

INSPECTION REPORT

GREEN HAMMERTON PRIMARY SCHOOL

Green Hammerton, York

LEA area: North Yorkshire

Unique reference number: 121564

Head teacher: Ms Carol Wallis

Reporting inspector: Mrs Barbara Doughty
22261

Dates of inspection: 25th – 27th February 2002

Inspection number: 194142

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	York Road Green Hammerton York North Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ivan Andrew
Date of previous inspection:	28 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Barbara Doughty Registered inspector 22261	Science Art and design Design and technology Music Physical education The Foundation Stage curriculum Special educational needs Equal opportunities	What sort of school it is and what it should do to improve further The school's results and achievements How well pupils are taught How well the school is led and managed
Mr Ernie Marshall Lay inspector 14141		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Mr John Manning Team inspector 2893	English Information and communication technology Geography History Religious education	How good the curricular and other opportunities offered to the pupils are
Mrs Fran Gillam Team inspector 21498	Mathematics	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small village school with 62 pupils on roll aged between four and eleven. There is a similar number of boys to girls, all from white English-speaking families. Less than two per cent are known to be eligible for free school meals and less than five per cent have special needs; none have a statement of special need. All of these percentages are below the national average. Attainment on entry is mostly above that found in most other schools. However, it varies from year to year and coupled with high pupil mobility of around 20 per cent, this means that standards on entry are not always reflected in those found at the end of the school. This school has had some significant staffing changes since its last inspection in 1997, particularly to its leadership and management. It has had three different head teachers, the most recent one appointed 18 months ago. In addition, there is a newly qualified teacher, and several new governors. The head teacher teaches two and a half days a week.

HOW GOOD THE SCHOOL IS

This is a sound school, which is improving at a rapid rate. This is because the head teacher and governing body understand what needs doing to bring about improvement and, most importantly, how to do it. Standards are broadly as they should be in English, mathematics and science by the time the pupils leave the school. Given their previous achievement, pupils make satisfactory progress. Teaching is sound overall. It is particularly good in the oldest class, where pupils make rapid progress during lessons. The school gives satisfactory value for money.

What the school does well

- Teaching in the oldest class is inspirational and adventurous and because of this pupils do well in lessons and over time.
- Standards are high and pupils do well in information and communication technology (ICT), art and design, and design and technology.
- The school makes sure all pupils have an equal chance to learn and make progress.
- Pupils enjoy coming to this school because the work is interesting and they are inspired to try hard and take pride in what they do.
- Teachers take good care of pupils, and relationships throughout the school are very good. Pupils respond well to teachers' high demands to behave.
- There are some good links between different subjects, a very good range of art experiences in particular, and science is taught well through investigative work.
- Effective leadership gives good direction for the future and, consequently, the school is improving rapidly.

What could be improved

- Writing standards are not as good as they could be.
- The learning opportunities for the youngest children in school are not good enough because insufficient use is made of the nationally agreed curriculum for these children and ineffective planning and assessment procedures.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement, overall, since its last inspection in 1997. All of the key issues have been dealt with satisfactorily, but most of them within the last 12 months. Standards in English, mathematics and science declined after the last inspection and although now improving, they are not yet as high as they were. Although pupils now make sound progress compared with good progress at the time of the last inspection, their rate of learning is increasing and standards are rising because good leadership and management are bringing about more effective teaching and improved support for learning. For example, teaching guidelines have been implemented and this means that teachers' expectations are at least realistic and often high. Standards in art and design and ICT are higher than they were because of improved teaching.

STANDARDS

There is a high percentage of pupils leaving and joining the school other than at the usual time of admission and very few pupils take the tests each year. This makes comparisons with results in other schools unreliable. Standards declined following the last inspection and, from then until this year, pupils did not make the progress that they should have done, given their previous achievement. Things are improving rapidly, however. Progress in the infant and junior classes is at least satisfactory now and in the oldest class in particular, it is good. The current Year 6 pupils are set to do reasonably well by the end of the year and the school is on course to meet its targets.

Standards are now broadly as expected in English, mathematics and science by Year 2 and Year 6. Pupils' speaking and listening skills are good. Pupils talk confidently about their past and current work and explain themselves precisely. They use mathematical calculation skills to solve problems and their scientific investigation skills are good. However, standards in writing could be better and the school has identified this as its next major area for improvement. Pupils write too little in English and in other subjects and their stories are not particularly adventurous. Standards in ICT, art and design, and design and technology are good. ICT control skills are particularly well developed and pupils have a good understanding of technology in the wider world and of how the development of technology has changed lives over time. In art, the oldest pupils produce some high quality pencil drawings and paintings, and good three-dimensional work like clay bowls and sewn finger puppets.

Although Reception children are already attaining some of the early learning goals in some aspects of their learning, children do not make enough progress across all of the aspects during their first year in school. They work confidently with their Year 1 classmates, for example, with numbers up to 100, and write short sentences using correct punctuation, attaining parts of the first National Curriculum level, but the breadth of their learning is narrow. They do not, for example, use their calculation skills to solve problems, such as adding up orders in the café and working out change, or their writing skills to write out menus. Likewise, in science, they are already attaining some aspects of the first National Curriculum level, but their skills in other aspects of this area of learning are not as securely developed. They do not, for example, talk about how things work or question how things happen, or look at similarities and differences, pattern and change, weakening their overall knowledge and understanding of the world.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils enjoy their work and are inspired to do well, particularly in the oldest class. They have a genuine enthusiasm for art and ICT and do well in these subjects.
Behaviour, in and out of classrooms	Pupils behave well because they respond to the staff's high expectations. This means that they concentrate and work hard.
Personal development and relationships	These are very good. Pupils care for each other and work and play together extremely well, such as when carrying out scientific investigations and working out a control program on the computer.
Attendance	Satisfactory. Pupils arrive punctually and lessons start on time.

TEACHING AND LEARNING

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

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

Teaching and learning are good in English and sound in mathematics. Literacy and numeracy skills are taught effectively in both the infants and the juniors, but particularly well in the oldest class. Here, in these subjects and others such as science and ICT, pupils make rapid progress because the teachers take risks by trying new and inspirational ways of presenting ideas to them. They have high expectations about what pupils will be able to do and this pays off when pupils rise to the challenge. Most teachers in the school manage pupils well and pupils respond to their positive comments by concentrating on their work, helping each other and showing initiative in, for example, investigative work in science. Teaching and learning resources are used well, such as an overhead projector in Year 6 to share photocopied drawings with pupils, and numbered hats on a washing line for children in Reception to put in the correct order. This makes learning interesting and pupils put more effort into their work. Teachers share with pupils what it is pupils are supposed to know and be able to do by the end of the lesson and, most importantly, why. This means that pupils see the point of their hard work. The school meets the needs of all pupils well. Lower attaining pupils and those with special needs make good progress because they are supported effectively, and boys and girls are given equal opportunity to do as well as each other. The quality of teaching for the youngest children in school is not good enough. Insecure knowledge and understanding of the nationally agreed curriculum for these children result in children moving onto National Curriculum work in some aspects of English and mathematics before they have acquired the early learning goals in all of them. Not enough regard is given to what children already know, and work does not always build on their existing knowledge, skills and understanding. Lesson plans lack detail about what children are supposed to learn, the purpose of the work is unclear, and teaching lacks direction because of it.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the infants and juniors because it is enriched through cross-curricular links, visits and visitors and exciting experiences in, for example, English, science, art and ICT. Unsatisfactory for children in the Foundation Stage because insufficient use is made of the nationally agreed curriculum for children of this age.
Provision for pupils with special educational needs	This is good because effective support in target groups and lessons means that these pupils learn well.
Provision for pupils with English as an additional language	There are no pupils currently in school with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The learning opportunities pupils have inspire them and help them appreciate the world in which they live. Pupils are encouraged to work with each other. The way in which the adults work together provides a good role model for them to do this.
How well the school cares for its pupils	This is a very caring school, apparent in the respect and courtesy adults show to pupils. Teachers know the pupils well and respond effectively to their personal needs. Their academic achievements are celebrated well and pupils' previous learning is built on successfully in the infants and juniors, but not so well in the Foundation Stage.

