

INSPECTION REPORT

NORTH CERNEY C of E PRIMARY SCHOOL

North Cerney, Cirencester

LEA area: Gloucestershire

Unique reference number: 115640

Headteacher: Mrs Bridget Goodrich

Reporting inspector: Mrs Barbara E Doughty
22261

Dates of inspection: 27th – 29th May 2002

Inspection number: 195254

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	North Cerney Cirencester Gloucestershire
Postcode:	GL7 7BZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jane Horton
Date of previous inspection:	17 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Barbara E Doughty Registered inspector 22261	The Foundation Stage curriculum English Art and design Design and technology Music Physical education Equal opportunities Special educational needs	What sort of school it is and what it should do to improve further The school's results and achievements How well the pupils are taught How well the school is led and managed
Mr Ernie Marshall Lay inspector 14141		How well the school cares for its pupils How well the school works in partnership with parents
Mrs Christine Canniff Team inspector 18703	Mathematics Science Information and communication technology Geography History Religious education	Pupils' attitudes, values and personal development How good the curricular and other opportunities offered to the pupils are

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a very small village primary school for pupils aged four to eleven. There are just 31 pupils on roll; 18 boys and 13 girls. Pupils come from a wide range of socio-economic backgrounds, which overall are broadly average in national terms. All of the pupils come from English-speaking families, although there are two from ethnic minority backgrounds. The take-up of free school meals is broadly average at 19 per cent and the percentage of pupils with special educational needs is high at 38 per cent. Two of the pupils have statements of special educational needs; this is six per cent and is well above average. Pupils' attainment on entry varies from year to year because of the small numbers involved, but is more often below that found typically elsewhere. There have been many staffing changes since the last inspection, including four different head teachers.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils do well over time because of effective teaching. Consequently, by the time they leave the school, standards are above average in mathematics and science and average in English. Very good leadership and management mean that teachers are clear about what to do to raise standards and the school has very good capacity to improve further. This school is expensive to run. Nevertheless, it gives sound value for money because pupils do so well.

What the school does well

- Pupils learn well over time and standards are above average in speaking, listening, mathematics, art and science because of effective teaching and enriched curricular provision.
- Rapid learning takes place in literacy in the juniors because of very good teaching.
- Pupils with special needs do well because their learning is organised effectively and they get good support from learning support workers.
- The provision for the youngest children in school is good because it is based on learning through observation and exploration.
- Pupils' behaviour is very good. Relationships throughout the school are excellent; this promotes pupils' very good attitudes to learning.
- The focus on improvement is well embedded throughout the school. Very good evaluation of what does and does not work in teaching is leading to better standards in teaching.

What could be improved

- Standards in writing are not good enough. This is because pupils do not have sufficient opportunities to develop their writing skills in other subjects and in their creative writing in English lessons. Handwriting is often untidy.
- The short and disjointed organisation of the school day means that there is insufficient time to teach all of the subjects in enough depth, particularly religious education where the limited time means standards are below those expected.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since its last inspection in 1997. All of the key issues have been dealt with and many recent improvements have led to improved teaching and learning and raised standards in mathematics and science. The implementation of the new teaching guidelines means that teachers know how to build pupils' learning systematically over time. Their effective use of the new achievement records means that they are clear about how to adapt the work to suit those pupils who need to work at the higher and lower levels. The provision for pupils' personal development has improved significantly, mainly because of the excellent provision for their social and moral development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	N/A	C	C
Mathematics	D	N/A	B	B
Science	B	N/A	C	C

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

The very small number of pupils in each year group means that results are not always published and comparisons with other schools are unreliable. Standards are rising over time and, although the school is unlikely to reach its unrealistically high targets this year of 100 per cent attaining the expected level in English and mathematics, the standards the pupils achieve in lessons show that they do well at this school. Children learn well in the Reception group and although they do not quite attain the early learning goals identified for their age in communication, language, literacy, mathematics, and knowledge and understanding of the world by the end of the year, they do well from their low starting point on entry to school. By the time they get to the end of the infants, most pupils reach the expected level in speaking, listening, reading, and mathematics and above it in science. They make good progress throughout the juniors so that by the time they leave the school, their standards are above average in speaking and listening, mathematics and science. Reading standards are broadly average by the end of the infants and juniors, but writing standards are not good enough. Pupils do not write creatively enough and their handwriting is untidy. Standards in art are above the level expected for eleven year old pupils by the time they leave the school. Standards in information and communication technology (ICT), design and technology, geography and physical education are broadly as expected by the ages of seven and eleven, but are below those expected in history and religious education. Although pupils do well enough in those aspects of history and religious education that they are taught, some aspects are not covered in sufficient depth because of the limited time available and this lowers standards overall. Standards in music are insufficiently high in the infants and barely so by the end of the juniors. This is partly to do with the low subject teaching time, but more to do with weaknesses in teaching. Pupils do not find their work interesting and because of this their learning is unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic learners and work extremely hard.
Behaviour, in and out of classrooms	Very good. Pupils understand and respond well to the school rules. The high demands teachers make on pupils to behave well mean that pupils nearly always do as expected.
Personal development and relationships	Excellent. Pupils of all ages carry out jobs around the school and take responsibility.
Attendance	Satisfactory, although the small number on roll means that the unavoidable prolonged absence of a few pupils affects the attendance rate overall.

