

INSPECTION REPORT

MOGGERHANGER LOWER SCHOOL

Moggerhanger

Bedford

LEA area: Bedfordshire

Unique reference number: 109473

Headteacher: Mrs. L. Adam

Reporting inspector: Mike Capper
23239

Dates of inspection: January 14th – 16th 2002

Inspection number: 194731

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Lower
School category:	Foundation
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Blunham Road, Moggerhanger, Bedfordshire
Postcode:	MK44 3RD
Telephone number:	01767 640270
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. C. Montila
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Capper Registered inspector Original Inspector Number (OIN) 23239	Mathematics Geography History Information and Communication Technology Physical Education Areas of learning for children in the Foundation Stage	What sort of school is it? How high are standards? Pupils' attitudes, values and personal development How well is the school led and managed? What should the school do to improve further?
Kevin Greatorex Lay inspector OIN 9545		How well does the school care for its pupils? How well does the school work in partnership with parents?
Alison Cartlidge Team inspector OIN 23609	English Science Art and Design Design and Technology Religious Education Music Equal opportunities Special Educational Needs	How well are pupils taught? How good are curricular opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moggerhanger Lower School is located in the village of Moggerhanger, near Sandy in Bedfordshire. There are 61 pupils on roll, and they are taught in three classes: a reception class, a class for Years 1 and 2 and a class for Years 3 and 4. Pupils are admitted between the ages of 4 and 9. Children join the reception class on a part-time basis during the term following their fourth birthday. They commence full-time education in the September of the academic year in which they are five years old. At the time of the inspection, 6 of the 18 children in the reception class were part-time and had only been in school four days. Pupils come from a range of social backgrounds, with about half from outside the local village. The number of pupils eligible for free school meals is below the national average. There are 10 pupils on the register of special educational needs, with no pupils having a statement. These figures are below average. Test results show that pupils' attainment on entering school is broadly average. There are no children with English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school that is very well led by the headteacher and governing body. Good quality teaching helps pupils to achieve good standards in English, mathematics and religious education. Pupils are very happy at school and they show good attitudes to learning. The school has made very effective use of additional funding received as a result of its former grant maintained status. This means that the school provides good value for money even though the cost per pupil is high.

What the school does well

- Leadership and management by the headteacher and the governing body are very effective, and the monitoring of teaching and learning has helped the school to improve significantly.
- By the end of Year 4, pupils achieve good standards overall in English, mathematics and religious education.
- Teaching is good throughout the school and helps pupils to learn well.
- Parents and the local community make a significant contribution to the effectiveness of the school.
- Pupils are keen to come to school and there are excellent procedures for monitoring attendance.
- All members of staff are very hard working and ensure that pupils are happy and develop good self-esteem and confidence.
- The school makes very good use of its financial resources.

What could be improved

- Pupils' achievement in science.
- The balance of the curriculum to raise attainment in history, geography and music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the previous inspection in 1997. At that time, standards were low in Years 3 and 4 and teaching was unsatisfactory in a third of lessons. This is no longer the case. The headteacher and governing body have taken very effective action to ensure school improvement. Teaching is now never less than satisfactory and it is good in nearly two-thirds of lessons. This helps pupils to make good progress throughout the school. Pupils' attainment is higher in English and mathematics, and the school recently won an award for improvements in National Curriculum test results at the end of Year 2. Pupils' behaviour has improved and, with the exception of a small number of older pupils, the presentation of work is better. The teamwork and shared sense of purpose that is apparent throughout the school mean that the school is in a very strong position to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in

National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	B	A	A*	A*
Writing	A	A	A*	A
Mathematics	A*	A	A	A

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

Pupils achieve well in English, mathematics and religious education throughout the school. Insufficient time is given to science, history and geography, which means that pupils' knowledge and skills in these subjects are often superficial and could be better.

Overall, children attain good standards in their first year in school and are on target to exceed expectations for their age by the end of the reception year in communication, language and literacy, mathematical development and physical development. In their personal, social and emotional development, knowledge and understanding of the world and creative development, children are on target to achieve the expectations for the end of the reception year.

Inspection findings show that by the end of Year 2, pupils' attainment is very high in reading, well above average in writing, above average in mathematics and average in science. National Curriculum test results vary slightly from year to year, according to the number of pupils with special educational needs in a particular year group. They show that there has been a rising trend in attainment since 1997. In 2001, test results in reading and writing were in the top five per cent nationally.

By the end of Year 4, pupils' attainment is above average overall in English and mathematics, and average in science. In English, pupils' attainment is better in reading than in writing. There are a few pupils in Year 4 with particular learning difficulties in English, and as a result, the attainment in this year group is not as high as in other year groups. Nevertheless, standards in Year 4 are good in reading and satisfactory in writing, though spelling is a comparative weakness.

Pupils achieve good standards in religious education and satisfactory standards in information and communication technology, art and design, design and technology, history and geography. In physical education, pupils achieve good standards in swimming and satisfactory standards in gymnastics. There is not enough evidence to make judgements on other aspects of the physical education curriculum or on pupils' attainment in music because no lessons were timetabled during the inspection.

Since the last inspection, the school has begun to make far greater use of test data to help to set targets for attainment at the end of Year 2 and Year 4. The targets that are set are realistically challenging and based on a good knowledge of the differing capabilities of various year groups.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and generally work hard.
Behaviour, in and out of classrooms	Good overall. Most pupils behave well in and out of the classroom. However, a small number of Year 4 pupils do not always behave sensibly in lessons. They occasionally call out answers and behave in an immature manner.
Personal development and relationships	Good. The good relationships that exist between pupils and their teachers help to make the school a happy place. Pupils take

	responsibility well, although they do not often show initiative when they are working.
Attendance	Very good, with attendance rates well above national averages.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall and never less than satisfactory. Throughout the school, teaching is good in English, mathematics and religious education. Basic literacy and numeracy skills are taught well.

Teachers have a good knowledge of all subjects with the exception of music, where they still lack confidence, and in aspects of science in Years 3 and 4 where investigations are not always sufficiently challenging. Teachers in the reception class have a good understanding of the requirements of the early years' curriculum, and children are supported in their learning effectively.

Teachers' medium and short term planning is good. The purpose of activities is carefully explained to pupils at the start of lessons, involving them effectively in their learning. The needs of all pupils are met well in most lessons. However, teachers do not always use the information they collect about pupils' attainment and progress when planning lessons in subjects other than English and mathematics. This means that sometimes there is little difference between the work given to higher and to lower attaining pupils.

Teachers make lessons interesting by including a good range of activities such as whole class discussions, group-work and practical tasks. Such activities enable pupils to concentrate well most of the time and try hard. Good use is made of questioning to encourage pupils to think hard, and praise is used effectively to boost confidence.

Homework makes a good contribution to the way pupils learn, and most parents are pleased with the opportunities pupils are given to extend learning at home.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the school provides a satisfactory range of activities. The curriculum for children in the reception year is good with very good use being made of the outdoor area. The curriculum in Years 1 - 4 lacks balance, which means that learning in some subjects is superficial.
Provision for pupils with special educational needs	Good. Pupils are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils help to agree a suitable 'value of the month' and these are well promoted in assemblies and lessons. The school council promotes an awareness of citizenship. Prayers and times of reflection help pupils to develop spiritual awareness. Pupils have good opportunities to learn about their own and other cultures.
How well the school cares for its pupils	Good. The school is effective in promoting the welfare, health and safety of all pupils. Assessment procedures are satisfactory overall, with good practice in English and mathematics.

The school has a very good partnership with parents, who support children's learning in many ways. The curriculum is supplemented by a range of activities such as French and football clubs. Older pupils also have the opportunity to extend their skills on residential trips.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good leadership. She has established a very clear vision for future development, and this is shared by all members of the school community.
How well the governors fulfil their responsibilities	Very good. The governing body supports the headteacher very well and has been very pro-active in ensuring school improvement.
The school's evaluation of its performance	Very good. Very thorough monitoring and evaluation of pupils' attainment and the quality of teaching has enabled the headteacher and governors to identify the school's strengths and weaknesses and to take effective action.
The strategic use of resources	Very good. Budgeting is very systematic. Decisions are carefully made on the basis of <i>'How will this help the school to improve?'</i>

The school bursar makes a very good contribution to the day-to-day management of the school as well as to the management of finances. The school successfully applies the principles of 'best value' to its work, for example by ensuring that competitive bids are sought for all large purchases and comparing with other schools its test results and the amount spent on different items.

Staffing levels are good and have a positive impact on standards. The good number of well trained support assistants helps to keep group sizes low for literacy and numeracy lessons.

Accommodation has improved significantly since the last inspection and is now satisfactory. The school is kept very clean and well maintained. However, the reception classroom does not have enough space for teachers to set out a full range of activities at any one time.

Resources are good. The school makes effective use of its available resources, with the exception of its computers, which were not used effectively during the inspection period.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The quality of teaching. • The leadership of the headteacher. • Teachers are always available if there is a concern. • Children are expected to work hard and they make good progress. 	<ul style="list-style-type: none"> • More information on children's progress.

