

INSPECTION REPORT

HINSTOCK PRIMARY SCHOOL

Hinstock – Market Drayton

LEA area: Shropshire

Unique reference number: 123372

Headteacher: Mrs Denise Bidgood

Reporting inspector: B Matusiak-Varley
19938

Dates of inspection: 28 February – 1 March 2000

Inspection number: 194372

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: School Bank
Hinstock
Nr Market Drayton
Shropshire
TF9 2TE

Telephone number: 01952 550220

Appropriate authority: Governing Body

Name of chair of governors: Mr Martin Kent

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
B Matusiak-Varley	Registered inspector	Mathematics Science History Music Religious education	Interpretation of the school's results Teaching and learning Leadership and management of the school
M Morrissey	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development Provision of care for pupils Partnership with parents
C Parkinson	Team inspector	English Art Design and technology Geography Physical education Information and communications technology Provision for under-fives Special educational needs	Curricular and other opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hinstock Primary School is a small village school with 83 pupils on roll. There are 39 boys and 44 girls. Pupils come from white European backgrounds. Twenty-five per cent of pupils are identified as having special educational needs, which is slightly above average. No pupils have Statements of Special Educational Needs. There are no pupils with English as an additional language. The percentage of pupils on free school meals (15 per cent) is broadly average. Socio-economic circumstances of pupils' backgrounds are varied, but are average overall. Pupils' attainment on entry is varied, but is generally average. Pupils are taught in three mixed-age classes by two full-time teachers and two part-time teachers. The under-fives are taught in a mixed-age Key Stage 1 class. There were two pupils who were under five during the week of inspection. By the time pupils are five years of age, they attain the Desirable Learning Outcomes in all areas of learning.

HOW GOOD THE SCHOOL IS

This is a good school which is committed to raising standards. By the end of Key Stage 2, standards in the core subjects of English, mathematics and science are above national averages and pupils are well prepared for their next stage of education. The quality of teaching is good with examples of very good teaching. The leadership and management of the headteacher and governing body are very good. The school richly deserves the respect it gains from the local community. Pupils are well taught and well looked after.

The school provides good value for money.

What the school does well

- Standards are high in English, mathematics and science by the end of both key stages and the majority of pupils achieve as well as they can.
- Pupils' attitudes, behaviour, personal development and relationships are very good.
- The quality of teaching is good and pupils make good gains in their learning.
- The school offers a broad and balanced curriculum.
- Provision for spiritual, moral, social and cultural development is very good.
- The school cares well for its pupils, including those who have special educational needs.
- The school works well with parents.
- The school is very well led and managed by the headteacher and governors.

What could be improved

- Attainment in spelling and data handling, whilst satisfactory overall, could be better.
- Provision for under-fives in relation to curriculum planning and outdoor play resources could be improved.
- Accommodation is cramped with the growing numbers of pupils and is unsatisfactory overall.
- Library books are limited in range and resources for gymnastics in physical education are unsatisfactory.
- Opportunities for pupils to self-correct their work.

The strengths of the school outweigh the weaknesses, but the areas for improvement will form the basis of the governors' action plan.

A minor issue is to ensure that subject-specific skills, concepts and attitudes of the religious education agreed syllabus do not get confused with personal and social education planning.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection which took place in January 1997. It has successfully implemented most of the key issues. Schemes of work have been written in all subjects, assessments have been introduced which inform planning, and monitoring and evaluation strategies for both teaching and curriculum development have been put into use.

Standards have improved in English, mathematics, science, information and communications technology (ICT), design and technology. The quality of teaching has improved, as has curriculum provision and use of assessment. Pupils' attitudes and behaviour have improved. The leadership and management of the headteacher and governing body have also improved. However, due to the wide range of staff training recently undertaken, the school has not maintained its previously good extra-curricular activities provision and this is now judged as satisfactory. The school has not made enough progress in developing its provision for the under-fives and the majority of the curriculum for this age group is not sufficiently planned according to the Desirable Learning Outcomes. Whilst the present cohort of the under-fives has generally coped with the activities provided for older Reception pupils, there are occasions where tasks set are too formal for these young children. There is a lack of gymnastics' resources in physical education and the provision of books for the library, especially non-fiction books, is unsatisfactory. However, due to the very good leadership and management of the school, the school's capacity for further improvement is good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	D	B	B
Mathematics	A*	D	C	C
Science	A*	E	B	B

Key

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

The 1999 National Curriculum Test Results show that, by the time pupils leave school they attain standards which are above national averages in comparison with all schools in English and science and in comparison with similar schools. In mathematics, test results show that standards are in line with national averages for both sectors. Inspection findings show that, by the end of both key stages, standards are above national averages in the core subjects of English, mathematics and science. By the end of both key stages, pupils achieve levels above those expected for the age groups in art, music, history and physical education. In design and technology and geography, by the end of Key Stage 1, pupils' achievement is in line with what is expected for the age group, but by the end of Key Stage 2, pupils achieve standards which are high. In ICT, achievement is broadly in line with expectations by the end of both key stages and, in religious education, pupils achieve the expectations defined in the locally agreed syllabus. Children under five meet the expectations of the Desirable Learning Outcomes. Most pupils achieve as well as they can and pupils with special educational needs make good gains in their learning. Pupils make good progress towards targets set for them, and the school, in conjunction with the local education authority has set realistic targets for 2000 in English and mathematics.

Due to the very small cohort of pupils who take the national tests, results have to be treated with caution as, in 1997, only two pupils took the national tests at Key Stage 2. Trends over time show that there is steady improvement in standards. Standards were at their lowest in 1998 in reading in Key Stage 1 and all core subjects at Key Stage 2. This is because there was a high proportion of pupils with special educational needs in that group of pupils.

By the end of both key stages, standards in English in speaking and listening, reading and writing are high. Standards in spelling are broadly satisfactory, but they could be better. Pupils' presentation of work is very neat. In mathematics, pupils have high standards in using and applying number operations, shape and space and measuring. Standards in data handling are satisfactory, but they could be higher. Attainment in mental mathematics at the end of both key stages is high. By the end

of both key stages, pupils achieve well in science in all the attainment targets, and have good skills in setting up experiments and communicating their findings. Pupils use their skills of literacy and numeracy well across the curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Due to the good quality of teaching, pupils are well motivated to learn. Pupils stay on task and persevere with their work.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils are a credit to the school and behave very well, both in and out of classrooms.
Personal development and relationships	Provision for pupils' personal development is very good. Relationships throughout the school are very good and all pupils are valued for their uniqueness.
Attendance	Satisfactory. Procedures for monitoring and promoting attendance are good. Lessons start on time and registration is both quick and efficient.

The very positive attitudes contribute to pupils' good achievements, very good behaviour results in the school being an orderly community where pupils are ready to work in a positive ethos brought about by the very good relationships.

TEACHING AND LEARNING

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

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

The quality of teaching is good. Twenty-three per cent of teaching seen during the inspection was very good, 60 per cent was good and 17 per cent was satisfactory. There was no unsatisfactory teaching seen during the week of the inspection. Very good teaching was seen in Key Stage 1 in numeracy, music and history, and in Key Stage 2, very good teaching was seen in mathematics, physical education and art. The teaching of the under-fives is satisfactory overall. The teaching of literacy and numeracy in both key stages is good and basic skills are taught well. Teachers' classroom management is very good; there is zero tolerance of bad behaviour. Time, resources and support staff are used very well. This results in pupils being interested and highly motivated. The good quality of teaching is a contributory factor to the good quality of learning. Teachers have very good relationships with their pupils, and this results in pupils making good gains in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Satisfactory for under-fives, but planning could be improved as there are occasions when tasks set are too formal. In Key Stages 1 and 2, the curriculum is broad, balanced and relevant to pupils' needs and interest levels.
Provision for pupils with special educational needs	Good. The school places a high priority on inclusion and these pupils and their parents are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are encouraged to take responsibility and take an active part in the community. Very good opportunities are provided for pupils to reflect upon spiritual experiences, self-knowledge, responsibility towards others and the richness of their own and multi-cultural diversity.
How well the school cares for its pupils	Very good. The school has effective measures to assess learning, and pastoral care is very good. There are good procedures for child protection and pupils' welfare. All staff, including the secretary and mealtime supervisor, ensure that pupils are well looked after.

The school works well with parents. Parents are regularly informed of their children's progress and receive good quality information.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads by example. She is an effective classroom practitioner and has a clear educational direction for the school. She is very ably supported by the Chair of Governors and governing body. Keystaff fulfil their duties well.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They are aware of the school's strengths and areas for development. They successfully monitor the school development plan and the cost-effectiveness of spending. The governing body is accepted by the headteacher and senior management staff of the school as a critical friend.
The school's evaluation of its performance	Good. The school monitors and evaluates its practice well. The headteacher has rightly identified areas for development and in the short time that she has been at the school, she has moved the school forward.
The strategic use of resources	Resources are limited, they are satisfactory overall and staff make the best use of them. The headteacher and governing body use the limited financial resources wisely and ensure that educational priorities are supported through careful financial management. Principles of comparison, challenge, consultation and competition are used appropriately.

Staffing, accommodation and learning resources are satisfactory overall. Staff are appropriately trained to meet the demands of the National Curriculum. Support staff are generally used well to match the demands of the curriculum. Resources are satisfactory with the exception of the library books and gymnastic equipment. Accommodation is unsatisfactory for the growing numbers of

pupils, especially for the under-fives, there is insufficient space for pupils to engage in quiet reading, office space is cramped and the lack of a well-equipped school hall prevents pupils from further developing their gymnastic skills

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Small school ethos. • Good standards in English, mathematics and science. • Approachability of staff. • The time the headteacher and staff and school secretary devote to helping parents who might be experiencing difficulties. • Children are well behaved and staff are fair. • Teachers look after children well. 	<ul style="list-style-type: none"> • More regular homework. • More extra-curricular activities.

