

INSPECTION REPORT

**TIPTON ST. JOHN CHURCH OF
ENGLAND (V.A.) PRIMARY SCHOOL**

Tipton St. John, Sidmouth

LEA area: Devon

Unique reference number: 113848

Headteacher: Mrs P. Burnside

Reporting inspector: John Carnaghan
1352

Dates of inspection: 5 – 7 November 2001

Inspection number: 194681

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Tipton St. John
Sidmouth
Devon

Postcode: EX10 0AG

Telephone number: 01404 812943

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Appropriate authority: The governing body

Name of chair of governors: Mrs M. Birch

Date of previous inspection: 17 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|---|---|
| 1352 | John Carnaghan | Registered inspector | English History Geography | What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9789 | Leigh Barclay | Lay inspector | | Pupil's attitudes, values and personal development. How well does the school care for its pupils? Partnership with parents and carers |
| 28405 | Alison Cogher | Team inspector | Science Mathematics Information and Communications Technology Art Music Design and technology Physical education Special educational needs Equal opportunities | How good are the curricular and other opportunities offered to pupils? |

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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 12 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 16 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 18 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 20 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 21 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 22 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 25 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 26 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 30 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tipton St. John Church of England school caters for pupils aged 4-11. It is on two sites which are close together but separated by a country road. Set in a rural background, which is generally socially advantaged, it is a small school with 78 pupils on roll. Pupils are virtually all of white ethnic background. The school has experienced considerable mobility of pupils; fourteen pupils joined school in the last year and sixteen left. Just below eighteen per cent of pupils have special educational needs; this is slightly below the national average. Of these pupils, a very small number have physical and learning difficulties and require the involvement of outside specialists. Pupils who enter the school at the age of 4 have levels of attainment that are broadly in line with what is found nationally. No pupils at the school have English as an additional language.

HOW GOOD THE SCHOOL IS

Tipton St. John school provides a satisfactory standard of education; it has a number of good features. It constantly strives for improvement. It enables pupils to reach satisfactory standards of attainment in many areas and is well placed to raise them further. Pupils make satisfactory progress throughout the school. The way that the school encourages pupils to achieve their potential and develop as self-confident individuals is good. Teaching is satisfactory overall and, in many cases, good. This is promoted by the good leadership of the headteacher and the close collaboration between members of staff, which does much to encourage the positive attitudes and values shown by the pupils. The school is a close-knit family which embraces all who enter its doors with genuine warmth. It has a strongly Christian ethos. Members of the governing body are knowledgeable and work hard to support and encourage the school. The school provides satisfactory value for money.

What the school does well

- The school promotes the growing maturity, very positive attitudes and good behaviour of the pupils. All adults at the school provide good role models for pupils. The school cares for all of its pupils well and has excellent procedures for improving attendance.
- The good leadership of the head teacher, strong teamwork and the commitment of the governing body ensure considerable potential for improvement.
- The school makes very good provision for pupils' spiritual development. It provides well for their moral and social development.
- The school maintains valuable links with parents and the local community and involves them fully in all aspects of school life.
- Lessons are well planned and supported by good resources.

What could be improved

- The school does not consistently or systematically assess what pupils do.
- Teaching, while satisfactory, is inconsistent. There are number of areas of concern in the teaching of one group of pupils.
- The development of pupils' writing is less effective than that of their reading and speaking and listening.
- Most subjects are not monitored effectively so the school does not have a clear picture of strengths and weaknesses.
- There is insufficient emphasis on multi-cultural education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since that time standards in the core subjects of English, mathematics and science at the end of Key Stage 1 have improved in line with national trends. At the end of Key Stage 2 there has been a fluctuation in standards over recent years but they fell to below previous levels in 2001. The small numbers of pupils who take the tests make such comparisons unreliable. Teachers now have at least satisfactory knowledge in all the subjects taught and, in this way, have been enabled to raise standards throughout the school. Progress of pupils in Year 2 is now satisfactory. Exclusions conform to legal requirements. Supervision of pupils at lunchtime, and when crossing the road, is good. Overall, since the last inspection the school has made noteworthy improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1998 | 1999 | 2000 | 2000 |
| English | D | A | D | D |
| Mathematics | A | B | E | D |
| Science | B | D | B | A |

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

The extremely small groups of pupils that take the tests make comparisons with national averages unreliable.

Attainment of pupils in national assessments was well below national averages at the end of Year 6 in 2001 in English; in mathematics and science it was very low. At the end of Year 2 in 2001, standards were well above national averages in mathematics, in line with them in reading and slightly below average in writing. Pupils' achievement throughout the school is satisfactory. In National Curriculum tests over the last 4 years there have been fluctuations in results that are exaggerated by the small numbers of pupils tested. However, standards at the end of Year 6 have fallen in English and mathematics. In science they climbed steadily, before falling back in 2001. In work seen during the inspection, standards across all ages were broadly in line with national expectations in English and mathematics; in science, standards were better than expected. In information and communications technology (ICT), pupils' standards are average, as they are in most other subjects. The exception is design and technology, where pupils aged from 5 to 7 reach standards which are better than expected. Current pupils from Year 6 are on target to attain levels in line with or above the national standards in the National Curriculum tests in summer 2002, clearly indicating the worthwhile progress that has been made.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils like their life at school and show enjoyment in every aspect of it. They join in activities with infectious enthusiasm. |
| Behaviour, in and out of classrooms | Pupils behave well in and out of lessons. They are naturally trustworthy. |
| Personal development and relationships | Staff provide very good role models in their warm relationships with pupils. They know their pupils very well and encourage their personal development consistently. |
| Attendance | Overall, better than the national average. |

Pupils have a strong natural commitment to the school. This is greatly encouraged by the cheerful, positive attitudes of teachers and support staff. The school is successful in engendering equally positive attitudes and values in pupils as they move through the school.

TEACHING AND LEARNING

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

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

Teaching in the school, overall, is satisfactory with a number of good elements. In English and mathematics, including literacy and numeracy, teaching is good. Pupils are usually well managed and classrooms have a warm, positive atmosphere. Resources used in lessons are often stimulating and are used well to hold pupils' interest and help them learn. Pupils' learning is generally satisfactory and often good; they concentrate hard and they acquire skills, knowledge and understanding well. However, because marking is inconsistent and does not always say how pupils could improve their work, pupils and parents sometimes lack sufficient information about the quality of their written work. Where teaching is less good pupils are not managed effectively and the pace at which lessons are conducted is too slow. This teaching does not focus enough on the planned learning objectives so that, at times, pupils do not learn enough.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Pupils benefit from a broad and balanced curriculum, which allows all of them to take full opportunity of what is on offer. The provision of French is a good feature. |
| Provision for pupils with special educational needs | Pupils with special educational needs are supported well in lessons; this enables them to have access to the full curriculum. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Provision for spiritual, moral social and cultural education is good overall. The school has a strong Christian ethos and provision for pupils' spiritual development is very good. |
| How well the school cares for its pupils | Support and guidance for pupils in areas of academic and personal development are satisfactory. The school's attendance procedures are excellent. Assessment procedures for pupils are under-developed and do too little to provide the information that the school needs to influence how it plans for the future. |

The school makes significant efforts to involve parents in the life of the school and these are very successful. The quality of information for parents is good. The school uses its strong links with the local community, especially the church, to enhance pupils' education.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The head teacher provides good leadership and a sense of direction for the school; in this she is supported by the enthusiastic group of staff. However, she does not delegate sufficiently to other teachers. |
| How well the governors fulfil their responsibilities | The governing body is a valuable friend to the school. Governors are able and committed. They have good awareness of the school's strengths and effectively fulfil all of their statutory responsibilities. |
| The school's evaluation of its performance | The close collaboration amongst all who work at the school assists with the self-evaluation process. The limited range of assessment means that the school has insufficient information to fully inform its future planning. |
| The strategic use of resources | Financial decisions are closely linked to the school's identified needs and expenditure is closely monitored. The school spends its money wisely. |

Teachers are pushing ahead with improvements in the school. The governing body has an enthusiastic and committed membership, which shares the head teacher's vision for the school and supports her strongly. The governors and local church play an active role in encouraging the positive ethos of the school. Accommodation is much improved since the last inspection is clean and well maintained. Resources in nearly all subjects are good and are helping raise attainment. The school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • They feel comfortable about approaching the school with questions or a problem • They believe that teaching is good. • Children like school. • The school has high expectations of the children • They feel that their children are making good progress • Behaviour is good. • They think the school is well led and managed. • They believe that the school helps to develop children's maturity and responsibility. | <ul style="list-style-type: none"> • A minority believe that the school does not work closely with parents. • A minority do not feel that they are kept well informed about how their child is getting on. • A minority expressed the view that pupils do not get the right amount of work to do at home. • A number of parents do not think that the school provides an interesting range of activities outside lessons. |

Inspection findings generally support the range of positive views of the school, although teaching and progress are satisfactory overall, rather than good. Of the areas that parents would like to see improved, the inspection team believe that there is a suitable range of extra-curricular activities, given the size and the circumstances of the school. The school's information for parents and its efforts to work closely with them are very good. The homework set is appropriate, although there are some inconsistencies between the amounts set by individual teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with levels of attainment which are broadly average. Due to their good attitudes, good parental support for their learning and satisfactory teaching, their achievements are sound during their time in the Reception class. As a result, they enter Year 1 with levels of attainment which are, again, broadly average. Results of Key Stage 2 tests show that, in 2000, pupils' performance was below the national average in English. In mathematics, their results were very low; in science they were above average. This uneven pattern can be explained by the combination of a number of factors. There was a long period of uncertainties in staffing, with illness and long-term absence. This had a negative impact on two year groups, including the group of pupils who took the tests in 2001. Also, the very small groups of children involved make these comparisons unreliable. The school also experiences considerable movement between schools amongst its pupils; this can mean that as many as twenty per cent of pupils in Year 6 taking the tests only joined the school in the preceding year. However, these standards compare more favourably with those of similar schools in all three areas. They are above average in English, below average in mathematics and well above average in science. The trend in results over the last four years show below average improvements in English and mathematics but better than average in science. In Key Stage 1, in national assessments in 2000, writing and mathematics results were below average in comparison with national figures; in reading, the results were broadly in line with the national average. In comparison with similar schools, the results in 2000 were, for all subjects, below average. Preliminary results in the 2001 tests indicate that this trend of below average results has been halted in Key Stage 1; in Key Stage 2 the trend was downwards. This decline is due to the reasons stated above. The school's targets are challenging and they take into account appropriately variations resulting from the small groups who sit National Curriculum tests. However, groups of pupils sitting tests differ from those for whom the targets were set, due to the large amount of pupil movement. Thus, targets have not been met in the last two years.
2. Children enter the Foundation Stage with average levels of attainment. They achieve satisfactorily, overall, and most of them are on target to achieve the Early Learning Goals by the end of the Reception year. Standards in communication, language and literacy are in line with the Early Learning Goals. Children write simple sentences by the end of the year. They listen and respond well, speaking with confidence and good expression. In mathematical development, standards are average. All children can count; they can answer simple numerical questions orally. In their personal, social and emotional development, children achieve above the expected levels in the Early Learning Goals. They co-operate well, abide by the class rules and routines and are able to make decisions for themselves. Children have average knowledge and understanding of the world. They have a good knowledge about houses, gained by walks around the village. They can build simple walls from building bricks. Children's physical development is in line with expectations. They use small equipment, such as pencils and scissors, with the appropriate degree of control. They move well, with due consideration for others nearby. The creative development of pupils is average. Children can make masks; they are involved in a whole school sculpture project; they can sing simple songs from memory.

