also use an art computer program well to create pictures of fish to help decorate the boat roleplay area. This aids the development of children's creative ideas well. Dressing-up clothes also assist, but also support learning in other areas, for instance Pakistani clothes are now to be included. Children listen to music which the teacher plays during practical activities. They enjoy joining in singing during assemblies. In an excellent music lesson, the children demonstrated good knowledge of a range of musical instruments and joined in a performance of 'Tiny Caterpillar' with enthusiasm. The lesson also successfully used the ICT skills of using a tape recorder taught previously. By the time children enter Year 1, most should achieve the Early Learning Goals.

ENGLISH

- 57 In National Curriculum tests in 2001, Year 2 pupils achieved the expected average for reading and writing. Pupils' performance at Year 6 for the same year show that English results, whilst slightly improved since 2000, were at the expected level for 57 per cent of pupils, but below average for the remainder. In each year group, data are for a very low number of pupils and comparative grades are not appropriate.
- 58 The results of all children have been looked at carefully to see if there has been some under performance. There is significant evidence to suggest that earlier assessments in Year 2 were unreliable and so improvement in standards is difficult to assess accurately. Progress in reading is good and the school has improved in this area since the last inspection. Performance in writing, by Year 2, is satisfactory, but no pupils achieved the higher Level 3 in Year 2 in the 2001 National Curriculum tests. By the end of Year 6, writing standards are not high enough.
- 59 When pupils begin the National Curriculum their skills in communication, language and literacy skills are slightly below those expected for children of their age. Across each key stage, there appears to have been some fluctuations in progress. This is linked to changes in teaching staff. However, the validity of assessments made in Year 2 in previous years also means that comparisons are unreliable. The evidence of pupils' work shows current Year 2 pupils are well above average in reading and speaking and listening, and above average in writing. Pupils in the present Year 6 display attainment that is about average, but reading is better than writing. Progress at Years 1 and 2 is good as a direct result of very good teaching.
- 60 Pupils' speaking and listening skills are well above average by the age of seven. Infant pupils listen intently to stories and to instructions, they ask questions of the teacher readily, and join in discussions willingly. Answers to questions are sensible and thoughtful and the pupils share their ideas very readily in class discussions. An example of the confidence of infant pupils in speaking and listening was the 'hot seat' activity in a literacy

session when pupils engaged in a question and answer game with mother pig whose house had been blown down by the big, bad wolf. The standard of role-play and its impact on the pupils' learning was very good. The pupils' recall of the story was clearly evident in their questions and the answers given by mother pig. By the age of eleven, standards in speaking and listening have been maintained and pupils show confidence in lessons and when speaking to adults both in the classroom and elsewhere. In a junior religious education lesson, the pupils demonstrated their ability to articulate their understanding of the world and what makes a 'perfect' world. Their discussions with the teacher improved their understanding of the world, and the strengths and weaknesses of our present world. Pupils throughout the school participated well in an assembly led by the local vicar. They responded to his questions and showed good understanding of the story and how well they had listened to the detail.

- 61 By the age of seven, most pupils' reading skills are well above average. Higher attaining pupils have mastered a range of strategies for reading and they read accurately and with good expression. All make good use of their knowledge of phonics (letter sounds) as they read their books and study shared texts used in the literacy hour. Pupils at seven recall and recount what happened previously in a story and often predict what will happen next. Infant pupils enjoy reading and describe their favourite authors. All pupils read regularly with teachers, support staff and at home. There is good parental support and a very useful home/school reading diary system, all of which contribute to the success the infant pupils are achieving. Although by the age of eleven, pupils' skills in reading have also developed well, and they read confidently, few have developed skills of choosing books according to their own particular interests. In discussion, not many pupils in the juniors could identify favourite authors. Reading skills are developed in lessons in the literacy hour and at specific reading times each day. As with the infants, good use is made of the home/school reading diary. By the age of eleven, pupils' knowledge of classical children's tales is satisfactory. They enjoy poetry, and name some famous poems which they have enjoyed. Poetry was well used as a vehicle for looking at similes in a junior lesson and pupils compared two poems explaining differences and similarities between the two. Most junior pupils know about the functions of a library, but few appear to have regularly used the school library independently for research purposes.
- 62 Pupils' attainment in writing at the age of seven is slightly above national expectations, but it is only just satisfactory overall at the age of eleven. For older pupils, there is little high attainment. In the infant class, pupils write for a suitable range of purposes. They compose their own stories, recall those they have heard, for example The Three Little Pigs and the Big Bad Wolf, review books read and write descriptions of other places. Most pupils in Year 2 produce stories which are of a good length, sometimes with exciting action and a satisfying ending. Most infant pupils use basic punctuation confidently and present their work well with clearly formed handwriting. By the age of eleven, pupils have a good understanding of basic grammar, including different tenses, and use the structure of standard English. Junior pupils plan stories with attention to characters, development of plot and ending, but there is too little extended writing where pupils have drafted and re-drafted the piece. Skills are lower than expected in refining, and sometimes reshaping, writing to ensure that there is clarity for the reader. The presentation and handwriting of most junior pupils are not good enough. Often work is poorly presented and this affects the standard of writing produced. Not enough opportunities are provided for pupils to develop extended writing, which encourage them to write for a real purpose, and to develop writing skills in other subjects.
- 63 Pupils have very good and positive attitudes to their work and they join in all activities conscientiously. In lessons, pupils relate well to each other and share ideas and books cooperatively. Behaviour is consistently very good. These attitudes have a positive effect on learning.

