

INSPECTION REPORT

INKBERROW FIRST SCHOOL

Inkberrow, Worcestershire

LEA area:Worcestershire

Unique reference number: 116689

Headteacher: Mrs. J. Davies

Reporting inspector: S. Dobson
18074

Dates of inspection: 3-6th April 2000

Inspection number:194202

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Community
Age range of pupils:	4-9
Gender of pupils:	Mixed
School address:	Main Road Inkberrow Worcestershire
Postcode:	WR7 4HH
Telephone number:	01386 792284
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P. Jefford
Date of previous inspection:	27.01.97

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
S. Dobson	Registered inspector	Science	The school's results and achievements.
		Information Technology	The quality of teaching.
		Design Technology	The quality of leadership and management.
M. Manning	Lay inspector	Equality of opportunity	Pupils' attitudes values and personal development
			The quality of care of pupils
			The quality of the school's partnership with parents.
A. Smithers	Team inspector	Mathematics	
		Art	
		Religious Education	
		Physical Education	
		Children under five	
J. Manning	Team inspector	English	Quality of the Curriculum
		History	
		Geography	
		Music	
		Pupils with special educational needs	

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Inkberrow First School is a small school with 91 pupils on roll. The pupils currently begin school in a single age reception class, and are later taught in mixed age classes. All of the pupils come from homes where English is the first language. An above average number of pupils are listed on the school's register of special educational needs though all of these pupils are at the initial stages and none of them attract additional support. A below average number of pupils is entitled to free school meals. Baseline assessment indicates that on entry to school, children have knowledge and skills expected nationally for their age. Since the last inspection in 1997 there have been few changes to the staffing of the school, though there is now additional classroom support.

HOW GOOD THE SCHOOL IS

This is a good school and the provision is effective. Pupils make good progress from entry into school and by the end of Key Stage 1, the number reaching the nationally expected levels is above average in many subjects. This progress is maintained in Key Stage 2. The quality of teaching is good overall and in some classes it is consistently very good. The managers of the school have a clear vision of what the school needs to do to improve, but progress towards some aspects of school improvements could be better sustained. Overall, because the costs of small schools is relatively high, the school is judged to give sound value for money.

What the school does well

- The quality of the curriculum is good. The staff have put appropriate but not undue emphasis on literacy and numeracy and have maintained a broad and very well balanced curriculum.
- The overall quality of teaching is good with a high proportion of lessons being very good.
- The quality of relationships in the school is very good. Pupils get on very well with their teachers.
- The school provides very well for the use and development of literacy skills in very many subjects of the curriculum.
- The headteacher gathers a lot of management information, makes very good analysis and sets realistic targets for school improvement.
- The school has good assessment procedures and from the information gained the staff are able to set an appropriate curriculum for all pupils.
- The school has a good partnership with parents.

What could be improved

- Procedures for monitoring and promoting good behaviour
- Spelling and the presentation of pupils' written work.
- The active and consistent involvement of pupils in working towards their personal targets.

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

What the school does well significantly outweighs the areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then there have been significant improvements to the curriculum and the quality of teaching has improved. Standards in subjects, which were mostly good in 1997, have at least been maintained and there has been improvement in information technology, design and technology and history.

The school has made good progress in improving the effectiveness of assessment to give a good view of standards across the curriculum. This is now a strength of the school. The school now has a full scheme of work for information technology and pupils reach appropriate standards. There has not been sufficient progress in improving organisational strategies so that behaviour improves across the school. The staff have done work on behaviour management but effective strategies are not applied across the school and there is some disruption due to attention seeking behaviour. Improvement overall however, is judged to be satisfactory.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	A	B	C
Writing	C	A	C	D
Mathematics	C	B	B	C

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

The number of pupils in individual year groups is relatively low and therefore comparative statistics do not always present an accurate picture of the school's achievements when each pupil accounts for more than five percentage points. The school reaches consistently good levels in reading and since 1998, good levels in mathematics. In common with the national picture, pupils do less well in writing and in this school, this has much to do with spelling and handwriting. The school's own performance information indicates that pupils are making good progress in reading and mathematics and satisfactory progress in writing.

On such small numbers of pupils, trends over time are difficult to establish. Standards have remained at or above the national level for the last three years. The school's own targets are being achieved. The school targets the performance of individual pupils. The work seen indicates that there is scope to improve the quality of spelling and handwriting. The work of the pupils indicates that reading skills and mathematical skills are good. Standards in science are high and in information technology and religious education they are satisfactory. Pupils of all abilities generally make good progress. Children under five years old make good progress reaching and going beyond the nationally accepted Desirable Learning Outcomes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have generally good attitudes to school. Most of them enjoy coming to school and work hard at their lessons
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. The vast majority of the pupils behaves well and is considerate of others although a few pupils have not yet learned to conform to the behavioural standards of the majority.
Personal development and relationships	Pupils' personal development is generally good and they have positive relationships with each other and with their teachers.
Attendance	The level of attendance is good.

Most of the pupils have good attitudes, behave well and develop good relationships with others. However, a few pupils are persistently silly, seeking attention and in the course of this, disrupting their learning and the learning of others. These few pupils are noticeable at other times for example at lunchtimes and during assemblies.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good

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

At Key Stage 1, the quality of teaching is very good in 50 percent of lessons, good in a further 25 percent, satisfactory in 15 percent and unsatisfactory in 10 percent. At Key Stage 2, teaching is very good or excellent in 21 percent of lessons, good in a further 57 percent and satisfactory in the remainder. In the school overall, 76 percent of lessons are good or better and 18 percent are satisfactory. Teaching is unsatisfactory in 6 percent.

Both English and mathematics are taught well. The teachers are very clear about what they want the pupils to learn and most of the pupils have a clear understanding of the content of lessons. The skills of reading are taught very well, including how to read the texts and to interrogate writing to find its meaning. Numeracy skills are similarly taught well. The teachers pay very good attention to mental arithmetic and teach the skills well through rapid and challenging question and answer games. The teachers plan well and devise interesting activities to reinforce the main point of the lesson. They extend literacy skills particularly well whilst teaching other subjects, for example in history.

The overall quality of pupils' learning is good. They are usually fully engaged in learning and approach their work with interest and curiosity and they persevere well. Pupils with special educational needs and those who are higher achievers, make the same good progress as most of the other pupils because they are well catered for by their teachers. When teaching is satisfactory or occasionally unsatisfactory the weakness is that the pace of learning slows and pupils do not make maximum progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities for pupils are good with some very good features. All statutory requirements are met. The curriculum is broad and balanced in both key stages.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is well planned and meets statutory requirements. Appropriate targets are set for pupils' development and parents are kept informed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is satisfactory provision for pupils' spiritual education and good provision for moral, social and cultural education. There is a daily act of collective worship, which meets legal requirements.
How well the school cares for its pupils	The school takes care of pupils appropriately and there are very good procedures for the assessment of pupil's achievements. The school has sound procedures for pupils' welfare, including child protection.