Pupils want to do well, encouraged by their good understanding of how to bring about improvements to their work. They take responsibility for organising, for example, the ordering of equipment for the Year 6 recreation area and representing schoolmates and making decisions at school council meetings.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
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.

Teaching and learning are good overall. The school meets the needs of all of its pupils well. Boys and girls are taught equally well and those pupils with special needs make good progress because work is suited to their needs and learning support workers help them in lessons. Effective teaching means that pupils learn well in lessons and over time. Mathematics and science are taught effectively throughout the school and standards are high in these subjects. English teaching is satisfactory in the infants, but not good enough in writing because the pupils get too few opportunities to write creatively. English is taught well in the juniors, but there is too much ground to make up because skills have not been sufficiently taught and learnt in the past. Consequently standards are insufficiently high, particularly in writing. In general, lessons in all subjects are well prepared. The information gained from the assessment of pupils' progress is used effectively to help teachers to set work at different levels according to pupils' assessed needs. Relationships are excellent and praise is used well to encourage pupils to work hard, particularly those that find this hard. Teaching methods are adapted as necessary to ensure pupils understand the work and that they are aware of what they are learning, giving purpose to their efforts. Pupil management is good and pupils concentrate well because of this. Teachers have good subject knowledge in mathematics and science in the infants and juniors and in literacy in the juniors; this means that explanations are clear and precise and that pupils understand what to do and, most importantly, how to do it. Basic numeracy is taught well, reading skills are taught satisfactorily, but more could be done to teach pupils to write creatively, particularly in the infants. Writing is not promoted effectively through work in other subjects and handwriting is not taught well enough in any of the three teaching groups; consequently pupils do not always write neatly. The teaching of music is unsatisfactory because teaching fails to inspire the pupils; pupil management is weak, pupils misbehave, and insufficient learning takes place.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Enriched through links with the community, by visits and visitors, and by after-school and lunchtime clubs.
Provision for pupils with special educational needs	Good. These pupils do well because teachers are clear about what they should be working on next and learning support workers guide them effectively in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Exceptional provision for social and moral development. Pupils are involved in decision making through their work on the school council and play a very important and influential role in deciding on school routines and general procedures.
How well the school cares for its pupils	This school provides good care for its pupils. Effective assessment procedures mean that teachers are clear about what pupils need to learn next and the excellent procedures for promoting good behaviour and supporting pupils' personal development are extremely successful. Consequently, pupils are very happy to come to this school.

This school works well with parents. However, the low weekly teaching time and the disjointed organisation of how subjects are taught means that not all of them are taught in sufficient depth and this results in low standards in history, religious education and music in particular.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership and management by the head teacher means that the three teachers, including the head teacher, support each other exceptionally well and the good team spirit amongst all staff means that things get done. Subject leadership and management are good and there is a clear sense of direction for the development of English, mathematics and science in particular.
How well the governors fulfil their responsibilities	Satisfactory. Their increasing involvement in analysing results and exploring what is happening in school mean that governors are becoming more influential in determining the direction of the school and more active in holding staff accountable for what is happening.
The school's evaluation of its performance	Very good. The head teacher in particular is very clear about what is and is not working and this means that this school knows what needs doing to bring about improvements, and how to do it.
The strategic use of resources	Good. The money is wisely spent and the governing body have strategic plans for years to come. They apply the principles of best value when making financial decisions.

The head teacher and governors are aware that teaching in music is unsatisfactory and are dealing with it. The number of teaching and support staff is good and class sizes are necessarily low given that there are sometimes as many as four year groups in one class. Learning resources are satisfactory overall, but there are some shortcomings in history and religious education and staff have to borrow from the local library service and their own collection of objects and artefacts. Accommodation is unsatisfactory and staff struggle to teach the physical education curriculum effectively. Although they manage, the arrangements eat into valuable teaching time and this is unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards their children achieve and the progress that they make. • The way staff help their children to overcome difficulties in learning and in their personal relationships with others. • The way the school encourages their children to behave well and always do their best. • The information they get about how their children are doing at school and what is happening on a day-to-day basis. • The response staff make to their suggestions and concerns. 	<ul style="list-style-type: none"> • Some parents feel that the school does not do enough to teach good handwriting and that the work the older pupils are given does not help prepare them well enough for secondary school.