- 64 During the inspection, the quality of teaching was good overall. In the infants the teaching was very good with lessons planned according to the requirements of the National Literacy Strategy. The teacher demonstrated excellent management of the pupils and a very good awareness of their needs. She successfully integrated the full age range and wide ability spread into her class, showing good subject knowledge. During the lesson on sequencing, the teacher gained a very positive response from the pupils. They were highly involved in the work, sustained concentration and achieved very good behaviour. The teacher made effective use of role play to recall a story and then set an excellent range of well matched activities for the pupils. She made good links with ICT skills from a previous lesson by encouraging pupils to record the story on the tape recorder. The teacher's positive relationships with all the pupils in the class, and her firm understanding of their needs, ensure that very effective learning takes place. In the juniors, the teaching was satisfactory and, in one lesson, good. Basic skills are taught properly and particularly well. In better lessons, the whole class sessions at the beginning of the literacy hour are well taught, helping pupils to recall previous work done and sharing the learning objective for work to come. In one lesson, good links with other subjects were made, particularly ICT, with pupils using the computers to construct their own poems. Particular strengths of the teaching are the planning of work, which is good in all classes, and teachers' management of pupils, which is very good. The quality of teachers' marking, particularly in the juniors, is not consistent. Marking does not always tell individual pupils what they have done well and what needs to be improved.
- 65 The assessment of pupils' progress in reading and writing is done regularly and the information is used to set targets for all pupils. Pupils with special educational needs are supported satisfactorily to make sound, and sometimes good, progress by the age of eleven. However, pupils would benefit from more detailed planning of the adult support. Opportunities for higher attaining pupils are not as well defined. The identification of these pupils is at an early stage, with two pupils in Year 4 being taught in the Year 5/6 class for literacy. Not enough thought is given to planning to meet the needs of higher attaining pupils, both regards to enriching provision and raising standards. Pupils are given spelling lists regularly and complete other homework tasks, all of which are assisting in raising standards.
- 66 The subject co-ordinator has a good understanding of the needs in this subject, particularly in writing. She is well supported by other staff in the school and samples of pupils' work are scrutinised each term. An appropriate action plan is in place to address areas of weakness and the school is well placed to increase standards in English.

MATHEMATICS

- 67 The low number of pupils in each year group makes the detailed analysis of assessment data unreliable. From 1996 to 2001, at the end of Year 2, attainment recorded in National Curriculum tests has been below the national average, and has tended to decline. Taking account of the nature of the group of pupils last year, there was a good improvement in pupils' achievements. Over the period from 1996 to 2001, at the end of Year 2, attainment recorded in National Curriculum tests was about average, or a little above. Comparisons with similar schools are inappropriate because of the low pupil numbers and the fact that the free school meal figure does not give an accurate picture of the school's intake. Similarly no reliable comparison can be made between the attainment of boys and girls.
- 68 The previous inspection found that attainment was average at the end of both Years 2 and 6. Inspection evidence indicates that attainment in Year 2 is higher this year, and that it is close to average by Year 6. There is, however, little high attainment when pupils leave the school. Overall, by Year 2, the school has improved at a similar rate to that seen nationally, but has declined in Year 6, mainly because the most able pupils are not

consistently challenged to achieve higher standards. Teaching, which was previously described as good in Years 1 and 2, and sound in Years 3 to 6, has improved. It is now very good for the younger pupils and good for older ones.