3. Pupils' reading standards at the end of both key stages are broadly in line with national averages. The support provided by parents and the impact of the implementation of the literacy hour by teachers are raising standards. Most pupils enjoy reading and are confident when they are reading in front of others. By the age of 11 pupils read a range of texts with confidence. They have a broad knowledge of books, using the library regularly and with ease. By the age of seven, they can express opinions on what they have read. They read with developing fluency, using punctuation well to enhance the meaning. They use dictionaries easily. Standards of writing are in line with the national average. Pupils at the age of 11 can write fluent and clear pieces in a number of forms. They are good letter writers and their writing demonstrates a developing vocabulary. Work is neat and accurately written. Year 2 pupils write neatly and use punctuation appropriately. Pupils write sentences and longer pieces accurately. Speaking and listening skills are average. By the age of 11, pupils show fluency when answering questions. In speaking they use words more adventurously, particularly in discussion. By the age of seven they speak confidently and clearly; they listen and respond well using a wide vocabulary. English standards, overall, are in line with expectations.
4. At the age of 11, pupils' standards in mathematics are in line with expectations. They have improved with the implementation of the National Numeracy Strategy. Pupils work confidently with decimals, converting millimetres to centimetres and metres. They show growing understanding of the relationships between fractions, decimals and percentages. Their skills in recording and interpreting data are undeveloped, because of a lack of opportunities. Standards at the end of Key Stage 1 are in line with national expectations. Pupils have a firm grasp of number; they can count in tens and hundreds. In solving problems, they can choose the best method. Most pupils understand coins and can solve simple money problems.
5. Standards in science are above national expectations at the age of 11. Pupils' understanding of scientific enquiry is good; they are aware of the principles of fair testing. They collect data with accuracy and use the correct scientific terms; they can use these skills to help them solve scientific problems. They know about materials and their properties. Standards in science are broadly in line with national expectations at the age of seven. Pupils have good knowledge of physical phenomena. In their investigations, pupils can use and record what they have observed to develop their understanding of forces.
6. Pupils with special educational needs make satisfactory progress; they are provided with tasks that meet their specific needs and adults generally support them well in their lessons. Support staff are well informed and carry out their roles effectively. Individual plans drawn up for these pupils identify learning targets. However, these targets are not sufficiently specific to record the specific steps pupils need to make. As a result, some pupils may not fully understand what they should do to improve and so do not always make the progress of which they are capable.
7. In art and design, pupils' standards are in line with national expectations at the ages of seven and 11. By the age of 11, pupils are able to use and compare a variety of methods to develop what they are drawing. They have a good range of techniques when working to produce prints. By the age of seven, pupils can make drawings with good detailing. They can evaluate works of art in sensible discussion. At the age of 11 pupils standards in design and technology are average. They analyse how toys are made, making informed judgements about their suitability. They use storyboards to outline the stages in the design and make process. Standards in design and technology are above expectations at the age of seven. Pupils showed competence

evaluating a variety of tables, which they were able to examine. They were then able to construct simple yet strong tables using basic materials and explaining the methods that they had used.

8. Standards in information and communications technology (ICT) are broadly in line with what is expected nationally at the end of both key stages. By the age of 11, pupils are able to use the Internet with proficiency, undertaking research on chosen topics. They can combine information from different sources and present it in different formats. At the age of seven, pupils can use the keyboard and mouse control to carry out simple word processing; they are able to programme a floor robot to make simple movements.
9. In geography, standards are below national expectations at the age of 11. Pupils at the age of 11 can use atlases and maps competently; however, their knowledge of distant places and of physical geography is limited. At the age of seven, pupils' standards are broadly average. They understand simple maps, especially of their own village. They can find Tipton St. John on a map of the United Kingdom. In history, standards at the ages of seven and 11 are in line with national expectations. At the age of 11, pupils have satisfactory knowledge about how people in the past – such as the Tudors – lived. Their understanding of the nature of historical evidence is below what is expected. At the age of seven, pupils know some of the differences between the past and the present and can point out differences in costume and travel between different eras. Standards in physical education at the age of 11 are average. Pupils know the importance of warming up properly, before exercise. They show good ball skills. No physical education lessons could be observed in Key Stage 1 during the inspection and so attainment in this area cannot be reported. For similar reasons music standards cannot be reported in Key Stage 2. At the age of seven, standards are average. Pupils know how sound is produced from a variety of instruments and sing tunefully and rhythmically.
10. The way in which pupils achieve in the school is satisfactory, overall. From the earliest age, all pupils want to give of their best. Pupils' learning in the Reception Year is enhanced because they react with energy and commitment to their work. Teaching in the school is satisfactory but, at times, it does not produce the expected sense of dynamism, so achievement is only satisfactory. Where it is less stimulating, pupils achieve less well; they can lack a commitment to learning and some find it difficult to take initiative and responsibility for their own learning. Thus, some pupils lack independence as learners, relying on teachers to move them forwards. Pupils with special educational needs achieve as well as other pupils in the school. Gifted and talented pupils are identified at an early age; teachers plan for their needs in lessons. The school works closely with support agencies and parents. Thanks to more demanding work in lessons pupils' achievement is satisfactory, overall. Owing to the good support that they receive, traveller children achieve satisfactorily when at the school. There are no significant variations in the achievements of girls and boys. Behaviour and relationships are good or better and these contribute to the satisfactory level of pupils' achievement in Key Stages 1 and 2.

Pupils' attitudes, values and personal development

11. There has been a marked improvement in the pupil response to school since the last inspection. Attitudes and behaviour are at least satisfactory in all lessons and good or better in the playground and at lunchtime in the hall. The pupils behave very sensibly when crossing the busy lane, which divides the two school buildings. Overall, attitudes are very good and behaviour is good. Where the pace of lessons is too slow, some pupils become restless and their attention wanders. This was particularly noticeable in Years 3 and 4. Pupils in Years 5 and 6 display a commendably high level of mature and responsible behaviour.
12. The pupils have very positive attitudes towards their work. They are enthusiastic about what they do and come to school ready to work hard. For the most part, the pupils' interest and involvement in activities are very good. Some good lessons in Key Stage 1, involving visitors who demonstrated their specialist skills, captured the pupils' interest and imagination. These lessons showed the pupils' responsive attitudes towards well-planned and well-paced lessons and made a significant contribution to their understanding and skills. In Years 5 and 6 also, pupils were enthusiastic when answering questions, and really thought hard about more challenging issues.
13. Behaviour is good across the school, both in lessons and around the sites. The pupils are pleasant and courteous towards each other, their teachers and visitors. Where the quality of teaching and teacher-pupil relationships are very good, the pupils' behaviour in class is also very good. Where there are low expectations, a slow pace to lessons and the pupils are not challenged, behaviour deteriorates somewhat, which has a negative effect on standards. After the last inspection the school identified the need to train all staff in positive behaviour management and this has brought about a great improvement in behaviour in the school. Good behaviour is now celebrated throughout the school and particularly in the Friday afternoon assemblies. There was no evidence of bullying or oppressive behaviour during the inspection. On the contrary, the pupils have drawn up their own rules for welcoming newcomers to the school, which emphasise the inclusion of everyone. There were no exclusions in the year prior to the inspection.
14. The quality of personal development and relationships is good. Attitudes towards pupils with special educational needs are positive and constructive. Pupils enjoy school, including the extra-curricular activities: they clearly enjoy their French lessons and are enthusiastic about the Gardening Club. Pupils work together co-operatively. They are naturally trustworthy. The relationships between teachers and pupils are generally good and, in some cases, excellent. They listen to each other with mutual respect for different opinions and values. Prayer plays a large part in every school day and it is a feature of the children's prayers that they mention other children, teachers and helpers who are absent. Pupils in all years apply for posts of responsibility in the school, such as librarian and monitors and they fulfil these responsibilities with pride. They are not always encouraged to develop this independence or initiative in their lessons, which is a missed opportunity.
15. Attendance is good. Pupils arrive punctually for school and classes and there is no truancy. The level of attendance is very high in comparison with other schools; unauthorised absence is slightly above the national average, largely as a result of the new age traveller families who regularly move in and out of the area.

HOW WELL ARE PUPILS TAUGHT?