The curriculum is good because the teachers have placed an appropriate but not excessive emphasis on literacy and numeracy and has maintained a very broad and balanced curriculum. All of the statutory requirements for the curriculum are met.

The school has good relationships with the parents and is very effective in supporting pupils' learning. Many parents help in school and there is good support for school events. Parents get good information from the school. This is a small school and the staff know the pupils and their families well. There is a high level of trust and care between pupils and their teachers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is given sound leadership by the headteacher and all staff lead their subjects well. The head sets a good example of very high quality teaching. Management is good because the headteacher plans well for the development of the school.
How well the governors fulfil their responsibilities	The governors have a good understanding of the strengths and weaknesses of the school and they fulfil their statutory responsibilities. Because of the many changes to the governing body in recent years and in particular to its chairmanship, the governors do not yet take a full role in shaping the direction of the school. There is however, evidence of improvement in the last year.
The school's evaluation of its performance	The school's evaluation of its performance is very good. A great deal of good quality information is gained from monitoring.
The strategic use of resources	The resources available to the school are used very well. Finances, time and staff expertise are used to good advantage in providing a good curriculum.

There are very good systems for school self-evaluation and the head has a clear understanding of the areas in which the school should improve. However, even though this vision is shared with the staff and intentions are made clear, the agreed strategies are not always fully implemented, for example, the marking policy. Financial management is good and the headteacher and Governors take steps to get best value for money.

The school has a good level of staffing to deliver the curriculum and though the classes are mixed age, they are smaller than average. The school is well resourced for most subjects. Resources for information and communications technology are satisfactory. The school has very good accommodation which is used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Teaching is good • The school expects children to work hard • The parents are comfortable approaching school with questions and problems 	<ul style="list-style-type: none"> • Information about how well their child is doing • The range of activities offered outside lessons • More play based activities in the lower part of the school

The inspection team agrees that the pupils like school and work hard and that the quality of teaching is good. The school provides good information to the parents and they are kept generally well informed. There are sufficient opportunities for parents to come into school to discuss their child's progress. Reports tell parents about progress but targets for improvement are not indicated for all subjects.

The school offers more out of lesson activities than many schools of a similar size and therefore the team cannot agree that this is a weakness.

The team agrees that there is scope for more structured independent learning opportunities in the early years and Key Stage 1 to support the good learning that already occurs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry is as expected for pupils of this age as shown in the school's baseline assessment. The pupils make good progress and by the time that they reach five years old, all are working on the National Curriculum programmes of study. They are competent for their age in language and mathematics and in the other areas of learning.
2. Each cohort of pupils is relatively small and therefore each set of annual statistics is likely to vary significantly from year to year. The 1999 cohort of pupils had a larger than average number of pupils with special educational needs and results dipped slightly. Despite this, standards in reading were above average with the number of pupils reaching the higher level 3 being well above average. In writing standards are similar to the national average. Compared with schools of a similar social background, standards of reading were average but standards of writing were lower. In mathematics standards were above the national average in 1999, for pupils aged seven, but similar to those achieved in a schools of a similar background. Standards in science, based on teacher assessment are very high, with almost all of the pupils achieving the nationally expected levels and many exceeding these. There is no evidence to indicate that the standards achieved by boys and girls differ significantly. Pupils in the reception class progress well and, at the time of the inspection, all of the pupils had exceeded the expected goals and were working on the programmes of study for Key Stage 1.
3. On small numbers of pupils, trends over time are difficult to establish. Standards in reading, writing and mathematics have remained at or above the nationally expected level for the last three years. The school's own targets are challenging for individuals and mostly they are being achieved.
4. The work seen during the inspection indicates that good standards are achieved in reading and speaking and listening. Pupils are lively in conversation and express their views clearly for their age. When reading, pupils clearly enjoy books and all have good reading skills. There is scope to improve the quality of spelling and handwriting. Much of the written work shows imagination and good understanding and many of the pupils write interesting accounts. However, their work is often spoilt by poor spelling and presentation and this lowers standards. Scrutiny of the pupils' work indicates that in science standards are high and in information technology and religious education they are satisfactory. Pupils of all abilities generally make good progress and this progress continues in Key Stage 2.
5. Pupils achieve good standards in art, design and technology, geography and history and they achieve standards similar to most schools in information technology, physical education and religious education. Too little music was seen to accurately judge standards. Standards have been at least maintained in all subjects since the last inspection and they have improved in science, information technology, design and technology and in history at Key Stage 1.
6. Pupils with special educational needs and those who are particularly able, are well catered for in the lessons and they make appropriate progress. The school provides for both extension and support work, particularly in the key areas of mathematics and English. Some of the pupils with special educational needs get additional support and this is proving to be beneficial, raising their standards closer to the other pupils.

Pupils' attitudes, values and personal development

7. Pupils have good attitudes to school and they enjoy coming and taking part in activities. Most of the pupils behave well around the school and show respect for each other and for property.
8. Their behaviour in the classroom and their attitudes to their work are sound overall. Where routines are clearly established and teachers use positive praise, behaviour is very good as was seen in a science lesson on the weather in the reception class. In a literacy lesson on non-fiction texts, pupils behaved well because of purposeful teaching and the challenges set. Because of the

very good rapport they had with the teacher they worked hard to please. Where such encouragement for pupils to behave well is less strong, such as in a Key Stage 1 mathematics lesson, their behaviour is unsatisfactory and this has a negative impact on their learning. A small group of pupils regularly interrupts learning by their attention seeking behaviour and this is a significant issue to be addressed in Key Stage 1.

9. Pupils play well together outside and also participate enthusiastically in extra-curricular activities, such as practising on their violins. They are courteous and pleasant to adults. Older pupils can be trusted to do work to help teachers inside at lunchtime with minimal supervision. They respond well to opportunities to take responsibility such as operating the tape cassette recorder for assemblies or handing out work in the class for the teacher. Older pupils are fairly confident at using the internet for research as was seen in a history lesson on the Roman baths and some pupils make use of dictionaries to look up words independently. Pupils become more confident and grow in maturity as they move up the school. There is no unkindness among pupils and their relationships are very good. Parents are very happy about the standard of behaviour in school. There have been no exclusions. Behaviour is very similar to that reported at the time of the last inspection.
10. Attendance at school is good in comparison with that in other schools for pupils of similar ages nationally. Pupils are brought to school in good time, which means that lessons can start promptly. The early morning routines for registration are efficiently undertaken.

HOW WELL ARE PUPILS TAUGHT?