- 69 During Years 1 and 2 pupils make good progress. The quality of teaching now seen is leading to steadily improving progress. As a result, pupils are generally achieving average standards, or better. By the end of Year 2, most pupils understand simple fractions, such as a half and quarter. They are confident when adding numbers to 100 or higher. Pupils know a range of two and three-dimensional shapes, and discuss their properties correctly, such as the differences between rectangles and squares. They measure accurately using nonstandard units and in metres, and use related vocabulary correctly. Virtually all pupils recall number facts quickly and accurately. No pupil in these years has been formally identified as having SEN. However, the class teacher has realised that some of the pupils in Year 1 do have specific learning needs and is planning well to meet them.
- 70 Group teaching is helping pupils acquire satisfactory numeracy skills by the end of Year 6. Learning is helped by well organised lessons. Although there was no high attainment, pupils in Year 6 last year handled numbers accurately, multiplying three digit numbers correctly and dividing numbers accurately, including when the answer included a remainder. About half the pupils were confident with numbers to two decimal places, and there were examples where they correctly interpreted negative numbers. They had a sound understanding of fractions and symmetry. Current pupils in Years 5 and 6 use their number skills accurately when tackling problems using the four rules of number. About half are not yet quick in their recall of mental number facts, such as multiplication tables. They draw and interpret simple block graphs, histograms and bar charts satisfactorily, although the techniques they use do not always aid speed or accuracy. In Years 3 and 4, pupils are generally confident in using the four rules of number to hundreds, and often beyond. They know the characteristics of some two and three-dimensional shapes. Most pupils, including those with special educational needs, are now making better progress than in the recent past and achieving satisfactorily. The most significant weaknesses are that pupils are not quick and accurate when recalling number facts, such as from multiplication tables, and more able pupils are not yet achieving the higher standards.
- 71 Throughout the school, pupils enjoy their mathematics. Their attitudes are often very good, illustrated by the interest and concentration evident when younger pupils were engaged in practical measuring tasks. Similarly, older pupils concentrated very well when completing graph work. Pupils quickly settle to group tasks after the initial introductions associated with the National Numeracy Strategy. Behaviour is very good in both whole class and group activities. Pupils often have a good awareness of what they have done, for instance a pupil in Class 1 wondered why another pupil's measurements of the boat differed from his. The teacher used this opportunity well so that the class realised that one had measured the height, and the other the length.
- 72 The quality of teaching is never less than good and there is evidence of some very good teaching, particularly in Years 1 and 2. It is good overall throughout the school and this is helping to promote effective learning by the vast majority of pupils. Teaching usually reflects secure subject knowledge and clear explanations. Very good relationships within classrooms also aid pupils' learning. Teachers have implemented the National Numeracy Strategy effectively and this has helped to raise teaching quality. The effective use of a commercial scheme has also helped to ensure work is generally pitched at an appropriate level for the pupils concerned. The division of Class 2 into two groups is helping to match work more closely to pupils' levels of attainment. Not enough thought has yet been given to how to ensure the most able pupils are consistently challenged and helped to attain higher standards. This is the main reason why the teaching is not judged to be very good. All pupils are involved in whole group sessions, aided by teachers' effective use of

questions and the carefully planned use of mini white boards for each pupil. Pupils are encouraged to use their numeracy skills in other subjects, such as for recording data, drawing and interpreting graphs in science. Marking is complete and accurate in most respects. However, errors in spelling of mathematical terms are not corrected sufficiently and comments are not used enough to help raise expectations of pupils, in relation to their level of work or their presentation. Unlike medium and long-term assessment, marking is not used sufficiently to inform detailed planning. Learning support staff follow appropriate guidance supplied by the teacher when individual groups of young pupils are taught separately. This is largely effective, although a weakness is that too often children are not given enough responsibility for aspects of their own learning, for instance when the adult writes on the board children's estimates and measurements rather than allowing them to do this themselves.