16. The standard of teaching is satisfactory overall; it has a number of strengths. However, teaching is inconsistent and there are some unsatisfactory elements. Over sixty per cent of the lessons were good or better; of these four per cent – one lesson - were very good. Twenty-eight per cent of lessons were satisfactory and eight per cent of lessons were unsatisfactory, this represents two lessons. The unsatisfactory lessons were particularly characterised by weaknesses in the management of pupils, low expectations and a lack of consistent pace. Unsatisfactory teaching left pupils too often not knowing what to do next and therefore wasting time; this was because there was insufficient challenge for pupils, especially the more able. The best teaching seen was characterised by thorough planning, very good management of pupils and co-operation between teachers and classroom assistants to improve learning opportunities. Overall, the standards of teaching have improved since the last inspection.
17. Teachers have satisfactory subject knowledge and understanding. Literacy and numeracy are well taught in English and mathematics lessons, although opportunities to develop these areas across all the subjects of the curriculum are too rarely taken. In a good mathematics lesson to Year 5 and 6 pupils on adding and subtracting two digit numbers, the teacher was able to run the mental maths session at good speed showing high expectations. Focused questioning enabled all pupils to be involved in the subsequent activities – this was partly because of the high expectations of performance and behaviour, which the children met. Throughout the lesson, the teacher's good knowledge of mental mathematics and of the numeracy strategy promoted confidence amongst the pupils, so all were able to learn well. In most subjects, work is planned to meet the requirements of the National Curriculum and to develop knowledge of the subject progressively. However, history and geography are undertaken too sporadically to allow sufficient progression, as pupils learn.
18. Teaching of phonics and other basic skills is generally satisfactory. Teachers and classroom assistants have an appropriate knowledge of phonics and the school takes opportunities to stress its development. The teaching objectives for the National Literacy Strategy have been adopted; lessons have a good balance between the various elements. Reading and writing in literacy lessons build satisfactorily on skills developed in speaking and listening.
19. Lessons are usually planned satisfactorily, but there are inconsistencies. Where the planning is thorough, most lessons proceed with little wasted time. Planning usually displays clear learning objectives, which are carefully explained. Good quality of planning means strong pace, focused teaching and a corresponding response from pupils, who are then able to work with good productivity throughout sessions. Support staff are usually well prepared for lessons; they are briefed about lesson plans and participate seamlessly in all aspects of lessons, providing effective support for pupils' learning. Unsatisfactory teaching may be well planned on paper, but does not reflect this preparation. An unsatisfactory history lesson on the Great Fire of London developed into a formless activity, lacking in drive and commitment. This was partly because the teacher did not keep sufficient focus on learning objectives or make them clear to the class. On such occasions, lessons have insufficient variety of activity; pupils quickly show their boredom in these circumstances and their rate of learning diminishes.
20. Teachers' expectations are satisfactory but, again, there are variations. In the Foundation Stage and Key Stage 1 they are good; in Key Stage 2 they are satisfactory overall but with some inconsistency. Teachers know pupils well and are sensitive, hence the behavioural expectations set for individuals are usually

appropriate. Teachers praise pupils warmly, engendering positive attitudes. As a result, relationships throughout the school are good. Where there are weaknesses in teaching, the academic and behavioural expectations set for pupils are not high enough and there can be insufficient challenge or pace.

21. Good and better teaching usually involves a variety of brief, stimulating activities, which maintain interest. A good mathematics lesson to pupils in the Reception class and Year 1 saw pupils ordering numbers by hanging 'their' labels on the correct place in a row of hooks. This involved everyone in the class both physically, as they came up to the front to hook their numbers on and intellectually. In contrast, an unsatisfactory English lesson to Years 3 and 4 was lacking in variety and interest and the teacher's questions were vague and failed to stimulate the pupils. As a result, there was some inappropriate behaviour and thus, learning for the majority of pupils was unsatisfactory.
22. Teachers' management of pupils is generally satisfactory; it is better for pupils aged seven and under. In all lessons, teachers are calm; they exercise their authority courteously at all times and rarely raise their voices. This develops warm and constructive relationships. In some lessons, the management of pupils lacks subtlety; pupils are corrected so often that the continuity and pace of their learning can suffer. However, in most instances, pupils behave well and respond to firm handling. Teachers are usually successful in engaging pupils of all ages and abilities in lessons by questioning and challenging them. Pupils' contributions in lessons are greatly valued by teachers.
23. The pace of lessons is usually good. A good physical education lesson to Years 5 and 6 was typical. The range of resources was very well deployed because planning had been efficient and pupils were quick to get equipment out and put it away. This enabled pupils to start on their tasks with the minimum of delay, thus meeting the teacher's expectations. This lesson demonstrated the school's very good use of classroom assistants. Throughout the lesson two pupils who had statements of special educational needs were well supported by a learning assistant and so they were able to participate in, and enjoy, every aspect. Teachers and support staff work as close-knit teams. There is effective briefing, so that, in the course of lessons, support staff know what is expected of them. The contributions they make to pupils' learning are a strong contributory element in the quality of teaching in the school. As a result, all pupils are able to participate fully. The use of information and communication technology (ICT) in lessons is satisfactory; there is evidence of ICT being used in some subjects. However, teachers do not use ICT sufficiently in subjects such as design and technology and mathematics.
24. Teachers undertake informal assessment in lessons through focused questioning, particularly in the introduction to lessons. The closing sessions of lessons are not so consistently or effectively used. Marking of books is generally satisfactory but, again, is not consistent. Usually teachers' marks provide some comments about pupils' work but they do too little to develop clear dialogue with pupils. The best marking is characterised by friendly and encouraging comments, which set targets for pupils and encourage them to contribute. However, because weaker teaching does not focus on learning objectives, some pupils are unaware of their standards and what they should do to improve.
25. Appropriate homework is set regularly and supports pupils' class work. Homework is usefully set to reinforce learning, such as spellings for a test, or to lead in to the next

area of study. Some homework is not marked quickly enough to let pupils and parents know how they have performed.

26. The teaching of pupils with special educational needs is satisfactory. The teachers and learning support assistants have a clear understanding of their needs. They work closely together and arrange a suitable range of activities and work. Positive relationships are established and help and support are constantly provided.
27. Pupils' learning is satisfactory, overall. They relate very well to one another and their teachers; pupils show a developing work ethic and are learning to concentrate well. They still have a tendency to rely on their teachers to energise them and teachers work hard with pupils to ensure that they make strong efforts in all phases of lessons. They are encouraged to work with independence. Pupils enjoy working in small groups and in pairs; they often like the social opportunities that such sessions afford. Some pupils suffer when teaching does not inform them sufficiently how their learning is progressing and what their next steps should be.

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

28. The school's curriculum is broad and relevant and offers a range of learning opportunities. It meets the statutory requirements for all National Curriculum subjects. An appropriate emphasis is placed on the teaching of English and mathematics. Pupils of all levels of attainment have access to the full range of subjects. Provision for pupils with special educational needs is satisfactory. Good provision is made for pupils' personal, social and health education, including sex education and attention to drug misuse. French is taught to all pupils and this adds an additional positive contribution to their learning experiences. Links with the community and relationships with partner institutions are very good and these contribute well to pupils' learning. Satisfactory progress has been made since the last inspection on the key issues relating to the curriculum.
29. Provision for children in the Foundation Stage is satisfactory overall with some good features. Lessons are planned in accordance with the Early Learning Goals and children are provided with learning opportunities that prepare them for the National Curriculum.
30. Curriculum provision for pupils in Key Stage 1 and Key Stage 2 is satisfactory overall. Since the last inspection, schemes of work for all areas of the curriculum have been implemented. These are based on the Qualification and Curriculum Authority (QCA) guidance and have been adapted for mixed age classes. Both the National Literacy and Numeracy Strategies have also been implemented. Provision for the teaching of information and communication technology (ICT) has improved significantly. Together these changes are having a positive impact on standards achieved across the curriculum. Opportunities to develop literacy and numeracy skills across the curriculum have not been fully developed. Provision for ICT has improved since the last inspection. However, the use of computers as an aid to pupils' learning is not fully explored in all subjects.
31. Pupils with a range of special educational needs attend the school. Teachers and support staff know these pupils well; provision overall is satisfactory. Within lessons, pupils are well supported. Support staff are well informed and carry out their roles effectively. Individual plans drawn up for these pupils identify learning targets.

However these targets are not sufficiently specific to record the particular steps pupils need to make. Gifted and talented pupils are identified at an early age; teachers plan for their needs in lessons. The school works closely with support agencies and parents.

32. The provision for extra-curricular activities is similar to that found in many schools. Pupils participate in a number of sporting and environmental activities which have a positive impact on their learning. For example, the gardening club learned about garden design, ponds and a range of plants when planning the school garden.
33. The school's links with the community are very good. Visits and visitors contribute well to pupils' learning. Members of the community support the school in a variety of ways. Parents work regularly in classes. In addition, they share their skills with pupils to enhance their learning. For example, to support their learning about buildings, a builder visited the Reception and Year1 class and pupils learned how to build strong walls.
34. Relationships with partner institutions are very good. Close links with the local playgroup ensures that children settle very quickly into school. Induction arrangements are well organised and managed. To prepare children for the school the head teacher visits the home of each new pupil. Older children from the local nursery make weekly visits to the school and see a 'Starting School' video made by children. Links with the local secondary schools are strong and Year 6 pupils experience good transition arrangements. The school liaises with a range of support services that provide good support for families and pupils.
35. Provision for pupils' spiritual development is very good. During assemblies, acts of collective worship and lessons, pupils are given many opportunities to think and reflect on their feelings. Pupils confidently talk about the way they feel and their likes and dislikes. The school has very close and productive links with the local church. The weekly assembly in the church, conducted by the vicar makes a significant contribution to pupils' spiritual development. Pupils response to the environment of the church demonstrates their empathy and understanding of it as a place of worship.
36. Pupils' moral development is good. Pupils are clearly taught the principles of right and wrong and care for each other. They take care of property and the environment. Teachers actively promote opportunities for discussion on moral issues during assemblies and personal, social and health education lessons, encouraging pupils to develop a caring and tolerant attitude.
37. Pupils' social development is good. Pupils are organised into 'family groups', which include pupils from Reception to Year 6. These groups come together regularly to work and play. For example, they sit together during the weekly assembly in church. Older pupils are encouraged to take on responsibilities such as librarians and play leaders. Pupils write letters of application for the positions and take their responsibilities seriously. Personal, social and health education lessons are used effectively to support pupils' understanding of socially acceptable behaviour.
38. Provision for cultural development is satisfactory. Pupils have a good knowledge and understanding of their own community's culture. They go on visits to places of educational interest in the locality such as Exmouth and become involved in activities in their village. They have some experience of other cultures through their work in music and art. However, these opportunities are not sufficiently developed to provide

pupils with a good understanding of the ethnic and cultural diversity of the society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school's procedures for child protection and for ensuring pupils' welfare are now good overall, reflecting the caring ethos of the school. The weaknesses noted at the time of the last inspection have been remedied; an additional appointment was made to ensure full supervision of pupils at lunchtime and this has been effective. The pupils no longer cross the road unattended. All legal requirements are met in relation to exclusion, where this is needed, which is rare. The educational and personal support for pupils is satisfactory overall; it is much better in pastoral terms than it is in promoting their academic development. Staff provide very good role models in their warm relationships with the pupils. They know the pupils well. Pupils find it easy and comfortable to turn to the school for help. The 'family groups', which bring together pupils of all ages, give a sense of belonging and enable the older pupils to support the younger ones. The school has a comprehensive health and safety policy, backed by clear procedures. The governors are very committed and thorough; they work with the headteacher to ensure that hazards are identified and addressed appropriately. External agencies are involved appropriately when required, including specialist support for Traveller children.
40. There is good provision for pupils who have special educational needs. There are, however, no specific tests which would identify pupils with special needs at an early stage.
41. The procedures for promoting attendance are excellent. There is systematic monitoring of absences. The procedures for eliminating bullying or other oppressive behaviour have been very effective. The school has invested considerable resources and time into staff development in behaviour management in recent years and now has good systems in place to promote good behaviour by positive reinforcement. This has been a very successful initiative.
42. The procedures for assessing the pupils' academic attainments and progress are unsatisfactory. The headteacher analyses trends in attainment, but the school does not assess pupils' work against National Curriculum levels sufficiently to inform curriculum planning. There is inconsistency in recording assessment results among the teachers. Most do not record the outcome of assessments and so are unable to use it to secure individual pupil's progress or provide as much challenge as they might. Likewise, homework is not always marked by all teachers.