The inspection team agrees with parents' positive views. Inspection findings are that the school gives parents good information about children's progress. Annual reports are detailed and there are regular opportunities for parents to meet with teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on starting school in the reception year is broadly average. This is confirmed by teacher assessments made in the children's first few weeks at school. Overall, children achieve good standards in their first year in school, and they are on target to exceed expectations for the end of the reception year in communication, language and literacy, mathematical development and physical development. In their personal, social and emotional development, knowledge and understanding of the world and creative development, children are on target to achieve the expectations for the reception year. Weaknesses in provision for children's physical development, which were identified at the time of the last inspection, have been addressed and children now achieve well in this area of learning.
2. In Years 1 and 2, pupils' attainment has improved in English, mathematics and information and communication technology (ICT). By the end of Year 2, inspection findings show that pupils' attainment is very high in reading, well above average in writing, above average in mathematics, and average in science. National Curriculum test results show that there has been a rising trend in attainment since 1997, and the school won an award for this achievement in 2001.
3. National Curriculum test results vary slightly from year to year according to the number of pupils with special educational needs in a particular year group. In 2001, they show that pupils' attainment at the end of Year 2 was very high in reading and writing, and in the top five per cent nationally. In mathematics, pupils' attainment was well above average when compared with all schools. When compared with similar schools, pupils' attainment was very high in reading and well above average in writing and mathematics. In science, teachers' assessments in 2001 show that pupils' attainment was broadly average when compared with all schools, but below average when compared with similar schools.
4. There have been significant improvements in attainment in Years 3 and 4 since the last inspection, with attainment now higher in writing, geography, religious education and ICT. There are now no subjects where pupils do not achieve at least satisfactory standards. By the end of Year 4, pupils' attainment is above average overall in English and mathematics, and average in science. In English, pupils' attainment is better in reading than in writing. There are a few pupils in Year 4 with particular learning difficulties in English, and, as a result, the attainment in this year group is not as high as in other year groups. Nevertheless, standards in Year 4 are good in reading and satisfactory in writing, though spelling is a comparative weakness. Although there are no national comparative test data for pupils at the end of Year 4, tests show that most pupils are on target to achieve the expected levels by the end of Year 6, with some likely to exceed national expectations.
5. There is no significant difference in the attainment of boys or girls, or in the progress of pupils from differing backgrounds. Pupils who have been identified as having special educational needs receive effective support from learning support assistants and make good progress. The school makes satisfactory provision for gifted and talented pupils, and they receive extra support at times when the headteacher does not have a full teaching commitment. They make good progress overall, although there is an occasional lack of challenge in subjects such as history and geography, when all pupils do the same activity whatever their prior attainment.
6. Standards of literacy are good overall. Pupils in Years 1 and 2 have good speaking and listening skills and become confident readers. They make good progress in writing, producing their best work when they are given opportunities to write purposefully. In Years 3 and 4, pupils make good progress in reading and in all aspects of writing except spelling and handwriting. The careless presentation of work and handwriting seen at the time of the last inspection is still apparent in the work of a few pupils in Year 4. In this year group, pupils demonstrate better writing skills under test conditions, but they do not take enough care when writing in class. A

few older pupils find it hard to listen to the contributions of other members of their class, although all pupils have good speaking skills.

7. In numeracy, pupils have a good knowledge of basic mathematical concepts and carry out calculations accurately. They have sound skills in using and applying their mathematical knowledge, but this aspect of attainment is less well developed. Although there is a strong practical content to many activities, pupils do not always confidently apply their mathematical knowledge to practical situations. This area of mathematics is not tested in National Curriculum tests, which is why test results show higher attainment than inspection findings.
8. In science, the curriculum does not allow topics to be covered in sufficient detail. This means that learning is often superficial and there is not enough time for pupils to develop a range of scientific skills. In Year 2, pupils have a sound knowledge of facts about topics such as healthy and unhealthy eating, and they have a clear understanding of life cycles. Higher attaining pupils use their literacy skills well when finding out about various materials in library books, but they do not yet consider different ways of recording the information they have collected. In Year 4, pupils understand that different materials are suited to different purposes and describe some of their relevant properties. When carrying out investigations, pupils demonstrate insufficient skills in using their own ideas, considering whether they have carried out a fair test or in providing possible reasons for their findings. The school has identified the need to review the curriculum and is in the process of changing schemes of work, which currently lead to some repetition.
9. Pupils achieve good standards in religious education. A specialist teacher has helped pupils to make good progress. In physical education, pupils achieve good standards in swimming and satisfactory standards in gymnastics. There is not enough evidence to make judgements on other aspects of the physical education curriculum or on attainment in music because no lessons were timetabled during the inspection.
10. Pupils' attainment is in line with national expectations in ICT, art and design, design and technology, history and geography. However, in subjects such as history and geography, a lack of curriculum time means that topics are not covered in sufficient detail, so that pupils' attainment is not as high as it should be.
11. Since the last inspection, the school has begun to make far greater use of test data to help to set targets for attainment for pupils at the end of Year 2 and Year 4. The targets that are set are realistically challenging and based on a good knowledge of the differing capabilities of various year groups.

Pupils' attitudes, values and personal development

12. The positive attitudes of most pupils and their respect for others' feelings, values and beliefs are strong features of the school's work. This is similar to the findings of the last inspection. The caring family atmosphere established by the headteacher and staff makes a good contribution to pupils' learning.
13. In the reception year, at the time of the inspection, a third of the children in the class had just started school. These children had not yet settled down completely, and they were occasionally noisy and silly. This adversely affected the learning of older children in the class, who did not always concentrate well in lessons. Nevertheless, older children play together amicably, sharing and looking after resources without fuss. They are confident and enthusiastic about trying out new activities, and are happy to make choices about what they are going to do. Members of staff have good expectations of children's independence, so that, by the end of the inspection, new children were beginning to learn the class routine and participate more sensibly in activities such as the 'calming time' at the start of lessons.
14. Pupils in Years 1 to 4 have good attitudes to school, and this has a very positive impact on their learning. Pupils are very keen to come to school and enjoy the work they are given. Teachers and classroom assistants are quick to praise, which encourages pupils to respond well to the

work they are given. Pupils' positive attitudes are demonstrated by their willingness to undertake monitor duties around school. They are pleased to explain to visitors what they are doing in lessons. They move calmly and sensibly around school, showing good levels of co-operation.

15. Parents are very satisfied with the behaviour of their children. Inspection findings show that it is good overall in classrooms and on the playground. Pupils play together well and have a good understanding of the school's rules. They know that they are expected to behave well at all times, and they generally achieve this. However, a small number of Year 4 pupils do not always behave sensibly in lessons. They occasionally call out answers and behave in an immature manner. This is similar to the findings of the last inspection. There is no evidence of this behaviour in other year groups. Lunchtimes are very pleasant social occasions where pupils chat together. Pupils are well supervised by experienced and kindly midday staff.
16. The good relationships that exist between pupils and their teachers and learning support assistants help to make the school a happy place. All adults are helpful and friendly, with the result that pupils enjoy talking to adults and to visitors. This was very noticeable during the inspection. There is a strong caring ethos within the school, and pupils of different ages or from different backgrounds play together happily. Pupils work happily together in lessons, supporting each other with help and advice when necessary. Pupils with special educational needs are well integrated and given good support by their classmates. There was no evidence of bullying during the inspection.
17. Pupils' personal development is satisfactory overall, with many good features. Teachers know the pupils very well and give them appropriate opportunities to take responsibility for aspects of classroom routines. The school council is a very worthwhile project, which helps to involve pupils in making decisions about the day-to-day life of the school. Pupils take this responsibility very seriously. However, pupils do not often show initiative when they are working, largely because they are not given the opportunity to do so. Too many activities are teacher-led, and in subjects such as science and mathematics, pupils are given few opportunities to devise their own work or take a lead in what they are doing. Personal development is therefore an area for further improvement.
18. Pupils' attendance is very good, with attendance rates well above national averages. There is no unauthorised absence. The punctuality of pupils is good, which means that little time is wasted at the start of each day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is good overall throughout the school and never less than satisfactory. Teaching has improved significantly since the last inspection when over a third of lessons were unsatisfactory. At that time, teaching was particularly weak in Years 3 and 4, with some weaknesses in Years 1 and 2. Three of the five teachers presently in post have joined the school since the last inspection. Most parents are now pleased with the quality of teaching and with the way pupils' needs are met in the mixed age classes. Teaching is particularly effective in English, mathematics and religious education, resulting in pupils making good progress in these subjects.
20. Teachers' subject knowledge has improved since the time of the last inspection when it was satisfactory overall but weak in design and technology and in writing. Teachers now have a good knowledge of all subjects with the exception of music, where they still lack confidence, and in aspects of science in Years 3 and 4 where investigations are not always sufficiently challenging. Teachers in the reception class have a good understanding of the requirements of the early years' curriculum and children are supported in their learning effectively. Throughout the school, the strategies for literacy and numeracy have supported teachers effectively in raising pupils' attainment in English and mathematics. This means that basic skills are taught well.

21. There have been improvements in the way that teachers plan lessons, and planning is now good. The purpose of activities is carefully explained to pupils at the start of lessons so that they are involved effectively in their learning. The needs of all pupils are met well in most lessons, although occasionally there is not enough challenge for higher attaining pupils in Years 3 and 4 when they complete the same work as other pupils. Teachers make lessons interesting by including a good range of activities such as whole class discussions, group-work and practical tasks, and these enable pupils to concentrate well most of the time and try hard. For example, pupils in Years 3 and 4 enjoyed a walk around the school to find out what materials had been used in its construction. However, pupils' interest starts to flag towards the end of some lessons when they are too long.
22. All teachers are caring and patient and have developed good relationships with the pupils, enabling them to be happy and confident. The teacher has high expectations of behaviour in Years 1 and 2 and, as a result, pupils are keen to impress and remain on task well. In Years 3 and 4, some weaknesses remain from the time of the last inspection, such as not preventing older pupils from calling out in lessons and insufficiently high expectations of the way older pupils present their work. Pupils are not given enough responsibility for editing their own work. In the reception class, a few children behave immaturely and are allowed to disturb other children's learning.
23. The quality of teachers' marking has improved, with particularly good examples seen in English and mathematics, where pupils are set individual targets that are based on the teachers' good knowledge of what pupils have already achieved. Effective dialogue between teachers and their pupils means that pupils are clear about what they can do to improve their work. Teachers ask probing questions to encourage pupils to think hard, and praise is used effectively to boost confidence. However, teachers do not always use the information they collect about pupils' attainment and progress through marking and other assessment procedures when planning lessons in subjects other than English and mathematics. This means that sometimes there is little difference between the work set for higher and lower attaining pupils.
24. As at the time of the last inspection, pupils with special educational needs are well supported in lessons, particularly in English and mathematics. Learning support assistants are involved in discussing the needs of individual pupils, and they provide effective support in class and in small specific groups, enabling pupils to learn effectively. For example, concentrated sessions on improving spelling and reading help pupils develop successful strategies for reading and spelling unfamiliar words.
25. Homework makes a good contribution to the way pupils learn, and most parents are pleased with the opportunities pupils are given to extend learning at home. Some parents would like more information on how well homework has been completed.
26. Teachers often plan the use of ICT in support of other subjects. For example, pupils use a database as part of a mathematics project and practise word-processing skills in English. Specific computing skills are taught appropriately in separate ICT lessons.