Parents are very happy in general with the work of this school. Inspectors agree with all of their positive comments. They also agree with parents that handwriting is not taught well enough, but judge homework to be relevant to what pupils do in school and a useful aid to learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The very small number of pupils in each year group means that results are not always published and comparisons with other schools are unreliable. However, the work the pupils are doing and their achievement over time shows that they do well at this school. Nearly all of them usually attain at least the expected level and a high percentage attain the higher level in tests in speaking and listening, mathematics and science by the time they leave the school. Standards in reading are broadly as expected, but pupils do not do well enough in writing. Those with special needs achieve well because their work is suitably adapted to meet their needs. Boys and girls usually perform as well as each other in lessons, even though boys tend to do better in the national tests than the girls do. However, again, there are such low numbers involved that any comparisons with what happens nationally must be treated with extreme caution.
2. Pupils' attainment on entry varies from year to year, again because of the small numbers involved, but it is more often below that typically found elsewhere. Children do well during their first year in school; even so, by the end of the year, they do not quite attain the expected levels for their age in communication, language, literacy, mathematics and knowledge and understanding of the world. However, the gap between their attainment and that of most other children is narrower by the end of the year than it was at the beginning. Reception children make particularly good gains in mathematics and knowledge and understanding of the world. This is because their mathematical learning is built systematically over the year and their practical experiences give them a good understanding of historical, geographical and scientific ideas in particular.
3. Pupils in Years 1 and 2 in the same class do equally as well. They achieve particularly well in mathematics and science, again because of effective teaching in these two subjects. They have a secure grasp of number patterns and work confidently with numbers up to 100. They confidently explain how they arrive at answers and successfully solve number problems using the skills of adding, subtracting, multiplying and dividing. In science, they have a good understanding, mainly through their practical work, of the different scientific ideas, such as what plants need to make them grow and how exercise keeps humans healthy. Although pupils speak confidently about what they are doing, their writing up of experiments is not good enough and masks the good level of understanding that they show in conversation. This is also true in other subjects such as design and technology and history.
4. Infant pupils make sound progress in reading. They read with developing accuracy and particularly enjoy reading information texts, showing lots of interest in non-fiction books, but less in storybooks. They extract information easily from books in the school library. However, they do not talk confidently about the stories they are reading or have read and do not offer opinions about which they like best. When reading aloud, they miss words out that they do not know and do not read with good enough expression, losing meaning.
5. Pupils do not do well enough in writing. This is because they do not have enough opportunities to write creatively and consequently they struggle to create and maintain story lines. In contrast, there is good emphasis on report writing and book reviews.
6. Junior pupils make good progress in mathematics and science but, like their schoolmates in the infants, although they make sound overall progress in English they do not do well enough in writing. Effective literacy teaching has brought about rapid progress this year, but the pupils' skills are not secure enough to enable Year 6 to attain high enough levels. Years 3 and 4 are set to do better, however, and so standards are likely to improve over time. However, pupils do not have enough opportunity to write

extensively and their ability to write a long story is limited. They read fluently and talk eagerly about what in the stories they like and dislike, but do not refer to the text to support their opinion or views and this stops them attaining the higher level. Their speaking and listening skills, however, are good. These pupils explain themselves well and express opinions confidently. They listen to what others have to say and respond sensibly with views of their own.

7. Handwriting throughout the school is not good enough and consequently pupils' work is often untidy and poorly presented.
8. The school will, it seems, come close to meeting its rather ambitious targets for the number of pupils reaching and exceeding the expected level in English and mathematics. These targets were set some time ago at 100 per cent in both subjects. Although not all pupils are likely to attain the expected level in the tests, some of those in Year 6 who do not historically perform well in test situations are attaining expected levels in their work in class, particularly in mathematics, indicating that their everyday achievement is better than that portrayed in their test work.
9. Standards in design and technology, geography, ICT, and physical education are broadly as expected by the end of the infants and juniors and pupils make sound progress in these subjects. Standards in art and design are above those expected by the time the pupils leave the school. Their drawings show accuracy and their replication of colours shows precision. They use shading well to create depth and line to create contours. There is some variance, however, in how well pupils do across subjects, due to inconsistencies in the allocation of teaching time. The 'transfer of learning' mornings, during which two particular subjects are targeted each half term for additional teaching, are supposed to allow some catching up to be done, but this is not successful. Consequently, standards are currently below what they should be in religious education, history and music because, although pupils' learning is satisfactory in what they are taught, particularly in religious education and history, there are some aspects of these subjects that are not taught in sufficient depth, lowering attainment across all of the subjects' elements.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour and personal development are very good and contribute significantly to their good achievement over time. This shows good improvement since the last inspection. The schools' commitment to help each child to fulfil his or her potential within a Christian caring community is evident in the fostering of pupils' awareness of learning, caring and sharing and improving standards in all they do.
11. Pupils enjoy coming to school. They show this by arriving on time and are well prepared for lessons each morning. Learning is enjoyable and so pupils are highly motivated. They are happy to discuss what they are doing in lessons and talk enthusiastically about trips to places, such as South Cerney. The youngest children settle into school well and quickly adapt to routines. They pay good attention in lessons and are keen to learn and take part in all activities. Throughout the school, pupils show very good attitudes to learning and concentrate well in lessons. They are willing to listen and take advice, verbal or written, in order to improve their learning.
12. Behaviour in lessons and around the school is very good. Pupils understand the 'golden rules' and teachers' high expectations of good behaviour. Whilst records show that a very small number of pupils with special educational needs display challenging behaviour, this is handled well and was hardly noticed during the inspection. However, some pupils misbehaved in the music lessons because they did not find the work interesting. Over the past two years there have been no exclusions. Pupils of all ages have a very good sense of fairness and are developing a very good awareness of the impact of their behaviour on others. No bullying, racist or sexist behaviour was observed during the inspection and pupils raised no concerns in these.