43. 'Progress books' are used to demonstrate how pupils' standards have improved over time; while they give parents a general view of their children's development, they are not adequate to inform the school about the level of the pupils' achievement. Target setting has just started in the school: Years 5 and 6 pupils have begun to set targets for themselves but the targets are too vague to effectively promote better standards. This under-developed and unsystematic recording of assessment makes judgements about levels of attainment and progress difficult to achieve. These weaknesses inhibit the raising of standards throughout the school. However, the excellent end-of-unit tests in Science provide a model of what can be achieved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The parents' judgements about the school are very positive. Parents are very supportive of the school, as they were at the time of the previous inspection. The parents perceive the school as having high expectations of its pupils and, through good leadership and teaching, of helping the pupils to make good progress. They value the contribution that the school makes to their children's academic and, particularly, their personal development and see the school as very approachable. Although inspectors feel that teaching could be based more firmly on information about pupils' attainments, they agree overall with this picture. There are three areas where parents feel that the school could be better. Parents feel that homework arrangements could be better; some feel that there is too much homework, whilst others would like to see more. Inspectors found homework arrangements overall to be satisfactory, but inconsistent between teachers, both in the amount set and the marking of work done at home. Parents also feel that they could be better informed about their children's progress. Inspectors felt that the quality and frequency of information, particularly the parents' meeting held each term, was very good. Some parents expressed the view that the school could offer more extra-curricular activities. Inspectors were impressed both by the number of activities in such a small school and also by the number of children taking advantage of them; for example, a very high proportion of children at the school are learning a musical instrument.
45. The impact of parents' involvement on the work of the school and their contributions to learning, are very good. The school has more parent volunteers to help in the classroom than it can accommodate. Parents are also invited to bring their specialist skills to lessons. A particularly good example of this was observed in Key Stage 1 design technology when a builder, with the help of all the pupils, built a brick wall in the classroom. Parent governors are very committed. The Parent Teacher Association is very active and successful in raising funds for the school as well as joining in school initiatives, such as modernising and painting the upper school toilet block in colours chosen by the children. Parents make a valuable contribution to school clubs. There is a strong sense of a close school community. The school's links with parents of pupils with special educational needs are satisfactory. Parents are properly involved in annual reviews, and their attendance is good. Individual educational plans are sent home and parents are involved appropriately in discussions about new or changing provision for their child.
46. Overall, the school has very good links with parents. The information provided for parents by the school is very good. The annual reports on pupil progress are comprehensive, informative and helpful. They identify work covered during the year, the child's attainment and progress and the next steps, as well as giving warm and sensitive comments on each child's personal and social development. In addition, there are parents' evenings each term. Parents are given a curriculum overview every term. They particularly value the opportunities at the beginning and end of the

school day to talk to the teachers if they need to. The headteacher holds “breakfast meetings” once a month which are very well attended (16-17 parents, usually). The issues discussed are then published in the school newsletter. The school prospectus is informative and well presented. The governors’ annual report to parents is friendly and accessible and meets all statutory requirements.

47. There are very good procedures for introducing new pupils to the school. The headteacher visits the home of every child who is planning to join the school. Relationships with the playgroup are very close. The school issues a warm and informative “Starting School” video to new families. Transition into the school is, therefore, easy. Transition to secondary school is also carefully planned. Introductions are made by visits from secondary school staff and past pupils return to talk to Year 6 about their experiences of secondary school.
48. The school uses its strong links with the local community, especially the church, to enhance the pupils’ education. The vicar is a governor and participates fully in school events. Local visitors and specialists from the local authority are regularly brought in to enrich the curriculum. Recent visitors have included a puppeteer and storyteller, a sculptor, an artist, a bookshop manager and the Schools Library Service. Local businesses sponsor school events. The contribution of local authority advisors through initiatives such as the Healthy Schools Project has been very constructive. The involvement of the wider community is a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The head teacher provides good leadership. She has a good grasp of the school and has, together with the governing body, taken actions which are starting to have a positive effect on raising standards. Since her appointment, two years ago, the headteacher has concentrated particularly on improving the attitudes of pupils and standards of teaching. In this she is starting to have success. The headteacher brings a positive vision to the school and works very hard to ensure that staff are able to translate that into an improved quality of teaching and learning. The school is clearly starting to move forwards after a period of difficulty. The headteacher, governors and staff have a shared commitment to improvements and the school’s capacity to succeed is good.
50. The headteacher has done much to move the school forward. However, she has not delegated responsibilities to the staff, preferring to promote joint responsibility for aspects of the school or to take on the responsibility herself. In a number of ways this has been an effective strategy; for example, the school development planning is clear, simple and achievable with straightforward criteria for success and sensible costings. In her management of staffing difficulties caused by long-term illness and subsequent early retirement, the headteacher has managed the temporary and, subsequently, permanent staff changes well. That the school now has a group of committed and enthusiastic staff is largely due to the consistent efforts of the head teacher, supported by the governors. However, the lack of delegation has led to weaknesses. The management of subjects is generally unsatisfactory. Corporate responsibility means, in this case, that no one feels responsibility for particular subjects. Inconsistency of practice between subjects is the result. For example, assessment in English is regular and used well to promote pupils’ development in Years 5 and 6. In contrast, it is only done at the end of the school year in Years 3 and 4 and so is of considerably less value. Marking is inconsistent in all subjects across the school, as are the quantities and quality of homework set. Monitoring of planning and teaching in individual subjects is not thoroughly undertaken. There has, as yet, been no comprehensive analysis of the significant factor of pupil movement in and out of the

school. This is, in part, because the school has no deputy head teacher or management structure, thus, much of its management tends to be in the hands of the headteacher alone. This gives her too much to do.

51. Governors are well informed and knowledgeable and constitute a considerable asset to the school. The governing body of the school is committed to the headteacher's vision and supportive of school improvements. It works hard to ensure progress. It has a clear view of the school's strengths and what areas need to be developed. It has sensibly agreed with the headteacher that the number of teachers in the school should not be allowed to fall, despite some rapid and unpredictable fluctuations in pupil numbers. The governing body has agreed with the headteacher to give top priority to improving pupils' attitudes and raising the standard of teaching. The committee structure ensures that governors consider all aspects of the school; their members are active and progressive. There are monitoring processes of the school undertaken by governors; these monitoring visits result in reports to the whole governing body. The management of the school is rigorously questioned about whether targets have been met and over the deployment of resources to ensure that they are best used to meet the school's priorities. The governing body fulfils its statutory responsibilities fully.
52. Monitoring procedures are satisfactory. Without subject co-ordinators to monitor pupils' books and see teaching, there are some weaknesses. However, in such a small school, informal contacts play a significant part in developing understanding of how subject areas are developing. There has been some good analysis of national test results across the age range by the headteacher, to enable provision to be improved. Priorities for subjects are set as a result of the monitoring and analysis undertaken. The headteacher and governors observe lessons in their efforts to develop teachers' aptitudes. Targets set for pupils are appropriately challenging at the time when they are set. By the time tests are taken, the groups of pupils taking the tests have usually markedly changed, due to the large amount of movement of pupils; for this reason the school did not reach its targets in English or mathematics in 2001.
53. The school has implemented procedures for performance management. The policy is in place; it has been agreed by the governing body and the staff. Targets for staff have been set and reviewed by the headteacher and the first round of staff development interviews has been completed.
54. The management of the provision for pupils with special educational needs is satisfactory. Pupils are identified through a variety of procedures and placed on the special needs register; in some cases assessment is not undertaken early enough. Individual plans drawn up for these pupils identify learning targets. The special needs coordinator keeps appropriate records, and the progress made by the pupils is carefully checked.