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

27. The curriculum is satisfactory overall, with statutory requirements continuing to be met since the time of the last inspection. There have been considerable improvements in certain aspects of the curriculum, notably in English, mathematics and the curriculum for children in the reception class. However, there continue to be some important weaknesses in the breadth and balance of the curriculum, because not enough time is given to subjects such as science and music for them to be taught in sufficient depth. The time allocated to ICT, history and geography is satisfactory, although the organisation of the curriculum means that there are large gaps between blocks of teaching resulting in pupils not having enough opportunity to consolidate learning and develop new skills. This results in learning often being superficial. In addition, some lessons are too long, which results in pupils losing concentration. In the reception year,

very effective use is made of the indoor and outdoor facilities to extend children's learning. For example, after hearing a story about Red Riding Hood, children acted out the story in the classroom playhouse and in the log cabin outside.

28. Curriculum planning has improved since the last inspection, with suitable schemes of work now in place for all subjects. The school has identified the need to improve the science scheme of work to avoid a repetition of topics in different year groups. The school's strategies for literacy and numeracy have been successful in raising standards.
29. As at the time of the last inspection, the provision for pupils with special educational needs is good. The needs of these pupils are identified early and their progress is carefully monitored through their individual education plans. Special groups are organised during the year to enable gifted and talented pupils to work at higher levels. This support has been most effective in English and mathematics.
30. Opportunities for pupils to take part in additional activities are satisfactory overall. Pupils have the opportunity to pay for additional music lessons in learning to play the recorder or keyboard. They can also pay for French or football clubs. These activities contribute well to the knowledge and skills of pupils who take part. There are no opportunities for pupils to take part in competitive sports except in lessons. The effective use of visits and visitors, including a residential visit for older pupils, helps to make learning interesting. For example, pupils visit several places of worship as part of religious education topics, and retired villagers often help hear pupils read or talk to them about the history of the village. Parents are pleased with the opportunities provided in the curriculum. The school takes good care to ensure that all pupils irrespective of background, gender or aptitude are included in all non fee-paying activities available at the school.
31. There are good links with the local middle school that receives most pupils at the end of Year 4. Members of staff from both schools work together closely to ensure that parts of the curriculum are linked appropriately.
32. There are good arrangements for developing pupils' personal, social and health education, with specific lessons allocated for this purpose. The provision for spiritual, moral, social and cultural development has improved since the last inspection and is now good overall.
33. Suitable provision is made for pupils to develop spiritually. This is an improvement from the time of the last inspection when this aspect was unsatisfactory. Prayers and times for reflection are included in assemblies, before lunch and at the start of afternoons. Pupils have opportunities to discuss spiritual matters, such as the purpose of fasting, in religious education lessons. They are encouraged to marvel at the wonders of the world in science lessons. For example, pupils in Years 1 and 2 discussed how natural materials might be made.
34. Provision for social and moral education is good. There is a successful system of 'friendship meetings' in place for pupils to help each other when they have playground disputes, and this has been successful in eliminating bullying. Pupils help to agree a suitable 'value of the month', and these values are promoted well in assemblies and lessons. The school council and questionnaires are used to help pupils make their views known to members of staff and each other in an organised fashion. Pupils are taught effectively to show tolerance and caring attitudes towards people of differing backgrounds and race. Parents are pleased with the support given to their children in developing their social skills and understanding of moral issues. Pupils are given good opportunities to co-operate with each other effectively when discussing issues in small groups. For example, in a religious education lesson, Years 3 and 4 worked well discussing the importance of clean water and its uses. Pupils show a good awareness of the needs of others, for example by initiating fund raising for charity.
35. Pupils are given good opportunities to expand their knowledge of their own and other people's cultures in religious education lessons and through the effective use of visits and visitors. For example, pupils especially enjoyed learning about the importance of 'sharing' when learning

about Sikhism, and they appreciated works of art during visits to a national gallery.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has improved this aspect and now offers a good standard of care to its pupils, whatever their needs or circumstances. All members of staff provide good quality support and guidance, promote the welfare, health and safety of all the pupils effectively in a stable, caring and secure environment.
37. In this small school, all members of staff know the pupils well and have a clear picture of their strengths and weaknesses. Updated information on pupils' academic and personal development is shared at staff meetings to enable maximum support to be provided. The teachers are sensitive to the needs of the pupils, and consistently monitor well their personal development and their ability to cope on a day-to-day basis. Regular daily contact continues to allow parents to be made aware of any emerging strengths or weaknesses. Virtually all parents believe that the school helps their children to become more mature and responsible.
38. The school has improved its assessment procedures since the last inspection, and they are now satisfactory overall. Procedures are very good in English and good in mathematics. Good use is made of test data to track pupils' attainment and progress over time in all aspects of reading, writing and mathematics. Teachers also set useful targets in literacy and numeracy to help pupils understand how they can improve their work. This helps to keep pupils involved in their learning. Teachers keep their own records of pupils' progress in other subjects, and evaluate learning at the end of each lesson to identify what needs to be taught next. Reports to parents at the end of each academic year show a good knowledge of individual pupils' learning over the year. However, the school has no formal procedure for recording progress over time in subjects other than English and mathematics. At the end of each topic, in subjects such as science, history and geography, teachers use various sorts of tests to assess what pupils have learnt. These arrangements provide useful information, but this is not always sufficient to help teachers identify clearly what needs to be taught next. This is a weakness in assessment procedures.
39. In science, no record is kept to show how pupils' skills in devising and carrying out investigations are developing. As a result, pupils usually carry out the same tests and record their findings in the same way, irrespective of their prior attainment.
40. The school has improved its systems for monitoring and promoting attendance. These are now outstanding and have resulted in improved attendance figures. Registers are marked speedily, correctly and efficiently at the start of the school day and after lunch. All absences are properly noted and contact is made with parents to explain the absence. The school secretary monitors attendance information very thoroughly and there is very close liaison with the education welfare officer.
41. Members of staff are very good role models in promoting high standards of good behaviour. Procedures for monitoring and promoting discipline and good behaviour are in place. There is regular reinforcement of the high expectations that staff have of the pupils. Staff act with firm, calm intervention, maintaining good control. If incidents of oppressive or unacceptable behaviour such as bullying are identified, they are successfully resolved by the holding of 'friendship meetings'. The school has very good procedures for dealing with bullying. Parents confirmed that an incident of bullying in the last academic year was dealt with very effectively. Pupils spoken to during the inspection had a very clear understanding of what to do if they have a concern, and the school has good arrangements for dealing with bullying.
42. Child protection issues continue to be well handled. All members of staff are aware of the need for vigilance and the steps to take if suspicions are aroused. Health and safety issues are given a high profile in the school. Potential hazards are identified and remedial action is taken as necessary. All staff members are safety conscious, as demonstrated during a physical education lesson when the class teacher gave a clear explanation of lifting and other health and

safety guidelines and repeated them as necessary. This exercise was very well supervised, with clear direction and monitoring a strong feature. All members of staff work hard to create a secure environment in which the well being of pupils is promoted effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents continue to be highly supportive of the school and confirm that it has many strong features. Virtually all parents who responded to the inspection questionnaire would feel comfortable when approaching the school with a problem, and feel that it is well led and managed. They feel that the school is helping their children to become more mature and responsible, and they confirm that their children like school. They also believe that the school works closely with them and expects their children to work hard and do their best.
44. Parents also feel that their children are making good progress and are given the right amount of work to do at home. In addition, almost 9 parents in 10 believe that teaching and children's behaviour are good.
45. A few parents do not feel that the school provides an interesting range of activities outside lessons. However, these reservations are not supported by inspection evidence, which indicates that there is an appropriate range of extra-curricular activities for a school of this size, although all of these involve paying a fee to an outside body.
46. Parents and other adults are encouraged to involve themselves in the life of the school, and some respond enthusiastically by participating in a range of activities. Their efforts have recently helped to re-site the furniture and equipment after the building extension, as well as supporting activities in the classroom. Adult helpers are deployed effectively because they are given clear guidance and their activities are well structured. In addition, parents are very supportive of the work that their children are expected to do at home. The Friends of Moggerhanger association is increasing its activities and events in support of the school. The school values highly the contributions made by parents, and they materially enhance the quality of children's learning and personal development.
47. Information to parents is very good overall. The school prospectus is clear and comprehensive, giving parents a good overview of the school's values and curriculum. The daily contact with the teaching staff continues to allow mutually supportive relationships to develop, enabling parents to give and receive regularly updated information about the children and their progress. Reports to parents provide very good information about progress, what the children know and can do, and areas for further improvement. Parents are well informed about the areas of study for their children, and ample opportunities are provided for consultation when concerns arise.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school have improved significantly since the last inspection when important weaknesses were identified, especially in the focus given at that time to raising standards. This is no longer the case. The very good leadership of the headteacher over the past four years has had a very positive impact on the overall effectiveness of the school. She is well supported by a very active and committed governing body and hard working and conscientious members of staff. The many changes that have taken place since the last inspection have enabled governors and staff to become more involved in the management of the school and the monitoring of standards. The teamwork with a shared sense of purpose that is apparent throughout the school is a significant feature of the school's work, and means that it is well placed to improve further in the future.
49. Throughout the school, there is a very strong commitment to improvement, based on a very good understanding of its strengths and weaknesses. School development is carefully planned. The school improvement plan is detailed and sets a clear and appropriate agenda for development, including criteria for how achievement is to be measured. All members of the school community are involved in drawing up the school improvement plan. A 'vision' meeting is

held in the spring term when achievements and areas for development are identified. Parents are involved through the good use of questionnaires, which gives them a chance to say what they like or do not like about the school. This is good practice.