11. Teaching is good overall and in some classes it is often very good. Teaching is good or better at all times in the reception class. At Key Stage 1, the quality of teaching is very good in 50 percent of lessons, good in a further 25 percent, satisfactory in 15 percent and unsatisfactory in 10 percent. At Key Stage 2, teaching is very good or excellent in 21 percent of lessons, good in a further 57 percent and satisfactory in the remainder. In the school overall, 76 percent of lessons are good or better and 18 percent are satisfactory. Teaching is unsatisfactory in 6 percent.
12. All of the subjects, including English and mathematics, are taught well. The teachers are very clear about what they want the pupils to learn and in their introductory sessions at the start of each lesson, they make the learning target clear to the pupils. Most of the pupils have a clear understanding of the content of lessons. All of the staff have good knowledge of both the National Literacy Strategy and the National Numeracy Strategy and these are taught well. The skills of reading are taught very well and the pupils gain a good knowledge, not only of how to read the texts but also how to interrogate writing to find its meaning. This is because the teachers take the time to work with small groups of pupils and are able to accurately judge each pupil's progress. Numeracy skills are similarly taught well. The teachers pay very good attention to mental arithmetic and teach the skills well through rapid and challenging question and answer games which are targeted at individual pupils.
13. The overall quality of pupils' learning is good. The vast majority of the pupils work hard in order to please their teachers and for the fun of learning. Teachers ensure that they are successful by giving clear instructions before well planned lessons. The pupils are usually fully engaged in learning and approach their work with interest and curiosity. Most of the pupils persevere well. Pupils with special educational needs and those who are higher achievers, make the same good progress as most of the other pupils because they are well catered for by their teachers.
14. Just occasionally teaching is unsatisfactory or has unsatisfactory features such as when a small group of boys in one class disrupts learning. This often happens when the introductory sessions require these pupils to listen for more than a few minutes. The pace of the lesson is allowed to slow as the teacher deals with the disruption and then other pupils begin to lose interest. In the same class, when the teacher plans lessons which require a high level of active involvement, pupils learn well and at a good pace. The management of pupils overall in the school is satisfactory but it lacks consistency.
15. Teachers throughout the school have good subject knowledge and this is particularly noticeable in history and science. This allows them to be very relaxed, to respond well to pupils and to set challenging questions and tasks. All lessons are very well planned and teachers gain pupils' interest by use of good resources. In the vast majority of lessons, time is used well and there is a

brisk pace to learning. Teachers provide pupils with regular homework which is helpful to them in consolidating and occasionally extending their learning.

16. One reason for the good teaching is because teachers know the pupils very well. The school has very good systems for assessment and the teachers make good evaluations each week and they identify pupils who are experiencing any difficulties. There is clear evidence that all of the teachers take account of prior learning when planning lessons. The good, regular assessment of what pupils can do helps the teachers to plan equally well for those pupils who have special educational; needs and those who are particularly talented. The needs of both these groups of pupils are fully met. There is considerable scope for the teachers' good knowledge of the pupils to support the development of individual learning targets which are shared with the pupils. This has begun in some classes.
17. There is no significant difference in the quality of teaching in different subjects and the teaching overall is similar to that reported on at the last inspection.

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

18. The quality and range of learning opportunities for pupils are good with some very good features. All statutory requirements are met. The curriculum for children under five is appropriate and they quickly move on to the programmes of study of the National Curriculum. The curriculum caters for their development in all six areas of learning. Pupils are very well prepared for Key Stage 1.
19. The curriculum is broad and balanced in both key stages. The planning is very good in that the school manages to incorporate all aspects of the National Curriculum and religious education into its work without detracting from the emphasis on literacy and numeracy. History, geography and religious education figure as elements in the literacy hour where relevant fiction and non-fiction texts are studied. Opportunities for drama are created in history whilst studying the Romans. Aspects of numeracy also figure in history where pupils count in Roman numerals and use time lines for subtraction and addition. Music and art themes are often chosen to link with countries studied in geography. In design and technology pupils planned the making of shoes, looking at different models from Roman sandals to modern trainers. Information technology, which was a weakness in the last inspection, is now more widely used across the curriculum.
20. The introduction of the literacy strategy has been planned well and has made a positive difference to pupils' understanding of the wider curriculum. It now needs some adaptation to cater for the needs of pupils whose writing needs more time for development. The numeracy strategy is proving effective and, like the literacy programme, is taught consistently from class to class.
21. The school has a planned programme to develop pupils' personal and social skills. Pupils have discussion time about matters relating to them and to school. The importance of health and safety are stressed regularly. The school has an agreed policy for sex education and topics are introduced to pupils whenever they are appropriate.
22. There is a rich programme to support the taught curriculum. Pupils attend a range of clubs for sport, music, French and information technology. Pupils go on relevant visits to castles and churches as part of their study of history, geography and religious education. Visitors come in to school or write letters to share their experiences with the pupils. There have been visiting artists and writer working with pupils. Provision for extra curricular activities is good.
23. Boys and girls have equality of opportunity in all aspects of the curriculum. Provision for pupils with special educational needs is well planned and meets statutory requirements. Appropriate targets are set for their development and parents are kept informed. The work provided in class is good and is well matched to their needs. The support that they receive from assistants is often very good.
24. There is satisfactory provision for pupils' spiritual education and good provision for moral, social and cultural education. There is a daily act of collective worship which meets statutory requirements. Pupils have some opportunities to reflect on life around them. In assembly there are planned opportunities in the programme for pupils to consider their place in the world but

during the inspection opportunities to develop this were missed. However, on other occasions, pupils responded well for example, to the intricate nature of a bird's nest and they take obvious enjoyment in listening to music from developing countries.

25. There were clear messages in assemblies about the importance of trust, good behaviour and caring for others. This is supported in classrooms. Pupils have visited landfill sites and considered issues such as pollution. In geography, pupils learn about the need to look after others who are hit by natural disasters. In religious education the importance of honesty and working with others is stressed. Moral development is well planned in the school and effectively supported.
26. There are good social opportunities for pupils. They meet a range of different visitors to school and in class they collaborate well in their groups. All pupils participate in the production of school musicals. Pupils take turns to act as monitors and look after the classrooms and help after assembly.
27. Culturally pupils have many chances to extend their knowledge. They study the cultural aspects of developing countries in geography, art and in music with sensitivity. There have been artists in residence; they have worked with an author and have made theatre visits. In history, they study their village and its history. There is a good link with schools in the city to look at their different customs and pastimes.
28. Links with the community and parents are good and contribute to the richness of the curriculum. The school benefits from its close association with the local cluster group of first schools and expertise in curriculum planning is shared. There are regular meetings with the local middle school to ensure that teachers are well informed about pupils and transition to the next stage of education is as smooth as possible.
29. At the last inspection the curriculum was judged to be broad and balanced and this has been maintained. There have been improvements in information technology, history and design and technology.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school looks after the children in its care properly and, being a small school in which there are very good relationships, all staff know the pupils well. This provides an environment in which pupils feel secure and cared for.
31. The school has sound procedures for pupils' welfare, including child protection. Good arrangements are in place for first-aid to pupils and any actions taken are recorded. However there is a weakness in the recording of other aspects of safety such as fire drills and inspection of the premises. Procedures for monitoring and promoting attendance are good. The very good relationships the school has with parents help to ensure that all reasons for absence are promptly notified.
32. The procedures for monitoring and promoting good behaviour are not satisfactory. The school has a behaviour code for both teaching and non-teaching staff to follow, but it is applied inconsistently. The positive encouragement of good behaviour is not given sufficient importance and pupils are not encouraged to feel responsible for the way they behave by being involved in setting their own targets. This was an issue raised in the last report on which there has been insufficient progress. The school does, however, create an environment in which pupils are thoughtful to each other and play well together and there is no oppressive behaviour.
33. The school has very good procedures for assessing pupils' attainment and progress through analysing the results of standard tests and carrying out regular assessments in mathematics, English and science. The headteacher and class teachers follow the progress of individual pupils very closely. Teachers use the information from the assessments well to plan their lessons for the week ahead, mostly matching activities to the pupils' abilities and identifying those who could do better or are achieving higher than expected. Good records are kept for mathematics, reading and spelling in particular but less formal records are kept for all other subjects and comments here are useful but of a more general nature. Pupils are supported well in their learning although the marking of older pupils' work is not sufficient to help them to improve.