The school works well with parents. It has worked very hard to improve its relationship with them and has achieved this extremely well by involving parents in the life of the school as much as possible and keeping them well informed about what is going on.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The school is improving because the head teacher and most of the subject leaders know what is happening and why, and come up with good ideas about how to deal with weaknesses and, in particular, how to raise standards.
How well the governors fulfil their responsibilities	This is good. The governors have a good understanding about what is going on in school and support the head teacher very effectively to bring about improvements and drive up standards. They work hard to make well-informed decisions that will have the most impact on improving educational provision and raising standards.
The school's evaluation of its performance	Good procedures are in place to identify gaps in pupils' knowledge. This means that the head teacher's and governing body's evaluation of where the school is now is precise and accurate. The issues for further improvement are relevant to the needs and circumstances of the school and include those identified in this inspection report.
The strategic use of resources	Finances are used well to support developments and bring about improvement. The school checks that the school is spending its money wisely, mainly by measuring standards and comparing its costs to those of similar schools, thus ensuring that it gets value for money. There is a good number of staff to support teaching and learning and the accommodation and learning resources are adequate overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The quality of teaching and the approachability of the staff. • The leadership and management of the head teacher. • The standards their children achieve. • The way the school expects children to work hard and do their best and become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons.

Parents are extremely happy with this school, a very good achievement after a period of general dissatisfaction, resulting in some parents moving their children to other schools. The inspection team agree with all of the parents' positive comments. There are only a few after-school and lunchtime clubs, but no fewer than in most schools of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Whilst standards in most other schools have improved, here the overall standards in English, mathematics and science have declined from above average at the end of 1997 to below average at the end of 2001, when the school went through a five-year period of increasing parent dissatisfaction. During this time, a significant number of parents moved their children to other schools. This means that not all of the pupils who started in Reception took the tests in Year 2, and likewise not many of those who took the tests in Year 2, remained to take them at the end of Year 6. This high pupil movement means that any comparisons made between results at the end of Reception and Year 2, and between those at the end of Year 2 and Year 6 respectively need to be treated with extreme caution, because different pupils are involved. In addition, the very low number of pupils taking the tests each year means that comparisons with test results in other schools are unreliable because one pupil can represent as much as 20 per cent of the total.
2. However, the head teacher, working very closely with and supported well by the governing body, gives good direction to how things should be done and because of this, pupils' learning is improving at a rapid rate. The drift of pupils leaving the school has been stemmed. From the work seen, standards are now broadly as expected in English, mathematics and science by the end of the infants and by the time the pupils leave the school. The current Year 6 pupils are doing as well as could reasonably be expected from their attainment at the end of Year 2 and have made satisfactory progress overall. However, the school has had to work extremely hard to achieve this because these pupils made insufficient progress up to the end of Year 5 last year and their standards were too low. The two Year 6 teachers and the pupils have done extremely well this year to raise standards to where they should be and are congratulated on their hard and determined effort to do this. The work the current Year 5 pupils are doing indicate a further rise in standards next year.
3. Standards in speaking and listening are above average. Pupils of all ages speak confidently and the oldest ones in particular choose words carefully to explain precisely what they mean. They talk articulately, for example, in history about changes over time such as the growth of technology and road communications and in art about how they use shading to create a three-dimensional effect. They confidently ask questions and challenge others' comments, such as in an English lesson, when a Year 6 pupil queried the choice of the teacher to include a particular style of writing in an information leaflet about Hogwart School's new theme park. "Why would you need alliteration?" he asked, with genuine concern. Before the teacher could answer another pupil replied, "Because you might want to talk about a ride called, I don't know, 'Spacecraft Sickness!'".
4. Pupils' reading and writing skills are broadly as expected by the ages of seven and eleven. Pupils read a range of text with understanding and good expression. They use reference books to find things out and the computer for research. Writing skills are broadly as expected. Pupils use punctuation accurately and create lively dialogue between characters in their stories. However, pupils' writing is not particularly extensive in quantity or range. This is because writing frames restrict the amount pupils write and give too much structure, narrowing creativity.
5. Standards in mathematics and science are average. Current workbooks show that pupils of all ages, but particularly the oldest ones, work quickly and accurately in these two subjects. Most are adept at using different methods of mathematical calculation to solve problems and their good grasp of multiplication facts up to the 10 times table helps them do this. They work confidently with numbers up to 1000 and to at least two decimal places. In science, because

most of the work is based on investigative work, through which the pupils deduce and learn scientific facts, pupils' scientific understanding is secure and so their knowledge is long lasting. Year 6 pupils predict results, test hypotheses and draw conclusions sensibly, such as when they made sonometers to test how the vibration frequency of an elastic band affects the pitch of the sound produced.

6. Standards in ICT are high and pupils' learning is good, showing significant improvement since the last inspection. Pupils use computers confidently for writing poems and stories, for example, and make good use of the edit functions, such as 'spell check' and 'cut and paste'. They write programs to control a series of movements such as lights flashing and have a good understanding of how the world has changed because of technology.
7. Pupils' learning in religious education is satisfactory by the end of Years 2 and 6 and standards are broadly as they should be for pupils of these ages. The oldest pupils in particular have a secure knowledge and understanding of their own and other religions and understand the rituals of the different major world faiths.
8. Standards in art and design, and design and technology are broadly as expected by the end of Year 2 and are good in both subjects by the time the pupils leave the school at the end of Year 6. The quality of artwork around the school is exceptional. Pupils take pride in what they produce, partly because their work is valued through excellent mounting and very attractive displays. Pupils build up their paintings and drawings over time, constantly evaluating and, if necessary, finding ways to improve them. They use the style of famous artists, such as Tiffany, to influence their own artwork, and use designs and step-by-step instructions to make, for example, racing cars from wood and cardboard and glove puppets from material.
9. The Reception children do well in some aspects of reading, writing and numeracy and many are already achieving parts of the first National Curriculum level in these subjects. This is mostly through their work with Year 1 classmates. For example, most Reception children work confidently with numbers up to 100, identifying the number that comes after 67 and before 69. They write recognisable letters, using the correct sequence of strokes. Their sentence writing is well developed and they generally use full stops and capital letters correctly. Many of them read confidently, recognising words in books and putting some expression into their voices, following the teacher's good example. They recognise that things are made from different materials, such as plastic and metal, and understand that a broken electrical circuit prevents a bulb from lighting up. However, the extent and level of children's knowledge and understanding across and within each of the six areas of learning are uneven. This is because the different aspects of the agreed curriculum are not taught in equal depth. Consequently, children's learning is narrowed and restricted and so their level of overall achievement overall is only similar to that of most other children of this age. For example, whilst calculation skills are extended well, the children's use of these to solve problems, such as adding up the total cost of orders in the class café, is not as good as it should be. Whilst many of the children talk, read, and write with confidence, they do not understand how to go about negotiating their roles in role-play activities or to write for different purposes in their play activities.
10. The school takes care to include pupils of all abilities and both genders. The few pupils in school with special needs do well because the special needs teacher supports them effectively in small-group sessions and pupil support assistants help them in lessons. Particular pupils who are known to be struggling with their writing are given additional small-group sessions with the special needs co-ordinator and this is already bringing about a rise in standards in writing. Historically, girls usually perform better than the boys in tests, particularly in the infants. This is less evident this year than it has been in the past, however, and the gap is narrowing. This is because the school has worked hard to motivate boys to read by buying books that interest them more and through targeted small-group writing sessions with the aim to increase their interest in writing. This seems to be working, with the boys doing equally as well in lessons as the girls, although boys are often less assured when talking about, for example, personification and biography in an English lesson.

Pupils' attitudes, values and personal development

11. Parents say their children like coming to school and that many of them talk about their work when they arrive home at the end of the school day. They are enthusiastic in lessons and have a genuine enthusiasm for their ICT work in particular.
12. Behaviour is much improved and the good behaviour now seen in class helps to ensure pupils' learning. There are no recorded exclusions. The school uses circle time effectively to allow pupils the opportunity to reflect on the implications of their actions on others. Pupils work together effectively in pairs or groups when required and offer to help each other without being asked. They share resources and equipment without complaint and wait their turn patiently when required. Pupils play together well before school and during break times and the older ones show a concern for the well-being of the younger ones. Pupils of all ages are proud of their achievements when they are recognised for good work or behaviour in the weekly 'Special Mentions' assembly. Pupils in the audience applaud those selected and show a capacity to appreciate the efforts of others. The respect shown for each other results in an absence of bullying and other forms of harassment.
13. Personal development is very good. Reception children are very confident and co-operate well in activities such as working out a computer control program, circle time, and mathematics games. All pupils are polite to visiting adults and some pupils insist on helping adults by bringing lunch to the tables during the mid-day break. They are given additional tasks such as returning registers to the office and helping to clear their tables at the end of lessons. Occasional opportunities to carry out topic research work at home, such as finding out and writing up a recipe for cake making, give pupils the responsibility to plan and organise their own work. Pupil members of the school council take on the responsible role of representing their classmates' views and present and discuss suggestions for school improvement with the staff. They recently organised a charity bring-and-buy sale, and influenced changes including the provision of soap dispensers in washrooms, locks on toilet doors, and healthy eating promotion through the banning of sweets. The council members gain good experience in the realities of school organisation and the maturity to accept reasons for refusal when need be.
14. Pupils' attendance is satisfactory and the most recent data shows it to be in line with the national average for primary schools. Unauthorised absence rates are very low and are significantly better than the national average. Attendance registers are properly completed and show no patterns of truancy or lateness. The school day operates punctually.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning is variable between subjects and from class to class but is satisfactory overall. Teaching and learning are good and often very good in the oldest class, where pupils make rapid progress and, in the last 18 months, much of their learning has caught up to where it should be. This is because lively and inspirational teaching enthuses the pupils and makes them want to learn. For example, the writing of an advertising leaflet for Hogwart School's imaginary new theme park generated lots of discussion about the style of writing needed and the features to incorporate, such as 'reporting', 'setting' and 'flashback'. Because teachers show an understanding of and take into account pupils' views, pupils like and respect them. For example, one pupil wanted to use colour in his artwork, but the teacher wanted him to explore using shades of black and white to create a particular effect. After a lengthy discussion in which teacher and pupil listened to each other's point of view, a compromise was reached; the outline picture would be photocopied, one would be shaded, the other coloured.
16. This example of very good relationships between pupils and teachers is also reflected in the other two classes. For example, in a Reception/Year 1 circle time, a time when pupils have the opportunity to talk and be listened to without being interrupted, the teacher and pupil