50. The monitoring and evaluation of the school's work is very good. The clear focus on finding out what is going well or identifying what needs improvement is the major reason why the school has successfully raised standards since the last inspection. Test data is carefully analysed to show trends in attainment and to identify areas of weakness. Effective action is then taken, with weaknesses addressed. A good example of this was the decision to adopt a new approach to the teaching of spelling with a group of pupils who were not achieving well in this area of literacy. Pupils were identified through an analysis of test data, and additional help was employed to support the new project. This is already beginning to have an impact on standards in spelling, particularly of pupils in Year 3 and below.
51. The headteacher has established a climate within the school where the monitoring and evaluation of teachers is accepted as an everyday part of life. Teachers are regularly observed at work in the classroom. The information gained from this is used successfully to acknowledge strengths in teaching, to set individual targets for improvement, and to identify priorities for personal and professional development. The headteacher meets with teachers weekly to discuss their work and to monitor their planning. These strategies have helped the headteacher to develop a very good understanding of the individual strengths and weaknesses of teachers, and have ensured that the quality of teaching has improved significantly since the last inspection. Members of staff are given good opportunities to attend a range of training courses. Training is carefully linked to the school development plan or targets identified as part of the teacher's own professional development. This has had a good impact on standards.
52. The role of subject co-ordinators is being developed. The school has sensibly chosen to focus on English, mathematics, science and ICT, with effective co-ordinators in place for these subjects. The headteacher oversees other subjects, with the support of her teaching staff. This arrangement is appropriate, given the size of the school. The school has identified the need to give co-ordinators more opportunities to monitor and support their colleagues at work in the classroom. This would help to maximise the impact of the co-ordinators' work.
53. The governing body makes a very good contribution to the work of the school and successfully fulfils all of its statutory duties. Omissions in school documentation, which were identified at the time of the last inspection, have been rectified. The very good relationship that exists between the governing body and headteacher means that improvement can be carefully and sensitively planned. The governing body is very pro-active in initiating change and taking responsibility for managing it. This is a good feature of the governors' work because it means that the workload is shared and does not all fall on the headteacher. Governors are very actively involved in monitoring the work of the school. They look at teachers' planning and regularly visit school to look at work in the classrooms. This has helped them to develop a good understanding of the school's strengths and weaknesses.
54. Financial planning is very good. The school has benefited over the last four years from receiving additional funding because of its grant maintained status. Although the school is now a foundation school, it still receives extra funding, over and above that received by most schools. This additional funding has been put to good use and has helped to improve significantly the quality of education provided by the school. Extra funding has been used largely to build up a large contingency fund, which has now been spent on building an extra classroom. The good impact of this is already evident, with the new classroom freeing up the hall for physical education lessons.
55. The school bursar makes a very good contribution to the day-to-day running of the school as well to the management of its finances. The use of ICT to support the management of the school is noteworthy. For example, the school makes very good use of ICT to track and monitor the attendance of individual pupils.

56. Budgeting by the headteacher and governing body is systematic and based on a good understanding of the needs of the school. Decisions are made on the basis of, 'Will this help the school to improve?' For example, the remaining contingency fund is to be used to maintain good staffing levels, especially in the provision of additional adult support for literacy and numeracy lessons. The school applies the principles of 'best value' to its work, for example by ensuring that competitive bids are sought for all large purchases and comparing the amount it spends on different items with other schools. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation.
57. Staffing levels are good and have a positive impact on standards. Teachers have an appropriate range of skills, and the only curriculum area where there is a significant lack of expertise is music, where teachers lack confidence and the school has to rely on taped music for assemblies. There is a good number of well trained support staff, and they help pupils to learn well, especially those pupils who have special educational needs.
58. Accommodation is satisfactory but it has been significantly improved since the last inspection. The school is kept very clean and is well maintained. However, the hall is small and, more importantly, the reception year classroom does not have enough space for teachers to set out a full range of activities at any one time.
59. Resources are good and this is another area where the school has benefited enormously for the additional funding it has received as a grant maintained and then foundation school. There is a good range of resources for all subjects. The school makes effective use of its available resources, with the exception of its computers, which were used only infrequently in Years 1 to 4 during the inspection period. The well-resourced library is also used only rarely by pupils who are carrying out individual research.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To further raise standards of achievement, the governors, headteacher and staff should:

- ◆ Raise attainment in science by:
 - Reviewing the allocation and use of time and the organisation of the curriculum;
 - Ensuring that work is matched more closely to the need of pupils of differing prior attainment; *
 - Ensuring that teachers make full use of information from marking to plan appropriate work for individuals in lessons that follow; *
 - Giving pupils more opportunity to develop scientific skills and to use their knowledge in practical situations;
 - Carrying out plans to revise the scheme of work so that unnecessary repetition of topics is avoided;
 - Improving assessment procedures so that they give clear guidance about what different groups of pupils need to learn next. *
- (Paragraphs 8, 21, 23, 38, 114, 122, 123, 124)
- ◆ Improve the balance of the curriculum by:
 - Reviewing long-term planning to ensure that topics are given enough time to be studied in appropriate detail; *
 - Ensuring that short-term planning for history and geography shows how the needs of pupils of differing prior attainment are to be met;
 - Allocating more time to the class teaching of music, history and geography; *
 - Reviewing the use of the ICT suite so pupils get greater access to class lessons on a regular basis; *
 - Giving pupils more opportunities to use their literacy and numeracy skills in subjects other than English and mathematics.
- (Paragraphs 10, 21, 27, 28, 59, 132, 139, 140, 143, 145, 154)

In addition, the following areas for improvement should be considered for inclusion in the action plan:

- ◆ Improve pupils' personal development by giving them more opportunities to show initiative in their work, for example by editing their own writing and carrying out individual research in the ICT suite and library. (Paragraphs 17, 22)
- ◆ Set a realistic time-scale for establishing consistent assessment and recording procedures in subjects where they are not already in place. * (Paragraph 38)
- ◆ Develop the role of subject co-ordinators by giving them more opportunity to monitor teaching and learning in the classroom. * (Paragraph 52)

Areas that have already been identified by the school in the school improvement plan are identified by *.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	13	8	0	0	0
Percentage	0	0	62	38	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR- Y4
Number of pupils on the school's roll (FTE for part-time pupils)	58
Number of full-time pupils known to be eligible for free school meals	5
Special educational needs	YR- Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	10
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	7
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	5	7	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	7	7	7
	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	100 (85)	100 (92)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	4	5
	Girls	7	5	6
	Total	12	9	11
Percentage of pupils at NC level 2 or above	School	100 (100)	75 (100)	92 (100)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	41
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)	3.4
Number of pupils per qualified teacher	17
Average class size	19.3

Education support staff: YR – Y4

Total number of education support staff	4
Total aggregate hours worked per week	70

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

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
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	£
Total income	221569
Total expenditure	176273
Expenditure per pupil	3205
Balance brought forward from previous year	47178
Balance carried forward to next year	92474

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	58
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	23	0	0	8
My child is making good progress in school.	58	31	3	0	8
Behaviour in the school is good.	58	31	3	0	8
My child gets the right amount of work to do at home.	42	50	8	0	0
The teaching is good.	58	31	8	0	3
I am kept well informed about how my child is getting on.	31	54	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	12	3	0	0
The school expects my child to work hard and achieve his or her best.	85	12	3	0	0
The school works closely with parents.	77	15	8	0	0
The school is well led and managed.	77	19	0	4	0
The school is helping my child become mature and responsible.	58	38	4	0	0
The school provides an interesting range of activities outside lessons.	38	50	8	0	4

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

60. Children join the reception class on a part-time basis during the term following their fourth birthday. They commence full-time education in the September of the academic year in which they are five years old. At the time of the inspection, 6 out of the 18 children in the reception class were part-time pupils and had only been in school for four days. There were no children who had been identified as having special educational needs in the reception class when the inspection took place.
61. Children's attainment on starting school in the reception year is broadly average. This is confirmed by teacher assessments made in the children's first few weeks at school. Overall, children achieve good standards in their first year in school, and they are on target to exceed expectations for the end of the reception year in communication, language and literacy, mathematical development and physical development. In personal, social and emotional development, knowledge and understanding of the world and creative development, children are on target to achieve the expectations of the early learning goals by the end of the reception year.
62. The quality of teaching is good overall. Teachers have a good understanding of the expectations of the early years' curriculum. Lesson planning is detailed and identifies the needs of different groups of children. This means that needs are well met. Planning shows a good awareness of the needs of the children who have just started school. They are given many opportunities to work outside, which is appropriate as it means that they can be supported in developing their personal and social skills. Members of staff plan an interesting range of activities and use a wide range of teaching methods, such as individual, group and whole class work. These help the children to learn well. Questioning is used effectively to help children think about what they are doing. This also helps the teachers to assess children's learning. Learning support assistants give good support to the teachers.
63. The curriculum for children in the reception class is good. It is carefully planned and takes full account of the needs of all pupils. Planning is based on the recommended 'Early Learning Goals' and, where appropriate, the expectations of the National Curriculum. A good balance, within the constraints of the available space, is achieved between activities that are closely directed by the teacher and activities where children have greater freedom to work at their own pace. A strength of the curriculum is the care that is taken to make links between different areas of learning. For example, when looking at jelly, children were encouraged to develop their literacy skills by thinking about the descriptive words that they could use such as 'squidgy' and 'squashy'. Children contributed well to this discussion.
64. Very good use is made of the outdoor area to encourage physical development and to teach different aspects of the curriculum. This represents an improvement since the last inspection. Children are given good opportunities to show independence in their learning, with the organisation of the classroom enabling greater exploration of creative activities than at the time of the last inspection. Less able children are well supported by the teacher and learning support assistants and so are able to make good progress, particularly in the area of language and mathematical development.
65. Assessment of children's attainment and progress is satisfactory. Assessments are made when children start school, and this information is used effectively to identify what individual children need to learn next. The teacher keeps records of children's progress, based on observations of them at work. This information is used well to ensure that activities build on children's previous learning. Learning support assistants give good support in the ongoing assessment of children's learning.
66. There is good liaison between the school and home when children start school. Parents are

welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start.

Personal, social and emotional development

67. Teaching in this area of learning is satisfactory and children make sound progress in developing personal and social skills. They become independent and confident, talking happily to visitors. They play together sensibly, especially when in the role-play area. They are able to dress themselves and are careful about washing their hands after they have been to the toilet. Older children concentrate well when there are no outside disturbances.
68. Learning was slowed at the time of the inspection by the impact of the new children in the class who had not yet settled down to any class routine. The newly admitted children are noisy and have limited concentration. Older children found this disruptive, and it had a negative impact on their own behaviour and attitudes during the inspection. This was the first time that the school has admitted so many children at one time. The headteacher has acknowledged the need to stagger starts in the future so that the impact of the new intake is minimised.
69. Members of staff work hard to promote children's personal, social and emotional development. They are calm, caring and patient, and have a good knowledge of both the social and educational needs of individual children. Throughout all areas of the curriculum, the teacher and learning support assistants have good expectations of children's personal and social development. They ensure that children are encouraged to become independent and to relate well to each other. Various strategies are used to manage children's behaviour, with good use made of praise to boost self-esteem. However, on occasions, the behaviour of the youngest children is allowed to have a negative impact on the work of older children. For example, children who were working on writing about a story they had heard were disturbed by the noise in other areas of the classroom and did not concentrate well. In contrast, when able to work undisturbed because younger children were working elsewhere, this same group of children produced good quality work.