Parents are supportive of the school and appreciate the hard work of the staff. Inspectors agree with parents’ positive views of the school and reassure parents that the homework that pupils receive is in line with that defined in the school’s homework policy, and is both sufficient and appropriate. Extra-curricular activities are satisfactory, but, due to the large amount of in-service training that staff undertake after school, it is not possible to hold clubs on a regular basis, also the amount of full-time staff available to run clubs is very limited.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children under five enter the school with average levels of attainment in all areas of learning as defined by baseline assessment, and reach the Desirable Learning Outcomes by the time that they are five. Even though the curriculum is not fully planned according to these outcomes, these children make sound gains in their learning due to the good intervention skills of the teacher and adult support staff. On occasions, tasks set for these young children are too formal, and there is a lack of opportunity for exploratory play and for children to learn through the use of their senses. This has, on occasions, a detrimental effect on children's rates of learning because they lose their concentration span, as they are too young to engage for lengthy periods of time on formal learning.
2. Due to the small cohort of pupils who take the national tests, results must be treated with caution.
3. National test results show that standards at the end of Key Stage 2, have varied, ranging from being very high in 1997 in mathematics and science and well above average in English, to being below or well below in these subjects in 1998. In 1999, standards at Key Stage 2 had risen to being above average in English and science and to be in line with national averages in mathematics, both for all schools and for similar schools. Standards in 1999, at the end of Key Stage 1 in reading, writing and mathematics, were well above average for all schools and for similar schools.
4. Attainment by gender over three years suggests that, in Key Stage 1 in reading, girls did not perform as well as boys, but that there was no marked variation in attainment in writing or in mathematics. By the end of Key Stage 2, boys performed better than girls in English, mathematics and science. Over the last three years, the trend in the school's average national points score for all core subjects was below the national trend, but it must be remembered that this variation is largely due to the small number of pupils that took the tests. Inspection findings show that there is no difference between the attainment of boys and girls and that standards, by the end of both key stages, are above national averages in English, mathematics and science. The majority of pupils, including those with special educational needs make good gains in their learning. Pupils who are above-average attainers generally make satisfactory progress and, on occasions, make good progress when they are offered appropriate challenges as seen in several literacy and numeracy lessons.
5. The academic profile of this year's Year 2 and Year 6 pupils veers towards average attainment levels; there is a higher proportion of below-average attaining pupils than in 1999. This accounts for standards at the end of Key Stage 1 being judged above average as opposed to being well above average in English, mathematics and science as demonstrated by the 1999 national test results.
6. Inspection findings show that standards in mathematics are now above average at the end of Key Stage 2 as opposed to being in line as defined by the 1999 test results. This is because of the school's effective implementation of the National Numeracy Strategy; the correct identification of mathematical aspects to be addressed on the school development plan; the good quality of teaching; and the good use of assessment to inform planning.
7. Throughout the school, pupils' achievement in each year group has improved in English, mathematics and science as demonstrated by analyses of pupils' progress records. Children who are under five have maintained standards that are in line with the Desirable Learning Outcomes since the previous inspection.
8. By the end of Key Stage 1, pupils make good gains in their learning in art, music, history and

physical education, and attain standards which are above those expected of pupils of this age. In design and technology, geography and ICT, attainment is in line with national expectations and pupils' achievement overall is satisfactory.

9. By the end of Key Stage 2, pupils continue to make good gains in their learning and achieve standards which are above national averages in English, mathematics and science. In the foundation subjects, pupils, at the end of Key Stage 2, have high achievements in art, design and technology, geography, history, music and physical education. In ICT, attainment is broadly in line with national expectations, but their use of entering data into a database and producing a variety of charts is less well developed. Pupils have sound skills of sending e-mails. In religious education, at the end of both key stages, pupils achieve the expectations of the locally agreed syllabus.
10. By the time that pupils leave the school, they are well prepared for the next stage of education. They have good study skills and they have been taught the basic skills of literacy and numeracy effectively. By the end of both key stages, pupils can speak clearly and confidently they have a sense of audience and vary their vocabulary according to whom they speak. Pupils listen attentively to instructions given and know when there is an appropriate moment to intervene in a conversation.
11. By the end of both key stages, pupils have good reading skills and can decipher unknown words. By the end of Year 2, pupils can predict endings to stories, talk confidently about characters in those stories, observe punctuation breaks and self-correct. By the end of Key Stage 2, pupils have good skills of inference and deduction, evaluate texts referring to relevant passages to support their opinions, and consider arguments critically. However, their range of reading is restricted mostly to fiction books due to the unsatisfactory library resources.
12. By the end of both key stages, pupils write clearly and with insight, their work is neatly presented. By the end of Key Stage 2, pupils have good structural and organisational devices through which they develop their writing, such as the use of bullet points and abbreviations. However, in both key stages, there are times when pupils do not self-correct and this results in them repeating spelling errors. This is an area that the school rightly recognises as being in need of addressing.
13. Pupils' attainment in mathematics, by the end of both key stages, is high. By the end of Key Stage 1, pupils are familiar with number bonds up to 100 and can use number squares accurately, counting on in 3s, 4s and 10s. They can solve problems using all four operations and can add totals of money to £10. Pupils can measure accurately, name shapes, recognise lines of symmetry, describe two and three-dimensional shapes, and recognise right angles. However, their attainment in data handling, whilst being satisfactory overall, is not as high as it could be. By the end of Key Stage 2, pupils have good knowledge of the difference between positive and negative numbers and can write any number in words or figures, knowing what each digit represents. They know that a tenth of a hundred is ten, and they can use decimal places to one decimal point. They can choose appropriate number operations to solve problems and use their skills of numeracy well in other subjects, such as science and geography. Pupils know when a shape has no line of symmetry and can calculate angles accurately. However, whilst they can use a line graph appropriately, pupils' skill and knowledge of data handling could be better. In both key stages, pupils' competence in mental calculations is high.
14. By the end of Key Stage 1 in science, pupils make good gains in their learning and can describe how their diet is balanced. They can name plants and animals in their environment and record observations in tables and draw conclusions from these observations. They can make simple interpretations from block graphs and describe how heat can change materials. They can recognise when simple comparisons are unfair. They can construct and make simple drawings of electrical circuits and explain why some circuits work and others do not.
15. By the end of Key Stage 2, pupils can describe how animals in two habitats are suited to the conditions and describe evidence that yeast is living when carrying out experiments in bread

making. They recognise that a solid can be recovered from a solution by evaporation and can present results in a suitable table. They can identify weight as a force and can identify criteria needed for fair testing. However, their skills in presenting information, using a wide variety of charts and graphs using ICT, whilst satisfactory overall, could be better. Opportunities provided for pupils to self-correct their work, especially in spelling, are limited.

16. By the end of Key Stage 1 attainment in design and technology, ICT and geography is average and all pupils make sound gains in their learning. By the end of Key Stage 2, pupils continue to make good gains in their learning and achieve standards that are above the national averages in English, mathematics and science. In the foundation subjects, pupils at the end of Key Stage 2, have high achievements in art, design and technology, geography, history, music and physical education. In ICT attainment is broadly average, and in religious education, at the end of both key stages, pupils achieve the expectations of the locally agreed syllabus.
17. The good quality of teaching, the broad and balanced curriculum, effective implementation of the National Literacy and Numeracy Strategies, and the very good use of assessment procedures are contributory factors to the high standards and good gains in learning. The very good leadership of the headteacher, as demonstrated by her knowledge of targeting pupils who need additional support, has resulted in these pupils making good progress in their reading in a very short time, due to the hard work of both class teachers and the support assistant.
18. Throughout the school, pupils generally learn well. They are challenged and they know that they must use time effectively to get through their work. They work to their capacity and the rate, quantity and quality of work that they get through is good. This results in pupils acquiring new knowledge, skills and developing their ideas. Very rarely, above-average attaining pupils are given tasks that consolidate their skills rather than extending them and this results in progress being satisfactory overall instead of being good. This was seen in religious education in Key Stage 1 where insufficient opportunities were provided to challenge these pupils. Pupils with special educational needs are well supported and make good progress in relation to their prior attainment because tasks set are matched to their needs.
19. The previous inspection report judged standards at Key Stage 1 to be in line with national averages for reading, writing and mathematics. The 1999 National Curriculum tests show that standards are now well above national averages in all three areas of learning and current inspection findings confirm this.
20. At Key Stage 2, the previous inspection judged standards to be in line with national averages in English and mathematics and above national averages in science. The 1999 National Curriculum tests show that standards are now above average for English and science and maintain the standards of the previous inspection to be in line with national averages for mathematics. Current inspection findings show that standards in mathematics have also improved and are above national averages. Standards in the application of number have improved in both key stages. Standards in design and technology and ICT have improved and are now in line at the end of Key Stage 1 and, in design and technology, they are above expectations at the end of Key Stage 2. In physical education, standards have improved at the end of Key Stage 1 and have been maintained at the end of Key Stage 2 in spite of the unsatisfactory accommodation and resources for the development of gymnastics. Pupils' attainment in dance is high. The school's commitment to providing a broad and balanced curriculum, in spite of the very cramped accommodation, is a credit to both staff and governors.

Pupils' attitudes, values and personal development

21. On entry to the Reception class, the youngest pupils are clear about what is expected of them. Their teacher explains the classroom rules to ensure that they know the values that the school fosters. This results in ensuring that children make sound gains in their personal and social development and in their having very positive attitudes to learning. The school is a very happy and orderly community where pupils respect one another's desire to learn and achieve. They

develop very good attitudes to learning and are keen and willing to take responsibility and help others. There is a very positive ethos and very good relationships among pupils, and between pupils and teachers. This supports their attainment and progress and prepares them well for the next stage of education.