13. Personal development is excellent. Pupils of all ages willingly accept additional responsibilities given to them, from taking the register to the office to being elected as representatives on the school council. All council members are volunteers. They canvass suggestions for school improvement from their classmates and this allows them to put forward their views. The ways that decisions are made become clearer to them and they learn how care must be taken in giving everyone the chance to have their say. Pupils believe that the council is worthwhile and helps to improve the school for others. They are developing a good awareness of citizenship in their positive approach to environmental issues such as recycling waste.
14. Relationships throughout the school are excellent. Staff set very good examples and pupils display the same care and thoughtfulness for each other that they see between the staff. Pupils are happy to be involved in the 'Buddy' system and any pupil sitting on the painted seat at playtime is approached by schoolmates to see if help is needed. Older pupils help and support the younger pupils when working together during the 'transfer of learning' mornings and in general around the school. Pupils are friendly and polite to visitors, converse well, and show mature attitudes.
15. Pupils' attendance is satisfactory and in line with the national average for primary schools. The small number of pupils on roll means that prolonged medical absence and extended holidays taken by one or two pupils can have a significant effect on the school's attendance figures overall. There is no unauthorised absence and no evidence of persistent lateness. Children like to come to this school and a high proportion of them arrive early by bus from the area surrounding the village.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching and learning are good overall and this means that pupils do well at this school. The overall quality of teaching has improved recently because of the newly appointed head teacher's effective identification of what aspects of teaching bring about the most effective learning. This means that teachers are clear about how to achieve better pupil learning in lessons and over time, and has led in turn to improved standards in mathematics and science in particular.
17. Teachers throughout the school prepare their lessons well. Teaching and learning resources are readily available, for example in a geography lesson where junior pupils had good access to the four-figure grid used to show pupils how to locate a position on an Ordnance Survey map. This means that lessons, once they start, usually continue briskly and little time is lost. However, sometimes there is some time wasted beforehand gathering on the carpet, for example, and pupils waiting aimlessly for the lesson to start. This uses up valuable teaching time and cuts short evaluation and reflection time at the end of lessons.
18. Teachers are very clear about what pupils should learn by the end of each lesson or series of lessons. They share this information with the pupils so that they understand the purpose of their hard work and why they need to do it. This involves pupils very well in their own learning. In addition, during lessons, teachers talk to pupils about their work and how well they are doing. The comments that they make, along with those that they write in pupils' workbooks, praise what pupils do well and then tell them what they need to work on next. This makes pupils very aware of what to do to achieve better standards.
19. Teachers use the national teaching guidelines well, particularly in English, mathematics and science, to make sure that pupils in different years are taught what they should be; this means that pupils' learning is built successfully over time. Teachers adapt the work suitably by making good use of what pupils already know, understand and can do to suit those who learn at different rates and work at different levels. This is particularly difficult to achieve in a school that has, for example, as many as four different year groups in one class. Nevertheless, it is something that the school has worked hard to deal with and teachers now successfully give groups of pupils different work based on their previous learning. Teachers can do this because their questions probe what pupils already know and they then use the

information gleaned to change track if pupils have difficulty understanding a new idea. For example, in a previous Year 5/6 English lesson, the teacher realised from her questioning and analysis of pupils' work that they were struggling to understand the idea of passive and active tense. Several lessons later, she revisited the concept, but this time in a different way; pupils understood this time around and made good progress.