34. Individual pupils' achievements are celebrated well in assemblies by awarding certificates for good work and attitudes and the school also recognises individual achievements out of school. Although certificates are collected into each pupil's Record of Achievement, pupils are not sufficiently involved in this to make it a source of personal pride. Regular target setting involving the pupils themselves is beginning to develop in some classes though there are no formal procedures to review with pupils how they are making progress in their work and behaviour. Older pupils do have the opportunity, however, to make a contribution to their own report to their parents once a year when they say what they are good at and how they feel they could improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. Parents' views of the school are positive and they feel that there is every opportunity to be involved or to see a teacher about any problems, should they wish. Although some parents feel that the information they receive from school is not always helpful, the majority is happy with it. The inspection team finds that parents are generally well informed about their child's progress. The school is developing home-school agreements.
36. Good quality information is provided by the school in the form of the prospectus, the governors' annual report to parents and pupils' annual reports. Newsletters are regular and informative and in particular give useful information every half term about what each class is doing in the curriculum. Directions are given to parents about how mathematics problems are set out, for example, so that they can help their children with homework. Pupils' reports are thorough although there is little to alert parents to which areas need to be improved. There are good opportunities for parents to talk to teachers, both formally and informally about pupils' progress. Very good links between school and home start with the induction process before the children come into the reception class. These include home visits and visits from the local playgroup so that the children become familiar with routines.
37. Parents support the school very well and the parent teacher association makes a very positive contribution through activities such as developing the play area. The swimming club is run by the parent teacher association. Teachers make very good use of the volunteers who help regularly in class. Pupils regularly take their reading books home to share with their parents and the home/school notebooks are used well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The school is well managed and the headteacher gives sound leadership. The headteacher has managed to create a good awareness of the importance of high standards and all of the teaching staff work very hard to ensure that these standards are achieved. The school has a clear sense of direction and all of the staff are aware of the focus on school improvement. All teaching staff have subject leadership responsibilities and they carry these out well.
39. One strength of the management is the headteacher's ability to gather information through tests and observations and to reflect on and analyse this data, involving her colleagues in the process. Through these accurate systems, for example the regular testing of pupil performance and observations of the quality of teaching and learning, the head has been able to establish very clear and appropriate areas for development for the whole school. In most instances, appropriate strategies have been devised to address the areas of concern and these are recorded in a generally effective school improvement plan.
40. School development is generally effective though in some areas, most notably marking and behaviour management, staff act independently of the school policy. This is not helpful and is an issue to be addressed by management.
41. The governing body has undergone a period of considerable change in the last four years but is now settling to its role and is rapidly increasing in effectiveness. Some of the governors have undergone training and are beginning to ask relevant and helpful questions in order to gain information. The governing body fulfils its statutory responsibilities and is currently supportive, but is not yet a full partner in helping to direct the school.

42. The headteacher in particular plans finances well and is supported by the school administrator for the day to day management of financial and other matters. The budget is used well with the available finance being tied very closely to the development targets of the school such as the improvement of information technology. The headteacher and the governors are very aware of the current annual deficit due to falling numbers of pupils in the area and they are appropriately considering ways to manage the budget. In all matters of spending the school seeks good value for money and the headteacher is currently developing more formal ways of seeking best value.

43. The school has a good number of staff and this currently allows for the reception children to be in a single age class. This is a good use of staffing as it gives the young children a very good start to their education. The accommodation is generous for the number of pupils but it is very well used, for example the school has made one room into a technology base. The base is used well and standards in design and technology are high. Learning resources are generally good and reasonably plentiful. Where they are good, for example for science, pupils are able to have sufficient appropriate equipment to carry out investigations and standards are high. Resources for information technology are satisfactory but the classrooms have a range of different computers and these are time consuming to manage and therefore teachers have a tendency to restrict the use of some machines.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The strengths of the school outweigh the areas for improvement. They are nevertheless important areas, as they are not confined to a particular subject but to areas of school life generally. In order to raise standards the headteacher and governing body should :

- (1) Improve procedures for monitoring and promoting good behaviour by:
 - agreeing and consistently implementing a code of conduct;
 - agreeing consistent strategies to deal with unsuitable behaviour
 - using teaching techniques which are appropriately matched to all pupils' needs and which fully engage them in profitable learning. (paras 8/14/32)

- (2) Raise standards in writing by:
 - making pupils more aware of their spelling errors and of ways to put them right;
 - encouraging them to have more pride in the presentation of their written work;
 - providing more individual thinking time for pupils to prepare their finished pieces of work. (paras 4/54)

- (3) Involve pupils more actively and consistently in working towards personal targets by:
 - ensuring that all teachers set clear targets for the marking of written work and check that pupils respond appropriately;
 - making pupils more aware of the standard of their work
 - working with the pupils more effectively in the setting of personal targets which include behaviour and personal development as well as academic goals. (paras 33/34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

34

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

17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	35	38	18	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	91
Number of full-time pupils eligible for free school meals	0
Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	22
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	11
	Girls	8	8	7
	Total	17	16	18
Percentage of pupils at NC level 2 or above	School	85 (97)	80 (100)	90 (100)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	11	11
	Girls	8	7	9
	Total	17	18	20
Percentage of pupils at NC level 2 or above	School	85(100)	90(100)	100(100)
	National	82(81)	86(85)	87(86)

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

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	90
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	18
Average class size	23

Education support staff: YR – Y4

Total number of education support staff	1
Total aggregate hours worked per week	26

FTE means full-time equivalent

Financial information

Financial year	1998-9
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	£
Total income	178987
Total expenditure	180617
Expenditure per pupil	1902
Balance brought forward from previous year	35818
Balance carried forward to next year	34188