22. Pupils demonstrate very positive attitudes in lessons. Concentration is good and they take a real pride in their work always looking for opportunities for improvement. They are well motivated and become thoroughly absorbed in their work. This was evident in all lessons and particularly in physical education, mathematics and music. However, pupils do not always correct their own mistakes and this results in them repeating errors which could have been avoided with more practise. Pupils' very good attitudes and enthusiasm are extended to a range of extra-curricular activities, which are run by parents and which are appreciated by both staff and pupils.
23. Parents at the pre-inspection meeting were very happy with the attitudes and values the school promotes. They say teachers promote the values they want for their children, and teach the older children to care for the younger ones.
24. Pupils' behaviour is very good in lessons and generally throughout the school day. Pupils co-operate with their teachers in establishing conditions in which they and others can work productively without fear of distraction or interruption. They observe the code of conduct for classrooms, and absorb the values transmitted by the staff. No issues of bullying were observed and pupils, overall, feel bullying is not a problem for them. There have been no exclusions during the school year.
25. Relationships within the school are very good. Teachers and pupils relate well to one another and the friendly relaxed manner is built on a foundation of mutual respect. Parents say teachers listen to the children and treat them as equals whilst still being firm and in control. This enables pupils quickly to learn right from wrong and sets the ethos of the school.
26. Pupils have respect for each other; this was demonstrated when Reception and Year 1 pupils spontaneously thanked Year 3 pupils who held the door open and helped them as they entered the village hall for physical education. There were many other good examples of such consideration during the week of inspection.
27. Since the last inspection the good attitudes, behaviour and positive approach to learning have improved and pupils' opportunities to develop as independent learners have further developed. This also is supported by the opportunities for residential visits, which parents feel enhance pupils' personal development.
28. All pupils show very good levels of initiative and are developing as responsible citizens. All are given a range of responsibilities within their classroom, and older pupils carry out a range of responsibilities at lunchtimes and break times, particularly when supporting younger pupils who enter the school for the first time.
29. Attendance is broadly in line with the national average and is satisfactory overall. Punctuality is good. There are no unexplained absences. The good attendance and punctual arrival allows the school day to begin on time in a calm atmosphere, which prepares pupils well for lessons.
30. Since the previous inspection, the behaviour and attitudes of pupils have improved.

HOW WELL ARE PUPILS TAUGHT?

31. During the week of inspection the quality of teaching observed in lessons was good overall with examples of very good teaching in literacy, numeracy, music and geography. There were no unsatisfactory lessons. Of the lessons seen 23 per cent were very good, 60 per cent were good and 17 per cent were satisfactory.

32. In all year groups there were examples of good teaching. The teaching of the under-fives is never less than satisfactory, but it is not as good as the teaching of other year groups due to weaknesses in curriculum planning. Examples of very good teaching were seen in Key Stage 1 in numeracy, history and music, and in Key Stage 2 in mathematics, science and art. These high standards make a significant impact on pupils' improved learning. Overall, the teaching of literacy and numeracy in both key stages is good with some very good features in evidence. Strengths are in the teaching of phonics and reading so that pupils understand the text of their books, and they use good word attack skills when coming across words that they have not seen before. The teaching of writing is good and results in neatly produced work. Handwriting is taught regularly, as is spelling, but insufficient opportunities are provided for pupils to self-correct their work.
33. In numeracy, strengths of teaching are in the very clear explanations that are given, the brisk pace of lessons, and the use of resources, such as number fans which the pupils enjoy using. Teachers in both key stages encourage pupils to estimate before calculating and then applying the four rules of number to problem-solving. The teaching of strategies to enable pupils to calculate mentally with confidence is good. The application of what pupils have learnt in literacy and numeracy to other subjects of the curriculum is good. For example, in geography and science in both key stages, pupils use their skills of accurate measurement when calculating the effect of exercise on their pulse rate and working out the speed of winds in geography. In music, pupils write extensively of how they feel when they listen to a range of music and they use words describing emotions accurately. When talking to a group of Year 6 pupils about what composer they like the best they replied "Anyone who can make us see pictures in our heads, such as Sinead O'Connor singing 'Make me a Channel of Your Peace'". Teachers in both key stages use ICT appropriately to support pupils' learning but insufficient opportunities are provided for pupils to enter and retrieve a range of data.
34. The teaching of the under-fives is satisfactory. The teacher intervenes appropriately in children's learning but there are still occasions when tasks are too formal and this results in children not having sufficient opportunities to learn through using all of their senses. The teaching of literacy and numeracy in the under-fives is sound with elements of good practice, such as the teaching of letter formation. Children are very well managed in a caring and secure learning environment and good explanations are given. Praise is used effectively which enables these young children to learn quickly.
35. Throughout all classes, teachers are conscientious and give a lot of their own personal time to help pupils. They generally have secure subject knowledge and a good programme of in-service support, coordinated by the headteacher, ensures that any gaps in knowledge are quickly rectified, such as the teaching of higher levels of the National Curriculum in mathematics in the areas of percentages, ratios and proportions. Teachers enliven the mathematics' curriculum by relating how mathematics is used in the real world, for example, Key Stage 2 pupils had a visit from the manager of a local bank who visited the school to talk to pupils about the importance of accurate calculations.
36. Teachers plan carefully and accurately and share the focus of the lesson appropriately with pupils, this enables the pupils to know exactly what they are doing. Teachers' planning is very good in Key Stage 1 and Key Stage 2 but is only satisfactory in the under-fives because insufficient attention is given to planning using the Desirable Learning Outcomes. The school has recognised this as an issue for improvement. Throughout the school, teachers manage their pupils very well. They are firm, but understanding and they use praise well to encourage pupils to make good gains in their learning.
37. Teachers provide effective role models for their pupils, they share their interest levels with them; this was most apparent in art and geography in Key Stage 2 and in music in Key Stage 1, where teachers' natural enthusiasm for the subjects came over well and had a positive effect on pupils' learning. Expectations for learning are high, teachers use appropriate subject-specific vocabulary and praise is used effectively. The effectiveness of teaching methods used is good and, generally, all pupils make good gains in their learning, but on occasions work that is set for higher attaining pupils is not challenging enough and this results in pupils

consolidating their skills rather than extending them. This was seen in Key Stage 1 in religious education where insufficient emphasis was placed on making reference to belonging to a community of people who are joined together through prayer.

38. In all lessons seen, support staff and resources were used well and this had a positive impact on pupils' learning and their good rates of progress. Teachers work hard to provide stimulating wall displays which encourage pupils to reflect on questions and pictures with good insight and perception. In spite of the cramped accommodation teachers ensure that the storage and retrieval of resources are made easy for pupils.
39. Homework is set regularly and is used well to support learning in class. Even though several parents expressed a view that their children did not receive sufficient homework, inspection findings show that homework set meets the requirements of the school's homework policy and is both sufficient and appropriate.
40. Teachers mark work regularly but do not always ensure that pupils take on board the detailed marking in order to incorporate their corrections in future work.
41. The teaching of pupils with special educational needs is good. The co-ordinator involves the teachers and support assistant well in the planning and review of pupils' individual education plans. Support given to these pupils is sensitive and all other staff are very conscientious in their duties and a great deal of care and thought is put into integrating these pupils. Teachers have very good relationships with all pupils and are skilled at patiently explaining tasks so that pupils understand more easily.
42. The quality and use of ongoing assessment are good. Teachers keep detailed records on each pupil, including examples of work for most subjects. Teachers make good use of any standardised scores and previous National Curriculum test results in order to inform future planning of lessons.
43. Since the previous inspection, where 13 per cent of teaching was unsatisfactory, the quality of teaching has improved. There is now no unsatisfactory teaching throughout the school. There is now continuity and progression in learning, assessments are well used to inform planning; and in-service training, planning and resources have improved, resulting in improved standards in the majority of subjects.

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

44. The quality and range of curricular opportunities are good in both key stages and an appropriate statutory curriculum is in place with the exception of fixed apparatus work in gymnastics in physical education, which the school cannot deliver due to the unsatisfactory nature of the accommodation. Floor work in gymnastics is appropriately covered. The school meets the statutory requirements for the provision for religious education and collective worship. The curriculum for the under-fives is satisfactory overall, but there is a weakness in providing opportunities for these young children to learn through exploratory play. Often tasks set are too formal and this results in children not using their natural inquisitiveness in learning through discovery by using all of their senses. Whilst they can cope with the tasks set, children can become slightly restless if left too long on a particular task, such as letter formation and number identification. There is unsatisfactory outdoor provision for the under-fives and the lack of climbing frames and wheeled toys restricts their access to provision for physical development. The school does everything it can to compensate for this and children participate in all aspects of physical education sessions. Teachers' planning for the under-fives reveals that there is a slight imbalance between activities which are teacher-directed and those that are chosen by the children.
45. The curriculum at Key Stages 1 and 2 has improved since the previous inspection. Policies have been reviewed and interim schemes of work have been implemented until the

introduction of the new statutory curriculum in September 2000. Most of these schemes make good use of current national guidelines. Teachers who take mixed-age classes plan their lessons carefully together so that expertise is shared and different pupils have equal access to the curriculum. This joint planning and improved schemes of work support breadth and balance.

46. The literacy and numeracy strategies are being implemented effectively. Good opportunities for developing what pupils have learnt in these sessions are provided across the curriculum, for example, when learning about Celsius and centigrade numeracy, pupils apply these skills in geography in order to interpret weather charts. In history and geography, pupils at both key stages, have the opportunity to learn about their immediate environment and local places of interest, such as the Tudor buildings in Shrewsbury.
47. The curriculum supports effective learning and high standards in English and mathematics at the end of both key stages. Provision for extra-curricular activities is satisfactory overall. This is due to the fact that on such a small staff there are only two full-time teachers available and both they and the part-time teachers attend numerous courses after school. The curriculum for pupils with special educational needs is good. Appropriate targets are set and are used as a basis for provision in class, which enable pupils to learn effectively. Provision for equal opportunities is sound and within each mixed-age class it is well supported by the joint planning which teachers undertake. The school plans a broad and balanced curriculum for personal, social and health education. However, insufficient distinctions are made as to which skills are specifically related to personal, social and health education and which are attributable to the locally agreed syllabus for religious education. This is reflected in teachers' planning which tends to confuse aspects of provision. All pupils are integrated well into activities regardless of gender or ability. There are, however, occasions when high-attainers could be further challenged by extending their skills of literacy and numeracy, rather than consolidating them. However, evidence from previous years' national test results shows that these pupils do achieve the standards of which they are capable
48. Provision for personal, social and health education is good. Pupils are taught to identify their feelings appropriately and they are taught about the importance of personal hygiene. Every opportunity is taken to make personal, social and health education relevant across the curriculum. For example, in science, pupils are taught about the importance of healthy lifestyles and the effect that exercise has on the body. In religious education they are taught about the uniqueness of their names, ancestry and personality. The contribution of the local community to pupils' learning is good. Pupils take part in village events and are at present preparing country dancing performances for millennium celebrations. Pupils are encouraged to take responsibility by helping out at village fetes and entertain the community by their music and drama productions. The school has good links with the local cluster groups in the area and the local secondary schools. Pupils are given opportunities to take part in residential visits when they are in Years 5 and 6, and the younger pupils take part in weekend camps. These opportunities contribute positively to the broad and balanced range of learning opportunities that the school provides.
49. Provision for pupils' spiritual, moral, social and cultural development is very good, and this has been an improvement on previous inspection findings.
50. Pupils are given the opportunity to reflect on a wide range of experiences relating to the achievements of mankind. For example, pupils study a wide range of artists such as Picasso and Mondrian and understand that they became inspired to produce great works of art. When talking about poetry in Year 2, pupils know that poets need inspiration in order to write, and that skills of reflective visualisation enable poetry to be written. Pupils marvel about architectural achievements relating to Tudor style in buildings observed in Shrewsbury and gasp in amazement at the wonders of nature when talking about how guide dogs help blind people, after a visit from the Guide Dogs for the Blind Association. A range of visitors lead assemblies and these include local church ministers and visitors from Shrewsbury Gospel Hall. Pupils delight on the wonders of scientific inventions when they visit Dredell Bank, and are eager to describe the solar system that they have studied. Pupils have very good

understanding of Christianity and stories that Jesus told.