support assistant joined in, leading by example. Adults throughout the school work together extremely well, showing pupils how to get on with others, and this contributes very effectively to the joyful atmosphere in school. The staff enjoy their work and pupils see them helping and supporting each other. This, in turn, means that pupils help their schoolmates when, for example, building electrical circuits in science to make buzzers work, or programming traffic lights to flash in a particular sequence.

17. Lessons are well prepared and because of this, move at a rapid pace, with little time lost. The imaginative use of, for example, an overhead projector to share other pupils' artwork in the oldest class meant that pupils were focused and all of them understood what the teacher was talking about. Constant reminders of the time left to complete tasks add some urgency and make the pupils work faster. Introductions are well paced and learning is rapid because teachers ask pupils precise questions both to probe their understanding and to build on existing learning. They target pupils of different abilities, asking them relevant questions based on their level of understanding. Technical vocabulary is promoted well by teachers and this means that pupils talk about and explain what they are doing clearly and precisely, such as when making pots in an art lesson, the oldest pupils talked about the "chemical reactions" and "irreversible changes" when clay is fired.
18. Infant and junior pupils are involved in their own learning well. They are aware of what they are doing and why because teachers share with them what they are supposed to achieve by the end of the lesson. The work is interesting and relevant and related well to everyday life, such as in the middle class when the teacher asked the pupils to help her. She told them how, at home the night before, she had spilt her drink and had searched for something to mop it up with. She wanted to know which of the materials to hand, such as a tissue, paper towel and cloth, would do the job most effectively. The pupils enthusiastically set about finding out; their work was purposeful and they thoroughly enjoyed helping the teacher.
19. Pupils with special needs are supported well in lessons and particularly well in the weekly withdrawal 'target group' sessions. These sessions are aimed at improving writing and they are working well, already impacting on improving the attitudes of boys in particular, and on standards in writing in general. A pupil support assistant helps the least able pupils well in lessons and especially those with special needs, who make good progress because of this.
20. Particularly good teaching in ICT throughout the school has led to a rise in standards by the end of the infants and juniors. The impact of recent training means that teachers have good subject knowledge. Consequently, their explanations are very clear and, in turn, pupils' understanding is good. The practical nature of the pupils' work means that their interest is aroused. For example, in a Year 6 lesson, pupils used simple commands to control a light and worked quickly and purposefully. In a Year 3/4 lesson, they had to set up the screen turtle following step-by-step instructions and make it draw a rectangle. Both of these lessons went well, partly because the pupils enjoyed the work.
21. The quality of teaching and learning of the Reception-aged children in the youngest class is, on balance, not good enough. Insufficient use is made of what these children already know and can do and lesson plans do not contain enough detail about what they are to learn. This means that, whilst she does her best, the pupil support assistant who mainly supports these children, is given insufficient guidance about how to go about improving their learning. Teaching plans for these children lack balance because insufficient notice is taken of the national teaching guidance and this means that children's learning is much better in some areas than it is in others. Too little use is made of the recently purchased learning resources, such as the wheeled toys, climbing equipment and sand and water resources.
22. There are weaknesses in the teaching of writing throughout the school. Pupils have insufficient opportunities to write at length and to practise writing in other subjects such as history and geography.

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

23. The quality and range of learning opportunities are good for pupils from the age of six to eleven but unsatisfactory in the Foundation Stage. All elements of the statutory curriculum are in place and this small school has managed to maintain at least satisfactory coverage of all National Curriculum subjects and religious education. The curriculum is well balanced with sufficient time given to English and mathematics. Provision in art and ICT are good. Since the last inspection, when curriculum planning was a key issue, there have been improvements in the planning of subjects. Policies and subject guidelines are now in place. Although the monitoring of pupils' progress in all but English and mathematics is only informal, teachers have a generally good overview of what pupils need to learn. A particular strength is the way in which most teachers help pupils to develop their intellectual curiosity through challenging questions and imaginative teaching.
24. Not enough regard is given, however, to the curriculum for children in the Foundation Stage. Reception children do not get the breadth of learning experiences that they should. This is because, whilst some parts of the curriculum are extended well, others do not get enough attention. In addition, insufficient use is made of the newly acquired learning resources in the Reception classroom, such as the sand and water and the outdoor climbing equipment.
25. There is good provision for pupils with special educational needs. There are clear individual plans, carefully targeted questions in class, and good support both in the classroom and in withdrawal groups. Pupils with special needs are given equal opportunities to shine in assemblies and in lessons. The staff make every effort to ensure that no child misses out on any aspect of school life.
26. The literacy strategy has been introduced satisfactorily. Sensible modifications are being made to provide pupils with more help in thinking about their writing. The emphasis on raising boys' attainment is being tackled in the literacy and additional literacy sessions. There is good reinforcement of reading in other subjects such as history, geography and religious education, but not enough chances for pupils to develop writing at length or in different genres in other lessons.
27. The school teaches the numeracy strategy as it is intended and pupils make satisfactory progress as a result. Numeracy is linked well to science and to ICT when pupils record their findings on graphs and tables, for example. There are also examples of numeracy being reinforced in religious education where pupils have to calculate the numbers of books in the Old and New Testaments and put them into different categories.
28. Extra-curricular provision is satisfactory for a small school. There are sports clubs run by parents, a recorder club and choir. In addition, the experiences of pupils are considerably extended by the many enrichment activities that occur and the visits that they make. These include work with a Shakespearean company, a creative arts day and visits to historical sites. There is also a very successful residential visit for older pupils.
29. The school satisfactorily develops pupils' understanding of issues related to personal, social and health education. This occurs in discussions in the circle times about what makes a good society, and when older pupils think about how to order their priorities. Visits from a 'crucial crew' help them to think about safety issues. Pupils are made aware in physical education and science lessons of the dangers of drugs and of the importance of healthy living. Sex education occurs when it is relevant and the teaching is supported by outside agencies such as the school nurse.
30. The local community is frequently involved in the work of the pupils and this is a good aspect of the curriculum. The Women's Institute has worked with pupils to design and make fabric samplers using computers to plan their work. The school takes a full part in village

celebrations and relationships with the church are close. Links with partner schools are sound. In the local cluster group of schools, teachers collaborate to plan work in the foundation subjects and to share resources for religious education and history. There have been interesting events involving the nearby high school, such as a creative arts day and a visit from the choir.