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	91
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	43	45	9	2	2
Behaviour in the school is good.	38	53	2	0	6
My child gets the right amount of work to do at home.	32	53	11	2	2
The teaching is good.	40	55	4	0	0
I am kept well informed about how my child is getting on.	23	62	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	60	36	2	0	2
The school expects my child to work hard and achieve his or her best.	43	53	4	0	0
The school works closely with parents.	43	47	9	0	2
The school is well led and managed.	28	49	13	0	11
The school is helping my child become mature and responsible.	40	49	2	0	9
The school provides an interesting range of activities outside lessons.	21	49	17	11	2

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

45. At the time of the inspection four children were under five years of age. One child was absent and all the children are working at levels beyond the nationally expected desirable learning outcomes for children of this age. Therefore provision for pupils in the foundation stage was not observed.
46. Children enter school at the beginning of the year in which they reach their fifth birthday. Baseline assessment indicates that attainment on entry is average. They make good progress during the Reception Year and all children are currently working within the National Curriculum.
47. The provision is good. The accommodation is large, bright and well organised to provide children with a very good range of practical experiences in all areas of learning. Resources are good and well maintained. Planning is thorough and takes account of initial and ongoing assessment, although at the beginning of the academic year there is too much emphasis on literacy and numeracy and insufficient balance across the areas of learning. The induction process enables children to have confidence and look forward to entering school. Parents are well informed of both the curriculum and their child's learning. There are good links with outside agencies and parents support learning by helping in the classroom and encouraging and helping children with the homework they are given.

ENGLISH

48. Standards of attainment in English tests in 1999 at the end of Key Stage 1 were above the national average in reading, and in line in writing. The proportion of pupils gaining higher levels in reading was well above the average nationally while in writing it was average. Compared with similar schools, standards of reading were average but standards of writing were lower. Results in 1999 took a slight dip from the results of previous years. This is largely accounted for by the increase in the number of pupils with special educational needs in a fairly small cohort of pupils entered for the tests.
49. In lessons and work observed, standards are high in speaking and listening in all classes. Most pupils are keen and able readers with even those who find reading difficult able to use a range of skills to decode words. There are weaker aspects in the writing, such as spelling and presentation which are caused by pupils being careless and, in some cases, taking too little pride in their work.
50. In Key Stage 1, pupils listen well except for a minority of boys. Most are good at developing ideas orally. They have a wide vocabulary and use language confidently such as when they are asked to insert appropriate words into a poem. Teachers' questions are well judged and they give pupils time to think for themselves. Pupils show their understanding of poetry and their own writing by reading aloud with clarity. During the opening sessions of the literacy time in all classes, many pupils, including those with special educational needs make very good contributions to the discussion. Teachers know their pupils well and they ensure that relevant questions use words that challenge them all. An older pupil picked up on a new word "denarii" in a talk about Roman baths and knew that the singular was "denarius". Pupils with special educational needs were engaged in a lively discussion before writing their own description of Elizabeth I, using original adjectives and powerful verbs. By the time that pupils reach Year 4, they are good at structuring their ideas orally. They have a genuine curiosity to find out new facts and to discuss interesting topics. However, pupils have limited skills in formal debating activities.
51. Pupils read well from an early age. They use clues from the book to help them work out new words and they can sound out unusual words. Reading is supported by close links with the parents and by regular opportunities for pupils to read their work aloud to teachers and support staff. Teachers provide good models for reading during the literacy session. The range of books available in the school, both fiction and non-fiction, is attractive and encourages pupils to read. They respond well and can discuss authors such as C.S. Lewis with a wide general knowledge. They use words like antonym, pun and other formal grammatical terms with confidence. Overall,

reading is accurate and competent rather than expressive. Planned opportunities for performing play scripts or rehearsed poetry readings as seen in the oldest class give pupils dramatic range to their reading aloud.

52. A strength in pupils' reading is their ability to use a wide range of sources for gathering evidence. Their knowledge of reference books is good. They quickly find answers to their queries by an intelligent use of dictionaries, atlases and other non-fiction texts. They can read instructions on the computers and follow what they should do next.
53. Some aspects of writing are good. Higher attaining pupils in Key Stage 1 can write fluently in well constructed sentences and they use speech marks accurately. By Year 2 one boy was able to use idiomatic phrases to describe character and showed a distinct sense of what an audience wants to know. He wrote in clear paragraphs and the work was well set out. Pupils in Key Stage 2 develop their skills and some write well and at length. For example, their response to De La Mare's "The Listeners" was good. They were stimulated by a display, looked up the unusual words and used them in writing to show their feelings about the poem. Personal writing is often sensitive at both key stages.
54. There are however weaknesses to be remedied. Too many pupils are easily satisfied by their writing. They are slow to complete work in class and do not have enough time to think or reflect on what they should write. As a result, work is often untidy and unfinished. Spelling strategies are in place but are not sufficiently rigorous to ensure improvement.
55. Pupils have good attitudes to English and they behave well in class. They show a great deal of personal initiative but could settle more quickly to their writing on occasions. Pupils enter the school with levels of attainment in line with national expectations. They achieve well in both key stages and especially so in the majority of classes where the management of behaviour is good. Pupils with special educational needs do well during the speaking and listening activities and when they are withdrawn for group work in writing.
56. The quality of teaching is most often good. Occasionally it falls to satisfactory when teachers do not capitalise on pupils' interest. Some introductions to work are too long and some immature boys are allowed to distract others. The main strengths in teaching outweigh these minor shortcomings however. Teachers know their subject well and plan well according to the National Literacy Strategy outlines. Support staff work well and make a major contribution to pupils' good achievements over time. In most classes the assessment of pupils' progress and marking are clear and helpful, with targets set for improvement. The subject is well managed and teachers have had opportunities to observe each other's literacy sessions. This has resulted in a fairly consistent approach to teaching English.
57. Since the last inspection the good standards in most areas have been sustained. Pupils have a stronger grasp of grammatical knowledge than before. The difficulties identified in spelling are still present, however.

MATHEMATICS

58. The 1999 National Curriculum tests show that pupils' attainment in mathematics at the age of seven is above the national average and the same as other schools with a similar socio-economic background. The inspection data confirmed that pupils in Key Stage 1 are working above national expectations and that pupils in Year 3 and Year 4 are on course to national exceed expectations at the end of Key Stage 2. The small numbers involved in each cohort make year on year comparisons less accurate but the trend is at least as good as the national trend. The school is gradually improving its results and meeting the realistic targets it has set itself. There is no significant difference between the performance of boys and girls. Pupils with special educational needs make satisfactory progress.
59. By the end of Year 2 pupils can work confidently with numbers up to 100. They know multiplication tables 0-5 and 10. They use their knowledge of numbers to calculate practical problems relating to money, length, weight and capacity and are beginning to tell the time in both analogue and digital notation. Higher attaining pupils understand simple fractions such as halves, quarters and tenths.