51. Provision for moral development is very good. Pupils are taught the difference between right and wrong and teachers provide very effective role models by the way in which they manage pupils' behaviour in a non-confrontational way. Pupils are taught about the importance of class rules, the Green Cross Code and responsibility for looking after the environment. Acts of collective worship contribute very well to pupils' emerging moral awareness. Pupils are presented with many opportunities to discuss moral choices, such as telling the truth to adults, and Bible stories are used to illustrate the importance of the impact our decisions have on other people, such as the story of the Good Samaritan. Pupils know that good triumphs over evil and they know the story of Rama and Sita and that the Diwali is the festival of light. In geography, pupils learn about the importance of keeping rivers clean.
52. Provision for social development is very good. Pupils collect for charities such as Barnardo's and the Macmillan Nurses and recognise the importance of caring for those less fortunate than themselves. Pupils are given opportunities to work together in groups during lessons and during lunchtimes, the older pupils look after the younger ones most effectively. Pupils are given the opportunity to participate in music festivals with other schools and they also participate in both football and netball matches. They have been to Market Drayton Cricket Club to participate in a Kwik Cricket tournament. Pupils go away on weekend trips to Wrekin, on school camps to Kingswood Outdoor Pursuits and the Information Technology Centre. Pupils also attend the area sports day at a local school and participate in a Victorian carol service at St Oswald's Church.
53. Provision for cultural development is very good. Pupils learn about their local and wider culture. They learn about life in the 1960s and Victorian times and compare and contrast pastimes and toys that children played with. They learn about English artists such as William Morris and about the importance of St David's Day for Welsh people. They understand the symbolism of the leek and red dragon. In literacy hour, pupils read a range of poetry from Bolivia and Yugoslavia and they know about the major festivals of other cultures, such as Diwali, Chinese New Year and Hanukkah. They learn about weather conditions in other parts of the world and they can say good morning in other languages. Pupils study other religions and they know several stories about the life of Guru Nanak.
54. The broad, balanced and interesting curriculum is a contributory factor to the very good attitudes that pupils have to learning and the high standards achieved in English, mathematics and science. There has been good improvement in the curriculum provision since the last inspection for both key stages and for pupils with special educational needs. Provision for the curriculum for the under-fives is satisfactory.
55. There is, in general equal access for all, and those on the special needs register. The school has considered how to motivate boys and has been successful in developing methods that are used in the classrooms.
56. The text for the literacy hour is carefully chosen and is appropriate to pupils' age and gender. Pupils are withdrawn for music tuition but mainly this is given at lunchtime to avoid loss of lesson time. Teachers are fully aware of how to fulfil the school's policy for equal opportunities in the planning and delivery of all lessons. The school monitors pupils' attainment on entry and progress to ensure all are being given the level of support needed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

57. Since the last inspection the school has maintained the caring and supportive environment in which pupils feel valued.
58. Child protection is well organised with clear procedures for all members of staff who have been made aware of their individual responsibilities. There is good liaison with the educational welfare officer and contact with social services. However school procedures are very good. The school uses its policy and procedures well. Pupils with special educational needs and

those with disabilities are very well cared for.

59. All issues relating to health and safety in the last report have been resolved. The health and safety policy is comprehensive, well used and is monitored by the governing body. Risk assessment in all areas is up to date and equipment is well maintained with recorded checks. The head teacher, working effectively with a governor, keeps a regular check on the building and the site. During the inspection no health and safety concerns were noted. High quality school meals are served in the school hall; the accommodation is light, spacious and very clean. Overall, the school and the grounds are a safe place for pupils and staff. There are clear notices in classrooms to support procedures and to promote health, safety and first aid. All staff have had some first aid training and the head teacher is the designated first aider. The school successfully promotes healthy and safe living through a comprehensive programme for personal, health, social and moral education. Suitable emphasis is also placed on hygiene and safety across the curriculum. For example, pupils are encouraged to wash their hands before handling food, not to run when moving about the school, and good road safety procedures apply, especially when crossing the road to use the village hall.
60. There are very effective procedures to promote discipline and good behaviour; staff and pupils are fully aware of expectations and procedures to maintain a well-behaved school where pupils feel secure from bullying or harassment.
61. Procedures for monitoring and improving attendance are good and strictly adhered to. The school is committed to a policy of social inclusion. Registers are correctly completed both morning and afternoons and are returned to the school office. The education welfare officer regularly monitors registers. Parents and pupils are aware of the responsibilities to comply with legislation and successfully fulfil their obligations.
62. The school has good provision for the monitoring of pupils' academic performance. Standard tests are used, including information from optional tests in Key Stage 2. The information is then used to predict the level pupils are likely to achieve at the end of the key stage. Assessment procedures are good; each topic is assessed and personal targets are set for pupils to improve their work. Assessment criteria for each level of ability for each module of work are starting to be formed and these are then used to inform planning. However these procedures are not yet consistently used across the school.
63. The school has good procedures for monitoring pupils' personal development. Pupils are very aware of their achievements and understand what they need to do to progress. Work is marked and given grades which pupils understand: they know the level they are working towards and the targets set to achieve this. Progress is monitored in early Key Stage 1 through baseline assessment. At the end of Key Stage 2 the summative assessment results and optional tests are analysed and used to inform the planning and delivery of the curriculum.
64. All pupils are aware of where to seek help in the school. Most identify their class teacher as that person. Pupils feel the programme of personal and social education supports them very well. Continual monitoring and evaluating of the programme is supporting pupils' pastoral and social education. Progress is well assessed and parents are informed through pupils' daily diaries, regular meetings and school reports.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

65. The school has effective links with parents. There is good parental involvement in pupils' home school learning and this has a significant impact on pupils' attainment and progress. Parents are satisfied with the school overall, including academic achievement and pupils' welfare.
66. All parents are satisfied with the quality of education provided and standards achieved by their children. Parents consider teaching is good and enables their children to make good progress overall. They stated some concern about the future of the school if class sizes got bigger, and noted the constraints enforced by the building.

67. Parents feel they are kept well informed about their children's progress. The school prospectus is informative and easy to read. Regular newsletters give a range of information for parents. Curriculum information evenings, daily contact through pupils' homework and the governors' annual report to parents all help keep parents involved and in touch. Parents say pupils' annual reports are good and have improved since the previous inspection; parents find the opportunity to discuss the reports very useful. Inspectors agree with parents, that reports are detailed and informative. Termly meetings for parents are very well supported, as is the governors' annual report to parents. Parents at the pre-inspection meeting felt they are able to approach the school with any queries or problems and equally confident they will be promptly and sympathetically heard. They feel the head teacher and staff are very approachable. Home/school agreements are fully implemented by parents, pupils and teachers.
68. Parental support for the school is good. A number of parents help in the school and also help run extra-curricular activities. Parents make a very good contribution to pupils' learning at home. There is a regular dialogue with teachers and a real commitment to hearing pupils read and generally supporting homework. There is a thriving Parent Teachers Association that raises considerable funds for the school and also provides social events; the contribution is greatly appreciated by all.
69. Relationships with parents are good and have been well sustained since the last inspection. Parents are supportive of the school and staff appreciate parents' help. Overall the partnership between parents' and the school and parents' commitment to supporting pupils' learning at home has a positive impact on pupils' attainment and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. The leadership and management of the headteacher and key staff are very good. In this small school, staff, whilst having to share the majority of subjects between them, fulfil their duties very well and ensure that all pupils receive a broad and balanced curriculum. The dedicated headteacher, in spite of her heavy teaching commitment, provides very clear direction for the school and leads by example. She has successfully led her small staff in a number of effective developments over the past three years and this has resulted in good improvement since the previous inspection. All staff work together effectively and are committed to very good relationships and equal opportunities for all children in their care. The headteacher provides a clear focus on raising standards and literacy and numeracy have been introduced well. The planning for the curriculum is effective and ensures breadth and balance, and co-ordinators, in spite of their part-time contracts, fulfil their duties well. The effectiveness of the governing body in fulfilling its responsibilities is very good. The Chair of Governors is concerned for the school, especially in relation to the unsatisfactory accommodation and rightly identifies the fact that the school tries to deliver a 21st century curriculum in a 19th century, outdated building. The Chair of Governors is totally committed to the work of the school and realises that the school is the heart of the community. He provides strong support for the headteacher in moving the school forward. Although most strategic direction comes from the headteacher, governors are well aware of the school's strengths and weaknesses. Governors have a clear view of the school's needs and priorities and give due consideration to the cost-effectiveness of spending, based upon the principles of challenge, comparison, consultation and competition. They are effectively involved in the formulation of the school development plan and contribute appropriately to the production and agreement of the budget. They have set challenging targets for pupils in English and mathematics to achieve in 2000 National Curriculum tests. The strategic use of resources, including specific grants and other funding, is good.
71. The headteacher, in consultation with the governing body, has a good overview of the school's strengths and weaknesses. For example, she is very aware of the need to further develop the provision for under-fives, but due to the many new initiatives demanded of schools, she has very rightly prioritised the effective implementation of literacy and numeracy in an attempt to raise standards.