20. Teachers' subject knowledge is generally good, mainly because they use the national guidelines so well, and this means that their explanations are clear and their answers to pupils' questions are accurate. They demonstrate ideas well and this aids pupils' understanding further. For example, in a Year 2 mathematics lesson when pupils were exploring the relationship between addition and multiplication, the teacher showed them how adding the same number on again and again was the same as multiplying.
21. Relationships are excellent and teachers praise pupils constantly for their hard work and good achievement. This gives pupils confidence to try new things and not be afraid to make mistakes. This is particularly effective with those pupils with special educational needs, who learn well over time and make good progress. There is a particularly high number of pupils with special needs and the school meets these very successfully. This is because learning programmes identify precisely what these pupils struggle with and how their learning difficulties should be dealt with.
22. The teaching and learning of the Reception children are good. These children are provided for well within the youngest class, where they are taught with the Year 1, 2 and 3 pupils. Their learning is based on observation and exploration and they do well because of this. Their understanding of ideas is enhanced because of the practical nature of their work and their curiosity is stimulated through lots of interesting things, such as the role-play café, 'Percy's potting shed', and the opportunity to look after the class hamster. The teacher has good knowledge and understanding of the teaching guidelines for children of this age and uses these well to plan suitable work. Questions are aimed at an appropriate level and enable these children to be involved in all activities. When some of the explanations are considered to be beyond their level of understanding, a support worker works with them effectively at a more suitable level, away from the main group.
23. The teaching of mathematics and science is good and standards are above average in both subjects because of this. In mathematics, pupils' skills are built on systematically over time and, in science, the practical nature of the work increases pupils' understanding of scientific ideas. Occasionally in science, the pace of working in Years 1 and 2 is a little slow with too much time spent explaining the work. This dampens pupils' enthusiasm and gives them less time for completing their work. Consequently, standards are not always as good as they might be.
24. The teaching of English in the juniors is good and often very good and has led to pupils making rapid progress this year in particular. This is because the teacher has recognised that pupils have not done enough in the past to learn to write lengthy accounts of events or extended stories. She has started to deal with this and already improvements are evident. In contrast, however, the teaching in the infants has not done enough to improve pupils' writing skills, and pupils in Years 1 and 2 do not get enough opportunities to write creatively. In addition, the opportunities pupils have to write in other subjects are limited and this does little to promote writing. Handwriting is not taught effectively enough throughout the school and as a result pupils do not write neatly enough.
25. The teaching of music is unsatisfactory because it fails to interest and stimulate the pupils. Time was wasted, for example, correcting mistakes on song sheets and rearranging seating positions. Activities are repeated too often, pupils lose interest, and progress is slowed as a result.

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

26. The school provides a good range of learning experiences that are relevant to the ages and interests of its pupils. All of the subjects of the National Curriculum and religious education are taught and there is satisfactory emphasis on the development of skills, knowledge and understanding in all subjects ensuring that most work undertaken by pupils builds on their previous learning. Since the last inspection the school has put in place teaching guidelines for all subjects.
27. However, there are some areas for improvement. The total number of teaching hours per week for Years 3 to 6 is low, two hours less than that recommended nationally. Although the percentage of teaching time allocated to the majority of subjects is broadly average, the actual time these subjects are taught is below that found in most other schools. This prevents pupils learning some things in some subjects in enough depth and restricts the progress that they could otherwise make. Consequently, standards in religious education and history are lower than expected. In addition, it limits the school's flexibility to provide extra time for priority developments, such as writing. The weekly 'transfer of learning' morning, during which particular subjects are focused on for half a term, was set up to help resolve identified gaps in pupils' learning caused by this time shortage. For example, the focus for the present half term is on data handling and physical education. These mornings involve the whole school. Although the sessions make a significant contribution to pupils' social development and pupils generally enjoy the activities, the actual gains in their learning and the development of their skills does not warrant the amount of time spent. For example, pupils had to queue in order to have a turn at carrying out the physical activities that provided the data for their graph work. There is not enough focus in the planning of these mornings on what each year group is to learn or what specific physical education skills will be taught.
28. The quality and range of learning opportunities for children in the Reception group are good and take account of the recommended curriculum for their age. Carefully planned and structured experiences give them a good start to their education. The National Literacy and Numeracy Strategies are well established for pupils in Years 1 to 6. Planned opportunities to promote independent writing are too few, however, both in English and other subjects. A good range of activities is well planned to give pupils a secure grasp of basic number skills. Mathematics is evident in other subjects, such as science and art. Planned opportunities for scientific enquiry contribute to pupils' good achievement in this subject. ICT is used effectively to support other subjects.
29. The school is strongly committed to doing its best for all pupils and ensures that all of them have full access to the curriculum regardless of ability, gender or background. Work is carefully planned to meet the needs of the different ages and attainment groups within each class. This, combined with pupils' individual learning targets in literacy and mathematics, helps pupils to learn effectively. The provision for pupils with special educational needs is good. These pupils receive good support from teachers and learning support workers to help them achieve the targets set out in their individual learning plans.
30. There is a very good range of activities outside lessons, which enrich the quality of the curriculum. The residential trip for pupils in Years 5 and 6 provides opportunities for outdoor activities such as canoeing and orienteering. Other visits and visitors are chosen well to support pupils' learning in geography, history and the arts. The school has strong links with the local community. Parents and villagers hear pupils read, one elderly resident teaches crochet to pupils, and parents help out with breakfast and netball clubs. Grandparents support work in history, for example with their reminiscences of the coronation of Queen Elizabeth II. Pupils take part in sporting events and competitions with other local schools and also in music-making initiatives.
31. The school makes very good provision for pupils' personal, social and health education. This is an integral part of the curriculum and is also promoted through assemblies and circle times, when pupils are encouraged to talk uninterrupted about a variety of different things. For example, pupils learn to deal with disappointment and discuss how people are different. Sex education and drugs awareness are dealt with effectively. The work of the school council provides good opportunities for pupils to discuss issues