60. Pupils work hard in response to well focussed teaching and make good progress through the school. On entry to school children's attainment is as expected for their age. Many are unable to count to 5 and have limited mathematical vocabulary. They make good progress during the reception year due to the very good teaching and after two terms are all able to count to at least ten. They are able to calculate one less and one more with higher attaining pupils ordering numbers forwards and backwards to 20 and counting in 10's to 100. The majority of Year 1 pupils settle to undertake their tasks in a mature and responsible way and learn number patterns, make progress in telling the time and are beginning to use graphs to interpret data. They are less settled in the oral sessions when a few pupils adopt attention-seeking strategies which are allowed to interrupt the flow of the concepts being taught. The teaching methods adopted for the average and higher attaining Year 2 pupils support effective learning, through well structured sessions and often the tasks are investigative, which helps pupils to apply and extend their learning within everyday contexts. Year 3 and Year 4 pupils apply themselves to both the whole class oral sessions and to individual tasks. They learn to order numbers to 2 decimal places and are able to manipulate decimal fractions. Although good progress is evident from their attainment pupils are unable to judge this for themselves as there is no expectation that photocopied sheets are dated or kept in sequential order. Higher attaining pupils make good progress due to the challenging and differentiated tasks set for them.
61. Pupils' attitudes are positive and this has a direct impact on their good progress. They respond well to questions and are keen to participate in mental arithmetic and to offer explanations for strategies that they have used. They listen attentively to the teacher's explanations and ask relevant questions to support their learning. A small minority of pupils' behaviour is inappropriate, they are particularly restless and inattentive following a slow paced, undirected curriculum time, which is used for reading and drinking milk. Where teaching and learning are good, pupils learn from their mistakes and try hard to improve their work. Older pupils are insufficiently aware of set targets as marking is mostly for correctness and provides no guidance on how to make improvements.
62. The quality of teaching was good or very good in 62% of lessons but 2 out of the 8 lessons observed were unsatisfactory. Where teaching is good or very good challenging tasks are set and teachers structure the session in clear developmental steps and use good questioning techniques to probe knowledge and develop understanding. They make good use of practical resources to support learning and set relevant tasks relating to real life mathematics. Weaknesses in teaching include lack of pace, particularly during oral sessions, which allows inappropriate behaviour to dominate. Sometimes teachers spend too long teaching a subject when it is evident from the attainment of pupils that they have a good grasp of the concept. All teachers set appropriately differentiated tasks and have a good knowledge and understanding of the subject but where weaknesses occur pupils are not always provided with sufficient continuous work that they can complete without support. Planning is thorough and effective, teachers are following the national guidance for teaching numeracy and there is a good balance between mental strategies, direct teaching and pupils recording their work. However, expectations in the standards of presentation in recording work vary and sometimes some older pupils produce untidy and careless work.
63. Homework is used well to support learning throughout the school.
64. Numeracy is used effectively across the curriculum. Pupils use time lines in history. In geography they compare climate charts from Peru and London. They measure during science experiments and while designing and making in technology.
65. Assessment procedures are a strength of the provision. Standardised tests are analysed in detail to determine strengths and weaknesses in teaching and pupils' knowledge and understanding. They are used to track pupils' progress over time and to set realistic targets for improvement. On-going assessment is embedded into practice through regular testing and teachers keep records of pupils with specific difficulties or those exceeding targets. The co-ordinator is effective and supports improvement across the school.
66. Since the last inspection, the school has maintained its above average levels of attainment and has addressed the issue of providing work that is challenging for all the differing abilities. However, it has not significantly addressed the issues relating to consistent expectations of behaviour and presentation of work within mathematics lessons.

SCIENCE

67. Teacher assessment at the end of Key Stage 1 indicates that almost all pupils achieve the nationally expected levels and many reach levels which are higher. The teachers' assessment is confirmed by the inspection findings which indicate that pupils have a very good knowledge and understanding of life processes and living things, the properties of materials and physical processes. The science curriculum helps ensure that the good standards achieved at Key Stage 1 are continued in Key Stage 2 and by Year 4 the pupils are achieving well and are likely to achieve above average standards by the end of the key stage. Teacher assessment has shown consistently good attainment over the last three years.
68. Pupils' progress is good as many of them begin school with the expected level of knowledge and understanding of the world and by the end of Key Stage 1 they have achieved good standards. Pupils develop particularly good knowledge of the properties of materials. In a lesson on light, pupils in Year 2 are able to apply what they know about materials and are able to discuss transparency, translucency and opaqueness and make sensible and reasoned predictions. In this lesson the pupils learned rapidly because once given clear instructions, the pupils were able to work independently, devising their own tests and finding answers from first hand experiences.
69. In this same lesson, pupils were able to talk about why some of the tests they had devised were better than others. Their answers showed that they had a good understanding of the importance of accuracy in scientific testing. In this instance, pupils consolidated their knowledge and understanding of how to carry out tests.
70. The good progress that the pupils make is attributable to the constantly good and very good teaching in science. All teachers observed showed that they had a good knowledge of the subject and were able to question, answer and help to seek solutions with great confidence. When the youngest pupils were looking at rubbish disposal and the changes in materials, the teacher was very knowledgeable about the processes involved and had set up an appropriate and interesting activity for pupils which involved burying rubbish. The oldest pupils gained knowledge and understanding from a very good lesson which summarised what they had been learning about moving and growing. This was because the teacher had prepared the lesson well, had appropriate resources to hand, had a clear view of what the pupils should know but was also able to follow their line of thinking, for instance when a pupil asked what else, other than bones, was made of calcium.
71. All teachers plan well for science and all make very good use of the last part of the lesson to summarise learning and to prepare pupils for the one. In the lesson on light the teacher made an excellent and clear summary of the work but also used the opportunity to challenge pupils' thinking about the quality of their tests and also to introduce the next topic on sundials. Very clever questioning gave the teacher a clear view of the pupils' current understanding of light and shadows. All of the staff base their lessons on what they know about pupils' prior learning.
72. The school is well resourced for science and the school grounds are also a very good resource which is used well. The subject is very well managed and the co-ordinator's leadership has given all teachers confidence. Scrutiny of pupil's work and the school science scheme indicates that there is a very broad science curriculum.
73. The school has improved both provision and standards since the last inspection

ART

74. Pupils' attainment at the end of Key Stage 1 and in Year 3 and Year 4 is above that which would be seen in most schools. Pupils make good progress due to the broad range of experiences offered to them and the systematic development of skills and techniques over time. No lessons were observed during the inspection period and judgements are based on work on display on the walls, scrutiny of pupils' art folios, teachers' planning and discussion with pupils and staff.
75. Pupils develop visual perception and the creative, imaginative and practical skills needed to express their ideas. Reception year children experiment with colour and paint pictures. They gain tactile perceptions by weaving with a variety of natural textures for example dead leaves and moss. Older pupils draw upon designs used within African culture to create their own patterns of

shape and colour. Learning is further enhanced by links with a topic on Kenya and by the recognition of the two dimensional shape of the rhombus. Pupils make use of the locality and record observations of the landscape confidently showing good techniques and an appreciation of line and tone. Younger Key Stage 2 pupils decorate the shoes they have made with a variety of materials.