55. The school manages its budget well. The most recent financial audit found the school's procedures to be at least satisfactory; some minor issues that were raised have been dealt with. Day-to-day financial management is very good. The school, head teacher and governors use the school development plan sensibly to prioritise spending. The governors carefully scrutinise the work done in the school to ensure that there is good value for money. The large proportion of money carried forward is rationalised by the uncertainties inherent in the very mobile school population. The school uses comparative budgetary figures from the local education authority to make some comparisons of performance and expenditure. In this way the school implements the principles of best value satisfactorily. Specific grants are carefully and effectively used.
56. The school has a high expenditure per pupil; this is entirely due to the higher than average number of pupils with special educational needs and the additional costs inherent in a very small school. Given that it provides a satisfactory standard of education, the school provides satisfactory value for money.
57. There is an appropriate match in the number of qualified and experienced teachers. However, staff, do not have sufficient responsibility for curricular co-ordination. The arrangements for appraisal and professional development of staff are satisfactory. Newly qualified teachers are warmly welcomed and the induction procedures offer effective support as they settle into life at the school. The teachers are assisted by the learning support assistants, whose skills are well balanced to the demands of the curriculum. Curriculum support assistants provide good support for pupils with special educational needs.
58. Accommodation is satisfactory and is generally used effectively in teaching and learning. The two separate buildings and playgrounds raise few problems; this is an improvement on the time of the last inspection. Classrooms are attractive, showing work done by pupils and there are additional pleasing displays of pupils' work in the school corridors. The school buildings are well maintained and decorated. The arrangements to use the adjacent village hall for physical education and eating lunch are well managed and result in minimum inconvenience.
59. Learning resources are good and benefit the implementation of the curriculum. Books and equipment are generally in good condition, up-to-date and are stored to provide easy access. The libraries are sensibly sited to provide good access for all pupils, have modern books and simple, useful cataloguing and so do much to promote pupils' enthusiasm for reading. Computer hardware for pupils is plentiful. The school uses new technology well. Pupils have supervised access to the Internet; the school benefits from video conferencing with another Devon school and has plans to develop links with a primary school in Slough. The school administration uses its computerised administration particularly well, especially in implementing attendance procedures.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. All who work at Tipton St. John school share a strong commitment to the pupils and the community which they serve. In order to continue to improve and raise standards the school should:
- (1) Develop thorough and consistent methods of assessment so that all teachers have accurate information about the standards being reached by each of their pupils in the most important subjects of English, mathematics and science. Analyse the information from these assessments and use it to set clear, measurable targets for each pupil. (Paragraphs 42 and 43)
 - (2) Monitor teaching rigorously, in order to identify strengths and areas for development. In order to improve teaching and develop a variety of stimulating methods, staff should be given the opportunity to observe good practice in other classrooms and schools. (Paragraphs 17 to 24)
 - (3) Consider implementation of literacy and numeracy across the curriculum and develop a policy that co-ordinates and actively encourages the development of pupils' writing and number skills in a range of subjects beyond English. As a result, improve opportunities to develop a variety and range of writing experiences. (Paragraph 31)
 - (4) Improve curriculum management, consider appointing co-ordinators for the subjects of the national curriculum with clear job descriptions and accountabilities to include auditing current procedures, assessing, monitoring and planning to develop subjects in the school. (Paragraphs 50 and 52)
 - (5) Identify clearly opportunities to promote multi-cultural education as part of the formal and informal curriculum and provide stimulating and accessible resources to promote this area further. (Paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 25 |
| Number of discussions with staff, governors, other adults and pupils | 19 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 1 | 15 | 7 | 2 | 0 | 0 |
| Percentage | 0 | 4 | 60 | 28 | 8 | 0 | 0 |

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

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) | 0 | 83 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 5 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 14 |
| Number of pupils on the school's special educational needs register | 0 | 2 |

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 | 14 |
| Pupils who left the school other than at the usual time of leaving | 16 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 0.1 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.6 |

| | |
|---------------------------|-----|
| National comparative data | 5.2 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2000 | 9 | 6 | 15 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 6 | 6 | 6 |
| | Girls | 6 | 6 | 6 |
| | Total | 12 | 12 | 12 |
| Percentage of pupils at NC level 2 or above | School | 80 (63) | 80 (63) | 80 (88) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 7 | 8 | 8 |
| | Girls | 6 | 6 | 6 |
| | Total | 13 | 14 | 14 |
| Percentage of pupils at NC level 2 or above | School | 87 (63) | 93 (88) | 93 (63) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2000 | 6 | 9 | 15 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 3 | 3 | 5 |
| | Girls | 7 | 8 | 8 |
| | Total | 10 | 11 | 14 |
| Percentage of pupils at NC level 4 or above | School | 63 (100) | 69 (90) | 88 (70) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|-----------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | n/a | n/a | n/a |
| | Girls | n/a | n/a | n/a |
| | Total | n/a | n/a | n/a |
| Percentage of pupils at NC level 4 or above | School | n/a (100) | n/a (90) | n/a (80) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 1.5 |
| White | 98.5 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 3.9 |
| Number of pupils per qualified teacher | 15.9 |
| Average class size | 19.5 |

Education support staff: YR– Y6

| | |
|---|-----|
| Total number of education support staff | 4.0 |
| Total aggregate hours worked per week | 70 |

Exclusions in the last school year

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

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

Financial information

| Financial year | 2000-2001 |
|--|-----------|
| | £ |
| Total income | 211317 |
| Total expenditure | 197352 |
| Expenditure per pupil | 2243 |
| Balance brought forward from previous year | 11774 |
| Balance carried forward to next year | 25739 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 2 |
| Number of teachers appointed to the school during the last two years | 3.9 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 2.5 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

77

Number of questionnaires returned

49

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 45 | 45 | 10 | 0 | 0 |
| My child is making good progress in school. | 36 | 61 | 3 | 0 | 0 |
| Behaviour in the school is good. | 44 | 52 | 4 | 0 | 0 |
| My child gets the right amount of work to do at home. | 27 | 51 | 14 | 8 | 0 |
| The teaching is good. | 32 | 65 | 3 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 32 | 48 | 20 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 58 | 39 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 41 | 59 | 0 | 0 | 0 |
| The school works closely with parents. | 39 | 44 | 17 | 0 | 0 |
| The school is well led and managed. | 27 | 60 | 8 | 0 | 5 |
| The school is helping my child become mature and responsible. | 39 | 55 | 3 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 21 | 44 | 27 | 2 | 6 |

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

61. Children start in the reception class in September or January in accordance with locally agreed procedures. Before starting school they have visited the school on a weekly basis with the local playgroup. The school has a very good relationship with the playgroup and the comprehensive programme of school and home visits and the viewing of the "Starting School" video provides a good induction process for the children and their parents. Children are assessed on entry to find out what they can do. The results of these assessments show that, although there is a range of attainment, it is average overall. Most children reach the nationally expected goals by the end of their Reception year and make satisfactory progress. Children with special educational needs make satisfactory progress in all areas of learning. The Reception class provides a safe and caring environment for young children.
62. Teaching is satisfactory with some good features. Teachers are competent in the teaching of phonics and other basic skills. They are familiar with the foundation curriculum and how young children learn. Good use is made of visits and visitors to enhance children's learning experiences. The best lessons move at a good pace and activities are well matched to the interest levels of the children. In these lessons most children make at least satisfactory and often good progress. However, on occasions sessions are too long and children lose interest in an activity. Opportunities to pursue the children's learning through the use of a range of activities are not always fully explored. Teachers plan for all areas of learning, but insufficient use is made of assessments to identify clearly what children can and cannot do and to monitor their progress. The teachers involved with children in the Foundation Stage work well together to provide continuity of provision for the children in their care.
63. Classrooms are effectively organised. Resources overall are appropriate and used well to support children's learning. Teachers use the outdoor areas around the school well to support children's learning. Teaching assistants are skilled and make a good contribution to children's learning. Volunteers frequently work in the classroom and offer good support for the teachers and children. Parents help their children with reading at home and have a good relationship with the school.

Personal, social and emotional development

64. Children's skills in this area develop well because teaching is good. Relationships are warm and teachers' expectations of children's behaviour are high. A strong emphasis is placed on the development of social skills. Children learn to share, take turns and be polite. Overall children behave well and work hard. They have a positive attitude to learning and work well together. Opportunities for children to work and play together encourage co-operation and give children the chance to talk purposefully with each other and their teachers. Children's self-help skills, are developing well; they are able to make decisions for themselves. However, opportunities for them to make these decisions on a regular basis are limited.

Communication, language and literacy

65. Children's attainment in this area of learning is variable, but most reach the expected goals by the end of the Reception year. Teaching is good overall and most children make satisfactory progress in all aspects of this area of learning, including those with special educational needs. Children communicate effectively. They are given many opportunities to discuss with each other and adults during lessons. They speak clearly and listen well to each other and their teachers. They listen to and respond with enjoyment to stories, songs and rhymes. In whole class lessons they show respect for each other's views. They demonstrate good book knowledge and handle them with care.
66. Children understand that print carries meaning, and know that it is read from left to right. Writing is at an early stage of development for many children. They practise their writing skills during structured sessions. However, opportunities for children to write at other times, for example, during role-play, are limited. Children are taught the names and sounds of letters. By the end of their Reception year most children can write simple sentences.

Mathematical development

67. Most children, including those with special educational needs, make satisfactory progress in this area, and attain the expected levels by the end of their Reception year. A variety of activities are planned to support the development of counting, comparing, ordering and matching skills. When working with soft toy ladybirds, the skilful questioning by the teaching assistant helped children to learn and use appropriate mathematical vocabulary. Children's counting skills develop well through practical activities and most count confidently to ten. They learn to complete simple addition and subtraction problems. Creative activities are used to support children's mathematical knowledge and understanding; for example, they learn about shape through printing activities.

Knowledge and understanding of the world

68. Teachers plan a range of topics that interest children in the world around them. Most children attain the levels expected by the end of their Reception year. The local environment is used effectively to support learning. Children learn about different types of houses by walking around their village. Photographs are used effectively to help children talk about and identify features of houses. They then use what they have learned to design and make their own houses from found materials. They successfully make their own walls with small construction equipment bricks. When learning about electricity, children confidently sort objects which are powered by batteries or mains electricity. They are able to use switches to turn objects on and off and understand that electricity is a source of power. Children are learning to use the computer to support their learning and are able to control programmable toys. Their understanding of their own culture and beliefs is fostered through assemblies and the locally agreed syllabus. Opportunities to learn about the cultures and beliefs of other people are not fully explored.

Physical development

69. No teaching of physical development was observed during the inspection. However, scrutiny of teachers' plans and observation of children in their classrooms and outside indicate that most are likely to attain the expected levels by the end of their Reception year. They are aware of space and move safely around their classroom. Children handle a range of tools and malleable materials with appropriate control. They control pencils and paintbrushes well. Provision for outdoor play is satisfactory. There is a large grassed area, a hard play area and climbing frame. These are used well. However, children do not have free access to these areas and insufficient use is made of these spaces on a regular basis during lessons to enhance children's learning in all aspects of their work.

Creative development

70. Attainment in this area of learning is satisfactory and most children are likely to reach the expected goals by the end of their Reception year. Teaching is satisfactory. Planned activities are suitably matched to children's interest and ability levels. Children explore colour, shape and form in two and three dimensions. They were fully involved in a whole school sculpture project and in the making of three-dimensional masks. Children sing simple songs from memory and recognise that musical instruments make different sounds. They successfully identify high and low notes and are able to relate these to the size of the instrument being played. Good use is made of a variety of instruments during lessons to support children's learning in this area. Opportunities for children to use and develop their imagination in role-play situations are not sufficiently developed on a regular basis. During whole-class discussions children demonstrate a growing ability to communicate their ideas, thoughts and feelings.