72. The monitoring, evaluation and development of teaching is good and have resulted in better teaching since the previous inspection. Issues identified from monitoring findings have been incorporated as appraisal targets and have been supported through appropriate training. This has resulted in the headteacher identifying the correct targets for development and taking effective action to meet them and, as a result, standards have been raised in literacy and numeracy and the quality of teaching has improved.
73. There is a shared commitment to raising standards and improving the quality of education provided, for example, in the numeracy hour in Year 6, the teacher has produced clearly structured tasks to meet the needs of all pupils based upon improving their knowledge of weight and measurement. The improved and increased delegation of responsibilities for curriculum subjects to co-ordinators has been very effective in supporting curriculum provision. Effective schemes of work have contributed well to provide for pupils' learning. Educational priorities are supported through careful financial planning and the school secretary carries out her duties in relation to purchasing, reconciling spending and administration effectively. The effectiveness of the school's use of new technology is satisfactory, and all grants are used well for their designated purposes. The match of teachers and support staff to the demands of the curriculum is satisfactory overall and the school has rightly identified the need to consider extra support staff for predicted increasing numbers in Reception in the forthcoming academic year. There is now a detailed staff handbook in place; an issue raised in the previous inspection.
74. Accommodation is unsatisfactory. The school building is cramped and is too small for the growing number of pupils. The school has done all it can to increase pupils' toilet facilities, but there are too few toilets for the projected rise in pupil numbers over the next few years. Accommodation within the school is unsatisfactory overall as it does not provide for parents to be able to hold private conversations with either the headteacher or members of staff. The office is cramped and doubles up as a staff room, medical room and meeting room. The classrooms are too small in size to enable large-scale work in art to take place. Opportunities for large group work are restrictive. There is no adequate space for the library for pupils to carry out personal research. There are no quiet areas for reflection and contemplation, and the use of the village hall for physical education is unsatisfactory because there is no fixed apparatus and the already over-burdened teachers have to carry mats and apparatus from the school to the hall as they cannot be stored, due to community functions. Whilst there is little evidence to suggest that the cramped accommodation is negatively impacting on standards, it is only through the hard work, determination and good will of all staff that a broad and balanced curriculum is offered in such restrictive surroundings. The headteacher, governing body, with the involvement of the parish council, are working very hard to resolve this issue. Outdoor accommodation for the teaching of under-fives is unsatisfactory. There is no separate outdoor play area for this age group which prohibits the provision of specialised large play apparatus. Learning resources are satisfactory overall, with the exception of library stock and physical education equipment and large play apparatus for the under-fives.
75. The overall effectiveness of the school is good. The school is very well led and managed. Pupils' attainment on entry is broadly in line with what is expected of pupils of this age. Pupils' attitudes to learning are very good, as is their behaviour. The quality of teaching and learning is good. There has been good improvement since the last inspection and pupils leave school well prepared for their next stage of education due to the high standards achieved in English, mathematics and science. Overall the school provides good value for money.
76. Since the previous inspection, there has been good improvement in the leadership and management of the school. Equal Opportunities management is maintained. The role of the governing body has improved, as has the role of the co-ordinators. The school continues to meet its aims in all of its practice, and provision for special educational needs has improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. Raise standards in spelling and data handling in both key stages by **:

- Ensuring that, alongside whole-class spellings, individual spellings as identified by the marking of pupils' work are given appropriate focus.
- Providing further opportunities for pupils to use their ICT skills in both entering and retrieving data.

(Refer to paragraphs: 15, 33, 100, 109, 110, 116, 123.)

78. Improve provision for the under-fives by **:

- Planning a curriculum more suited to the needs which focuses more on exploratory play and learning through the senses.
- Ensuring that the children have access to large play equipment and wheeled toys.

(Refer to paragraphs: 1, 44, 74, 90, 91.)

79. Seek ways of improving the accommodation for the growing numbers of pupils.

(Refer to paragraphs: 74, 104, 112, 127.)

80. Improve resources for the library and physical education, especially non-fiction books and fixed apparatus for gymnastics.

(Refer to paragraphs: 74, 104.)

81. Provide opportunities for pupils to self-correct their work.

(Refer to paragraphs: 15, 26, 32, 100.)

** The school has rightly identified these issues in the school development plan.

In addition there is a further minor issue:

To monitor planning to ensure that subject-specific skills, concepts and attitudes within the religious education agreed syllabus do not get confused with planning for personal and social education.

(Refer to paragraphs: 47, 157.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	23	60	17			

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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		83
Number of full-time pupils eligible for free school meals		15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		21

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	10
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	9	2	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	1	1	1
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	91	91	91
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	1	1	1
	Total	10	10	10
Percentage of pupils at NC level 2 or above	School	91	91	91
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	6	4	6
	Total	10	8	11
Percentage of pupils at NC level 4 or above	School	77	82	85
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	7	4	6
	Total	11	9	11
Percentage of pupils at NC level 4 or above	School	85	69	85
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	82
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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
Number of pupils per qualified teacher	25
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	5

Financial information

Financial year	1998/1999
	£
Total income	128,998
Total expenditure	125,810
Expenditure per pupil	1,724
Balance brought forward from previous year	910
Balance carried forward to next year	4,098

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

80
27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	37	0	0	0
My child is making good progress in school.	63	30	0	4	4
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	44	30	11	15	0
The teaching is good.	78	19	0	0	4
I am kept well informed about how my child is getting on.	59	26	7	4	4
I would feel comfortable about approaching the school with questions or a problem.	67	26	4	0	4
The school expects my child to work hard and achieve his or her best.	70	26	0	0	4
The school works closely with parents.	48	48	0	0	4
The school is well led and managed.	67	33	0	0	0
The school is helping my child become mature and responsible.	59	30	0	0	11
The school provides an interesting range of activities outside lessons.	22	33	30	7	7

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

82. Pupils join the school in the term in which they are five, and attend the class for children of Reception age and Year 1 pupils. At the time of the inspection there were two children under five years of age, and seven children in the Reception group.
83. Baseline assessments and inspection findings indicate that children enter the class with standards in line with the level expected for those of their age, and make satisfactory progress in language and literacy, mathematics, creative development, personal and social development and physical development. Progress, whilst satisfactory overall, is, on occasions hampered by the lack of space, particularly in creative and physical development, and the school makes good use of the limited amount of time of a classroom assistant's support to help children to learn. Children's abilities are assessed within six weeks of entering their class using the local education authority's baseline assessment scheme, which indicates that pupils enter school slightly above the expected level, particularly in mathematics. They reach the expected levels of attainment in all areas of learning by the time they are five.

Personal and social education

84. Provision for personal and social education is good. By the time that children are five they achieve the expected levels of the Desirable Learning Outcomes, and make sound gains in their learning. The children are well inducted into class rules; they are encouraged to think about the concept of fairness, for example in relation to sharing equally amongst friends when dividing a banana. Pupils are given opportunities to reflect upon their actions, and what this means for others. They know that the Bible is a special book to teach us how to live. They know about the importance of class rules, and are beginning to develop good understanding and use of vocabulary such as share, unfair and equal. The teacher has created a positive climate where children can consider others, while learning to be more independent and self-reliant. The children are enthusiastic learners who are eager to investigate and are confident speakers.

Language and literacy

85. The children are able to express themselves clearly and listen intently during the literacy hour to the story in the big book, for example the Three Billy Goats Gruff, and join in. They can answer questions and make sensible suggestions and predictions in relation to the story. They can explain that raw carrot is unsuitable for a baby because it is too hard. In mathematics they make many contributions during the whole-class session. They are developing a wide vocabulary to help clear expression and aid comprehension. However, there is insufficient opportunity for creative and imaginative play to build on this sound foundation. The children can recognise some initial sounds, write their own names and recognise a few words. They have their own early reading books made from their own drawings and suggestions for text written by their teacher; these help to improve literacy skills. The children are aware that print and writing carry meaning and use their voices expressively as they interpret written words. However, while children can read words and letters, they tire of the effort they have to make in the rather formal setting and their concentration wavers because of their level of maturity.

Mathematical learning

86. Children make sound gains in mathematics. They can build bricks and count up to ten, order numbers up to five and recognise the relationship between a figure and the number of objects it refers to. They are learning to match and sequence dominoes in numbers up to ten. They know the language of more and less, and recognise number names, and make satisfactory progress in their development of mathematical vocabulary. They do not have enough opportunities to experiment independently to consolidate their learning, and this reduces the gains they make in learning.

Knowledge and understanding of the world

87. Children develop their knowledge and understanding of the world and make satisfactory progress. They know about recent events in Africa and that they are likely to be safe from similar disasters. They understand that food grows from seeds and how important weather is for crops to grow well. They are introduced to the computer, learn how to use the back-space key and space bar and to familiarise themselves with the keyboard. There is a lack of equipment designed specifically for children under five to help them to consolidate their understanding, although children are able to benefit from the task presented to them. They are able to sort objects into groups suitable for a baby, as distinct from those suitable for an older child.

Physical development

88. The children develop satisfactory mobility, awareness of space and physical control. They can balance and jump, find appropriate spaces and have good coordination. Their manipulative skills are satisfactory and they can use small items of apparatus and other equipment in a way suitable for their age. There is no large wheeled equipment such as tricycles or trucks to help children under five develop their physical skills.

Creative development

89. The children are provided with suitable opportunities to develop ideas and to express them in different ways, through colour, patterns and paintings, music and stories. Their development in creative skills is broadly average. Children enjoy music-making and join in with enthusiasm when they sing songs and chant rhymes. However, the accommodation limits provision and, consequently, children's opportunities to explore and experiment independently.

Overall teaching and learning

90. The quality of teaching is satisfactory overall in all areas of learning. Lessons are well-organised and present a sound range of challenges to enable children to learn. Classroom organisation and use of time is good and behaviour management is very good, so that relationships between children and with adults are positive. However, there is no separate curriculum planning for children under five, so that tasks presented, while carefully formulated and of appropriate difficulty, are not always at a suitable level for the children's maturity and do not give them sufficient choice and time to consolidate their learning. Tasks set are sometimes too formal for the children and there is a lack of exploratory play and opportunities for them to learn through their senses. The restricted accommodation makes it difficult for the school to provide the necessary range of experiences and resources to improve children's progress.
91. There has been insufficient improvement since the previous inspection in the provision for children under five. Accommodation is cramped and is unsatisfactory overall. There is no separate curriculum planning to meet the needs of pupils in this age group. However, generally, the quality and range of learning resources has improved, and is satisfactory, except for the provision of software in ICT and large play apparatus in physical development.
92. There is no separate planning around areas of learning for children under five. The children take part in whole-class lessons, such as the literacy hour for Year 1 pupils, but have individual work tailored to their needs during group work.