Communication, language and literacy

70. There is a strong emphasis on developing children's language skills in all activities, which helps them to make good progress in this area of learning. Teaching in this area of learning is good.
71. Speaking and listening skills are well taught. Children are given many opportunities to take part in discussions and talk about what they are doing, so they become confident in talking to large or small groups as well as to individuals. They explain what they have been doing, and talk happily about their homes and families. Younger children join in well with discussions but do not yet listen to the views of others. This weakness is not evident in older children who have been in school longer.
72. Reading skills are taught effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for higher attaining children. A good range of strategies is used to teach children letter sounds and there is a very strong emphasis on learning being fun. For example, children learn letter sounds in different practical ways. These strategies are very effective, with children showing high levels of motivation and quickly learning new sounds. Stories are read well, and children enjoy listening to them. They respond appropriately, joining in with the teacher when they recognise a text. Teachers make good use of questioning when reading with the children. For example, after reading the story of 'Little Red Riding Hood', the teacher asked a range of questions to encourage children to think about the story and the parts that they had enjoyed most. A few higher attaining children are already beginning to read simple texts and can talk accurately about the events in the story. Nearly all older children recognise some letter sounds. They know how to hold a book and identify different words on the page.
73. Children develop a positive attitude towards writing and are given many opportunities to improve

their skills. Children are successfully encouraged to write for a range of purposes, for example when writing in the home corner. Supplies of paper, pens and pencils are always available, and children readily use them. As a result, they become confident writers. They are very enthusiastic and are always willing to record their ideas on paper, often using recognisable words or letters. Higher attaining children are beginning to write in short sentences using some recognisable words.

74. Homework makes a good contribution to children's learning, especially in the development of reading. Children regularly take reading books home and are well supported by parents in developing language skills.

Mathematical development

75. Children make good progress in developing mathematical skills. Careful planning means that the needs of all children are met, and work is well matched to individual needs. Most children recognise numbers to ten, with higher attaining children recognising larger numbers. When working orally, higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games on the computer, and confidently use appropriate mathematical language, such as 'bigger than' and 'smaller than'.
76. The good teaching of the subject ensures that all children are well motivated and interested. The teacher plans exciting and stimulating activities, and encourages children to think of themselves as mathematicians. Good use is made of a range of strategies to make learning fun. For example, children went on a number hunt, searching for different numbers on the playground. When they came in to the classroom, they used what they had found out to help them sequence numbers between 10 and 20. They did this successfully, with higher attaining children going beyond 20.
77. Mathematical concepts are often taught in a practical way that involves the children and promotes good learning. This was seen to good effect in a jelly-making lesson. Children learnt about volume by measuring out the water, and, after making the jellies, discussed their flavours and which one they liked best. This led to some interesting recording work, with the children developing their data-handling skills by making a block chart showing favourite jellies.

Knowledge and understanding of the world

78. Children make sound progress in this area of learning, developing an appropriate range of skills and knowledge. They understand what plants need to help them grow and can name the different parts of a flower. They understand that things change over time and can talk about recent past events in their own lives. They are confident when using the computer. They play different games and type out their names so that they can label their work.
79. The quality of teaching is good, with good links made with other areas of learning. For example, the children used various literacy skills when producing a book, 'All about me'. In this topic, children learnt about different body parts and thought about things that they liked. A range of methods of recording was used, including writing and drawing.
80. Activities are carefully planned, and the practical focus in work means that learning is made purposeful and fun. For example, by planting bulbs and watching them grow, children developed a good understanding of the idea that things grow if they are looked after properly. Teachers and learning support assistants are very careful about introducing children to new vocabulary. When looking at different sorts of materials and mixing them with water, good use was made of terms such as 'dissolve', 'melt' and 'changing'. This helped to extend the learning of higher attaining children, in particular.

Physical development

81. Opportunities for children to work outside have improved since the last inspection. This has had a good impact on learning, and progress is now good.
82. A wide range of tools and materials is available for children to improve their manual dexterity and try out different things. Children show good perseverance, with even the youngest using scissors and sellotape carefully. Children show good control over wheeled vehicles in the play area outside their classrooms. They balance well when using different sorts of apparatus. Learning is good because children are encouraged by the teachers and nursery nurses to try out different ideas for themselves, which means that they are able to develop skills at a rate appropriate to their previous learning, without feeling pressurised.
83. All children in the reception class go swimming, and they are quickly gaining new skills. Most are now confident in the water and a few are beginning to move around without adult assistance. Most children clearly enjoy their swimming lessons and respond well to the challenges that they are given.

Creative development

84. The quality of teaching in this area of learning is satisfactory and children make sound progress. Learning is slower in this area of the curriculum because a lack of space in the classroom means that it is not possible to have a wide range of different creative activities readily available. The early years' co-ordinator has identified that the need to have more making activities out in the classroom on a daily basis. Nevertheless, there has been improvement since the last inspection, and children are given more opportunities to experience a range of creative activities, including painting, singing and imaginative play.
85. Role-play is well developed. An area of the classroom is set up as a role play area and it is used well. The theme of the role-play is changed regularly and children enjoy this. They work well together and make good use of their own ideas. This was seen to good effect when children acted out the story of 'Little Red Riding Hood' in the outdoor playhouse. Behaviour is generally good, although it can become a little noisy at times, which can disturb other children involved in activities that require good levels of concentration.
86. Children draw and paint confidently, with increasing control of a range of tools and materials, for example when using scissors to make 'blue collages' or chalk to make firework pictures. Children enjoy singing, and join in with enthusiasm when making music in the classroom or in assembly.

ENGLISH

87. Pupils' attainment by the end of Year 2 is very high in reading and well above average in writing, speaking and listening. Pupils in the present Year 4 exceed national expectations in reading and speaking and meet the expected levels in listening and writing. Throughout the school, all pupils, including those with special educational needs, make good progress in relation to their prior attainment. There are a few pupils in Year 4 with particular learning difficulties in English, and as a result the attainment in this year group is not as high as in other year groups.
88. National Curriculum test results at the end of Year 2 in 2001 show that the pupils' attainment is very high, and in the top five per cent nationally in reading and writing. Over the last four years, test results have been rising and have been above average overall. Pupils' attainment is very favourable when compared with similar schools. Tests for pupils in Years 3 and 4 indicate that pupils make good progress from the end of Year 2 other than in spelling, where progress has been unsatisfactory. There is no significant difference between the attainment of boys and girls.
89. Pupils' attainment has improved significantly since the last inspection when writing was satisfactory in Year 2, below expectations in Year 4 and satisfactory in reading throughout the school. The careless presentation of work and handwriting seen at that time is still apparent in the work of some pupils in Year 4. In this year group, pupils demonstrate better writing skills

under test conditions, but do not take enough care when writing in class. Parents are especially pleased with the standards their children achieve in reading. The school has prioritised spelling as a target for development, and there are several successful systems in place to help raise attainment.

90. Pupils have clear speech and most listen carefully to the teachers and each other. Pupils in Year 2 discuss the setting for a story effectively and use the illustrations in a book to describe how the characters might live. They gain confidence in speaking in front of the class, and sustain their concentration for long periods of time when listening to others. Pupils in Year 4 are keen to share their ideas and opinions with each other and most listen well, although occasionally a few call out answers, limiting the opportunity for other pupils to contribute.
91. Pupils in Year 2 are very good at discussing the characters in a story and make sensible predictions about what might happen next. They read aloud very fluently with good expression and few errors. When they make a mistake, they are quick to correct themselves, especially when what they have read does not make sense. Most pupils, including those with special educational needs, use their knowledge of the sounds different letters make when attempting to read new words. Higher attaining pupils have clear preferences for certain authors and types of books, and select texts that provide good challenge. In Year 4, pupils use a range of strategies for tackling unfamiliar words. Most have a good understanding of the stories they read and can draw conclusions about the characters. They know how to use the library and can find information in books quickly. Nevertheless, pupils in general are not given enough opportunities to use the library for independent research.
92. Most pupils in Year 2 are beginning to use a range of vocabulary to make their writing interesting. They show independence by checking spellings and often use simple punctuation correctly. Where pupils make spelling mistakes, these are usually consistent with regular spelling patterns. Most pupils form letters correctly and write neatly. Higher attaining pupils use a joined, legible style. Lower attaining pupils do not always spell common words correctly, and whilst they write in sentences, these are not punctuated correctly. Pupils in Year 4 have a good understanding of different types of writing such as instructions, stories, poems and plays. Most pupils have a good understanding of how various punctuation marks are used, and their sentences are usually grammatically correct. However, they do not all make consistent use of correct punctuation, spelling and a joined handwriting in their day-to-day work. Higher attaining pupils use more interesting vocabulary though lower attaining pupils have weaker spelling.
93. The quality of teaching is good overall throughout the school. Teaching has improved since the last inspection when it was satisfactory, with some unsatisfactory teaching of writing. Teachers now have a good knowledge of the subject, are careful to use the correct terms when discussing books and sentence structures, and plan a variety of interesting activities. They are very good at explaining the purpose of work at the start of lessons and at writing helpful comments on pupils' work. This means that pupils are clear about what they have learnt and what they need to do to improve. All pupils understand the individual literacy targets they have been set and refer to them in lessons.
94. Members of staff have good relationships with the pupils in their classes, and this means that lessons are calm and pupils are keen to learn. Teachers' enthusiasm and effective use of praise encourages pupils to take part in discussions. However, as at the time of the last inspection, some of the older pupils call out answers rather than waiting to be asked, and this can slow the pace of lessons. In Years 1 and 2, the teacher's high expectations enable pupils to develop very good attitudes and behaviour. Pupils listen very attentively and take responsibility well when helping with tasks around the class such as giving out books. The teacher explains tasks clearly, enabling pupils to settle to their work quickly, concentrate very well and produce very good quality work. In Years 3 and 4, the teachers have a relaxed and friendly relationship with the pupils. In one lesson, the teacher used an effective strategy for dealing with a pupil who had a fit of giggles, by giving the pupil the responsibility for calming down away from the class. This resulted in little time being wasted for other pupils in the lesson.