ENGLISH

71. In 2000, standards of attainment in national assessments at the end of Key Stage 2 were below the national average and below average in comparison with similar schools. Over the years 1997-2000 standards were below average in 1998 and 2000, but above average in 1997 and well above average in 1999. This fluctuation highlights the unreliability of such statistics where, as at Tipton, very few pupils take the tests. Results from 2001 show lower percentages of pupils reaching level four and above. There are a number of reasons for this including an earlier instability in staffing, which affected these pupils, and considerable mobility of pupils in Year 6 over their last year at school; 2000-2001. In 2000, the standard of attainment at the end of Key Stage 1 in reading was in line with the national average; it was below average in comparison with similar schools. In writing, the standards were below the national average and below the average for similar schools. In 2001 tests, standards in both reading and writing showed clear improvements. Over the years 1997-2000 standards were very low in reading and below average in writing, until the improvements in 2000. Again, small numbers of pupils taking the tests tend to make such comparisons unreliable.
72. Inspection activities show that pupils' standards of speaking and listening are average. At the end of Key Stage 2, pupils show growing confidence as speakers and their listening skills are better than expected. They use a growing vocabulary and most are able to speak at length. Pupils at the end of Year 6 discuss matters of interest with growing maturity, making the appropriate responses; for example in a science lesson most were able to offer clear and logical suggestions why static electricity could make pupils' hair stand on end. Pupils show growing confidence

when speaking to adults and are happy to discuss matters of common interest that crop up, for example, when they show visitors around the school. In Key Stage 1 they are confident speakers. From an early age they are able to convey meaning and by the end of Year 2 they speak with clarity and demonstrate the development of a mature vocabulary. Through the school, pupils have good listening skills; this is evident in lessons where, when they are given guidance on what to do, they are able to move on to individual activities quickly because they have understood their instructions first time.

73. Pupils' standards in reading are broadly in line with the national average. At the end of Key Stage 2, most pupils have a broad knowledge of books. They are familiar with dictionaries and are able to use them easily. Pupils handle fiction texts well and take them home regularly. Most demonstrate developing fluency in their reading and they show a calm confidence when reading aloud to adults. Pupils in Key Stage 2 use the school library regularly; it is close to their teaching area, so they can visit it frequently. Pupils use the books for research purposes, with ease born of practice. Year 6 pupils know the difference between direct and reported speech. Through Key Stage 1, the development of pupils' reading indicates growing confidence. Pupils of this age are well supported at home in their reading development. Pupils' reading standards at the end of Key Stage 1 are in line with the national average. Most pupils enjoy reading and most of those in Year 2 can express opinions on what they have read and justify them. Most pupils of this age range use punctuation effectively to enhance the meaning of what they read. Pupils of average and above average attainment know how to make good use of the library and have some ideas about how the books are organised, so they can easily find what they want.
74. Written work seen during the inspection was in line with national standards at all ages. At the end of Key Stage 2, pupils' handwriting is fluent, clear and joined. Work is well presented. Most pupils use punctuation consistently and can write in a variety of styles. For example, Year 6 pupils write clear reports of scientific investigations. They can draft and improve their written pieces, demonstrating and using their good knowledge of connective words. However, pupils at the end of the Key Stage 2 do not use a wide or adventurous vocabulary. Pupils at the end of Key Stage 1 write clearly and neatly and their work conveys meaning clearly. Sentences follow a logical sequence; most pupils write with good grammatical structure. Longer passages of writing extend and develop their ideas. The accuracy is enhanced by the consistent use of simple punctuation and of capital letters. Pupils spell with improving accuracy. By the end of Key Stage 1, writing is legible and work is neatly presented. This is helped because pupils regularly redraft work to produce a 'best copy'.
75. The school is concerned about standards in writing; it has, however, been slow to react to this issue. It has not considered the development of literacy across the curriculum. In subjects such as science, history and geography, while there are opportunities to develop pupils' writing skills, there is a lack of consistency amongst the teachers. As a result, there are too few opportunities, for example, to develop extended writing in the school.
76. Teaching of English is satisfactory with a number of good elements. There are variations in the qualities that teaching displays between classes. All teachers have a good knowledge of the National Literacy Strategy and use it to develop children's interest and in an attempt to raise standards. The teaching objectives are used well to give structure to both medium term and lesson planning, which are good. In a lesson to Year 5 and 6 pupils, with a focus on how characters are presented in a story, the tasks each group were given were carefully designed to provide the

correct degree of difficulty; as a result, pupils settled down quickly to what were challenging and interesting activities and their learning was good.

77. Teachers have satisfactory knowledge of phonics and phonic sounds are taught consistently. Planning to meet individual education plans ensures that pupils with special educational needs have work sufficiently adapted to their needs. Support staff are well informed, so that they are able to participate fully in all elements of lessons. A lesson on writing a 'starting school' book for new pupils showed a number of strengths. The teacher used a number of strategies to successfully encourage her Year 1 pupils to contribute orally. She showed good subject understanding as she encouraged pupils to respond; her good relationships encouraged pupils to give thoughtful answers. There was a good range of resources, which stimulated pupils' interest and facilitated their learning.
78. While English teaching has been monitored, there are some variations in the quality of teaching. Pace in lessons can be slack; the group tasks are not always given deadlines, so that pupils work at their own, often slow, speed. These lessons tend to lack sufficient urgency. These difficulties are usually associated with weaknesses in discipline, so that sometimes teachers take too long to settle pupils down and the drive in the lesson is lost. Expectations can be too low. Work in books is satisfactorily marked but there is too little written dialogue with pupils and no evidence of regular target setting for pupils being undertaken. Pupils usually behave well but, where teaching lacks urgency, there can be lapses in concentration. Generally they are orderly and show a mature attitude to their work; they work well together and classrooms are typified by warm relationships.
79. The co-ordination of English is unsatisfactory. There is no designated co-ordinator. With a lack of strong leadership, there is no consistency in setting priorities for the subject. Teachers vary in their day-to-day practices. For example pupils in Years 5 and 6 carry out regular self-assessment tasks; those in Years 3 and 4 do not undertake regular assessment, except at the end of the school year. There are parallel differences between the two teachers with responsibility for Key Stage 1. Because the assessment of English is unsatisfactory, teachers do not have an accurate idea of what specific improvements are needed. Targets to help pupils improve are set by pupils and discussed with parents, but they lack precision because they are rarely based on hard evidence. The school lacks a policy for literacy across the curriculum to systematically address English standards in all subjects. Resources used for the literacy hour are satisfactory. The stock of books in the library is good and pupils are frequently encouraged to use it.
80. Since the last inspection, standards in English have fluctuated; standards seen on inspection were similar to those in 1997. Teaching, overall, is of a similar standard as at the time of the last inspection, but the co-ordination of the subject is now less effective.

MATHEMATICS

81. In 2000, standards of attainment in national assessments at the end of Key Stage 2 were well below the national average and well below average in comparison with similar schools. Over the years 1997-2000 standards were well above average in 1998, above in 1999 and average in 1997 before the drop in 2000. Such variations are common with very small groups of pupils taking tests. In 2001, standards at the end of Key Stage 2 were very low in comparison to the national average and similar schools. Pupils' standards in tests at the end of Key Stage 1 were below the national

average and in comparison to similar schools. This indicates that standards have been maintained for pupils at the end of Key Stage 1 and have fallen for those at the end of Key Stage 2. However, care must be taken in the interpretation of these results due to the small number of pupils in each year group.

82. Standards seen during inspection in mathematics are broadly in line with national averages at both key stages. This indicates that standards have been maintained since the last inspection. The National Numeracy Strategy has been successfully implemented. This has ensured that there is a consistent, whole-school approach to the teaching of mathematics. Standards within individual year groups of pupils are variable, but all pupils, including those with special educational needs, achieve at least satisfactorily overall. In some lessons observed, pupils made good progress.
83. At Key Stage 2, Year 4 pupils can halve and double numbers. They have a good grasp of the process of multiplication and are able, with support, to calculate using division facts. Throughout Key Stage 2, pupils continue to make good progress in developing problem solving strategies. When solving written problems most pupils are able to select the appropriate calculation and record their work accurately. They can explain their methods clearly, and are able to employ a range of strategies. In Year 6, pupils understand place value to a million, and can round numbers up and down. They work confidently with decimals and convert millimetres to centimetres and metres. They can change fractions into decimals and percentages. Pupils have limited opportunities to record and interpret data within mathematics lessons. This finding is similar to that found in the last inspection. However, pupils do develop and apply these skills in information and communication technology and science lessons.
84. At the end of Key Stage 1, pupils can count in 10s and 100s. They understand place value to 100 and solve simple number problems using addition and subtraction. They show a good understanding of the value of coins and solve money problems to the value of 99p. Pupils can measure length using the appropriate standard unit and are developing good skills in estimation.
85. Most pupils are enthusiastic about mathematics, and settle quickly to the activities they are given. Overall, pupils' interest and concentration, ensure that they produce a suitable quantity of work and make good progress within lessons. In lessons where pupils do not produce suitable quantities of work, it is because they are insufficiently supervised and do not remain focused on the task they have been set. Pupils talk confidently about mathematics using appropriate mathematical vocabulary.
86. The quality of teaching is satisfactory throughout the school, which is better than at the last inspection. In the best lessons there are clearly identifiable good features. For example, the pace of the lessons is brisk and both higher attaining pupils and those with special educational needs are suitably challenged. In addition, questioning is clearly used to challenge pupils' thinking and support their learning. All lessons observed have a clear structure and learning intentions are clear. These learning objectives are shared with pupils and previous learning is recalled and built on. Teachers and support staff work well together, often sharing the teaching during the main activity. This ensures that effective learning takes place and is particularly effective in supporting pupils with special educational needs. In lessons where groups of pupils are not supported through the lesson, behaviour is sometimes inappropriate and their progress is affected. Teachers make good use of plenary sessions to clarify pupils thinking and consolidate their knowledge and understanding. Insufficient use is made of ICT to support pupils' learning in mathematics. Resources to support the teaching of mathematics are good and are used effectively in lessons.