- 73 The pupils follow a curriculum which is based on the National Numeracy Strategy. Teachers ensure that all pupils, irrespective of their age, are usually fully involved in the introductory whole class session. Increasing use is made of numeracy in other subjects, and there are plans to extend this further, such as in aspects of geography. Assessment procedures are good, extensive and used consistently. In particular, the headteacher's careful tracking of pupils has helped to set specific targets. They give very good detail about each pupil's attainment. Mathematics makes a sound contribution to pupils' personal development. In particular, pupils often have opportunities to cooperate and work in pairs or groups. Leadership of the subject is good, and helped because staff work very closely together.

SCIENCE

- 74 The low number of pupils in each year group makes the detailed analysis of assessment data unreliable. From 1996 to 2001, at the end of Year 6, attainment recorded in National Curriculum tests has been below the national average, and has tended to decline, although not as greatly as in English and mathematics. Taking account of the nature of the group of pupils last year, there was a good improvement in pupils' achievements. In 2000 and 2001, at the end of Year 2, attainment recorded in the teacher assessments was about average. Comparisons with similar schools are inappropriate because of the low pupil numbers and the fact that the free school meal figure does not give an accurate picture of the school's intake. Similarly no reliable comparison can be made between the attainment of boys and girls.
- 75 The previous inspection found that pupils attained standards that were average by the end of Year 2, but below the level expected by Year 6. Teaching was good in Years 1 and 2, but there were weaknesses in Years 3 to 6. Inspection evidence indicates that there has been an improvement. Attainment is above average by the end of Year 2, and teaching here remains good. Attainment is now rising by Year 6 and achievement is better, and teaching for Years 3 to 6 is satisfactory. More attention is now given to developing pupils' scientific skills, but there is still not enough challenge to ensure greater progress by the oldest and more able pupils. Improvement has been satisfactory.
- 76 By the end of Year 2, pupils acquire good knowledge and skills. They know about simple circuits, what is required to make a bulb light and apply this knowledge when making a lighthouse. Good teaching helped pupils explore the properties of materials, while developing skills of observation and communication. They were asked 'Which of our ingredients is liquid?' and 'What does it feel like?' to help them develop their ideas. They observe closely, and record accurately which materials let light through and which block light. During a geography lesson, learning was further consolidated as the teacher reminded pupils of the words transparent and opaque.

- 77 During Years 3 to 6, the teacher builds satisfactorily on the improved standards now achieved by Year 2. Lessons are more successful in meeting the needs of the younger pupils in the class than those in Years 5 and 6, and it is for this reason that, while pupils now generally attain the expected standard, it is rarely exceeded. Pupils' scientific knowledge expands satisfactorily so that, by the end of Year 6, attainment is generally about average. They know the role of the skeleton, explain simple life cycles and, in the best work, show a good understanding of the link between the position of the sun and the direction and size of a shadow. They use symbols to illustrate a simple electrical circuit, but these are not demanding enough, nor are they always scientifically correct. The school now gives better attention to developing pupils' skills. They know the elements of a fair test, and how to observe and record results. They are beginning to use their numeracy skills satisfactorily to support their learning in science. There are, however, few opportunities when the older pupils design and carry out their own experiments, which would help to raise attainment further. Last year, Year 6 pupils with special educational needs made good progress because of the careful teaching of scientific facts, and virtually all achieved the expected standard.
- 78 Pupils enjoy their science, younger pupils were fascinated when making play dough as part of their work on materials, and older ones took pleasure in looking at the structure of plants. Their attitudes to science are very good; illustrated by the interest and quiet when pupils in Years 3 to 6 examined flowers and started making observational drawings. Behaviour is very good in both whole class and group activities. Pupils are keen to contribute to discussions and enjoy sharing their ideas.
- 79 The quality of teaching is good for the younger pupils, and satisfactory for those in Years 3 to 6. This has improved, in particular, in the development of pupils' scientific skills and because learning intentions are clearer. Learning is good in Class 1, and satisfactory in Class 2, although better for those in Years 3 and 4 than Years 5 and 6. In Class 1, the teacher and adults work very well together to provide pupils with a stimulating experience. Questions are used very well to extend pupils' learning. In addition, scientific ideas are developed incidentally, but in a skilful way, in other lessons. In Class 2, learning is aided by the teacher's secure knowledge and clear explanations. However, not enough thought is given to making sure the older pupils are consistently challenged. This was evident in the lesson studying plants, older pupils were not moved on quickly enough to consider the structure of flowers and the role of each part. Pupils' previous work also indicates that the older pupils' tasks are not sufficiently challenging. The teachers provide an appropriate range of equipment, organise groups effectively and encourage pupils to explore the materials provided. Teachers throughout the school are beginning to make more use of pupils' literacy and numeracy skills to promote learning in science, but this could be expanded greatly to help pupils achieve higher standards by the end of Year 6. Pupils are managed well. Marking is satisfactory, but not enough thought is given to using comments to raise expectations, and key scientific words which are spelt wrongly are not corrected.
- 80 The pupils follow a broad curriculum, and there has been an improvement in the balance between the development of knowledge and skills. The school bases its work on local authority guidance and its own planning; these provide a secure base on which to build and to promote higher attainment. Effective links are made with other areas of the curriculum, for example the planned use of pupils' knowledge of electrical circuits was used when making a lighthouse. Assessment is good, with staff having a clear picture of where different pupils are. This information is not used sufficiently to ensure all pupils are consistently challenged. Science makes a good contribution to pupils' personal development. In particular, pupils are encouraged to work together and share resources, although more opportunities could be developed to encourage reflection, for instance about the wonder of nature. Leadership of the subject is good, and helped because staff work very closely together.