31. The school makes very good provision for pupils' personal development. This is even better than reported in the last inspection. Spiritual development is very well developed in a variety of ways. The stimulating displays of art and religious education work and that of other subjects around the school make pupils think. Young pupils are interested to talk about planets and stars that are millions of miles away. In science, they liken the effect created when paper towels soak up water to "clouds coming from everywhere." ICT lessons are a constant source of wonderment to them as they realise what they can create with computers. The head teacher sets a very good example by creating lively and imaginative assemblies that include everyone.
32. Moral education is very good. Pupils are encouraged by adults to consider their actions on others. In assemblies there is a clear message about the dangers and horrors of war related in a way that young children can understand. Pupils are also encouraged to think of others through their charity work and fund-raising activities. In circle time, they consider what rules a society needs and why. Older pupils talk in a sensible manner about the rights and wrongs of smoking.
33. Social education is provided for very well. Year 6 pupils show understanding and kindness to the younger ones, such as helping them to tie their shoelaces without being asked. Social skills are promoted in assemblies where pupils are shown how to greet others politely. Pupils have jobs to do in school like collecting registers and helping staff in assemblies and around the school. On their residential visits they learn about teamwork and simple ideas about leadership. This also occurs in the school council meetings, where pupils learn how to represent the views of others.
34. The provision for cultural education is good. Historical and geographical visits to local places of interest help pupils to learn about their own culture. The 'Shakespeare in School' day gives them a sense of their historical and literary heritage. The study of South Africa, and its people, customs and music promote multi-cultural awareness. In religious education, pupils study other faiths and most show good understanding of how the world contains a variety of different creeds and beliefs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The teaching and non-teaching staff show a genuine concern for the well-being of all the pupils and their knowledge of each as an individual enables teachers to respond well to their needs. Pupils, in turn, respond positively and quickly develop trust and confidence in the staff. Pupils are quick to answer questions or contribute to discussions, because they know any mistakes will not be mocked. Parents particularly appreciate the warm and friendly environment the school provides.
36. Pupils' personal development is assessed shortly after pupils enter the Reception class and is monitored informally thereafter through regular staff discussion. Teachers include a summary of their assessment of pupils' personal development in the annual progress reports. Identified individual needs are met and help or advice is provided. Pupils with special educational needs are particularly well provided for, enabling them to take a full part in all lessons and activities. These pupils have detailed individual education plans and parents are involved in the regular progress reviews. The school uses the services of outside agencies to provide specialist support, when required.

37. The school monitors pupils' academic performance and progress through regular testing and teacher assessments, and systematic analyses of the results. Individual pupils' progress is tracked in English and mathematics, and is commencing in science. There is some inconsistency between classes in the procedures used for assessment, with the result that pupils' needs are more clearly identified in the higher age group than in the younger classes and these pupils consequently make better progress over time.
38. Routine safety checks are satisfactorily carried out. Professional advice from the local education authority is sought when required. The school conducts regular fire drills and ensures relevant equipment is properly maintained. Child protection arrangements meet all requirements.
39. Parents are aware of the need to ensure children's regular and punctual attendance and the greater majority automatically notify the school when absence occurs. Teachers record any unexplained absence. The recently appointed school secretary checks these records daily and makes personal contact with the parents or carers of any pupil whose name has been entered. The school discourages parents from taking holidays in term time and issues reminders about this in the prospectus.
40. A new and effective school behaviour policy has been prepared with assistance and guidance from the local education authority. Parents have been made aware of the expectations of staff and the procedures that are followed. Pupils have been given the opportunity to discuss these expectations and have incorporated them in their own classroom and outdoor play rules. Staff manage classroom behaviour effectively by rewarding good behaviour and effort, setting these up as examples for others to follow. Each teacher awards merits or stars and selects one or two pupils who have done especially well to be awarded a certificate at the weekly 'Special Mentions' assembly. Pupils are very proud of their rewards. Mid-day supervisors nominate well-behaved pupils for similar certificates, presented at the same assembly. Inappropriate behaviour is dealt with sensitively. The school uses circle times effectively for pupil discussions about behaviour and how to improve it. The previous poor behaviour has clearly been reversed and the very good relationships that now exist between pupils and staff do much to improve learning and progress and so drive up standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has worked extremely hard to win back the support of parents. The new head teacher has made great efforts to regain the good reputation and profile of the school within the community. Parents have recognised the work that has been done and are now very supportive of the school. They say that they feel welcome in the school and are encouraged to become involved in the education of their children. Their level of involvement is now satisfactory and is improving as more parents are becoming willing to commit themselves to providing regular help in the classrooms. Good examples of parents' help are in the running of football and netball training and involvement with cycling proficiency.
42. The school has conducted its own survey of parents' views and has responded effectively to the findings. To ensure parents are kept well informed of the work of the school and the progress their children make, the school provides evening meetings in the autumn and spring terms at which pupils' work can be seen and discussed. There is a separate meeting for parents of children entering the Reception class and other meetings to explain the National Literacy and Numeracy Strategies. Additional meetings to focus on target setting for pupils and also for mathematics homework have been arranged. Parents are given detailed advice on ways in which they can help their children. Pupils' reading diaries are used effectively as a link between home and school.
43. Newsletters are issued monthly and the home-school agreement has been re-issued after review. The school prospectus is detailed and well presented. The governing body's annual

report to parents requires only minor amendment and pupils' annual reports give useful information on their progress and future targets.

44. There is a small Parent Teacher Association and meetings are well attended and supported by the staff. The association organises events for the school and the community and, in addition to promoting the work of the school, raises valuable funds to supplement the school budget. Recent spending on computers and software, sound equipment and a digital camera plus textbooks for music has contributed significantly to the work of the school. The association has also arranged for parents to help with the school flowerbeds and the outdoor play area, where they have erected the games equipment store.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Although the pattern nationally over the last five years has been one of steady improvement, standards here started to fall a year after the last inspection. The school failed to stem this decline until recently when it began to address, with urgency, the issues that were raised in the last report. Other weaknesses were also identified and the school has, in the main, dealt effectively with them. Most of the improvements are recent, but their impact nevertheless is significant, restoring parents' faith in the work of the school, following a period of their increasing dissatisfaction with, in particular, its leadership and management. This has been achieved through the hard work of the head teacher and governing body, whose effectiveness is proved by the recent rise in standards from below average to broadly average and, in particular, the rapid improvement in pupils' progress in the last year.
46. New procedures for tracking pupils' progress using ICT were implemented by the head teacher shortly after her appointment 18 months ago. This led to the recognition that pupils were not doing as well as they should from the end of the infants to the end of the juniors, and the school set about dealing with this. Twelve months on, things have improved significantly and are continuing to improve. Pupils are now doing as well as could reasonably be expected in English, mathematics and science by the end of the juniors, given their attainment at the end of the infants, and standards in art and design and ICT are higher than they were at the time of the last inspection.
47. There is a real desire to improve, driven mainly by the head teacher and governors, who have a very clear idea of what is and is not working in the school. For example, they are well aware that Reception children could do better and that writing standards could be higher and have started to address these issues already. New resources have been bought to support the teaching and learning of the youngest children in school and Reception class staff have had some training in the new Foundation Stage curriculum. Pupils are targeted for extra support in writing and this is already impacting on better standards. However, there is still much to be done in both of these areas, reflected in the school's most recent improvement plan, which contains clear plans of action, estimations of how much developments will cost, and what is to be achieved at the end of a given time. This information is used well to inform the spending of the school's budget to ensure that these and other priority developments identified are suitably financed.
48. A team approach between staff and governors has been successfully established through evening meetings and subject link governors working closely with co-ordinators. There is a common purpose amongst staff, evident in discussions with them and when watching them work together. School policies are discussed in detail at staff meetings and this means that they are consistently implemented in all classes and staff know what is expected of them. Performance management is up and running. This, together with the implementation of effective systems for monitoring and evaluating the quality of teaching and pupils' learning, has led to improvements in these two areas. The head teacher looks at the curriculum year-group plans and makes sure that the work pupils are doing reflects these. She regularly observes lessons, necessarily supported by local authority staff because of constraints on her time brought about by her teaching for two and a half days a week. The evaluations of these lessons lead to individual improvement targets for staff, which are checked up on in

subsequent lesson observations, as well as whole school developments, which are incorporated into the school improvement plan. The newly qualified teacher is supported well through opportunities to watch experienced teachers at work and to talk about her own teaching with her mentor, who is the head teacher, and other colleagues.

49. The determination of the senior managers to ensure all pupils have equal access to the learning opportunities brought about the purchasing of more suitable reading material to interest the boys more effectively in reading and additional support for those pupils with special needs. Both of these initiatives have been successful. The gap between the performance of boys and girls is narrowing and pupils with special needs do well in lessons and over time.
50. Subject co-ordination is good overall. The English, mathematics and ICT subject leaders in particular have a clear idea about what is happening in their subjects through lesson observations, looking at pupils' work, and talking with pupils. The leadership of science is less effective. The subject leader does not watch lessons or look at pupils' work and so has little idea about how effective teaching and learning are and what to do to bring about improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school should now:

- (1) Raise standards in writing by:
 - i) ensuring pupils are not restricted in the length, structure, or creativity of their written work;
 - ii) making sure that pupils develop their writing skills in other subjects besides English.
(Paragraphs 4, 22, 26, 63, 68, 69, 93, 95, 102, 114)

- (2) Improve the quality of teaching and learning in Reception by:
 - i) improving teachers' knowledge and understanding of the national teaching and curriculum guidance for these children;
 - ii) making sure that enough use is made of the learning resources;
 - iii) making sure that teaching makes effective use of what children already know, understand and can do to plan suitable work for different groups and individuals;
 - iv) ensuring better guidance for the pupil support assistant.
(Paragraphs 9, 21, 24, 52-62)

In addition to the issues above, the following minor area for improvement is identified in the report which the governors should have regard to in their action plan:

The science leader does not have sufficient awareness of standards and the quality of teaching and pupils' learning to identify what is working well and what needs improving to influence change and bring about better standards (paragraphs 50 & 86).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

19

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

21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	3	5	9	1	0	0
Percentage	5	16	26	47	5	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)	62
Number of full-time pupils known to be eligible for free school meals	1

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	5

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	3	3	6

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	83 (60)	83 (80)	100 (100)
	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	83 (90)	100 (90)	100 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

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

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	60 (100)	80 (50)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (25)	n/a (25)	n/a (25)
	National	72 (70)	74 (72)	82 (79)

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

* Because fewer than ten boys and fewer than ten girls took the tests in 2001 the numbers at each level are omitted from the tables in line with the governors reporting arrangements to parents.