76. Pupils make good progress due to the skilled teaching of techniques, and the varied provision of the curriculum. All pupils develop the skills of Batik, making designs and images of Africa on tee shirts. A range of visitors provides further opportunities for pupils to gain visual perceptions. For example a local sculptor supported pupils in producing a three dimensional wire sculpture and through a grant from the Arts Agency, each class was involved in developing the design of the school logo.
77. The good standard of display encourages pupils to feel that their work is valued and they respond well by trying hard and to do their best at all times. They enjoy the subject and talk enthusiastically about the projects they have undertaken. The co-ordinator is knowledgeable about the subject and supports colleagues effectively.
78. The school has maintained good standards since the last inspection.

DESIGN AND TECHNOLOGY

79. Only one lesson of design and technology was seen during the inspection but a large amount of pupils' work was seen and discussed. The pupils reach very good standards at both key stages and achieve very well. Standards have improved since the last inspection. All of the pupils make very good progress.
80. Scrutiny of pupils' work indicates that they achieve high standards, not only in making items but also in planning and evaluating them. The youngest pupils in Key Stage 1 have made and evaluated finger puppets and have learnt the difficulties of the process involved. They have also made houses and have tested them to find out which method of construction is the most effective for keeping the occupants dry. From such work, they have gained a sound knowledge of the effectiveness of various techniques as well as deepening their understanding of the properties of materials. Older pupils in Key Stage 1 have used their knowledge of electrical circuits gained in science, to light the nativity scenes which they made. They have also constructed models of vehicles and made masks to a high standard.
81. In another Key Stage 1 class, pupils have used autogyros as a part of their construction and have discovered much about movement properties. They have also worked with both foods and textiles and have a good memory of the work they undertook. They have seen real-life application of their work in the ornamental trellis outside the school.
82. Teachers plan well for the subject and this planning is based on a good quality curriculum which includes all aspects of the design and make process and includes the use of a good range of media. The staff are confident and well organised as in the lesson seen where pupils were constructing winding gear for a gatehouse. In this lesson for pupils in Year 1, the teacher deployed helpers very well and also provided many useful activities to reinforce the winding principle.
83. The school is very well resourced for the subject including the provision of a design and technology workbase and this helps to support good progress.

GEOGRAPHY

84. It was not possible to observe the teaching of geography during the inspection but scrutiny of the work of all classes and discussions with pupils revealed that good standards have been maintained since the last inspection.
85. In Key Stage 1 pupils have undertaken a local study and described their visits clearly. They show

a good sense of sequence in their writing and try to vary conjunctions such as “first”, “then” and “after that”. Most, including those with special educational needs, can follow a plan of their own school and give directions of how to get from their classroom to another part of the school. They have studied aerial maps and can locate places near the school. Pupils clearly draw comparisons between Britain and foreign countries. They use words like “shanty town” in their writing and know what it means. There is a good build up of geographical knowledge during the key stage but too much of the work is driven by worksheets which limit the opportunities of some able pupils to write freely.

86. In Key Stage 2 all pupils can draw and follow routes. They use accurate symbols to provide a key. Most have a secure understanding of compass directions using eight points. Pupils with special educational needs require specific guidelines to help them. Work on weather is restricted because of the current syllabus but some plotting of weather conditions occurs in reception. Older pupils showed that they could compare the temperature charts of Lima and London during their work on Peru.
87. There is some good extended writing on life in the city and on a farm in Kenya. Further work on display showed some really well written letters from pupils to their parents describing life in Kenya. These were accurate, very well presented and showed that they had learned a lot about the climate, living conditions and people of this part of Africa. Pupils can use atlases, efficiently looking to indexes and tracing co-ordinates to locate cities of the world.
88. The scheme of work for geography ensures good coverage of the National Curriculum. There is good use of local visitors who come in to describe their visits abroad. The school also tries to relate the social, moral and cultural dimension of geography by talking to pupils about disasters caused by adverse weather conditions in some countries and about problems such as those surrounding the rain forest regions. Since the last inspection the school has introduced more opportunities for pupils to use information technology linked to Ordnance Survey work on CD-Rom.

HISTORY

89. The teaching of history has a high profile in the school. Standards of achievement are high at the end of Key Stage 1 and in Key Stage 2. This is an improvement in Key Stage 1 since the last inspection with standards being maintained in the older classes.
90. In Key Stage 1 pupils develop a sense of where they are in history by looking at simple time lines that involve their families. They are able to see how things change over time. Pupils in the reception class show real tenacity in looking for clues about people from the past. Very imaginative teaching had encouraged pupils of all attainment levels to think hard about how an old smoothing iron worked. Many could recall what they had learned in previous lessons to say why wooden handles are safer than iron ones. Pupils had also shown good investigative skills in looking for clues about characters from the contents of suitcases. Challenging teaching is producing stimulated pupils who are keen to find out more.
91. Older pupils in the key stage are learning about conditions in the Second World War. They are used to working at home on their own research and have brought in ration books, sepia photographs and other interesting material. A letter from a grandmother was effectively used by the teacher to generate a feeling for what it was like to live during the war. Pupils were writing letters home in the role of an evacuee. Higher attaining pupils had produced lively writing that showed an empathy with children from an earlier time. Good use of the learning support available ensured that pupils with special educational needs were fully involved in the work. Other pupils used information technology to research some further ideas.
92. Key Stage 2 pupils displayed a good knowledge of Roman times. They compared Roman baths with modern leisure centres, and teachers set out the tasks clearly so that pupils could work independently. During the question and answer sessions, pupils displayed a keen curiosity but occasionally this was not given free rein to develop as the pupils were directed too strongly. Pupils are good at using source materials to research their work. They remember facts about famous people such as Ann Frank and events such as the Wreck of the Zanzibar.

93. Pupils have very good attitudes to their learning in history. They are stimulated by the excellent display illustrating visits to castles and local places of interest. In lessons they work well in pairs and groups and help each other willingly. In the introductory sessions they often contribute to the ideas of others to develop the discussion.
94. The teaching of history is nearly always at least good and very good in a third of lessons. Teachers are very knowledgeable and they use visits and visitors very well to add to pupils' understanding of difficult historical concepts. Questions are often probing though occasionally not developed as fully as they might be. Pupils are stimulated by interesting lessons and varied resources. The brisk pace of the best lessons ensures that there is good coverage of the curriculum with most pupils reinforcing their understanding of the topic. Teachers encourage pupils to develop a thirst for knowledge about their heritage and their own lives from a very young age.
95. Weaknesses in the subject are few and minor. Sometimes lessons have a predictable shape from day to day and would benefit from a more varied structure. Higher attaining pupils need worksheets less than others and they could do more extended writing on their own.
96. Overall history is a strong subject that is led well by the subject co-ordinator and which makes a powerful contribution to the curriculum.