ART AND DESIGN

- 81 No lessons were observed in art and design therefore secure judgements could not be made. Other evidence was obtained by an analysis of pupils' work, photographic evidence, teachers' planning and discussions with staff and pupils. In the work seen, most pupils attain standards that are expected for their age. Standards are similar to those seen in the last inspection.
- 82 The main strength in art and design is in two-dimensional work, particularly where teachers have urged pupils to explore pencil sketching techniques alongside experimentation with ideas. Visits to Swindon and Bath Art Galleries provided pupils with a range of experiences, including reproducing abstract art using different materials. The quality of work produced from these visits showed a good variety and workshops included 'pastel work', 'colours, texture and form' and 'small object' art. The pupils clearly enjoyed these visits and talked enthusiastically about the work they had completed. Some good examples of observational drawing were also available and these were of a high standard in the junior class.
- 83 The school is making good use of a national scheme to guide teachers' planning and preparation. Overall, pupils' work on display and in portfolios shows that they concentrate well and use their good progress in sketching techniques as a basis for developing work in other media. Little evidence of three-dimensional work was seen apart from some painting on pebbles. No clay work was evident and few examples of printing, apart from some good work in the infant classroom. This low representation of three-dimensional work reflects a somewhat narrow art experience. There are not enough opportunities for pupils to develop skills in clay, printing and with textiles. The quality of pupils' work indicates that teaching is at least satisfactory.
- 84 Leadership in the subject is undertaken enthusiastically and the coordinator has a clear view of what needs to be developed. Planning systems are good and the portfolios of work offer an opportunity to develop assessment, so that pupils can gain a clearer picture of how to improve their skills. Some use of ICT has been instigated and there are some planned opportunities for art and design to support work in other subjects.

DESIGN AND TECHNOLOGY

- 85 No lessons were observed during the inspection therefore secure judgements could not be made. Standards of pupils' work meet expectations overall and evidence was also gathered from teachers' planning and discussions with them. Examples of pupils' finished work were seen as well as design drawings and the school's resource provision. The scheme of work and planning are based on national guidelines and time allocations for the subject are tight. In spite of this, teachers are providing pupils with practical learning opportunities. As a result, progress in pupils' knowledge, skills and understanding of the subject is generally satisfactory.
- 86 Good work in design and technology includes making a structure stable by constructing a free standing frame. Pupils had explored a wide variety of frames and investigated their properties before beginning the design process for their own structures. Planning reveals that the appropriate stages in the design and make process were to be studied thoroughly and pupils would be encouraged to evaluate and improve on their work. In the infant class, evidence of the teacher contriving enjoyable design opportunities was evident. Some highly motivating scenarios related to familiar stories, like Joseph's coat, are used in the infant class. Food technology is represented well throughout the school with infant pupils planning different sandwiches and junior pupils making food contributions for school fêtes. Use of textiles and sewing is also well represented and pupils talk about some of their activities in design and technology confidently.

87 The co-ordinator for the subject is working hard both to improve the quality and breadth of experience for the pupils and the resources available. She is well supported by other staff who all recognise the importance of the design process. Design and technology has been well represented in the school's 'theme days' and there has been satisfactory improvement since the last inspection. The school is well placed to continue to succeed.