ENGLISH

93. Standards of attainment in English are high at the end of both key stages, and are above the expected level. Pupils, including those with special educational needs, achieve well and make good gains in learning throughout the school. Above average attaining pupils generally make satisfactory progress, although on occasions in the literacy hour rates of progress are good.
94. Results of national tests have varied in the last three years because of the small numbers of pupils involved in both key stages, although Key Stage 2 was particularly affected. Reading, results in Key Stage 1 have fluctuated from well below the national average in 1998, to well

above the national average in 1999 and are well above the average for similar schools. The standard of writing in Key Stage 1 remains well above the national standard and that for similar schools throughout the last three years. In Key Stage 2, standards have varied from well above the national average in 1997, when there were only two pupils involved, to below in 1998, and above the national average and that attained by similar schools in 1999.

Speaking and listening

95. Standards of speaking and listening are above the national expectations at the end of both key stages. Pupils enter the school with satisfactory standards of speaking and listening, reading and writing for their age. In Year 1, pupils learn to comment, question and explain their ideas while they read the shared book together during the literacy hour. They begin to predict what will happen next and can make sensible guesses. Most pupils convey ideas fluently and clearly, and have a different register for speaking to teachers, children and familiar adults. In Year 2, pupils improve their awareness of rhyming words and the use of new vocabulary such as awhile, slumber, weave and slender, to create particular effects as in "Catch me the moon, Daddy", a poem studied in the literacy hour. Pupils can identify powerful words and different voices in the poem from listening and can discuss the patterns of rhymes and the structure of the poem as a basis for their own imaginative writing. By the end of Key Stage 1, pupils can listen carefully they speak confidently and make sure that they are understood by others when discussing different ideas.
96. By the time pupils are in Year 6, most can formulate and express ideas fluently and logically, for example when discussing the intention and meaning of newspaper headlines. Pupils with special educational needs find it more difficult to synthesise information and make contributions. Most pupils can explain their insights and opinions, but find it more difficult to plan and develop their ideas. Pupils talk well with each other and begin to use questioning and reflection well. Some can justify what they think after listening to the views of others and respond politely. They have an increasing awareness of spoken English and the use of tenses, for example. They understand that different kinds of language are used for different purposes, such as writing a report, or conveying information verbally. They develop their understanding of the differences between written and spoken English, and extend subject specific vocabulary. In both key stages, pupils have a good knowledge of grammatical terminology.

Reading

97. Standards in reading are above national expectations by the end of both key stages, and all pupils, including those with special educational needs, make good progress. The quality of learning in lessons is good. In Year 1, typically pupils can recognise capital letters, full stops and many different letters by sound and name. They can read simple text with expression, and predict suitable letters and words in context. They recognise word with the same central vowel, such as "sweet" and "green". By Year 2, most pupils have a variety of strategies to decode print successfully, use pictures to aid comprehension, have good skills of prediction and many read with expression. Pupils are able to read simple instructions in other areas of their work, read the well-captioned and attractively presented displays around the school, and use their reading well in other areas of study. By the time pupils are in Year 6, the majority of readers are achieving above the expected level. Most know their favourite authors and show understanding of a wide range of texts. They extend their vocabulary and range of writing skills through knowledge gained by reading poetry and prose across a wide range of fiction and texts drawn from a variety of cultures and traditions. Pupils do not have a sufficient range of non-fiction books to read at home. They have limited access to non-fiction books because of the unsatisfactory resources in the library.

Writing

98. Standards in writing at the end of both key stages are high and the quality of learning is good due to the impact of good teaching. By the end of Year 2, pupils can write for a wide range of purposes, and write stories and description clearly and comprehensibly. They can retell, evaluate, predict and synthesise their work. Writing is usually joined, even and easy to read.

Punctuation and presentation are particular strengths, and pupils write fluently and logically. Spelling is weaker but is satisfactory overall. Many pupils persist in their use of incorrect spelling when the remainder of their work is at a higher standard. Pupils begin to use ICT for simple word processing and can use the space bar, but several pupils still cannot use the delete key.

99. When pupils are in Year 6, pupils continue to develop their range of styles of writing. They write for an extended range of readers, and develop and communicate their ideas well in writing. They learn the meaning of metaphor and simile, discuss characters and retell stories with different endings. They can use note-taking skills to develop ideas, and their presentation is good. They write imaginatively and fluently, showing an ability to express information and feelings clearly with an awareness of the reader. They use paragraphs suitably and punctuation is usually correct. Pupils do not check their work often enough to see if it is correct, and their spelling is weak in comparison with their other achievements. Pupils use ICT effectively to draft and redraft their work.
100. Teaching in both key stages is good. Teachers have good subject knowledge and the different elements of the literacy strategy are well implemented. Teachers have high expectations. Standards of pupils' work have improved since the previous inspection in reading and in writing, and the rates of progress have improved. Pupils have improved the presentation of their writing, punctuation and the complexity of their sentence structures. Teaching has improved, particularly in the level of teachers' expectations, setting challenging and appropriate tasks, marking and the use of time. However, there are insufficient opportunities provided for pupils to self-correct their work and the teaching of spelling does not place sufficient emphasis on pupils' learning to spell words that they have used incorrectly in their writing.
101. Relationships between adults and pupils are very good and pupils are given many opportunities to work and think collaboratively and independently. There is a positive atmosphere where all are valued so that pupils feel able to test new ideas. Work is suitably graded for lower achieving pupils and those with special educational needs, and suitable extension work is provided for those with higher attainments. Time is always well used. Teachers have not yet developed ways of ensuring that pupils check their work, so that there are still unnecessary mistakes and omissions. Spelling is noticeably weaker than pupils' other achievements, and no strategy has yet been found to isolate and identify particular areas of spelling difficulty for individual pupils. Teachers are devoting appropriate time to spelling practice and this is beginning to have a positive effect on the identification of its pupils' mistakes and how they need to improve their spelling.
102. The school implements the literacy hour well and uses it successfully to raise standards in English. Literacy is well used in all other subjects. The school uses additional literacy support well to improve standards in literacy of lower achieving pupils, who have made impressive improvement in their reading in a short period of time.
103. The leadership and management of the subject are good, and this leads to a consistent, highly organised approach across the whole school. The very effective use of assessment and careful marking ensure that both teachers and pupils have clear aims. Suitable targets are set, and pupils are increasingly aware of their achievements and the improvements they need to make.
104. The accommodation for the library is unsatisfactory and the range of non-fiction books is inadequate. Pupils have no quiet area where they can work independently and this reduces their opportunities for individual study. ICT is used satisfactorily through out the school.
105. Standards of pupils' work have improved since the last inspection in reading and writing, and the rate and quality of learning has improved. Pupils have improved the quality and presentation of their writing, punctuation and the complexity of their sentence structures. Since the previous inspection, the school has made further improvement. Assessment is now good and is used well to inform planning. The provision of ICT has improved and is now

satisfactory, but library provision and accommodation, previously deemed satisfactory is now judged as unsatisfactory.

MATHEMATICS

106. Standards of attainment in mathematics are high at the end of both key stages, and are above the expected level. Pupils, including those who have special educational needs, make good gains in their learning and build on prior skills and knowledge at a good pace. Above average attaining pupils generally make satisfactory progress, although on some occasions it is good, especially when tasks set are challenging and demanding.
107. At the end of Key Stage 1, the results of the 1999 national tests indicate that the standard of mathematics is well above the expected level nationally; the level of these results has remained constant, on average for the last four years. Teacher assessment corresponds exactly with the results of the tests. In Key Stage 2, the performance of pupils in national tests was close to the level expected nationally, and slightly exceeded it. Teacher assessment predicted higher results, but was inaccurate because of pupils entering the school at a late stage prior to appropriate targets being set for them. Taking the results from 1996 to 1999 together, pupils' performance over that time was above the national average. Results were at their highest in 1997, and at their lowest in 1998. This is because of variation in the different groups, and because of the small numbers of pupils taking the tests.
108. Inspection findings show that by the time pupils are seven, they attain levels above those expected in different aspects of mathematics. They can recite odd and even numbers forwards and backwards, count in fives up to one hundred, and know that all multiples of two make even numbers. They can solve mathematical problems and puzzles, and recognise simple patterns and relationships. They know that subtraction is the inverse of addition. Above average pupils can use hundreds, tens and units, and lower attaining pupils can recognise multiples of three, up to one hundred, using the computer. Pupils can write the names of numbers as well as the figures. They know and use mathematical names for two and three-dimensional shapes, and can measure capacity, mass and time in different settings. They use data handling on computers to record their findings in bar and pie charts, but their achievements could be better.
109. By the time pupils are 11, their skills and knowledge are above those expected for their age. They can multiply by ten, add three-digit numbers, write numbers correctly and recognise ascending and descending numbers. They can use brackets, fractions and percentages correctly. They are able to apply long multiplication and inverse operations to check the answers. They can check additions by reversing orders and rounding them up, and can estimate the position of numbers on a number line. They can use a variety of methods for problem solving. They are able to explain their calculations and reasoning well; for example, they can describe how they construct a conversion graph when using Fahrenheit and centigrade measures of temperature. They use ICT well to record and present their findings in graphs and bar charts, and to explore different shapes by repeating the number of different degrees in an angle. Their achievements in data handling are satisfactory, but could be better. Pupils persevere on task and show determination in working out problems set by the teacher. Overall, the quality of learning is good.
110. These examples are typical of the range of lessons and enable pupils to learn at a good rate in all aspects of mathematics, except data handling, where their progress is satisfactory. Literacy and ICT are used well throughout to improve and extend the quality of presentation, and pupils' ability to reason, understand and explain their discoveries.
111. Pupils in both key stages behave very well in lessons, and attitudes to learning are very good. Pupils are eager to learn because their teachers are enthusiastic, provide interesting tasks at a suitable level for a wide range of abilities and ensure that lessons move on at a brisk pace. A few pupils occasionally lose concentration and talk amongst themselves, but usually remain focused on their tasks. Good teaching of communication skills and very good behaviour

management by all staff help pupils to collaborate well.