such as school rules and behaviour, as well as seeking ways to improve the school. For example, Year 6 pupils have designed, created, and painted their own recreational area. There are many opportunities for pupils to work together, with older pupils supporting the younger ones, and for pupils to take on responsibilities in the day-to-day life of the school.

32. The school makes very good provision overall for pupils' spiritual, moral, social and cultural development. The provision for pupils' moral and social development is excellent. The school has improved further upon the previous inspection's positive report on this provision.
33. Provision for spiritual development is good. The quality of the collective acts of worship is very good. There is a well-planned programme of assemblies that includes the celebration of Christian festivals and aspects of other faiths and deals with themes such as giving and receiving, and respecting each other. Pupils are encouraged to take part in singing and prayer, and to reflect sensitively on issues raised in stories and on those that affect their lives and the lives of others. They respond well to these opportunities and some are keen to stay behind after the assembly to share their thoughts with the head teacher. Teachers successfully promote pupils' awareness of the wonders of nature when, for example, they explored the parts of a flowering plant in science. The enjoyment and excitement that pupils experience in their learning contributes well to the spiritual dimension of their lives.
34. The school is very successful in promoting pupils' moral and social development. These are underpinned by the school's behaviour code. Much of the provision is embedded in its everyday life and teaching. The head teacher and staff consistently apply the school's behaviour policy. They provide good examples, treating other members of the school community and each other with courtesy and respect. Pupils are taught right from wrong through the values promoted in assembly and in lessons. All classes have the 'golden rules' prominently displayed and corridors and communal areas have posters, which pupils have designed themselves, about care for others and promoting moral standards, for example, "Be kind and helpful", "I will be honest." Pupils' good behaviour reflects the impact these messages have.
35. Pupils are encouraged to view themselves as part of a community. They are taught to value their own lives within the community and the different experiences of others. Responsibilities around the school are taken up willingly and pupils are encouraged to look out for one another, for example, when the older pupils look after the younger ones during the 'transfer of learning' mornings. The school values its pupils, who, through the school council, have a voice in the day-to-day life of the school. Day and residential visits and after-school clubs provide other opportunities for pupils to work together and with others. These and other initiatives, such as the support given to national charities, for example through taking part in a sponsored event for the British Heart Foundation, help to develop pupils' social skills and contribute to their personal development.
36. Provision for the cultural development of pupils is satisfactory. Pupils of all ages are taught to appreciate their local environment and their cultural traditions through visits to places of interest and visitors to the school. Visits from theatre groups and opportunities to take part in singing events with other schools provide pupils with experiences they may not have previously encountered. Although pupils learn about aspects of others' cultures in geography and religious education, this is not well represented in pupils' work and overall the multicultural aspect of pupils' education is underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. This small school has a caring community ethos and promotes a warm and friendly environment where pupils are well known to all the staff and are made to feel secure. The school gives high priority to identifying the personal and academic needs of the pupils and supports them well as a result. In matters of routine safety about the premises, the school makes good use of the services and advice of professional help provided by the local education authority. The safety testing of fire detection systems

and school evacuation procedures is regularly organised and evaluated for effectiveness. First aid procedures are satisfactory. Procedures for child protection are in place and staff are aware of their roles and responsibilities.