87. Teachers analyse data from statutory and non-statutory tests to identify strengths and weaknesses in pupils' mathematical knowledge and understanding. However, infrequent assessments are made at the end of blocks of work on specific mathematical topics, and pupils' progress in respect of national curriculum levels is not determined. The mathematical curriculum covers all areas within the national strategy suitably adapted for mixed aged classes. Overall, activities are varied and matched appropriately to pupils' age and ability, and resources are used well. Monitoring of lesson planning, and teaching in lessons has had a positive impact on the quality of teaching since the last inspection. The improvement of mathematics teaching continues to be a priority for the school. Monitoring does not focus closely on pupils' achievements to help shape improvements or to ensure that teachers are able to make accurate assessments, and that pupils of all abilities throughout the school are suitably challenged.

SCIENCE

88. In the National Curriculum tests in 2000, the overall results in science were above the national average for all schools, and also above average in comparison with schools with pupils from similar backgrounds. Over the years 1997-2000 standards have varied but, in general, have improved. Small numbers of pupils take these tests, so fluctuation in standards is inevitable. Results from 2001 show lower percentages of pupils reaching Level 4 and above; this is partly due to an earlier instability in staffing, which affected these pupils, and the mobility of pupils in Year 6 over their last year at school; 2000-2001. There is some difference between the performance of boys and girls in Key Stage 2 tests; girls did better over the period 1998-2000. In Key Stage 1, teacher assessments show that standards in 2000 were above the national average, with a high proportion of pupils reaching higher grades; standards were also better than those for similar schools. The 2001 results show a fall in standards with lower percentages of pupils reaching both Levels 2 and 3. Again, small numbers of pupils taking the tests tend to make such comparisons unreliable.
89. Inspection indicates that, at the end of Key Stage 2, standards are currently above average. Pupils successfully carry out a range of experiments, using suitable equipment, making observations and recording their findings. Pupils in Years 5 and 6, for example, can carry out investigations into electrical currents. Pupils are able to conduct successfully a series of observations and comparisons with precision. They can explain what they are doing and why they are doing it in a particular way. They are able to draw common sense conclusions, which are consistent with the evidence that they have gathered. Most pupils successfully explain the meaning of 'fair testing'. Most pupils successfully name a variety of materials; they can describe their various properties. They are able to make accurate predictions about the conductivity of various common objects like paper clips and pasta. Pupils have a good science vocabulary; they use words like acid, reaction, positive and negative when making predictions; they know what variables are and most pupils are able to take these into account in making sensible estimations of what electrical voltages will be produced when a number of electrical cells are linked. Standards seen at the end of Key Stage 1 are broadly average. Pupils have a good grasp of physical phenomena, such as forces. They are aware that materials that contain air tend to be lighter in weight. Pupils of higher attainment can pick out complete and incomplete electrical circuits. Pupils use observations to record the use of forces in the playground, for example in a seesaw. However, pupils' work shows little evidence of the use of number in scientific work.

90. The quality of teaching and learning is good. Lessons are well planned, with teachers throughout the school making especially good use of practical activities. Resources are stimulating, well prepared in advance and deployed in lessons to maintain interest and develop learning. Teachers are also particularly careful to use and emphasise, the correct scientific terminology, which is having a beneficial effect on the pupils' overall learning. The teachers have good subject knowledge and usually provide clear instructions and helpful demonstrations of the work that is to be undertaken. Pupils generally show great interest in the subject; they display good attitudes and this helps them all, including those with special educational needs, to make good gains in their knowledge and understanding.
91. The teachers are enthusiastic and through the provision of a range of practical activities in particular, most pupils are enthusiastic also. As a result, they work hard, concentrate well and are keen to find answers to the problems set. The teachers and learning support assistants provide much help and well directed support throughout. The pupils' behaviour is good. They work well with other pupils in carrying out activities and they are very aware of safety procedures. Most pupils take care with the presentation of their work, both the writing and the diagrams. A very good lesson investigating how a cell produces electricity exemplified a number of strengths. The teacher's enthusiasm was infectious. He had planned very carefully so all the brief elements of the lesson ran smoothly; this mix of intellectual and practical activities helped maintain a high level of interest in a long lesson. The clear focus which the teacher maintained on the learning objectives and a closing session, which carefully assessed and praised the gains made in knowledge and understanding, meant that all pupils learnt well. The quality of the lesson was strongly supported by the well-briefed and deployed support staff. The teachers mark pupils' work regularly, but they rarely add comments or advice to help the pupils improve their work.
92. The school has an appropriate scheme of work, based on the Qualifications and Curriculum Authority (QCA) guidelines, with each year group having clear information about the work to cover. The co-ordination of the subject has been delegated to an experienced part time teacher; however the management of the subject is unsatisfactory. For example, the school is unable to offer a convincing explanation why standards in science are generally higher than those of English and mathematics, although there has been some analysis of the strengths and weaknesses in science arising from end of key stage tests. Overall, the arrangements for assessing the pupils' work are inconsistent and not fully developed, although unit tests in Key Stage 2 are being implemented currently and it is planned to use QCA assessments in Key Stage 1. The written tasks undertaken by the pupils, especially those relating to reporting on practical activities, provide some support to the school's initiative in literacy. There are too few counting and measuring activities in various aspects of the subject to support the school's work in numeracy. There is little evidence of the use of ICT to enhance the work in science. Through identifying some of the wonders of science, the subject also helps to enhance pupils' spiritual development.
93. At the time of the school's previous inspection, standards were reported to be generally in line with the national average. Standards, therefore, have improved since that time. Teaching has improved and is now good.

ART AND DESIGN

94. There were no opportunities to observe art and design lessons at Key Stage 2 during the inspection. Consequently no judgements have been made relating to the

standard of teaching for this key stage. Evidence from samples of previous work and displays indicates that standards, overall are in line with those expected nationally for pupils at the end of each Key Stage. These findings are similar to those reported in the last inspection. All pupils have equal access to the subject and pupils with a particular talent for this subject are identified.

95. In Key Stage 2 pupils make satisfactory progress. They are particularly skilled at observational drawing. In Year 4 pupils record from their own experiences. They make particularly good use of the school buildings. They use their imagination to develop ideas for pictures generated from what they know of the buildings, and pay good attention to perspective. They further develop their work through press prints. Year 6 pupils develop the skills of shading to add effect to their work. They compare how using a variety of drawing materials, for example, pencil, pen and charcoal can change the look and overall effect of their drawings.
96. At Key Stage 1 pupils also make satisfactory progress with some good progress being observed during lessons. Pupils in Year 1 look closely at portraits painted by famous artists from different centuries. They develop their evaluative skills by talking about what they like or dislike about the pictures. When completing their own self-portraits they use paint, chalk and pastels to good effect. Pupils drawing and observational skills are well developed. They create well-produced pencil drawings that show good attention to detail.
97. Visiting artists are used well to support pupils' learning throughout the school. Whole school projects involving sculptors give pupils the opportunity to work on large-scale three-dimensional pieces of work. Visits to museums further enhance the art and design curriculum for pupils. Pupils enjoy art and design lessons. They concentrate well and work very purposefully. Pupils respond to their own work and the work of others in their class, saying what they particularly like about it. They study the work of well known artists such as Monet and Van Gogh, but have very limited experience of art from non-western cultures.

98. Teachers plan art and design work from a scheme based on QCA guidelines. Teaching in Key Stage 1 is good. Well-structured sessions together with the effective use of resources ensure pupils make good progress within lessons. Links to other areas of the curriculum are made in both key stages. For example, pupils in Year 2 use a study of red as a stimulus for poetry writing and Year 6 pupils make pencil sketches of the wives of Henry VIII and paint detailed pictures of his flagship the “Mary Rose”. However, these links are not fully developed, particularly in support of pupils’ cultural development. Some use is made of ICT in Key Stage 2, but its use as a learning tool is not fully explored. Pupils’ work in art and design is not formally assessed by teachers.
99. All teaching staff take joint responsibility for art and design across the school. Whilst this works on a day-to-day basis, it results in no one person having an overview of the quality of teaching and standards in the subject. Consequently it is not possible to draw up an informed action plan for the improvement of the subject. Pupils’ work is well displayed reflecting the value placed on individual pupils’ work. This is an improvement since the last inspection. Resources are adequate, of good quality and used effectively in lessons.

DESIGN AND TECHNOLOGY

100. At the end of Key Stage 1 standards of attainment are above those expected nationally and pupils make good progress in lessons. Evidence from samples of previous work and displays indicates that pupils in Key Stage 2 continue to make satisfactory progress and reach standards that are in line with those expected nationally in Year 6. There were no opportunities to observe design and technology lessons at Key Stage 2 during the inspection and, consequently no judgements relating to the quality of teaching have been made for this key stage. Overall, evidence would indicate that standards have improved since the last inspection.
101. At Key Stage 2, pupils develop their designing and making skills through a range of activities and challenges. Pupils work on individual and group projects. Pupils worked in groups, to design and build a tower from spaghetti, which had to carry a weight of at least 500g. The designs generated were very varied. They were evaluated in terms of their overall design, their height, the construction techniques used and load bearing capacity. The towers were well constructed with one having a load bearing capacity of 1100g. In Year 6 pupils analyse toys and make judgements as to their suitability for different aged children. They gather information to help them generate their own ideas. For example, they look carefully at toys designed for young children before designing their own. They pay attention to the materials to be used, overall appeal and the power source to be used for toys which move. The use of storyboards helps pupils to organise their thoughts to ensure that the making stage of the process runs smoothly.
102. At Key Stage 1 pupils learn how to join different materials in a variety of ways. They analyse objects to determine how effective they are for the job they are intended to do. For example, Year 2 pupils looked closely at a selection of different kinds of table. They talked about what they liked or did not like about them and how well each was suited to its purpose. They compared and contrasted the materials the tables were made from and their structure and made suggestions as to how they might be improved. Pupils used their findings to construct successfully their own tables, and demonstrated a developing understanding of working to a design brief. Pupils in Year 1 learned how to build a safe, strong wall after an excellent demonstration from a

parent using real bricks and mortar. Pupils enjoy design and technology lessons. They work hard and behave well.

103. Teaching in Key Stage 1 was good. It was characterised by good planning, an enthusiastic approach from teachers and teaching assistants and the use of varied resources. Opportunities to use ICT in design technology are missed and very little assessment of pupils' knowledge, skills and understanding is completed. Pupils show an enthusiasm for the subject and work well individually and in groups.
104. There is no co-ordinator for design and technology, with all staff taking collective responsibility for the subject. Currently there is no detailed action plan for the development of the subject. The subject is adequately resourced and effective use is made of resources.