95. Teachers are skilled in sharing books with pupils and ask probing questions about the text to develop their knowledge and understanding. Effective links are made between the study of texts at the start of the lessons and the work on spelling and individual words. For example, in one lesson in Years 1 and 2, the teacher used the names of the characters from a story set in Tibet to teach pupils about words ending in 'ing'. This was successful in helping pupils see the connection between reading and the way some words are spelt. However, in some lessons, teachers do not allow enough time for pupils to develop a good understanding of the way sentences are constructed. For example, in Years 3 and 4, a discussion on the use of imperative verbs was too rushed, which left pupils confused. In addition, teachers in Years 3 and 4 do not set a good example by demonstrating joined writing, and they have not high enough expectations of pupils taking the initiative. As a result, pupils in Year 4 do not take enough care in editing their own work and are inconsistent in their use of punctuation, spelling and joined handwriting.
96. As at the time of the last inspection, pupils with special educational needs are well supported. A learning support assistant gives effective help in spelling and reading to two groups of older pupils. These regular, concentrated sessions are having a positive impact on their progress, and they are then confident in using these skills at other times. For example, they use their knowledge about the sounds that groups of letters make to help them read unfamiliar words in their reading books. During lessons, learning support assistants provide valuable support when pupils are working in small groups, though they are not always used effectively during whole class discussions. For instance, they are not given a role in assessing standards, such as the quality of speaking and listening of particular pupils.
97. The provision of homework is good throughout the school, and parents provide effective support with reading and a selection of other activities, such as writing descriptions. Teachers make effective use of good quality resources to support pupils' learning. For example, attractive flip-over letter charts were used to help Year 1 pupils learn words with different beginnings, middles and endings.
98. The subject is well led and managed, with a clear focus on raising attainment and the quality of teaching. At the time of the last inspection, there was no subject co-ordinator and the subject lacked direction. The curriculum for English is good overall, with effective use being made of the National Literacy Strategy in helping to raise standards. However, as at the time of the last inspection, some lessons are too long. Whilst pupils listen well at the start of lessons, their interest and concentration is not always maintained. The high allocation of time for the teaching of English limits the time available for pupils to develop their literacy skills in other subjects, especially their writing. Pupils are given worthwhile opportunities to make use of their numeracy skills in English lessons. For example, pupils in Years 3 and 4 followed instructions requiring measurement of angles and length, and some pupils in Year 2 used their knowledge of number sequencing to find the correct page in a book. The subject makes a good contribution to pupils' social and cultural development. The school regularly hosts a travelling theatre company and recently an author held workshops on writing books. These additional activities make a valuable contribution to pupils' learning. Pupils in Years 1 and 2 are learning traditional stories from around the world, such as a tale from Tibet. Pupils in Years 3 and 4 support each other effectively when word-processing.
99. Assessment procedures have improved considerably and are now used very well to identify areas of strength and weakness in provision. Samples of pupils' work are kept, along with test results, to show progress over time. These have been carefully analysed to help support individuals. Effective use is made of information and communication technology in some lessons as a tool for word processing. The range of reading resources has improved since the last inspection and is now good. There is adequate provision of a small library situated at the end of the hall but it is not fully used because of its location.

MATHEMATICS

100. Pupils' attainment is above average by the end of Year 2 and Year 4, with mental mathematics

skills a particular strength. This is a significant improvement since the last inspection, when standards of attainment were broadly average. National Curriculum test results for pupils at the end of Year 2 in 2001 indicate that attainment was well above average in that year, although the test results do not reflect the slighter weaker attainment in pupils' skills at using and applying their mathematical knowledge to practical situations.

101. There are several factors that explain the improved standards of attainment. The quality of teaching has improved and is now good throughout the school. The numeracy strategy has also had a good impact on pupils' learning, especially in improving number skills. Improved assessment procedures mean that pupils' skills are developed more systematically. There is now greater challenge provided for more able pupils, with a high number achieving the higher Levels 3 and 4 in tests at the end of Years 2 and 4. As a result of these improvements, all pupils, including those with special educational needs, are making good progress and achieving well compared with their prior attainment.
102. By the end of Year 2, pupils have a good understanding of basic number concepts. They count forwards and back in ones, twos and fives, and add and subtract using numbers up to at least one hundred. More able pupils confidently work with larger numbers than this. When handling money, most pupils add together small sums, using pence, and solve simple shopping problems. Pupils can halve and quarter. They use terms such as 'hour' and 'half-hour' when telling the time, and can name the different months of the year. They measure accurately using everyday objects, and are developing an awareness of the need for 'standardised' units of measure. Higher attaining pupils, in particular, are beginning to develop a good understanding of place value, identifying what value each digit in a number represents.
103. By the end of Year 4, pupils have begun to work confidently with larger numbers. They have a good understanding of multiplication and division, and estimate accurately with numbers up to a thousand. Higher attaining pupils are becoming very confident about explaining their strategies for carrying out mental calculations. This is a strength of attainment. Pupils recognise different fractions, such as halves, quarters and thirds. They produce accurate block graphs and measure using metres and centimetres. They have a good knowledge of shape, correctly identifying different 3-D shapes, rotational and reflective symmetry, and calculating the perimeter of regular shapes.
104. Pupils have sound skills in using and applying their mathematical knowledge, but this aspect of attainment is less well developed than others. Although there is a strong practical content to many activities, pupils do not always confidently apply their mathematical knowledge to practical situations. The subject co-ordinator has identified this as an area for focus in the coming year.
105. The quality of teaching is good. There have been improvements in teaching since the last inspection. Teachers give a far greater emphasis to teaching mental mathematics skills and they are assessing learning more accurately. These changes have had a good impact on standards.
106. Teachers have a good knowledge of the expectations of the numeracy strategy and plan lessons carefully. Work is more closely matched to the needs of individual children than at the time of the last inspection, although a scrutiny of pupils' previous work shows that just occasionally work is too hard for the lower attaining pupils. Nevertheless, these pupils are well supported by learning support assistants who are well informed and help pupils to understand what is being taught. The school has only recently appointed learning support assistants for all numeracy lessons, but the level of support for lower attaining pupils is now good. There was no evidence during the inspection of the needs of these pupils not being met, and suitable work was also planned for higher and lower attaining pupils.
107. Teachers make effective use of praise, ask suitable questions to ensure that pupils understand, and make appropriate use of a review session at the end of lessons to share and reinforce what has been learnt. Teachers are very enthusiastic and resource lessons well. This leads to pupils

being well motivated and keen to learn. For example, in a Year 3 and 4 lesson, good use was made of number cards to help pupils to quickly learn strategies for 'partitioning' numbers.

108. Pupils are interested in mathematics and take a good part in discussions. For example, both Year 1 and Year 2 pupils contributed well as the class talked about the value of different digits in a large number. Behaviour in lessons is never less than satisfactory overall, and is often good. However, a small number of pupils in Year 4, mainly boys, are sometimes inattentive in lessons and call out answers. This was a problem at the time of the last inspection, and remains so, even though teachers make clear their expectations about behaviour in class.
109. Opportunities for pupils to use their numeracy skills in subjects other than mathematics are planned into other lessons. For example, they measure in science and design and technology, and count in physical education lessons. However, this could be developed further, particularly in subjects such as science. A scrutiny of previous work shows that pupils are able to use ICT to support their learning. Attractive displays of work show how pupils have used ICT to present data in different ways.
110. The curriculum is broad and balanced, and the numeracy strategy is firmly embedded in school practice. A commercial scheme is used to good effect to support teachers when they are planning work. There are good procedures for monitoring pupils' attainment and progress, and teachers often use this information effectively to decide what needs to be taught next. The school makes effective use of National Curriculum tests and other assessments to measure progress through Key Stage 1 and Years 3 and 4. These results are carefully analysed to identify how pupils' attainment could be improved.
111. Work is regularly marked, although teachers rarely add written comments to identify how pupils could improve. The school has thorough systems in place to track pupils' progress, and this information is used very successfully to set targets for what pupils should be achieving. A good feature of target setting is the way that pupils are involved in the process.
112. The subject is well led and managed, with a clear focus on raising attainment and the quality of teaching. The co-ordinator monitors planning and has a good understanding of the comparative strengths and weaknesses in the subject, including the need to develop pupils' use of their mathematical skills in practical situations. The school has identified the need to give the co-ordinator more opportunities to monitor and support colleagues at work in the classroom. This would help to maximise the impact of the co-ordinator's work.
113. Resources are good. The school has benefited enormously from additional funding as a result of its former grant maintained status and this has been used effectively to improve resources and raise standards.

SCIENCE

114. Pupils' attainment is in line with national averages by the end of Year 2, and broadly in line with national expectations by the end of Year 4. Attainment in science is not significantly different from the time of the last inspection. Throughout the school, all pupils, including those with special educational needs, make satisfactory progress overall. Nevertheless, as at the time of the last inspection, pupils' skills in applying what they have learnt are not developed effectively.
115. National Curriculum teacher assessments at the end of Year 2 show that pupils do not achieve as well in science as they do in English and mathematics. Attainment is in line with national averages but well below the average for similar schools. In a recent survey of parents carried out by the school, science was considered to be one of the weaker aspects of the school's work.
116. By the end of Year 2, pupils have a sound knowledge of facts about topics such as healthy and unhealthy eating, and a clear understanding of life cycles. They make thoughtful observations during practical activities and are beginning to consider reasons for grouping materials together, such as by texture. Higher attaining pupils use their literacy skills well when finding out about

various materials in library books. They do not consider different ways of showing the information they have collected.