GEOGRAPHY

88 The previous inspection report indicated that attainment at the end of both Years 2 and 6, and teaching, were satisfactory. The school has made satisfactory progress since then. Standards are now above average by Year 2. They remain similar by Year 6. Teaching has improved, and the enthusiasm of teachers stimulates interest in lessons. Aspects of the curriculum in Years 3 to 6 can be improved further.

89 By the time pupils leave the school, at the end of Year 6, attainment is about average. They have a secure understanding of some of the features of the water cycle. They know that locations around the world vary, having studied parts of the United Kingdom and India. They understand the importance of orientation when using maps. Pupils in Years 1 and 2 have a very good awareness of a range of countries, partly through the journeys of 'Barnaby' bear. Through this they have a knowledge of countries such as Italy, Spain and Wales. All pupils follow routes on maps well, and those in Years 1 and 2 use simple letter and number co-ordinates correctly. All pupils, including those with special educational needs, make similar progress.

90 In the lessons observed, pupils enjoyed their geography. However, older pupils do not refer to it as one of their favourite subjects. In the lesson in Years 1 and 2, pupils were captivated when the teacher dressed in clothes from Pakistan. This stimulated their interest, and a wide range of tasks ensured very good behaviour and good discussion. The very good teaching in this lesson promoted learning across a range of subjects. Pupils used the computer to find out the capital of Pakistan, and discussed two dimensional shapes when looking at the Pakistani flag. The lesson ended with pupils examining photographs of Mehndi patterns, which they then tried out for themselves. The teaching in Years 3 to 6 was good. Well organised resources helped to promote learning about the structure of maps and the importance of orientation. It did not, however, introduce the need for maps to include a clear direction, such as a symbol for north. The tasks that followed were well matched to the range of pupils in the group. Literacy skills are used satisfactorily, but not enough attention is given to extended writing and the use of numeracy in geography. Pupils with SEN have made satisfactory progress, but their experiences are more limited owing to the pattern of withdrawing them for small group, English support.

91 The geography curriculum is satisfactory. Its main strength is the study of the local area, together with other locations in the United Kingdom and overseas. For younger pupils, it is enriched by hearing about the journeys of 'Barnaby' bear. These are used well to introduce aspects of culture linked to the countries visited. Following Barnaby's journeys, pupils cooked food, such as pizza and Welsh cakes, from where he had been. From an early age, children are introduced to maps and this helps them to follow routes well. Map work is now to be extended to include co-ordinates, grid references and the use of scale, all of which would also enhance numeracy work. In addition, although a range of localities is studied, opportunities to compare localities, for instance about their climate, temperature, rainfall, economy and life styles, are not developed sufficiently. Assessment of pupils' work is satisfactory. A young member of staff, now in her second year of teaching, recently became responsible for the subject; she has already identified the need to improve areas of the curriculum, in particular the systematic development of pupils' skills.

HISTORY

- 92 The previous inspection indicated that the standards achieved by pupils were about average by both Years 2 and 6. No teaching was observed, but it appeared generally satisfactory. A good improvement has been achieved since then. Pupils' work is generally above average and, judging by the very positive response of pupils to history, teaching is at least satisfactory, and probably better. Pupils' learning of both historical knowledge and skills is promoted well.
- 93 By Year 2, pupils develop a good understanding that change has occurred over time. Their skills of historical observation were developed well when they compared types of houses in the locality, for instance the differences in the number of windows and doors, or whether they were built of stone or brick. When they produced a collage of a Victorian bather, they showed a good awareness of the different clothes used in Victorian times. By the end of Year 6, pupils have a good knowledge of life in Anglo-Saxon, Roman and Victorian times. The uncertain nature of historical evidence was emphasised when pupils were required to produce a picture of a 'costrmonger' from a written description. Although pupils' work had similarities, there were also marked differences, indicative of individual pupils' responses. Literacy skills are used effectively, such as when pupils wrote about life as a worker in a Lancashire cotton mill. The quality of the pupils' historical work is, on occasions, marred by poor presentation. All pupils, including those with special educational needs, make good progress.
- 94 Pupils enjoy their work in history, and were animated when talking about what they had studied. Although no lessons were observed, it is clear that teaching is at least satisfactory, and probably better, throughout the school. A significant strength in the teaching is the way in which teachers skillfully relate the work to other subjects, helping to make history relevant. In Class 1 this was illustrated by the links with science, and art and design, when producing the collage of the Victorian bather. In Class 2, pupils look at Anglo-Saxon music and, as part of a topic about World War II, very well planned provision incorporated aspects of history in virtually every subject. Numeracy skills were extended by the planned measuring of food ration portions.
- 95 The curriculum is well planned, giving pupils the chance to learn about national and world history, as well as developing historical skills. Good links are also made with the local environment. The history curriculum is greatly enhanced by links with other subjects. History makes a good contribution to raising pupils' awareness of cultures from the past. Assessment of pupils' work is satisfactory. A young member of staff, now in her second year of teaching, recently became responsible for the subject; she has already formulated ideas on how to improve the subject further.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 96 The previous inspection indicated that pupils' attainment was above average. The teaching ranged from satisfactory to good. The school has maintained this position in the areas seen, despite increased demands in ICTA new curriculum, with a good focus on communication, is taught by one teacher throughout the school. A strength of ICT is its use within many subjects of the curriculum. Prior to the inspection, electrical problems in the school had limited the use of computers in Class 2.
- 97 Pupils in Years 1 and 2 make good progress in using the computer. They use the keyboard to enter and print text at the expected standard. They have good mouse control, illustrated by the fish produced using an art program for the board-play corner. Good organisation helps to promote pupils' learning about a wider range of communication skills than just the computer. During the inspection, pupils learnt how to use a tape recorder