38. The mixed-age classes provide good opportunity for the older children to show care and concern for the younger ones. Children entering the Foundation Stage are quickly settled in and any pupils joining after the start of the school year are made very welcome.
39. The school's requirements for attendance are clearly set down in the prospectus and included in the home school agreement. The monitoring of attendance is thorough and centres on a first day approach to parents or carers by the school secretary if any unexplained absence occurs. Any absence of three days or longer results in the school sending work home for children to complete and this minimises lost learning time. The school discourages family holidays being taken in term time. Parents must submit written application for consideration. Work missed by pupils taking these holidays is given out on their return to school.
40. The school has a very good approach to promoting good behaviour through its ethos and aims, which are evident within all of the school's activities. There is a written policy that covers successfully anti-bullying and racism aspects. The school has derived a set of 'golden rules' for classroom behaviour and a similar set for playground behaviour. Staff set and demand high standards.
41. Pupils' personal development is assessed and recorded through baseline assessments shortly after entry to school and continually through their first year in school. Progress thereafter is monitored through regular discussion between the staff and a summary is entered on pupils' annual reports for parents' information. The small numbers of pupils enables the staff to form excellent relations with all pupils and to accurately identify their needs. The support given is both relevant and effective as a result. Pupils are encouraged to take on additional responsibilities in the classroom and playground to help them develop a sense of personal responsibility. Formation of the school council has provided the elected pupils with the opportunity to help improve the school on behalf of their classmates.
42. The school has good procedures for assessing pupils' attainment and progress. The recording of the skills, knowledge and understanding acquired by pupils has improved since the last inspection and a consistent approach has been adopted. Pupils' attainment records provide a clear picture of how individuals are achieving and how well they are progressing, particularly in English, mathematics and science. The school looks carefully at the results of pupils' performance in tests and also teachers' assessments and uses this information effectively to plan pupils' learning and set targets for individuals. The work from a sample group of three pupils of different attainment in each year group is used to track pupils' attainment and progress throughout their time in the school. This provides useful information on how well pupils are doing and where they need to improve. The school is now planning to track the progress of all pupils in this way.
43. Pupils with special educational needs are supported well. Their individual education plans are regularly reviewed and new targets agreed with the children and their parents. The school uses the services of a range of visiting specialists to provide additional support to the already good level given by the staff and classroom assistants.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parental support for the school declined during the recent unfortunate period of staff changes, but is now beginning to show encouraging and positive signs of significant improvement. The quality and success of the school's partnership with parents are back to where they were at the time of the last inspection; the numbers of pupils on roll is rising as more parents wish their children to be taught at this school.

45. The head teacher has recently carried out a parental satisfaction survey modelled on the inspection format, to which 50 per cent of parents responded. The responses show a high level of satisfaction with the school. Those areas where parents felt improvements could be made have been incorporated into the school improvement plan. All parents have been given a copy of the questionnaire results' summary and made aware of the school's proposals.
46. The quality and quantity of information provided for parents are very good. There are weekly 'pink parent post' newsletters supplemented by 'yellow peril' letters, which cover items of particular importance. The prospectus is detailed and well presented. Pupils' annual reports give a thorough account of their achievements and have a section for parents' comments. Three parent evenings are held each year and the head teacher informs parents that they are always welcome to come into school if they have any problem or concern. Parents say the school is very approachable and responds well when told of parental concerns.
47. A small number of parents and friends of the school attend regularly to give help with listening to children read and with preparing resources. Parents have given practical help with the construction of the adventure play equipment and making curtains and display materials. The parent teacher association is again small in number but does not lack enthusiasm. In addition to the help detailed above, the association has helped purchase computer equipment and meets the costs of transport for visits and visitors. The association organises fund-raising events and its members are pleased to see the level of community support increasing.
48. Parents are encouraged to help with homework, such as topic research when required, and to complete reading diaries as well as make comments in their children's homework record books. The head teacher and staff take a proactive approach to build up the amount of parental support. The outcomes are showing in more effective links with parents and a positive contribution by them to their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The head teacher provides excellent leadership and management and her perceptiveness of what is and is not working has already led to numerous improvements since her appointment last January. The weaknesses identified in the last inspection have been dealt with, many of them recently. Despite her heavy teaching commitment, the head teacher leads and manages the school with energy and enthusiasm and works tirelessly to improve what the school has to offer. The relationship she enjoys with the pupils is exceptional. She knows each one by name and shows them equal courtesy and respect. They, in turn, respond positively to the challenges and responsibilities that she gives them, such as showing visitors around the school and making telephone enquiries about the price of new equipment. Her infectious eagerness to make the school more successful has led to the formation of a hard-working team, all pulling in the same direction. The newest teacher, appointed a year ago, is delighted with the support she has been given since the new head teacher arrived and has been through a very thorough and effective induction process.
50. The role that the governing body plays in the leadership and management of the school is already satisfactory but is increasing as governors become more aware of what is happening in school and more involved in forward planning. They have a tight grip on the school's finances and make sure that priorities identified for improvement are funded appropriately in order for them to come about. They plan ahead well and have explored several scenarios in case the numbers of pupils on roll drops further. They are informed well by the head teacher and staff about what is going on in school and this means that although their limited involvement in the past has lessened their ability to hold the school accountable for what is happening to standards and achievement, they are starting to ask questions and so influence change.