112. The quality of teaching in lessons is good. Lessons are well planned and planning is consistent throughout the school. This ensures that tasks set are consistent and are relevant to pupils of different ages, abilities and key stages in the same class, and there is a good structure for assessment and recording to support this. The high expectations and careful observation of the quality of work of pupils with special educational needs enables them to work towards their targets at a good rate. Extension work is provided for higher attaining pupils but additional support to help them make good progress is limited. The accommodation is cramped and hampers the teachers' work on occasions, especially when pupils execute work of an investigative nature, such as large-scale measuring or when working in large groups.
113. The leadership of the subject is good and has provided clear consistent planning and assessment throughout the school. This has led to an improvement in pace, expectations, planning and assessment of teaching. The previous inspection had criticised these areas. Standards of pupils' work, previously judged as satisfactory, have improved and are now good.

SCIENCE

114. Pupils exceed the level expected in science at the end of both key stages. Teachers' assessment at the end of Key Stage 1 indicate that pupils are well above the national average, and pupils at the end of Key Stage 2 attain above average levels when assessed by national tests. Teacher assessment in 1999 at the end of Key Stage 1, when compared with that of similar schools, indicates that pupils are well above the national average in their study of experimental science and life and living processes. The Key Stage 1 pupils' results in materials and their properties and physical processes were below those of similar schools. National tests at the end of Key Stage 2 indicate that pupils' performance is in line with those of pupils from similar schools. The quality of learning is good, with all pupils, including those with special educational needs, making good gains in knowledge, skills and understanding.
115. By the end of Key Stage 1, pupils can understand that to make a fair test, all the elements of the test must be the same except the one being tested. They learn to observe carefully, and to record what they see in a variety of different ways, using information technology to add information to charts, and sequences of drawings and written descriptions. They are able to explain what they see well, ask pertinent questions and make good use of mathematics in their practical work. Their knowledge and experience of experimental science is good. They begin to make reasonable predictions about the outcome of different actions and combinations of events. They know that marsupials are mammals and are warm blooded, and have sound knowledge of life processes and living things. They learn a good range of subject specific vocabulary, such as convex, reflective and translucent when studying light. They know that materials can be changed in shape by different processes, such as a banana when it is mashed, and that material are chosen for specific uses. Their knowledge of materials and their properties is good. Their knowledge of physical processes includes good work on gravity when they learn that the further a ball drops, the more force it has, and the nature of friction.
116. By the end of Key Stage 2, pupils improve their investigative skills and knowledge of health and safety. For example, when pupils are studying their own bodies, they understand that the heart pumps blood round the body and that the greater the activity, the faster the heart beats to provide oxygen. They develop their earlier understanding of fair tests and prediction and improve and extend their vocabulary. They make good use of literacy, numeracy and ICT in science to record, share and consolidate their work. However, further opportunities could be provided for pupils to enter and retrieve a variety of data.
117. Pupils with special educational needs build steadily on previous knowledge and understanding and work towards their targets at a good pace, in response to the high expectations of teachers. Higher attaining pupils make sound gains in the learning and their progress is good when tasks set are suitably challenging and there is adequate time for teachers to make sufficient intervention.

118. Pupils improve and build on previously gained knowledge and skills well throughout the school in response to good teaching. They ask pertinent questions such as why the heart beats faster after exercise. They work to capacity and concentrate well.
119. All pupils are well motivated and talk enthusiastically about their work. They collaborate well and behave responsibly when carrying out experiments and practical work. They are very eager to ask questions and are confident and happy to explain their answers and opinions. They are well motivated by teachers' high expectations and well-planned work.
120. Teaching is good with some very good examples. Planning and assessment is consistent through out the school sothat pupils can build steadily on previous achievements in science. They use knowledge from other subjects in the curriculum, such as literacy, mathematics and information technology to present and explain new knowledge effectively. Cross-curricular links are used well. Teachers' subject knowledge is good, with very good examples, and lessons are very well prepared and taught with infectious enthusiasm. The school's accommodation for teaching science is unsatisfactory and hampers teaching because conditions are cramped and large groups cannot work effectively. Learning resources are adequate and carefully used.
121. Leadership of the subject is good. The previous report found assessment, monitoring and co-ordination to be weak. Assessment and co-ordination are now good. Monitoring of planning and outcomes of learning are sound, but there is still no monitoring of class teaching and learning. The standards of pupils' learning have improved from satisfactory to good since the last inspection.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

122. Standards in ICT are broadly in line with national expectations at the end of both key stages, and the rate of pupils' learning, and improvement in knowledge and skills is sound.
123. By the end of Key Stage 1, pupils can use a variety of information technology equipment and software. They use computers throughout the range of subjects, can discuss different kinds of equipment in every day life and recognise that control is central to their use. By the time pupils are seven they can save work they have processed in English and other subjects, and exploratory work in mathematics. They can design pictures in the style of Mondrian and use text and tables to present information, such as their favourite fruit, in bar and pie graphs. Most pupils are able to enter, store and save information on computer. Pupils count in threes and observe the pattern emerging on the 'hundred chart'. They learn to use the mouse well, and to save and communicate their ideas. Pupils increase their skills and knowledge of information technology at a steady pace, and use it effectively to improve their knowledge of different subjects and their presentation skills. At the end of Key Stage 2, pupils develop their word processing skills and use computers to retrieve and research information in different subjects. They devise pie and bar charts to show frequency of letters in the alphabet in Year 3, and their recording work is developed as they go through the school. They can all enter text in bar graphs and save and print their work. They explore problems, for example when they design multi-faceted shapes and explore the number of degrees in the angles of pentagons and hexagons. Pupils realise that computers and other technological equipment reflect the quality of their programs and the information fed in to them. They relearn this when drawing shapes and planning programmes with a Roamer, and they are able to discuss and reflect on problems they meet in their work. However, at present the use of data handling is underdeveloped in both key stages.
124. These examples are typical of a range of opportunities pupils have to learn how to use a wide variety of information technology equipment and discuss its purposes in different areas of the curriculum. Pupils in both key stages make sound gains in their learning, and in spite of various problems associated with the recent installation of the computer suite, pupils use computers effectively to support their learning.

125. Pupils have very good attitudes to learning. They collaborate well, working together and in small groups. They are happy to work independently, but are confident enough to ask the teacher for help when necessary. They are enthusiastic and share information well with each other and with adults, making many suggestions for remedies and improvements. They show curiosity and perseverance in their work. Older and higher attaining pupils are not learning as quickly as they might because much of the equipment and nearly all the programs have been recently introduced to the school. Older pupils have not had so many opportunities to learn as the younger ones.
126. The quality of teaching is sound and the pupils at present achieve satisfactory levels as a result. The school is in the process of rewriting its own scheme of work, and there is no detailed assessment structure or recording of achievements other than informal teacher observation. Planning ensures continuity across the school, and teaching takes account of individual needs so that pupils are given work at a suitable level. However, the lack of the school's own scheme and assessment system reduces the effectiveness of planning and the impetus of the subject.
127. There is no specialist accommodation and this limits the pupils' opportunities to work and research independently. Resources are just adequate, but there is no software designed for children under five and this is unsatisfactory.
128. The previous inspection was critical of the provision for this subject. There has been sound improvement in the pupils' attainment, the quality of teaching and the provision of suitable equipment. In-service training for staff has made a significant contribution to the raising of standards.

OTHER FOUNDATION SUBJECTS

129. Due to the constraints of the timetable, it was not possible to see many lessons in religious education, design and technology, history, geography, music and art in both key stages. Evidence for judgements on standards of attainment and quality of learning has been taken from the scrutiny of pupils' work, limited lesson observations, interviews with staff and Year 2 and Year 6 pupils, scrutiny of policies, schemes of work, teachers' plans, photographic evidence and displays around the school. In all foundation subjects, teaching is never less than satisfactory and it is very good in geography and art in Key Stage 2 and in music in both key stages. Pupils' attitudes to learning are very good, all pupils are very well behaved and the majority of them make good gains in their learning, especially those with special educational needs.

Art

130. At the end of both key stages, attainment in art is high and all pupils make good gains in their learning. By the end of Key Stage 1, pupils can mix colours, have good observational skills and have produced some detailed still life drawings. They can shade appropriately using pencil and crayons, and they make a variety of clay artefacts. They can paint and draw the Three Billy Goats Gruff, and the troll, and their paintings clearly display relevant detail. They make a variety of collages and have plenty of opportunities to respond in imaginative ways using a range of colouring media, modelling materials and printing techniques. Pupils can draw detailed portraits of themselves and their friends and use the work of Degas, Rodin, Moore, Hockney and African sculptures and masks to develop their skills and artistic inspiration. Pupils can identify hot and cold colours and understand the process of weaving and wool wrapping. They use good colour hues for landscapes based upon the works of Turner and Constable. Their pattern work based upon the designs of William Morris is detailed and precise.
131. By the end of Key Stage 2, pupils can use specialist vocabulary, describing techniques of blending, smudging, perspective, mixing, and shading, and use ICT to produce titles and

names and descriptions. Pupils use resist work Batik techniques, sketch drawings inspired by Michelangelo and compare their pencil portraits with those of Picasso using pastels to create a range of depth of colour.

132. Pupils display very positive attitudes to learning and they are keen to take on board their teachers' suggestions to improve the quality of their work. Resources are very well used but the accommodation is too cramped to carry out large-scale collage work. The quality of teaching is very good and teachers have good subject knowledge. Art is integrated successfully into topic planning and is linked to other subjects. The school has maintained the high standards identified in the previous inspection report.