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	62
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	17.7
Average class size	21.7

Education support staff: YR – Y6

Total number of education support staff	1.0
Total aggregate hours worked per week	15

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	203615
Total expenditure	173737
Expenditure per pupil	2673
Balance brought forward from previous year	0
Balance carried forward to next year	29878

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	2.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	62
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	40	0	0	0
My child is making good progress in school.	47	49	5	0	0
Behaviour in the school is good.	37	58	2	0	2
My child gets the right amount of work to do at home.	37	53	9	0	0
The teaching is good.	56	42	2	0	0
I am kept well informed about how my child is getting on.	26	67	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	19	79	2	0	0
The school is well led and managed.	51	49	0	0	0
The school is helping my child become mature and responsible.	42	58	0	0	0
The school provides an interesting range of activities outside lessons.	9	56	23	0	12

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

52. The implementation of the Foundation Stage curriculum is a major area for improvement identified by the school, which the senior managers have already started to address. Staff have attended in-service teacher training and there is a new extension to the Reception classroom, an outdoor learning area, and new learning resources.
53. Although in some aspects of literacy and numeracy, children are already exceeding the early learning goals, their overall attainment is more in line with that expected nationally. This is because children do not do equally as well across all areas of learning and within them. They advance rapidly through some stages of development, whilst not making enough progress in others. For example, their level of understanding is well advanced in counting, but less so in using calculation skills to solve problems. This is because the curriculum is too narrow, with not enough regard given to the Foundation Stage teaching guidance.
54. Lesson planning and the assessment of children's achievements are weak. Plans tend to list activities rather than set out clearly what different children are to learn by the end of lessons. This means that any adult intervention, often given by the pupil support assistant, whilst the class teacher works with the Year 1 pupils, lacks clear direction about how to build children's learning. Since their baseline assessments at the beginning of last term, no record has been made of children's achievements. Because the teaching does not take sufficient account of what children already know, the work is not matched to children's abilities. For example, children usually learn well during the lesson introductory sessions because they understand much of the National Curriculum work that their Year 1 classmates are doing, such as working with 100 number squares and building up words using their knowledge of letter sounds. The practical activities they are then given to do, however, are too simple, like ordering numbers from 1 to 10 and finding objects beginning with single initial letter sounds.

Personal, social and emotional development

55. Children's personal, social and emotional skills are in line overall with what they should be and their learning is sound. Children are interested in their work, even though it is not always relevant to their needs. They concentrate well and listen to and show sensitivity to the comments of others. They share and take turn when playing together such as in the role-play area, showing maturity. For example, when serving in the café one child authoritatively asked another, "Would you like a drink with that order?" and when one girl had served her classmate with hamburger and chips, she went over and asked him politely, "Would you like another dinner?"
56. Teaching in this area of learning is sound overall, but as in all of the areas, there is some imbalance across the aspects. Relationships are promoted well and children are listened to and shown courtesy and respect by the teacher, giving them good self-esteem and successfully building their confidence. However, the development of children's independence and sense of community are less well promoted. This is because the adults tend to take a directing role in activities such as the 'treasure hunt'. This activity involved children following picture clues to lead them to some chocolate sweets. The adult did most of the talking, giving children the clues rather than letting them do most of the work and being there for them if and when they needed help. Because of this too close supervision, children do not learn to negotiate roles and work out who in the group will take the lead, nor are they required to use and select activities and resources independently.

Communication, language and literacy

57. Attainment across this area of learning is broadly as expected for children of this age. However, children do better in some aspects than in others again because of an imbalance of experiences between, for example, language for communication and language for thinking. Likewise, the quality of teaching and its impact on children's learning varies even within lessons and is unsatisfactory overall. Children's ability to link sounds and letters is particularly good and their handwriting is well developed. Many of them already know all letter sounds and can blend letters together to spell words accurately, such as 'cat' and 'rug'. They form letters correctly and their reading is good. They recognise words on sight and read with developing expression, following the teacher's lead. However, their time is wasted doing activities that are too easy, such as matching objects to initial sounds. This is because not enough regard is given to what they show they know in the opening sessions to plan suitable activities for them. Work is very directed and they do not get enough opportunities to negotiate plans and activities through, for example role-play. Whereas they write their names and short sentences about things they have done, such as their visit to Ripon Cathedral, they do not get many opportunities to write for different purposes or in a range of different ways such as lists, labels, and captions. The classroom is not linguistically stimulating; there are very few words around for children to copy and read, such as menus in the café or labels on objects around the room.

Mathematical development

58. It is a similar picture in mathematics and again, on balance, teaching and learning are unsatisfactory overall. In one mathematics lesson, for example, children were asked to "use 10 pennies to buy food from the café". However, in the carpet sessions that they shared with Year 1 pupils, they were identifying missing numbers on a hundred square. Some of these children could have been more suitably challenged to, for example, use coins of different amounts, work out the total cost of the orders and give change from a given amount. The café area is mathematically barren, with no price list to refer to when 'charging' classmates for food orders. "How much are you going to charge for that burger?" asked the inspector. "I don't know," replied the child. She did not charge a price or give change because this is not an idea stimulated by the resources, but just put the handful of coins into the till without counting them. Because no one checked on what they were doing, this activity degenerated into random play, with little advancement in either communication or mathematical learning.

Knowledge and understanding of the world

59. Children's knowledge and understanding of the world are below the expected standard because of poor opportunities to explore and find out about the world. Children are particularly good at using computers. They use the 'mouse' confidently to move the cursor around the screen. They draw recognisable pictures and know how to change colours. They use the print function and are delighted with the end product. The rest of their work in this area of learning, however, is mostly based on Year 1 work in science, history, geography and design and technology. For example, workbooks show 'drawings' of things made from plastic, crosses on broken circuits to show why bulbs do not light up, and lines that join electrical goods to plugs on a picture. This is very much early level National Curriculum science work, but it is too structured for many of these young children who have not had enough opportunity to learn through exploration and observation. Again this is because not enough use is made of activities from the Foundation Stage curriculum. There are few opportunities for children to observe, for example, how things change over time and explore how mechanical things work. Likewise, children do not have enough freedom, as suggested in the Foundation Stage curriculum, to "select tools and techniques they need to shape assemble and join materials they are using". This is because their work is very structured and adult controlled.

Physical and creative development

60. Teaching and learning are unsatisfactory in both of these areas. Very little creative and physical activity development work was seen during the inspection and there was very little evidence of any around the room, except for some good three-dimensional monster faces.
61. Children moved around the room with good regard to the space they needed. They handled equipment, such as number and letter cards and objects, sensibly. They sang tunefully and showed a good sense of rhythm. Their pencil control is good and letters are formed and positioned correctly on the page in their writing books.
62. As part of their focus on improving the provision for children in the Foundation Stage, the senior managers have bought a lot of new learning resources for the Reception children, but these are not used enough. The sand and water tray, although filled up, were not used at all during the inspection, nor was the outdoor learning area.