INFORMATION TECHNOLOGY

97. Standards are satisfactory by the end of Key Stage 1 and discussion with pupils and scrutiny of other evidence indicates that older pupils will be in line to achieve satisfactory standards by the end of Key Stage 2. There has been good improvement since the last inspection.
98. No direct teaching was seen during the inspection though pupils were seen using computers. One of the after school computer clubs was observed and discussions were held with the pupils about their experience in this subject. Samples of work were scrutinised.
99. Pupils in Key Stage 1 make good gains in developing keyboard skills and many of the pupils in Year 2 can find keys relatively rapidly. They word process at a suitable level and some of the pupils show that they can create particular effects for example using bold print and underlining. Many of the pupils are able to represent their ideas through the use of drawing programs.
100. Most of the pupils can recall aspects of control technology and can describe how to use a floor robot. By Year 4, they have a good understanding of the processes involved and can talk about the application of this technology to everyday life, for example, to clean a carpet.
101. Observation of some of the older pupils at the computer club shows that they are fluent with many basic operations and can print, save and recall information. They are able to use the Internet and use CD-ROM material well to support their learning.
102. Information technology is satisfactorily resourced and used well, though there is a shortage of material to support some subjects of the curriculum such as science. However, where there are resources these are used well, for example in mathematics and map work. Overall, this is a subject which is developing well due to the good leadership of the subject co-ordinator who gives generously of her own time to run the computer clubs and support her colleagues.

MUSIC

103. Too little music teaching was observed to make secure judgements about standards.
104. The scheme of work indicates comprehensive coverage of the National Curriculum in all classes. In assemblies and in lunch time sessions observed with the peripatetic teacher, pupils obviously enjoy making music. They listen well to the music played by recorders in assembly. Young pupils show familiarity with some technical terms such as "timbre" and "pitch" and in hymn practices they are made aware of the importance of breathing correctly when singing. They sing

enthusiastically and in tune. The recorder and violin players show a good sense of rhythm. Their command of the pace and tempo of pieces is still at an early stage but they are very keen to learn.

105. Pupils' cultural appreciation is broadened by listening regularly to famous composers and to music from countries such as Africa and South America. This ties in well with the work done in geography. For a small school the planning of music is woven well into the curriculum as a whole.

PHYSICAL EDUCATION

106. Pupils' attainment at the end of Key Stage 1 is similar to what would be seen in most schools and Year 4 pupils are in line to reach appropriate standards by the end of the key stage. At Key Stage 1 pupils perform simple skills safely. They improve their performance through practice and learn to work co-operatively. At Key Stage 2, pupils find solutions to the challenges they encounter. They all work safely in pairs and with apparatus. They all sustain energetic physical activity over a good period of time.

107. Pupils make steady progress throughout the school. Good progress is made in the majority of lessons observed. All pupils develop increasing control over their movements as they work through the school curriculum. Children in the reception class learn to control a ball with a hockey stick and to stop and pass the ball to one another. Year 1 pupils improve the quality of their movements while working in a stretched body shape. Higher attaining pupils are able to sequence movements. Year 2 pupils practise and consolidate previous learning before developing further ideas for curling and stretching in the air and over the floor. Year 3 and Year 4 pupils balance and travel with their body weight supported on their hands and feet and also learn to change their direction within a sequence of movements. They know a range of traditional British country dance steps.

108. Pupils' response is lively and enthusiastic. They work together well, co-operating to achieve the tasks set. Children in the reception class sustain concentration for good periods of time and although they are very keen to break away and engage in a 'game' of hockey, they follow the instructions they are given. Pupils who sometimes demonstrate inappropriate behaviour in other subjects enjoy their physical education lessons, are fully occupied and behave appropriately. Year 2 pupils' work constructively, their behaviour is good and they respond well to one another and the class teacher. The oldest pupils are confident and take turns appropriately. There is some silliness when boys and girls are asked to dance together but this subsides as the task gets under way.

109. The quality of teaching is good in three-quarters of lessons and never less than sound. Lessons are well planned and the teaching of skills well structured. Praise is used effectively to improve performance in the majority of sessions, but there is insufficient expectation that pupils will constructively comment on each other's efforts. Instructions are clear and take account of safety but sometimes there are too many instructions for the age of the pupil and they have to be repeated. Older pupils are insufficiently encouraged to take a pride in their body posture and manner while dancing, the emphasis is on the correctness of the sequence of steps and so a dimension to learning is missing.

110. The curriculum is broad and balanced and is enhanced by the extra curricular activities available. The school has maintained its provision since the last inspection and is well directed by the co-ordinator who further supports standards through after school clubs.

RELIGIOUS EDUCATION

111. Pupils' attainment at the end of Key Stage 1 and in Year 3 and Year 4 is similar to that seen in most schools and pupils make satisfactory progress throughout the school. No lessons were observed during the inspection period and judgements are based on teachers' planning, a scrutiny of pupils' work over the year and discussion with pupils and staff.

112. Pupils learn about important Christian celebrations and the events that lead up to and follow these events. Younger pupils know the Christmas story. They learn about the baptism of babies today and of the baptism of Jesus as a man. Older pupils learn about Lent, the Last Supper, and Jesus' entry into Jerusalem and the Easter story. During an assembly, pupils demonstrate a good knowledge of the many roles that Jesus played e.g. servant and master and were able to name many of his disciples or friends. They are able to articulate what they know and feel about Jesus. They read stories from the Old Testament and learn for example, about Daniel and Samuel.
113. They make sound progress gaining an empathy with people who make a Christian contribution to everyday life currently or in the past. They learn about the characteristics of Dr. Barnado and St. Francis of Assisi and develop their ideas of goodness by considering qualities such as gentleness and a respect for our planet. Learning is enhanced by close links with literacy for example character studies and the development of suitable questions to put to the vicar about his life and work. They write prayers, which are given value when incorporated into a service led by the vicar and read out in church. They extend their vocabulary, learning about the artefacts within the church and gain an insight into the history of the village by looking at the headstones on the graves.
114. Pupils recall their lessons with interest, particularly when it is set within the context of a topic such as Kenya, when they can talk about how it felt to be a slave and consider slavery from a range of perspectives. Work on display shows some pupils take a pride in their work but this is not consistent within all work. There is insufficient expectation of standards of presentation and correctness of spelling.
115. The co-ordinator is knowledgeable about the subject and there is a clear long-term plan based on the Local Education Authority Agreed Syllabus. The school correctly places an emphasis on Christianity and empathy to its values. Pupils are taught about two other world religions; Judaism in Year 2 and Hinduism in Year 4, however pupils do not currently have an appropriate knowledge base about these religions and the curriculum is imbalanced.
116. The school has maintained the provision since the last inspection.