117. Pupils in Year 4 understand that different materials are suited to different purposes and describe some of their relevant properties. Pupils know basic facts about space, although they show some confusion over aspects that have not been covered in sufficient depth, such as the position of the earth, sun and moon in relation to day and night. When carrying out investigations, pupils demonstrate a lack of skill in using their own ideas, in considering whether they have carried out a fair test, and in providing possible reasons for their findings. Throughout the school, limited use is made of numeracy skills to take measurements and present information in graphs or tables.
118. Pupils with special educational needs make satisfactory progress overall, and they are given effective support during practical activities. However, their written work is not always completed, indicating that the method of recording is sometimes too difficult or that they have not had enough support.
119. As at the time of the last inspection, the quality of teaching is satisfactory overall. An example of good teaching was observed in Years 1 and 2 when the teacher had high expectations of pupils who were sorting materials and giving reasons for their choices.
120. Lesson planning is clear and detailed, and teachers explain the purpose of lessons effectively. Teachers provide good information at the start of lessons. For example, in a Years 1 and 2 lesson, the teacher used a selection of objects to explain clearly the difference between man-made and natural objects. Praise is used effectively to encourage all pupils to contribute to discussions, although some pupils in Year 4 call out answers rather than wait to be asked. Overall, pupils respond well in science lessons, work together co-operatively and behave well.
121. Effective use is made of resources to help aid understanding. For example, in Years 3 and 4, the teacher used a selection of bottles and bags to encourage pupils to discuss the pros and cons of objects made from different materials. Teaching assistants give effective support to pupils with special educational needs. Teachers do not always make enough use of scientific vocabulary such as 'transparent' or 'change of state'. Lessons are less effective when they are too long and pupils start to lose interest.
122. When teachers mark pupils' work, spellings are corrected but comments do not always identify how pupils can improve their scientific skills. Pupils are given some interesting homework, such as keeping a diary to show the phases of the moon.
123. Whilst the curriculum for science meets statutory requirements, the subject is not covered in enough depth. The limited time allocated to the subject during the year means that pupils do not develop a good range of skills in devising their own tests. In addition, some individual lessons are too long and pupils lose concentration. The school has identified the need to review the curriculum and is in the process of changing the scheme of work. The present scheme has led to some repetition of work and lack of depth of study in some topics. There was no scheme of work at the time of the last inspection. The subject makes a good contribution to pupils' spiritual and social development. For example, pupils in Years 1 and 2 were thinking about how natural materials are made, and they worked together co-operatively in small groups.
124. Teachers assess pupils' work at the end of topics, and older pupils carry out their own evaluations. Whilst these clearly show what pupils remember, as at the time of the last inspection, teachers do not use this information well to plan future work. No record is kept to show how pupils' skills in devising and carrying out investigations are developing, and, as a result, pupils usually carry out the same tests and record their findings in the same way irrespective of their prior attainment. The school has identified the need to develop assessment procedures.
125. The subject has not been an area for recent development. There was no co-ordinator for the

subject at the time of the last inspection. The new co-ordinator has received valuable training, has a good understanding of strengths and weaknesses, and has started to monitor the work of colleagues. There are plans to make greater use of the pond and wildlife area. Effective use is made of visitors to add interest to the subject. For example, pupils benefited from a demonstration about 'space' from a theatre group. Pupils use information and communication technology to find out more facts about the topics that they are studying.

ART AND DESIGN

126. No lessons in art and design were on the timetable during the inspection. Judgements on pupils' attainment and progress have been made by scrutinising samples of pupils' work and teachers' lesson planning.
127. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 4. All pupils, including those with special educational needs, make satisfactory progress throughout the school. Standards are broadly the same as at the time of the last inspection. Pupils in Years 1 and 2 make some useful evaluations showing how they can improve their work. For example, one pupil wrote that he would try not to smudge the picture next time. Pupils look closely at the work of famous artists, such as Van Gogh, and write observations about the colours used and the mood of the characters in portraits. Their own portraits show a good attention to details of facial features. Lower attaining pupils show less detail in their evaluations and artwork.
128. In Years 3 and 4, pupils make effective use of space and line when painting group portraits of their friends. However, the quality of colour mixing is variable, with some pupils not taking enough care when completing their work, and this was also the case at the time of the last inspection. Higher attaining pupils show a good understanding of perspective when drawing playground furniture. They make careful observations before painting characters standing in different poses. Pupils designed and made colourful and well-constructed clay plaques in the shape of houses, with support from a parent governor who is an artist. Clay tools were used very effectively to make intricate relief patterns. On this occasion, pupils took great care to produce work of a high standard. Some interesting pictures were made as part of a topic on 'water', with effective use of paint, tissue paper, sand, sequins and shells.
129. As at the time of the last inspection, it is not possible to form a judgement on the quality of teaching, although lesson planning shows that pupils are taught a suitable range of skills and techniques and learn to work with various media. The teacher of pupils in Years 1 and 2 provides pupils with some good opportunities to explore how various materials can be used in a collage, and they create a good range of effects by twisting, folding, tearing, pleating and tying different papers. Teachers in Years 3 and 4 do not always have sufficiently high expectations of pupils' finished work. A suitable scheme of work has been introduced since the last inspection. The curriculum is satisfactory and provides pupils with a suitable range of experiences. However, some of the unfinished and hurried work suggests that pupils do not always have sufficient time to finish a project and make improvements. As at the time of the last inspection, there are no formal procedures for assessing pupils' work and, as a result, opportunities for extending pupils' skills are missed.
130. Art and design is not a current subject for development. The co-ordinator is aware of the need to improve assessment procedures to help plan work that meets the differing needs of pupils. There continue to be satisfactory resources for appreciating, designing and making works of art. Pupils make appropriate use of art packages on the computer to make pictures, and they benefit from a visit to a national art gallery.

DESIGN AND TECHNOLOGY

131. No lessons in design and technology were on the timetable during the inspection. Judgements on pupils' attainment and progress have been made by scrutinising samples of pupils' work and teachers' lesson planning.

132. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 4, and all pupils, including those with special educational needs, make satisfactory progress throughout the school. Standards are broadly the same as at the time of the last inspection. Pupils in Year 2 make clear designs for glove puppets using their own ideas, with higher attaining pupils labelling different parts of their plans. Lower attaining pupils make simpler designs. However, pupils do not list the materials they plan to use. Most pupils have good sewing skills when joining two pieces of fabric together or adding decoration. They use small, even stitches and understand that sizing, interesting character and completed sewing add to the quality of a finished product. Pupils make good use of a range of interesting materials, such as beads, sequins and threads, to make their designs unique. They are happy to discuss their designs and talk about what works well. Pupils show an understanding of the need for axles when they make wheeled vehicles from reclaimed materials.
133. In Year 4, pupils make colourful designs for food packaging, showing an awareness of what might attract a potential customer. However, finished products are not always completed with care, and designs often include a number of spelling errors.
134. There is not enough evidence to form a judgement on the quality of teaching. However, teachers' lesson planning indicates that some suitable skills are being taught. Appropriate use is made of pupils' numeracy skills. For example, pupils in Year 4 were challenged to make packaging using geometric shapes that would hold 5 sweets. However, some opportunities are missed when pupils do not indicate the intended size of their models on their designs. In Years 1 and 2, the teacher writes helpful comments on pupils' designs to help them improve their work. Teaching was variable at the time of the last inspection, with some unsatisfactory teaching being observed.
135. The curriculum is satisfactory overall, although there is limited evidence to show that pupils develop a wide range of skills. Pupils use information and communication technology appropriately when making a list of instructions for their model making. There continue to be no formal procedures for assessing pupils work and, as a result, opportunities for extending pupils' skills are missed.

GEOGRAPHY

136. No geography lessons were timetabled during the inspection. Judgements on attainment and progress have been made by scrutinising pupils' work from the previous term and looking at teachers' planning.
137. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 4. This represents an improvement for pupils in Years 3 and 4, where standards were unsatisfactory at the time of the last inspection. Although all pupils are now making satisfactory progress, it is still limited by the amount of time available for the teaching of the subject. This means that in Key Stage 2, in particular, topics are not studied in sufficient depth and some learning is superficial and could be extended further.
138. By the end of Year 2, pupils are beginning to develop a sound understanding of where they live and they understand the difference between different sorts of settlements. They know that not all places are the same and can explain how the coast differs from the village they live in. They name the common geographical features of the coastline, such as 'cliff', 'hill', 'pools' and 'rocks'. Most pupils can label the various countries on a map of the United Kingdom, though lower attaining pupils make errors when doing so. By the end of Year 4, most identify on maps the countries in Europe and continents in the world. They learn about a village in India and can explain how weather patterns vary from place to place. However, some of their work shows a limited understanding of the impact of location on climate in the different seasons. For example, a pupil wrote that 'At Christmas it normally snows because it is cold'. Pupils in Years 3 and 4 produced interesting 'holiday brochures' about different countries, based on their own research using the library and various types of ICT such as CD-ROMs.

139. There is not enough evidence to make a judgement on the quality of teaching. A scrutiny of pupils' previous work indicates that pupils are given too few opportunities to use their literacy skills to support their learning, with too many activities based on worksheets. This means that pupils are not encouraged to write purposefully. They are often given the same piece of work whatever their ability. This means that learning is uneven, with the needs of all pupils not being met consistently and some pupils struggling to complete work.
140. Since the last inspection, the school has significantly improved the quality of planning to ensure that skills are learnt progressively. Teachers' planning is detailed and includes helpful evaluations of what has been achieved in a lesson. However, it does not always make clear what pupils of differing age or ability are expected to learn in a lesson. Geography is taught in half termly blocks, and a scrutiny of pupils' work shows that the amount of time allowed for the study of different topics is not enough for them to be covered in sufficient detail. This means that, overall, the curriculum lacks breadth and balance.
141. Work in geography makes a sound contribution to pupils' cultural development by extending their knowledge of the world and its peoples. For example, pupils in Years 3 and 4 know about some of the features of life in India.

HISTORY

142. No history lessons were timetabled during the inspection. Judgements on attainment and progress have been made by scrutinising pupils' work from the previous term and looking at teachers' planning.
143. Pupils' attainment is in line with national expectations by the end of Year 2 and Year 4, and all pupils, including those with special educational needs, make satisfactory progress overall throughout the school. Although standards are similar to those found at the time of the last inspection, they could be higher, given the capabilities of the pupils. The organisation of the curriculum means that pupils do not get enough time to study topics in detail, and as a result, their knowledge is rather superficial. Pupils discuss key features of the various periods in history they have studied. They have a clear understanding that information about the past can be collected from a variety of sources, and know that significant changes have occurred throughout our history that affect our lives.
144. Pupils in Years 1 and 2 know about famous people such as Florence Nightingale. They write her story in their own words and answer simple questions about her life. However, they have little understanding of why she is an important historical figure. In Years 3 and 4, pupils learn about the Anglo-Saxons and Vikings. They understand where they came from and where they settled. They have learnt that place-names can indicate which people first settled in a place. However, they produce very little written work on the topic and show no evidence of a deeper understanding of the impact of the Anglo-Saxons or Vikings or their real significance in the history of the United Kingdom.
145. There is not enough evidence to make a judgement on the quality of teaching. A scrutiny of teachers' planning and pupils' work shows that pupils often do the same activity whatever their age or prior learning. This means that work is not always matched closely enough to individual needs, with lower attaining pupils sometimes struggling to complete work and higher attaining pupils not being sufficiently challenged. Teachers throughout the school continue to make insufficient use of pupils' literacy skills because they provide too many worksheets and drawing activities whereby pupils show what they have learnt.
146. Whilst the curriculum is broad, not enough time is allowed for the subject, with the result that topics are not covered in enough depth. This has a negative impact on pupils' learning. Teachers mark pupils' work and often make helpful comments on their planning at the end of lessons to identify what has been learnt. However, there are no other procedures for assessing or recording pupils' attainment and learning over time.