GEOGRAPHY

105. Owing to the constraints of the timetable, only one geography lesson was seen. Discussion with pupils, in conjunction with the analysis of pupils' work and teachers' planning, indicates that standards at the end of Key Stage 2 are below the expected level. Pupils in Key Stage 2 use atlases and maps at various scales competently. Pupils are able to use the Internet to gather information about their world. They have satisfactory awareness of local issues, such as the traffic on the road that separates the two parts of the school. However, there is little evidence of the study of places that are more distant and pupils do too little physical geography, such as the study of rivers or coastal features. In Key Stage 1 standards are in line with what is expected. As well as work on the village looking at houses, pupils can locate Tipton on a British Isles map and know the four countries that make up the United Kingdom. They can compare a village in the Hebrides with their own home area; in explaining the differences they show that they know what an island is. Across the school, pupils' presentation in their geography books is of a high standard.
106. Overall teaching standards cannot be judged on the basis of one lesson. Teachers plan well. In the lesson seen, Year 2 pupils were comparing the local area to a settlement on a Hebridean Island. Good use of resources interested the pupils as they looked at illustrations of island life. The study was linked with work done in literacy, to the benefit of pupils' learning. However, teachers do not have high enough expectations of pupils so that there is not enough challenging or stimulating work for pupils across the school. The overall pattern for the teaching of geography leaves long gaps between various units of study; this means that pupils learn geography intermittently and this is detrimental to their rate of progress. Pupils are enthusiastic about geography and usually work well together. Pupils with special needs progress well and receive support from the learning support assistant.
107. The teachers in the school share leadership of geography. This lack of co-ordination means that there is no common standard in the subject; it depends on individual teachers. Teaching is not monitored.
108. When the school was last inspected, Year 6 pupils achieved standards in geography which were in line with those expected nationally; this standard has declined. Key Stage 1 standards are now better than they were. At the time of the last inspection there was a curriculum co-ordinator for geography; this is now not the case.

HISTORY

109. Due to the nature of the school timetable it was only possible to observe one history lesson during the inspection week. Judgements are based on this lesson and the analysis of exercise books, displays and other documents and discussion with pupils. By the end of Key Stage 2, attainment is in line with national expectations. Pupils have satisfactory knowledge of the major topics they study and can describe in detail some significant events, such as the Battle of Bosworth Field. Pupils have a satisfactory knowledge of chronology. They can do basic research from simple sources to find out, for example, about life in the time of the Ancient Greeks. However, there is little evidence that older pupils understand the various ways in which the past is represented or that historical documents may contain bias. At the end of Key Stage 1, pupils' standards are broadly in line with what is expected. They have good awareness of the differences between the past and the present, making comparisons between clothing and holidays in different eras. Pupils' books are very neatly presented with high accuracy in their use of English.
110. Due to limited opportunities for observation of lessons it is not possible to judge the overall quality of teaching of history. Lessons are satisfactorily planned, but too little work is adapted to the range of pupils' abilities. Marking of history is satisfactory but lacks guidance to pupils on how to improve their work. History work seen indicates that there is too little challenge for pupils and that too few reach higher levels of attainment as a result. There is little evidence that history is being used systematically throughout the school to develop literacy skills, but there are good examples of extended writing in Year 5 and 6 pupils' history books. Analysis of pupils' work indicates that pupils do more history than geography.
111. The co-ordination of history is unsatisfactory. There is no teacher with responsibility for the co-ordination of the subject. As a consequence there has been no monitoring of the subject and no systematic assessment is done. The school uses clear, simple schemes of work based on QCA guidelines, adapted to meet the needs of the school and this ensures that there is good progression in pupils' learning.
112. Standards are similar to those at the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. No information and communication technology lessons were observed during the inspection and therefore no judgements have been made relating to the quality of teaching for either Key Stage 1 or 2. However, evidence from discussions with staff and pupils, and samples of pupils' previous work indicates that standards overall are in line with those expected nationally for pupils in Year 2 and Year 6. These findings indicate that noteworthy overall improvement has been made since the last inspection. All pupils make satisfactory progress including those with special educational needs.
114. Throughout Key Stage 2 pupils' word-processing skills develop well. By the end of Year 6 pupils can save and retrieve information. They combine information from different sources and present it in different formats. For example, they use photographs taken with digital cameras and information researched from web sites when writing newspaper columns, letters and questionnaires. Pupils can send and receive e-mails and use search engines when researching from web sites. They collect data and present it as tables and graphs.

115. By the end of Key Stage 1, pupils can use a word-processing program. They select the size, colour and style of font and begin to organise text. They are confident in the use of simple control technology. For example, they are able to program a controllable toy to make it rotate and move forwards and backwards. Pupils' attitudes when working with ICT are good. They are enthusiastic and concentrate well.
116. Significant improvements have been made since the last inspection in planning for ICT. This is because the subject is well co-ordinated. The school's policy is clear and includes internet protection procedures. The scheme of work is based on the QCA guidelines and has been suitably adapted for mixed age classes. All staff are well trained, and make good use of ICT to support their own work. Assessment procedures for tracking individual pupil progress have been produced but have not yet been implemented. Some use of ICT is made to support pupils' learning in other areas of the curriculum. However, as reported in the last inspection, these links are not fully explored. Resources to support pupils learning in ICT are very good throughout the school. A detailed action plan for the development of the subject has been produced and the school is well placed to make further improvements in standards and provision.
117. The school has recently become involved in a small schools' video-conferencing project. Pupils in the Reception and Year 1 class have benefited most from the project, but this initiative has also had a positive impact in other areas of the school. The most positive impact the project has had so far, is to raise staff and pupil awareness of the benefits that can come from sharing information and ideas and problem solving with a group in a similar situation. In addition it has contributed to pupils' social development. As a result of the video-conferencing pupils from different schools have come together for picnics and played football matches.

MUSIC

118. It was not possible to observe music lessons in Key Stage 2. Consequently no judgements have been made in relation to standards of attainment, teaching and learning at this stage.
119. Music has a firm place in the school's curriculum. Good use is made of the two musicians on the staff and lessons are well planned using the QCA guidance documents, which are adapted to meet the needs of all pupils. Pupils with a particular talent for music are identified early. They are provided with activities which offer them additional challenge in lessons, as they are encouraged to pursue their talent.
120. In Year 1, pupils sing a range of songs from memory. They sing tunefully, with a sense of rhythm. They identify high and low notes made by a range of instruments. They show a developing awareness of how sound is produced by different instruments and how the sound the instrument makes is affected by its size. Pupils learn to play a variety of tuned and untuned percussion instruments. Teachers and teaching assistants give good demonstrations to help pupils to improve their playing technique. Pupils are developing a good understanding of notation and musical scales and make good progress in lessons.
121. Pupils work hard in lessons. They behave well and concentrate fully on the tasks they are set. They co-operate fully when working in groups. Pupils confidently perform as individuals and as a group; they are able to respond appropriately to signals given by a conductor. Pupils listen very well to recorded music and each other.

122. Teaching in Key Stage 1 is good. Lessons have a clear focus, move at a brisk pace and activities and resources are well matched to the learning needs of pupils. Pupils make good progress within lessons and are likely to exceed the expected standards by the end of Year 2. This indicates that good improvement has been made in teaching and learning in music since the last inspection.
123. Pupils have the opportunity to learn to play a variety of brass, string and keyboard instruments. Instrumental tuition, is provided by specialist music teachers. Pupils are entered for, and pass exams as their skills develop. Extra curricular provision for these pupils provides additional support for their developing talents.
124. There is no designated co-ordinator for music. However, the headteacher has clear expectations for the development of the subject. Resources are adequate in number and of good quality. At present little use is made of ICT to support pupils' learning in music. The school is developing a collection of music for pupils to listen to, including music from other cultures. Effective use is made of visitors to enhance pupils' understanding of music around the world. A particularly productive whole school event involving African drums contributed well to pupils' cultural development. The school is aware that the contribution music can make to pupils' cultural development is significant, but this area is currently insufficiently developed.

PHYSICAL EDUCATION

125. During the inspection it was not possible to observe any physical education lessons in Key Stage 1. It was not possible therefore, to make judgements about the quality of teaching or standards for this key stage.
126. Provision for physical education across the school has improved since the last inspection. A well-structured timetable allows pupils to experience a comprehensive programme of activities. Teachers plan lessons to cover all aspects of the physical education curriculum. Based on the QCA guidance document, the scheme of work is adapted to meet the needs of mixed age classes. Teacher expertise is effectively used.
127. Teaching at Key Stage 2 is good. Lessons are well planned and build on pupils' previous experiences. Expectations are clearly communicated to pupils and lessons are well organised and move at a good pace; resources are used well to support pupils' learning. Effective use is made of pupil and teacher demonstration to exemplify specific teaching points. Pupils demonstrate their understanding of the importance of warming up before physical activity by devising and leading the warm-up session of lessons. Pupils enjoy physical education lessons. They co-operate in pairs and in teams and work hard to improve their skills and use of tactics when playing invasion games. They learn how to throw and catch balls whilst they are running. They make good progress within lessons and use their improved skills to good effect when playing as part of a team. Pupils also demonstrate a good understanding of team tactics, and work effectively together. Pupils with special educational needs are well supported by teaching assistants and make good progress towards their own individual targets.
128. Resources for physical education are adequate and equipment is of good quality. The school has access to outdoor hard-play areas and a grassed field. The poor drainage of the field limits its use when the weather has been wet. The school does not have its own hall and most physical education lessons take place in the village hall

adjacent to the school. Teachers work hard to ensure lessons are productive and all pupils have equal access to all aspects of the physical education curriculum. Resources are stored to give as easy an access as possible. Teachers manage these organisational difficulties well by ensuring they are prepared ahead of the lesson start time.

129. Pupils in Year 4 are taken swimming and all pupils learn to swim the expected 25metres. Extra curricular activities further enhance pupils' experiences and contribute well to the school's overall provision.
130. Teacher expertise is used well in lessons. Assessment of pupils' attainment is not systematically planned. The monitoring of standards within the subject is underdeveloped and there is currently no clear action plan for the development of the subject. However, the school has identified physical education as a priority for development this year and training for all staff has been organised.
131. Standards in Key Stage 2 are in line with those expected nationally, and teaching is good. This represents clear improvement since the last inspection.