Design and technology

133. By the end of Key Stage 1 pupils achieve satisfactory standards and make sound gains in their learning. By the end of Key Stage 2, pupils' achievement is higher than that expected of pupils of this age and they make good gains in their learning. This is an improvement from standards reported at the previous inspection. Pupils' work reflects sound teaching of skills of designing, making and evaluating, and good teaching of these skills at Key Stage 2.
134. Pupils in Key Stage 1 use a variety of junk materials to make various models and compare textiles for strength, warmth and texture. There are good links made with science, when pupils study materials and their properties. Pupils have sound knowledge of structures and know that free standing structures can be more stable when the base is widened and buttresses can be erected. By the end of Key Stage 1, pupils know that different types of mechanisms produce different movements and that simple joints using paper fasteners allow movement. Pupils know that food ingredients have different characteristics which affect their use and that working characteristics can be altered by adding food ingredients to a product, such as banana to milk. Pupils design and make props and notices for the 'Corner Café' in order to entice customers to buy good value food at affordable prices.
135. By the end of Key Stage 2 pupils have made good gains in their learning in relation to their prior achievement. They have developed their skills well of evaluating contents of lunch boxes and the durability of a range of footwear looking at the ideas present behind the design. Pupils have used their skills of numeracy well when measuring and estimating the range of products needed to design a fashionable cost-effective sandal. When designing bridges, they have evaluated the appropriateness of a range of materials for purpose in order to decide how much traffic the bridge could hold before collapsing. When designing and making bread, pupils have used their skills of literacy to evaluate texture well. They know that bread can be bendy, crusty, soft, starchy or bubbly, depending on the ratio of flour, water and oil added. Pupils have designed torches, evaluated their effectiveness and know how to make a Victorian cornucopia. Pupils at the end of Year 6 can produce well-labelled diagrams and they evaluate their work competently. Higher attaining pupils use their writing skills well to describe what they have done and how they did it. Pupils have very positive attitudes to learning and are very keen to talk about the work that they have done.
136. The subject is well managed and a useful long and medium-term plan, supported by a scheme of work, has enabled teachers to work effectively to raise standards. Planning indicates that there is a broad and balanced curriculum. Teachers' subject knowledge has improved. Resources are satisfactory they are easily accessible and well stored. The school has made good improvement in this subject since the previous inspection, where standards were judged to have been below national expectations.

Geography

137. Pupils' achievement is satisfactory in Key Stage 1 and good in Key Stage 2. In Key Stage 2 teachers' good subject knowledge impacts strongly on pupils' learning. In Key Stage 1 pupils make sound gains in their learning and good gains in their learning in Key Stage 2.
138. By the end of Key Stage 1, pupils know the different geographical features about the locality of

their school and they know the differences between a town and a village. They can identify simple features on a map, such as roads, rivers and mountains and they can name towns and cities in the British Isles. They know that there are differences in weather around the world and that the equator is an imaginary line on the globe. They can name countries in Europe and know that Paris is the capital of France. They analyse and discuss the various disadvantages of not looking after the environment. Pupils have very positive attitudes to work. They ask relevant questions and they are very enthusiastic when learning about their local environment.

139. By the end of Key Stage 2, all pupils study a range of weather reports and can identify the difference between thunderstorms, hurricanes, and tornadoes. They can record a month's temperature at a time on a line graph, and use their skills of numeracy well when calculating significant changes during various months of the year. They can use symbols, read weather maps and calculate average temperatures for a week.
140. The subject is managed very effectively. The co-ordinator has very good subject knowledge and has ensured that the scheme of work is broad and balanced. Good support is provided for colleagues and opportunities for using skills of literacy and numeracy are well planned into the curriculum. The curriculum is broad and balanced and this is an improvement on the previous inspection report. The school has maintained its good use of the local environment to support pupils' learning.

History

141. Pupils' achievement in history is high at the end of both key stages. This is because the curriculum is well structured and good opportunities are provided for pupils to use their skills of literacy and numeracy when developing their skills of chronology, inference, deduction and interpretation of historical evidence.
142. By the end of Key Stage 1, pupils demonstrate good awareness of the passage of time. They can describe how fashions have changed and know that bell-bottomed trousers were worn in the 1960s. When visiting Blister Hill museum, they can identify changes in the education system of both now and the Victorian times and remark that Victorian teachers were far stricter than they are now. Pupils can identify how transport has changed over the years and in their study of Victorian times, they can explain the differences in kitchen appliances. They can identify how members of their own family have changed from studying photographs, and they have good knowledge of old and new furniture. They have good skills of sequencing events in order and know that the Romans came before the Victorians.
143. By the end of Key Stage 2, pupils know about the Tudor dynasty and that Henry VIII had seven wives. They know that miniature portraits were a trend of Tudor times and that there was widespread poverty among children who were of working class origin. Pupils have studied time lines and have further used their skills of numeracy when collecting information about the occupations of parents of pupils who attended Hinstock School from 1871 to 1875. Pupils have good skills of comparison, they can explain how fashions have changed when describing the headteacher's leather school satchel and comparing it with school bags that pupils use today. Several examples of detailed and extended writing were seen from pupils in Year 6 when they researched the life of Queen Victoria. Pupils have analysed videos from the 1950s and 1960s to compare interest levels of young people. They compare the Letturbies with Bill and Ben and comment as to their suitability and appeal. Pupils have visited museums and have taken part in a Victorian Christmas, where they sang carols for the community.
144. Pupils in both key stages have very positive attitudes to learning and since the previous inspection, pupils' attainment levels have improved. Detailed medium-term planning now ensures continuity and progression, and resources, whilst satisfactory overall, continue to be used effectively.

Music

145. By the end of both key stages, pupils achieve high standards in music due to the very good

teaching and good guidance given by the subject co-ordinator. Pupils who receive instrumental tuition make good gains in their learning. Standards in music have improved since the previous inspection. During hymn practice, pupils sing very well together, they articulate their words clearly and they can sing in two-part harmony.

146. By the end of Key Stage 1, pupils explore a range of instruments and they can keep a steady beat. They understand the meaning of dynamics and they can accompany their singing by using a range of percussion instruments. When performing they can keep their instruments still whilst the other pupils play. They know when to play quietly and loudly depending on instructions given and they have good listening skills. Pupils can make a graphic score using loud and quiet sounds and they choose appropriate instruments to play a colour, they use their skills of literacy to describe why they have chosen a particular instrument to represent a colour and they can make a repeating pattern.
147. By the end of Key Stage 2, pupils listen and appraise a full range of music, they know that composers had to be inspired to write music and that music has an effect on mood. They know that people have personal preferences for music and they can clearly articulate their likes and dislikes. They have good skills of composition as evidenced by the work done on Kiosk Kate, a story relating to the effects of vandalism on public phone boxes. They can appraise a piece of music, such as Sinead O'Connor's 'Make me a Channel of Your Peace' and can describe the effect that this music creates and its appropriateness for playing it in assembly.
148. Pupils can sing well, accompanied by the recorder groups. They have good performing skills and can control sounds effectively. They can sing the descant part in 'Give me oil in my lamp' and they can sing rounds with simpleostinato such as 'Kite flying high'. Pupils make good gains in their learning and within a very short space of time, pupils in both key stages, during hymn practice, learnt a new song in preparation for the music festival. Since the previous inspection, standards at the end of both key stages have improved. The scheme of work has been produced and offers detailed guidance and the medium-term planning ensures continuity and progression. Provision for additional instrumental tuition is good and contributes positively to the standards attained.

Physical education

149. Standards of physical education are high by the end of both key stages, and all pupils including those with special educational needs make good gains in their learning, in spite of the unsatisfactory accommodation and lack of fixed apparatus
150. By the end of Key Stage 1, pupils learn to follow instructions well, to use space carefully, and to be mindful of the needs of others as they work. Pupils develop control and balance well, and are aware of how they move when linking series of actions. They learn how to plan basic actions and sequences of movements alone and with others. They can find solutions and respond appropriately to different demands and challenges. They can describe and evaluate their own performance simply. Pupils know they can reduce the likelihood of injury by moving sensibly, and know how to balance their weight carefully. They handle the limited apparatus available to them for physical education well.
151. By the end of Key Stage 2, attainment is high. Pupils improve their control, co-ordination, balance and poise for example in traditional dancing. They know and create different sequences of steps and can work in a pattern of eight and identify an eight bar jig. Pupils work safely and with consideration for others. They use space appropriately. They refine their movements and strive for perfection.
152. Pupils' attitudes and behaviour are very good. They are well managed by careful and appropriate intervention from teachers who set the pupils a good example. Teachers have high expectations, secure subject knowledge and provide challenging opportunities to which pupils respond.

153. Pupils are well motivated and react well to the teachers' enthusiasm and careful planning. Pupils take their responsibilities seriously. They carry equipment to the village hall groups, treat resources with care, and tidy up at the end of lessons to leave the hall in such a way that it can be used by other community members.
154. Pupils in Key Stage 2 have the opportunity to swim in Year 4 and Year 6. The school uses the field adjacent to the school and the playground for sports, and also has exchange activities with other schools. There is good parental support for these activities. The school has developed a good scheme of work to address the different areas of the curriculum successfully. Parents lead extra curricular activities, and their work supports pupils' high achievements in netball and football. However, accommodation for the subject is unsatisfactory and as a result the school is unable to store or purchase necessary apparatus for the school to provide access to the whole of the gymnastics curriculum. This has not changed since the previous inspection and is unsatisfactory. The good standard of work has been maintained despite the restrictions of the school's accommodation.

Religious education

155. The school has maintained its sound provision for religious education as identified in the previous inspection, and by the end of both key stages, pupils attain the expectations laid down in the locally agreed syllabus. All pupils, including those with special educational needs, make sound gains in their learning in the lessons observed.
156. By the end of Key Stage 1, pupils know that their names are special and that all major religions have naming 'ceremonies'. They can identify their feelings and emotions and they know that the Bible is a special book. They have good knowledge of a range of Bible stories but they have only made loose connections in identifying that religions are based upon people having corporate beliefs in a higher power. Pupils know a full range of stories from other religions based upon special people, such as the teachings of Moses and Guru Nanak. They know that rules must be obeyed and that when they are broken, they cause distress to others. They know that in Christianity the symbol of a fish signifies belonging and that colours are used for special events, such as black for funerals and white for weddings.
157. By the end of Key Stage 2, pupils know that Christmas, Diwali and Hannukah are all festivals of light and that churches, temples and gurdwaras are all places of worship. Pupils know that during Lent and Ramadan, people fast and that the Last Supper was a special meal when Jesus said goodbye to his friends. Pupils know a full range of creation stories and they express their views on the wonder of God's creation through poetry and descriptive writing. Pupils have very positive attitudes to learning and behaviour in lessons is very good. Pupils handle artefacts carefully and respond very well to opportunities for reflection. Religious education is well supported by lessons in personal and social education and teachers' planning reveals that on very rare occasions, the subject-specific concepts of religious education, such as empathy, belonging, uniqueness and respect, are not sufficiently linked to the spiritual aspect. For example, pupils in Year 2, when discussing the uniqueness of their names, were not given sufficient opportunity to relate this concept to belonging to a community of people who believe in the uniqueness of a religious leader. Since the previous inspection, the school continues to enrich the religious education curriculum through visits to local churches and the Sikh temple and members of other faiths come into school to lead assemblies.