147. Good use is made of visits and visitors to make learning enjoyable and purposeful. For example, pupils in Years 3 and 4 recently visited a 'living museum' where they learnt about life in an Anglo-Saxon village. This helped to bring the period alive for them. Opportunities for pupils to carry out personal research are limited. Pupils occasionally use ICT to help them discover more facts about the topics that they are studying, but not enough use is made of the well-resourced library to support learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

148. At the time of the last inspection, provision for ICT was unsatisfactory. This no longer the case, although there remain areas for further improvement. The school has improved resources and is now using a commercial scheme of work to help teachers in planning work. Standards of pupils' attainment have risen and are now satisfactory overall.
149. Throughout the school, pupils develop satisfactory word-processing skills. By the end of Year 2, they can type simple texts using a computer and play a range of language and mathematical games. Pupils know how to move shapes around the computer screen using the 'mouse' and change the colour and size of different shapes. They are beginning to use the computers to make different sorts of artwork. By the end of Year 4, pupils have improved their word-processing skills. They change the font-type, colour and size of their text. They successfully use data handling programmes to produce simple graphs, for example based on data banks on the children in their class. Pupils in Years 3 and 4 produce from literacy lessons writing that shows a good awareness of how word-processing can make their presentation attractive to an audience. Pupils are beginning to use the internet to find information, although these skills are only just being developed.
150. The quality of teaching is satisfactory. Teachers are more confident about using computers than at the time of the last inspection, and are beginning to use ICT to support teaching in other subjects. However, this aspect is still under-developed, and teachers' lesson planning does not consistently identify how ICT will be used. On the few occasions that ICT was used during lessons, pupils worked purposefully and with great enthusiasm. They were well supported by teachers and made steady gains in knowledge, for example learning how to word-process instructions. When teaching specific skills in the ICT suite, teachers successfully introduce new techniques and give pupils opportunities to practise those skills. This approach is most effective when pupils are then given the chance to consolidate their skills back in the classroom in other lessons.
151. The school teaches all aspects of the subject required in the National Curriculum and the provision is broad and balanced. Good use is made of the new scheme of work to identify what pupils should be learning from year to year. Arrangements for assessing pupils' learning are satisfactory, with progress assessed at the end of each unit. However, greater account needs to be taken of pupils who bring good skills from home. Planning does not show how these higher-attaining pupils are to be challenged.
152. Resources are good, and the school has a good number of computers for its size. However, the current arrangements for use of the ICT suite mean that pupils do not get enough access to the facilities. Pupils have ICT lessons in half-termly blocks, timetabled when half of the school's pupils are swimming. Pupils do not have ICT lessons in the half term in which they are swimming, which means that there are large gaps between units of study. This, coupled with the limited opportunities pupils get to use the computers in the classroom, slows the pace at which pupils learn new skills. In addition, pupils get very few opportunities to work independently in the ICT suite. This means that, at the moment, an expensive and valuable resource is being under-utilised.

MUSIC

153. No lessons in music were on the timetable during the inspection. There was not enough

evidence to form a judgement on teaching or pupils' attainment and progress. Singing in assemblies is tuneful but subdued and not always in time. Pupils listen carefully to pre-recorded music, and members of staff draw their attention to facts such as the composer's name and type of music being played. Older pupils know the names of various instruments. Attainment in music was below national expectations by the end of Year 4 at the time of the last inspection.

154. The subject is allocated less time than that recommended nationally, though teachers' lesson planning shows that the recommended curriculum is covered. Pupils have the opportunity to pay for additional lessons to learn to play the recorder or keyboard. A specialist music teacher provides clear instruction, and lessons make a valuable contribution to the pupils' learning. However, the behaviour of a small number of older pupils is unsatisfactory during these lessons and this can reduce their effectiveness. As at the time of the last inspection, there are no formal procedures for assessing pupils work.
155. The subject co-ordinator is aware of the need to provide training to improve the confidence of members of staff in teaching the subject. Teachers also needed training at the time of the last inspection. The quality and quantity of musical instruments has been improved since that time. Effective use is made of visitors such as a group of African musicians, to broaden pupils' knowledge. There are still no formal procedures for assessing pupils' work so that work planned can match their needs more closely.

PHYSICAL EDUCATION

156. During the inspection, lessons in only swimming and gymnastics were timetabled. Judgements on the attainment of pupils have been based on the work seen in the timetabled lessons and discussions with pupils and members of staff.
157. The school has improved standards in swimming since last inspection so that pupils' attainment is now good. The good quality of teaching and the high pupil-to-adult ratio in swimming lessons has a good impact on the rate at which pupils learn new skills. The youngest pupils who have only just started swimming lessons are quickly gaining confidence in the water, with some already moving around the beginners' pool using different swimming aids. By the end of Year 3, many pupils are able to swim more than 25 metres, with some using well developed swimming strokes. Higher attaining pupils swim confidently for longer distances on their front and back, and jump confidently into the water from the poolside. Pupils with special educational needs are integrated well into lessons and are quickly gaining new skills. They are well supported by the teachers in swimming lessons.
158. In gymnastics, pupils continue to achieve satisfactory standards for their age. By the end of Year 2, pupils move confidently around the hall, making different balances and body shapes. They follow instructions carefully and are beginning to develop complicated series of movements involving different balances. By the end of Year 4, pupils show greater confidence at working on apparatus, and perform gymnastic actions with control and accuracy. Pupils handle resources sensibly and work co-operatively when required to do so. They are beginning to show a good awareness of the effects of exercise on their bodies.
159. The quality of teaching is good. Visits to the swimming pool are well organised, with a good awareness of health and safety issues. Lessons are taken by teachers from the leisure centre, and they have very good subject knowledge. They introduce new skills carefully, ensuring that pupils are given many opportunities to practise new skills in order to improve their confidence. Praise is used effectively to help the less able, and one-to-one support is provided when needed.
160. In gymnastics, pupils learn well because of the high expectations of the teacher and the careful way in which new skills are introduced. There is a good pace to lessons and activities are carefully planned to allow pupils to develop and practise a range of movements. For example, pupils in Years 1 and 2 were able to work on balancing, rolling and jumping skills before putting them together into a sequence of movements. The teacher emphasised the need for pupils to

think about what they were doing and effectively supported individuals, helping them to improve their work. Pupils are given good opportunities to show the rest of the class examples of their good work. Behaviour is managed very effectively, and pupils respond well to the sensitive way in which the teacher helps them as they work. Pupils work enthusiastically in lessons, co-operating well when required to do so by an activity.

161. The curriculum is carefully planned to include all aspects of the National Curriculum. Older pupils have the opportunity to extend their skills on residential trips. They have the chance to take part in a range of outdoor and adventurous activities, such as archery and orienteering. Medium term planning is detailed and shows how pupils are to develop skills over time. Teachers assess learning in lessons, but there are no other procedures for assessing or recording pupils' attainment and learning over time.
162. The school's accommodation has recently been improved so that physical education lessons can now be held in the school rather than the village hall. This means that time is not wasted due to a lengthy walk. Nevertheless, the time allocated to physical education remains very high because the visit to the swimming pool for a half-hour lesson occupies most of an afternoon.
163. A limited range of extra-curricular provision enriches learning opportunities. Pupils are able to take part in a football club run by a commercial organisation. Occasional use is made of visits by coaches from various sports, such as mini-tennis, to introduce pupils to new activities and supplement learning that takes place in the classroom. Pupils are able to compete against each other in lessons and on sports days, but the school does not take part in any competitive activities with other local schools.

RELIGIOUS EDUCATION

164. Pupils' attainment exceeds the expectations of the locally agreed syllabus by the end of Years 2 and 4, and all pupils, including those with special educational needs, make good progress in developing a good breadth of knowledge and understanding about various world faiths. Attainment and progress have improved since the time of the last inspection when they were unsatisfactory in Years 3 and 4. Pupils in Years 1 and 2 understand that different books can be special to people, and can give sensible reasons for their preferences, such as a present from a loved relative.
165. Pupils in Years 3 and 4 develop a good knowledge of the world around them. For example, they understand the importance of natural resources, such as water and they empathise well with people in parts of the world where clean water is scarce. They develop a good understanding of the importance of various customs and festivals of Islam and Judaism, and consider issues such as the importance of reflecting on how to behave and the purpose of fasting. Pupils take a genuine interest in the beliefs of others and in significant aspects of other faiths.
166. The quality of teaching is better than at the time of the last inspection and is now good. A specialist teacher has taught religious education throughout the school until recently, but another member of staff has now successfully taken over this role. Lessons are carefully planned and the purpose of work is made clear to pupils at the outset. The teacher sets clear expectations for pupils' behaviour and talks sympathetically and frankly about their feelings on topics such as the death of a grandparent. Pupils gain confidence when hearing about the teacher's own fears and how these are overcome. The teacher shows sensitivity and due reverence when handling and discussing Holy books, such as the Bible, Torah and Qu'ran, and shares her good subject knowledge with the pupils. A good range of teaching methods, such as whole class and group discussions, story telling and the sharing of resources, helps to make lessons interesting.
167. Suitable homework makes a valuable contribution to pupils' learning. Pupils are very interested in taking part in discussions and work together co-operatively in small groups. However, the written work of some pupils in Year 4 is not presented with care, and they have limited opportunities to develop their writing skills because written accounts are brief. Pupils have good

opportunities to develop their speaking, listening and reading skills when taking part in discussions and finding out more facts about the topics being studied. Lower attaining pupils are given some support in recording their thoughts, and sometimes use diagrams to show their ideas.

168. The curriculum is well matched to the requirements of the locally agreed syllabus and lesson planning is thorough. The subject makes a good contribution to pupils' social, moral and cultural development. Pupils discuss how they make choices, such as who is to share the group's ideas with the rest of the class, and gain a good insight into how people of other faiths live. Pupils spontaneously decided to raise money for charity after listening to a harrowing story about people dying from a lack of water, and showed a good understanding of how fortunate they are to enjoy a safe water supply. As at the time of the last inspection, procedures for assessing pupils' work are unsatisfactory. Whilst pupils' work is regularly marked, there is little evidence of the teacher's comments having an impact on the quality of written work. There is some evidence of information and communication technology being used to carry out some research work. Pupils extend their knowledge and understanding of various places of worship when they visit a Sikh Gurudwara and the local Methodist church.