and what the symbols meant. They then used this information the following day in music and literacy. By the end of Year 6, pupils are confident with desktop publishing packages. They produce good colourful work, importing illustrations and modifying text size, font and colour. In Years 3 to 6, pupils consolidate and extend their word processing skills, and they have a secure understanding of the layout of the keyboard. Good use of ICT was therefore made by pupils in Years 3 and 4 in a literacy session. All pupils, including those with special educational needs have made good progress in the areas seen.

- 98 Pupils enjoy ICT and concentrate well when using the computer for research or discussing tape recorder symbols. Behaviour is very good and pupils share tasks and take turns. The teaching in the lesson observed was good. Instructions were clear, and an interesting range of activities promoted pupils' learning about how to use a tape recorder. The curriculum has been well planned, and it deals very well with communication as a theme, and is not limited to merely computers. The school has sufficient ICT equipment within the classrooms, although it is not all up-to-date, and this promotes its use within most subjects. Comments in pupils' reports, such as the need to improve speed when using the keyboard, show that teachers know pupils' strengths and weaknesses well. The subject, which is well managed, makes a good contribution to pupils' personal development, such as when pupils cooperate on tasks or undertake research about cultures from the past or finding out about countries overseas.

MUSIC

- 99 Only one lesson in the infant class was observed. Judgements are based on that lesson, a review of planning, photographic displays, discussion with staff and pupils and attendance at assembly. It is evident, even from this fairly limited evidence, that teaching and learning have improved since the last inspection and that standards are above average, especially in the infants.
- 100 Music makes a very positive contribution to pupils' personal development and adds to the quality of assemblies. Pupils listen to a variety of music when entering and leaving school assemblies and opportunities are taken by teachers to discuss the composer, the instruments or the mood conveyed by the music. Pupils sing a variety of hymns and modern worship songs tunefully and enthusiastically during collective worship. The pupils have many opportunities to listen to a range of music from other countries and these help to develop pupils' appreciation of different cultures.
- 101 In the only lesson observed, the quality of teaching was excellent. The teacher was confident and shared the learning objectives with the young pupils at the start of the lesson. Pupils achieved very well in this lesson, learning how to start and stop their playing of instruments to give instructions. All pupils in this lesson had 'hands on' experience of a good range of instruments, including some that were representative of different cultures. They used the correct name for each instrument and showed tremendous respect for the resource. Good use of a cassette player for recording the performance was made, linking a previous ICT lesson on how to use this piece of equipment. The teacher encouraged the pupils to evaluate their first performance and suggest ways to improve it. This was well above the expected level for this age range of pupils.
- 102 Very good use of a visiting music group, Opus 21, was evident from displays and discussions with pupils. Opportunities to compose and perform with the visitors clearly enhance the work the school does. This is a regular feature of the school's planning in music. There is a reasonable range of instruments available in school, with some ethnic examples. Music provision would benefit from an expansion of this range so that pupils experience a good variety when composing and performing music. There are good links with other areas of the curriculum, including junior pupils changing the words of a song to

fit in with their work in history on Vikings. Pupils with special educational needs join in music enthusiastically and make good progress.