ENGLISH

63. Standards seen during the inspection confirm that pupils attain well in speaking and listening, and broadly as expected in reading and writing. Although standards were higher at the time of the last inspection than they are now, the very small year groups lead to wide variation in the statistical data. However, writing is an area where pupils could do better. The writing of even the oldest pupils is narrow in range and structure and not particularly adventurous, mainly because 'writing frames' put in place this year to give structure to writing, control what they write and limit the amount. There are some, but too few, opportunities for pupils to write in other subjects. The school has drawn up an action plan to tackle this issue and recent work shows that standards in writing are improving, though there is still some way to go.
64. Pupils read well in all classes and their speaking and listening skills are good and, in many cases, very good. Pupils with special educational needs achieve well because of the carefully structured lessons that the school has planned to help them improve their reading and writing. Girls generally attain higher standards than the boys in writing though the boys are equally articulate and their reading is at least satisfactory overall. In order to address this, boys attend small-group reading and writing sessions to stimulate their interest in English work and there is evidence that this is already starting to work; the gap between the boys' and the girls' performance is narrowing, and there is little difference in lessons. Handwriting and presentation are good and in the older classes very good. Spelling is as expected with pupils taking care to use dictionaries and spelling aids given by the teachers.
65. Attainment in speaking and listening is above average at the ages of seven and eleven. Pupils come to the school with a wide vocabulary and the teachers use this skill to good effect in the discussions they generate in class. Expectations of pupils are high in speaking and listening. In discussions with inspectors, Year 2 pupils explained in clear detail how fossils are formed using references to the way "they build up their shells" over time. Older pupils engage in very sophisticated debate about the reasons for improvements in human life style and put it down to improved communications and health care. In the middle class, pupils quickly ask questions if they do not know the meaning of words such as 'roughing'. Though some opportunities to extend ideas are missed, teachers generally are good at seizing the moment to reinforce pupils' learning. For example, in this same class, the teacher picked up on the adjective 'wonderful' used by one boy to check that they all remembered the suffix 'ful' in the endings of other words.
66. Older pupils really enjoy the chances they get to think about and to discuss innovative ideas with their teacher. Teaching is very stimulating and the teacher sets exciting tasks to improve pupils' memory and help them to organise their follow-up writing. All pupils, including boys and girls and those with special educational needs, are drawn into the action by carefully chosen questions. Pupils co-operate well in groups, working out ways to categorise ideas to help them

memorise what lists contain. The teacher is very good at taking on their suggestions and sharing them with the class. She pursues the idea of using alliteration as a name for a ride at a fair suggested by one pupil. "Well, Spacecraft Sickness tells you what to expect" was the reply. This vibrant teaching is leading to rapid improvement in pupils' English attainment.

67. Pupils' reading is average overall with a small proportion reading very well. Girls are the most fluent and expressive in a wide range of reading material but boys can use reference books and the computer to good effect when they need information. The school has targeted the extension of boys' reading habits as a strategy to support writing and this is proving successful in all classes. In the additional literacy lessons pupils are showing real keenness in reading their work aloud. They read out their own lively and expressive dialogue for 'Jack and the Beanstalk'. Reading records of older pupils demonstrate that reading is given a high profile in the school and literacy lessons are well planned to support reading development.
68. Attainment in writing is average at the age of seven and eleven. The writing of pupils is starting to improve but it is not yet extensive enough and the range of writing is fairly narrow. There are some exceptions. The rhyming couplets devised by Year 2 pupils to describe Harry Potter's adventures are interesting and inventive. There tend to be a lot of worksheets to aid writing. While writing guidelines have a place to support new and under-developed writers, they also restrict the many pupils who are capable of writing at greater length and so the pupils' work lacks detail. In the oldest class, most of the lively writing is by the girls. Pupils use punctuation well and create lively dialogue as in the description of characters from a Roald Dahl story. Pupils with special educational needs are achieving well in their lessons because of the carefully structured stages to their writing. They enjoy reading and writing when they can see the reason for doing the activities.
69. Some of the writing in other subjects such as ICT and history is good but not enough opportunities are taken to use pupils' interest in topics they study outside English to encourage them to share this enthusiasm with a wider audience. The literacy strategy has been introduced well and teachers have sensibly adapted the time to meet the needs of such wide age and ability ranges in each class. Good progress occurs in reading and in speaking and listening. However, the writing tasks are not always matched to the pupils' needs. For instance, pupils are too often given the same task and the difference comes from how deeply they interpret the subject. More could be achieved by the pupils on occasion by setting a different writing task, albeit on the same topic.
70. The quality of teaching in English is good overall and particularly effective in the oldest class. All teachers know their subject well and make their lessons interesting and fast paced. Pupils like this and become involved from the start. They enjoy the intellectual challenge created by many of the questions posed by teachers. Teaching assistants are good. They use their initiative and are capable of bringing pupils on by their encouragement and enthusiasm for the school. The best aspect of the teaching is the lovely relationships that exist between the pupils and the adults. This results in motivated learning. Sometimes pupils could be expected to do more in the group writing sessions and if their goals in the lesson were made more specific. Teachers use resources well; such as white boards to encourage pupils to practise new ideas, and the overhead projector or flip charts to help pupils to focus on key ideas from the text for discussion.
71. The management of English is very good. The targets set for improvement have been identified by analysing strengths and weaknesses in pupils' learning. The resulting action plan is carefully defined to put right these weaknesses. Assessments of pupils' work lead on to revision of the tasks and activities planned, though pupils could be made more aware of their individual targets. Work seen from the last year shows that there has been a significant rise in writing standards, especially in the older class. Elsewhere, progress is satisfactory. There has been a dip in English standards since the last inspection but this has now been turned around. The good features reported last time, such as the largely fluent reading, good reference skills and speaking and listening of a high order, have been sustained.

MATHEMATICS

72. Since the last inspection, improvements in mathematics have been satisfactory. Standards are not as high as previously reported but the very small year groups lead to wide variation in the statistical data. Standards by Year 2 and Year 6 are average and pupils' achievements in mathematics are satisfactory.
73. There has been more rapid progress in pupils' achievements in the last 18 months since the new head teacher took over the co-ordination of mathematics. Prior to this, teachers did not have a clear idea what the strengths in pupils' mathematical knowledge and understanding were and where improvement was needed. The introduction of arrangements to track how well pupils are doing have given staff greater insight and the needs of the differing groups of pupils are being met more effectively. This is evident not only in the results of the tests teachers set pupils but also in the pupils' work in books.
74. By Year 2, higher attaining pupils show a good knowledge of place value, for example that the digit 2 within 523 is worth 20. They solve problems related to money, division and multiplication correctly, often involving numbers up to 50. They measure accurately to the nearest centimetre. Pupils choose the correct measurements to use because they understand, for example, that it is better to measure large objects in metres. The average attaining and lower attaining pupils cover the same sort of activities as the higher attaining pupils do. Teaching adjusts the challenge in the activities to make sure the average attaining pupils do not struggle but work at a pace that either extends or strengthens their learning. Teaching ensures that the demand of the work is such that the pupils with special educational needs and those of lower attainment have time for repetition and practice to build up their mathematical knowledge and understanding. These pupils increase their rate of working over the year as they become more adept at adding and subtracting and using their skills to help them solve problems.
75. By Year 6, the higher attaining pupils have already mastered many of the mathematical skills, knowledge and understanding expected for their age. They are adept at solving problems involving large numbers and have a good grasp of the multiplication facts of all the tables up to and including ten. The range of work ensures a balanced cover of number, shape and measures and handling data. Pupils have some good opportunities to use their mathematical knowledge and understanding of multiplication to solve problems such as "How many 60 cm lengths of ribbon can be cut from 4m?" The demand on different groups of pupils such as the average and pupils with special educational needs ensures that they work at a level of difficulty suitable to their needs. The average attaining pupils know how to find fractions of length and how to convert fractions to decimals. Much of the standard of their work in number is close to that expected for their age. Daily 'workout' papers develop mental skills well and encourage pupils to quickly and accurately calculate the answers to addition, subtraction, and multiplication and division sums. The co-ordinator has encouraged teachers to vary the methods they use to ensure that activities appeal to both boys and girls. This has included greater use of practical activities and trying out different seating arrangements and pairing of pupils. Over time the gap between boys' and girls' performance has narrowed, indicating that these strategies are having an influence, along with the more precise tracking of pupils' progress.
76. Pupils throughout the school enjoy the mental mathematics warm-ups. Both boys and girls and pupils of different abilities are eager to answer questions and show what they can do. The oldest pupils rise to the challenge of arranging numbers up to one million and rounding up or down to the nearest thousand. At the start of one session a few of the Year 4 pupils were not very sure about acute and obtuse angles but by the end of the quick fire session they were accurately identifying which angle was which. This prepared them well for the following task when they measured carefully to the nearest five degrees and labelled the angles as either acute or obtuse correctly. The use of ICT is integrated well in lessons; for example, pupils

used a computer program to measure angles using an on-screen protractor and constructed angles. Pupils were competent in using the programs and worked well together in their pairs, sharing and discussing their work sensibly.

77. Teaching is satisfactory with some strengths in teaching in the oldest class where pupils' learning in the lesson was good. At the time of the last inspection, teaching did not always challenge the higher attaining pupils, thus leading to slower than expected progress. This is not the case now; for example, in the oldest class, higher attaining pupils were given the complex task of using what they knew about the sum of the angles in a triangle to calculate acute and obtuse angles. This work was set at a level above that expected for eleven year old pupils. Pupils were told, "You are detectives. See what you can find out!" Pupils liked the challenge and they solved the problem well. Their level of thinking increased when the teacher encouraged them to tackle a further task requiring a high level of thought. They found this task more difficult but the pupils' good attitudes meant that they persevered, worked together very well and tried out different ways to try and solve the problem. At this point, teaching could have provided some helpful clues to aid the pupils and to move their learning on. Pupils were not using what they knew about the sum of angles in a triangle, and in a half turn, to solve the problem. Nevertheless, they did well with the first task and by the end of the lesson had attained high standards for their age.
78. Having three different year groups in each of the oldest and middle classes poses a particular challenge for teachers. The strengths in teaching in the oldest class relate to how well the different ages and groups within the class are catered for. In lessons, teachers pose questions to draw in boys and girls as well as pupils of differing abilities. This is effective in the oldest class where the level of questioning also ensures that pupils are challenged. Teaching focuses in on individuals, different year groups and boys and girls and has high expectations of what they can do. Whilst the work in pupils' books show that the differing attainment groups are catered for satisfactorily, sometimes the demand made in lessons upon the small number of Year 4 pupils in the middle class is not high enough. At these times, pupils' learning slows because they are asked questions, or to complete activities, that are sometimes too easy before moving onto work that challenges them. For example, they were capable of working with larger numbers and able to use their knowledge of multiplication facts to solve sums such as 30 divided by 6 but instead drew six groups with five objects in each.
79. Pupils settle to their work quickly because teachers explain clearly what the pupils are going to learn and why. This gives the activities purpose and captures the pupils' interest. In the oldest class, pupils used mathematical terms correctly to describe the properties of shapes and angles because the teacher shared mathematical information clearly and linked it well to examples. Questions such as, "What can you tell me about a reflex angle?" resulted in pupils identifying the features clearly but also provided the teacher with a chance to check out the pupils' level of understanding.

SCIENCE

80. Standards in science are broadly in line with those expected nationally by the end of Years 2 and 6; pupils make sound progress over time. A new policy and detailed teaching guidelines for science, implemented since the last inspection, ensure a consistent approach to teaching and learning is used, mainly through investigation, and that pupil's learning is built systematically over time. Although standards are not as high now as they were at the time of the last inspection, the work of the current Year 6 pupils shows that all of them are likely to have made at least the progress expected of them from the end of Year 2.
81. The most rapid progress has been achieved within the last year. This is because of very effective teaching in the oldest class, where learning is fun. The teacher's very clear explanations about what to do and how to do it enhance pupils' understanding well. Work is suitably adapted to suit pupils of different ages and abilities in the class and because of this

learning is built systematically during lessons and over time. Year 6 pupils present their work with pride, spurred on by the high quality booklets made by the teachers, each one special and unique. Explicit and accurate diagrams show that pupils understand what they are doing and the conclusions they reach show what scientific facts they have learnt from their investigations, such as how differences in sound pitch are caused by vibrations moving slowly or quickly.

82. The teaching in the middle class is satisfactory, although less successful in engaging pupils of all ages and abilities all of the time, leading to some variation in pupils' learning rate over time. Nevertheless, most of the pupils in Year 2 understand how things change when heated, such as cake mixture "rises and goes soft". They test ice melting to see "which place makes the ice melt the quickest", on the heater or outside for example. Results are reliable and tests are fair because pupils know that they must not touch the ice and that they need to use the same sized pieces of ice and check them all at the same time. They sort materials into sets of natural and man-made ones and set up experiments to test if shadows change in length and position throughout the day. Conclusions are specific and valid because they are drawn from a secure range of data.
83. Good emphasis on learning through investigative work in the middle and oldest classes means that work is enjoyable and pupils' learning is long lasting. There is good balance between practical work and pupils learning basic scientific facts. Tasks are meaningful because they are related to everyday life, such as Years 2, 3 and 4 pupils finding the most absorbent material to mop up spilt liquid, and Years 4-6 pupils learning why two different types of switches are needed on washing machines: one to make them go and another to prevent the door opening when they are in use.
84. The effective use of subject language by teachers means that pupils describe precisely what they are doing and what they have found out. Year 6 pupils talked about irreversible changes when discussing the firing of their clay pots in art and design, and in a Year 2 lesson pupils talked amongst themselves about whether tissues or paper towels would be better at soaking up liquid. One explained, "The tissue paper ... because it is thinner". When asked what difference that made, he thought for a while before deciding, "Thinner things, like elastic bands, stretch the most. Tissues are thinner so they will soak up more water".
85. There is good use of ICT to support pupils' work in science and good links with other subjects, such as writing to promote standards in literacy and recording information using skills learnt in mathematics, for example, when Year 6 pupils were writing programs to switch a bulb on and off using a control box. Accurately labelled diagrams and results recorded on tables and charts help pupils to draw conclusions from their investigations, such as which materials best muffle sound.
86. Subject leadership is unsatisfactory. The subject co-ordinator has not done any monitoring of science throughout the school. There has been no work scrutiny undertaken or lessons observed. This means that she has a very limited idea of what is happening in science. The Year 6 teacher, in a bid to improve progress and drive up standards to at least the expected level, has done most of the tracking and analysis of pupils' progress. However, in contrast, the co-ordinator has done little to find out what is going on and is unaware, for example, that pupil achievement records have been implemented in the oldest class. This means that the reasons for the recent rise in standards has not been evaluated and cannot therefore be applied to other subjects.

ART AND DESIGN and DESIGN AND TECHNOLOGY

87. Standards are high in both of these subjects by the end of Year 6 and are broadly as they should be at the end of Year 2. The quality of teaching and learning and the rate of progress pupils make over time are good in the juniors and satisfactory in the infants.
88. Only one art lesson and no design and technology lessons were seen. The judgements are made from talking with pupils and looking at past work and teachers' planning. An excellent art lesson was seen in the oldest class. In this lesson, pupils used the work of famous artists and that done by pupils in other schools to influence their own artwork. For example, they looked at drawings done by pupils of their age in another school. This made them realise that they could achieve the same high standards and gave them confidence, so that when they started their pencil character drawings from Harry Potter books, not one of them hesitated. The teacher encourages pupils to build up their work over time as they learn new skills, for example, to first "shape the outline and then add the detail and colour". They use shading to create three-dimensional effects and different pencils to shade softly or lightly.
89. Pupils in Years 2 and particularly those in Year 6 find their work fun. This is partly because they experience a wide range of art and design, and design and technology work and apply a range of skills learnt in other subjects. Equally they use art and design and technology to support work in, for example, literacy when illustrating poems in Years 2, 3 and 4, and colouring in holy crosses made in a Years 4, 5 and 6 religious education lesson. In discussions with inspectors, Year 2 pupils recalled the paperweights they made from clay and the Roman shields they painted to support their work in history. The range of work done by junior pupils is particularly extensive. They have made model cars from wood and cardboard. Using what they had learnt in science about electricity, they added motors with paper clip switches to turn elastic bands attached to cotton reel wheels and raced them to see whose was the fastest. Mathematical skills came in use too when they had to measure the wood for the axles.
90. ICT is used well to draw pictures in the youngest classes and when pupils in the oldest class use designs of cross-stitch patterns done on computer to produce some very eye-catching hand-sewn mats. Step-by-step instructions were followed carefully when Years 4, 5 and 6 pupils made glove puppets and then sewed them using an electric sewing machine. They were so well made that they are all still in good order, although used by other pupils in the corridor reading area!

GEOGRAPHY and HISTORY

91. No lessons were observed in history or geography. Pupils' work seen in history was more detailed and extensive than in geography. In both subjects, based on the evidence available, standards are as expected by the ages of seven and eleven. This reflects the satisfactory standards found at the last inspection. Visits to places of interest such as Sutton Hoo, and visitors to the school, successfully enrich pupils' experiences of both subjects.
92. In history in the younger classes, pupils have started to investigate how to find out about past times. They know what an archaeologist does and relate this to their studies of Sutton Hoo. Many show a good eye for detail in their descriptions of pictures of historical artefacts and can speculate on what they are made of and their possible uses. Their knowledge of technical language is good and they list words linked to settlers and invaders such as 'remain' and 'conquer' in relevant columns. In discussions they show that they have a good idea of time past knowing that fossils existed "millions and millions" of years ago.
93. Older pupils write about the lives of Vikings and Anglo-Saxons in simple paragraphs. Much of the work is stimulated by work sheets and is brief. Better work is seen when they are asked to investigate old chronicles in order to look for clues to distinguish between truth and fiction of

how people used to live. There is little difference in the work set for pupils of different ages and abilities but as they get older their answers become deeper and more reflective.