- 103 The co-ordinator provides good leadership of the subject. She monitors planning effectively and observes pupils' performances in assemblies and at school concerts. The scheme of work, based on national guidance, ensures that pupils develop musical skills well and in a logical progression. There is no tuition from visiting instrumental teachers, but recorder lessons for pupils are offered. Teachers are enthusiastic about this subject and the sense of fun and enjoyment is transmitted to pupils. The school is particularly well placed to continue to improve in its provision for music.

PHYSICAL EDUCATION

- 104 Only one lesson was observed during the inspection and this was the junior children swimming at a local pool. No judgement can be made on attainment at age seven. In the swimming lesson observed, standards were above average and already several pupils are achieving the target for the end of Year 6. Swimming is taught over a period of fifteen sessions by the class teacher, who holds a suitable qualification, and a qualified parent who voluntarily teaches each week whilst swimming is offered. The quality of teaching and the pupils' learning were good in this lesson.
- 105 There was very little evidence for the remainder of the physical education curriculum, although planning shows that teachers regularly teach those skills that are possible on the hard playground surface in the grounds of the school. There is no field at the school and, on occasions, the school makes use of a local playing field to offer aspects such as rounders, football and athletics. The school has also arranged for visiting instructors in football and cricket to coach the pupils, but this is not a regular occurrence. Country dancing, particularly Morris dancing, has been offered on occasions and the school teaches some dance in the preschool building but this has limitations. There is no hall at the school. At the time of the last inspection, the school was using the local village hall for indoor activities, but this had to be discontinued for health and safety reasons.
- 106 The statutory requirements of the full physical education curriculum are not being met. The co-ordinator is keen to establish good practice and to enable the pupils' full access. Resources have been acquired for skills that can be taught on the playground, but there is no large apparatus for physical education. There are plans to offer after school sporting clubs where possible and the school does have a limited scheme of work for physical education.

RELIGIOUS EDUCATION

- 107 Only one lesson was observed during the inspection. Standards of attainment at the age of eleven are in line with those expected by the requirements of the local agreed syllabus for religious education. Standards are about the same as they were at the last inspection. Both religious education and assemblies contribute strongly to pupils' spiritual, moral, social and cultural education.
- 108 Younger pupils have a well-planned curriculum that develops awareness and appreciation of objects and people that are special to them in their own lives. They are also given opportunities to discuss light as a symbol and connect this to other festivals and religions, including celebrations during Diwali. Pupils in the infant class know many stories from the Bible and they also discover stories about saints, such as Saint David. The programme of work for infant pupils is correctly based on the syllabus set out by the local education authority. Religious education is regularly taught and lesson planning is precise. Pupils complete an appropriate amount of work and they talk enthusiastically about what they have learned in the subject.

- 109 By the time they are eleven, pupils, including those with SEN, have a wide knowledge and understanding about Christian belief and practice. Standards are broadly in line with the locally agreed syllabus. Pupils have satisfactory knowledge of other world faiths and understand the importance of religious symbols and books. A visit to the cathedral in Bristol enabled older pupils to experience the different parts of a church and to build on their knowledge of Christianity. A Christianity competition encouraged junior pupils to use the artefacts and other displays to answer questions about the subject.
- 110 The quality of teaching in the lesson seen was good. The planning was detailed and the learning objective shared with pupils both at the start of the lesson and during the plenary session. A lively discussion was promoted on what makes a perfect world and whether the children would like to live in a perfect world. This required considerable, -depth thinking and the older pupils in the class coped well with this. There were opportunities for pupils to record their reflections but the teacher correctly identified that the discussion was the important focus in this learning. Pupils developed a questioning and thoughtful approach when challenged in this lesson. One pupil, for example, suggested 'the world would be perfect if it was free from sin'. The teacher handled the pupils sensitively and valued each person's contribution whilst maintaining a good pace to the lesson.
- 111 The co-ordinator has worked hard to link the agreed syllabus to the planning in order to offer a wide experience for the pupils. Displays in the school were good, the appropriate questions to generate pupils' thinking, for example next to a stained glass window picture was the question, "Can you decide what stories the windows are trying to tell?", pupils responded well to this approach. Resources for Christianity in the school are particularly good with examples of old Bibles, communion cups and Salvation Army artefacts. The resources for other faiths and religions are less well developed, although the school has made a positive start on these.