94. In geography, pupils in Year 2 talk confidently about the area in which they live. They understand near and far and their maps show a good sense of proportion and direction. They use a key sensibly to indicate what symbols they are using and what these represent. Some of the brighter pupils talk about South Africa and know the name of its capital city. They understand the differences in climate that occur between that country and their own.
95. Pupils in Year 6 have produced attractive guidebooks on a nearby town of historical significance. They use ICT to research their material and their accuracy and presentation of facts are good. There is some evidence that pupils have understood the major differences in life style between a village in South Africa and their own locality. There are good links between history and geography and these are seen in the topic on 'What's in the news'; pupils had discussed the relevance of museums and whether or not entrance should be free. Not enough of this type of lively and relevant writing was in evidence, however.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

96. The provision for ICT and pupils' standards in the subject show good improvement since the last inspection, when it was a key issue for action; now standards are good. This has been the result of a well-constructed action plan where the training of teachers and purchasing essential resources have been co-ordinated.
97. Pupils in the youngest class show confidence in using computers. They know how to control the 'mouse' to move the cursor around the screen, and in one lesson a boy explained to his partner the difference between the right and left buttons. He was able to remove an unwanted menu from the screen. The teacher checked that the class understood different types of communications and children were able to list where information could be obtained. They included newspapers, videotapes and CD-ROMs, television and books "like encyclopaedias" in their answers.
98. As pupils get older they become more adept at using a range of computer applications. They use the word processor to write their poems. This helps them to see the importance of punctuation. Helped by a teaching assistant, Year 2 pupils plotted a route on a map for the floor turtle. They then programmed the turtle to see if their directions were accurate. Most did well, knowing the correct terms for directions. The older pupils in the middle class used a similar procedure with their teacher but working on computers. They were asked to draw shapes using a given program. Clear, direct teaching ensured that all achieved the set task. They collaborated well in pairs and the more able pupils were confident enough to try the extension activity of writing their own procedures. Pupils' attainment is above expectations by the age of seven and all pupils, including those with special educational needs, make good progress thereafter.
99. Very good teaching in the oldest class is leading to high standards. Most pupils are attaining above average standards at age eleven. The teacher has high expectations of the class and pupils respond energetically and thoughtfully. All pupils understand the principles of operating traffic signals. They manipulate the programs to adjust the timing and to change the order of the colours. The teacher makes the tasks very relevant to the pupils' experience. For example, one group worked out on paper how to devise simple commands to control the school's heating system. All classes think that their ICT lessons are exciting. Attitudes and behaviour in the older class are excellent and lead to good progress by pupils. Pupils talk about how technology has changed the world over time. They are fully aware of the amazing improvements in communications since the days of their grandparents.
100. The school provides genuinely good opportunities for pupils to develop greater spiritual and cultural awareness through ICT. The subject makes a good contribution to pupils' learning in

science and mathematics as well as in design and technology. Supported by the local Women's Institute, pupils have designed cross-stitch patterns on the computer prior to transferring the ideas onto fabric. In art and English, younger pupils create their own pictures with a program and write captions underneath using imaginative similes such as, "The colours in the squares are like worms". In geography and history pupils practise their research skills using CD-ROMs when producing a guide to a local town.

101. The quality of the teaching is good; there are examples of some very good teaching in the oldest class. All teachers organise the groups well to take full advantage of the available resources, including support staff. The time given to individual lessons is short but very effectively used. Pupils do not waste time in lessons. The direct teaching of basic computing skills is good but, occasionally, brighter pupils who finish set tasks quickly are not given targeted questions to consider the next steps for themselves.
102. The co-ordination of ICT is very good. There is a clear sense of direction that is based on an awareness of the skills of teachers and the availability of resources. All aspects of the National Curriculum are taught or planned to be taught. There are plans to buy a digital camera and training to help staff introduce more multi-media work. Subject monitoring will occur early next term and records of pupils' work are kept carefully by the co-ordinator. These show that pupils are making good progress. Little use is made of audiovisual resources to support pupils' writing, for example in devising scripts for their own radio and TV programmes.

MUSIC

103. Standards in music are broadly as expected by the end of the infants and juniors. No complete lessons were seen during the inspection and so a secure judgement cannot be made about the quality of the teaching and the rate of pupils' learning.
104. The specialist teaching that took place at the time of the last inspection resulted in standards being higher than expected by the end of the juniors. However, there are no music specialists in school now and teachers do well to enable pupils to achieve as well as they do. This is because the newly implemented teaching guidelines help them to build pupils' learning systematically during lessons, from lesson to lesson, and over a longer period of time.
105. Year 2 pupils have a good sense of rhythm and can clap along to the beat. They sing confidently and tunefully and create atmosphere effectively by lowering their voices when, for example, singing parts of 'Little Donkey'. They make sensible suggestions about which instruments would most accurately reflect this particular song such as bells, "Because it's a calm song" and a tambourine, "Because there's a steady beat to it".
106. The oldest pupils enjoy their music. In part of a junior lesson seen, pupils worked in groups to compose a repeating rhythmic pattern, which they did competently and confidently. They sing very clearly and crisply, with good diction. They talk confidently and enthusiastically about their experiences listening and dancing to music and playing instruments. They have some knowledge of famous musical composers such as Beethoven and Mozart. They listen to music from other countries such as Africa, and have a limited understanding of musical terms like 'tempo', 'pitch' and 'ostinato'. The choir meets at lunchtimes and sings periodically to the residents of a local home for the elderly.
107. Some use is made of tape recorders to record pupils' music, but there is little use of computers to support work in music.

PHYSICAL EDUCATION

108. As at the time of the last inspection, no lessons were seen in physical education so no secure judgements can be made about the overall standards pupils attain or the quality of the

teaching and learning. However, discussions with Year 6 pupils show that pupils experience the full range of physical activities that they should, including swimming. These experiences are enriched further through the annual residential visits for Years 5 and 6 pupils during which they have a go at canoeing, archery and raft building.

109. The older pupils have a secure awareness of safety. For example, they understand the need to be quiet when working on apparatus so they are not distracted. They know that they need to warm up their muscles before and cool them down after physical exercise to avoid damaging them and have a good awareness of changes to their body during physical exercise such as their heart beating faster and their pulse racing.
110. Teamwork is well established through games. Pupils talk confidently about different ball passes, such as chest and bounce pass, and under and over arm throws, explaining precisely when one is more appropriate than another. They know about “intercepting to keep the other team from passing the ball to each other” and dodging into spaces so that their team members can pass to them. They have excellent attitudes towards competition, declaring, “If we tried our best it doesn’t matter if we lose ... you can’t do more than that!”

RELIGIOUS EDUCATION

111. The school has established a policy for religious education closely based on units of work suggested by the local authority. This conforms to the agreed religious education syllabus for the region. No lessons were observed in religious education during the inspection. Evidence gained from talking with staff, discussions with pupils and scrutiny of their work shows that standards are as expected at the ages of seven and eleven. No judgements were made about standards, teaching, or the quality and rate of pupils’ learning in religious education at the time of the last inspection.
112. Pupils in Year 2 have a good idea of the life and times of Jesus. Their knowledge of other faiths such as Hinduism is sound. They are impressed by the ceremony and ritual of the Hindu faith and can pictorially represent the ways in which Hindus show “devotion” to gods. They talk with interest about shrines and can relate these to their own special places. Work on display shows that many have a simple understanding of the stories and characters that are featured in this religion. Pupils of all abilities enjoyed a recent visit to a local cathedral and related in detail some of the features of the building. They marvelled at the shape and design of a ‘lightning gate’, which had obviously stayed clearly in their memories.
113. All pupils compose prayers and these are often shared with others in assemblies. There is a school prayer book made up of the collected ideas of the children. Teachers set out stimulating work on display, which asks older pupils demanding questions such as, “Can you find the fertile deserts on this map of Ancient Egypt?” There are good links between religious education and history and geography. Questions become more demanding and open in the older class: “What do you think the journey to Jerusalem would have been like?”
114. The majority of work in religious education is orally based and too little is made of the pupils’ genuine desire to describe their religious experiences through writing to a wider audience at greater length. Much of the written work is a series of brief accounts and illustrations which show that pupils understand the topics but these do not develop their thinking a great deal. Apart from the interesting work on display, there was no evidence to judge the quality of teaching. There has been no time to monitor the quality of the work in the classroom or to assess formally the progress of pupils. The subject does, however, make a powerful contribution to pupils’ moral and spiritual development.