51. Subject co-ordination is extremely difficult with a teaching staff of just three, including the head teacher. Nevertheless, such is the team spirit in this school that the teachers work exceptionally well together to manage the subjects between them; the leadership and management of English and mathematics are particularly good. Staff are clear about what is happening in the different subjects and what needs doing to improve the provision. Under the direction and guidance of the head teacher, they are starting to focus appropriately on what they can do specifically to raise standards. This is reflected in the school improvement plan, which identifies relevant priorities for development and focuses effectively on how to improve pupils' attainment.
52. The effectiveness of this plan is helped by the head teacher's perceptive evaluations of what is happening in lessons and her scrutiny of how well pupils do in lessons and over time. Her findings accurately pinpoint what is working well and highlight relevant areas for improvement. For example, the weaknesses in music teaching have been picked up and are being dealt with. Her frank and open discussions with staff means that teachers are clear about what is and is not working and, most importantly, how they can bring about improvements. She and the governors have identified that the time in school is below national figures and that some subjects have too little taught and have started to discuss with the local authority about what can be done to change this. This idea of continual evaluation is starting to become embedded in the work of both pupils and staff. Teachers are focusing increasingly on how improvement can be brought about, helped further by the successful implementation of the performance management programme. This means that there is an atmosphere of excitement for the future and very good capacity for further improvement.
53. There is a commitment from staff to ensure that pupils of different gender, background and ability achieve equally well. The head teacher has very good knowledge of individual pupils and any concerns about either their academic performance or their personal welfare are dealt with swiftly and effectively. The provision for those pupils in school with special educational needs is managed very well. The learning support workers are fully involved in reviewing the progress these pupils make and support them effectively in lessons. Pupils are involved in evaluating their own learning needs. The new tracking procedures set up recently by the head teacher are starting to pinpoint where pupils make the most and least progress so that the school can explore the reasons why.
54. The school building is very small and the accommodation is inadequate to teach physical education effectively. Although the school has tried to find ways around the difficulties caused by not having a school hall, this involves, every summer term, a weekly 15-minute bus trip to another school; this uses up valuable teaching time, which is already limited. The library is small, but is being moved to a larger area so that pupils have more space to browse and enjoy the books available. Learning resources are adequate overall but they are insufficient in history and religious education, although the school overcomes this by borrowing from the local library service and by staff bringing in artefacts for pupils to look at.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The school should now:

- (1) Improve standards in writing by:
 - i) giving pupils more opportunities to write creatively;
 - ii) ensuring that handwriting is taught effectively and that pupils always take care to present their work neatly;
 - iii) promoting writing through work in other subjects such as history and science.

(Paragraphs 1, 3, 5-7, 24, 28, 74-77, 79, 89, 103, 113)

- (2) Make sure that the length of the school day and the organisation of the time within it allows sufficiently for all subjects to be taught in enough depth in order that pupils attain at least the standards expected for their age, particularly in religious education.

(Paragraphs 9, 17, 23, 27, 85, 92, 95, 109, 110, 113, 127-129)

In addition to the issues above, the governing body should have regard to the following minor areas for improvement identified in the report when writing its action plan:

1. Pupils' knowledge of other cultures is under-developed. (Paragraph 36)
2. There is too much time given to transporting pupils to other schools for physical education activities because the accommodation is unsatisfactory to teach physical education effectively. (Paragraphs 54, 124, 126)
3. Standards in music are not high enough and pupils do not enjoy their singing, composing and performing, mainly because of weaknesses in teaching. (Paragraphs 25, 119-123)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

14

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

26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	4	8	0	1	0
Percentage	0	7	29	57	0	7	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 seven percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	31
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	2
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
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	6.6
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	3	1	4

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

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	*	*	*
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	4	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	55 (78)	82 (78)	91 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	64 (*)	73 (*)	82 (*)
	National	72 (70)	74 (72)	82 (79)

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

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	28
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	3.0
Number of pupils per qualified teacher	10.3
Average class size	15.5

Education support staff: YR– Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	43

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	170527
Total expenditure	154171
Expenditure per pupil	3352
Balance brought forward from previous year	13516
Balance carried forward to next year	29872

Recruitment of teachers

Number of teachers who left the school during the last two years	3.8
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	31
Number of questionnaires returned	9

Summary of parents' and carers' responses

On balance, most parents are very happy with the work of this school. They are pleased with what their children do and learn and the progress that they make. They say that staff identify quickly when their children are struggling with a particular aspect of their work and appreciate the way that they then help the pupils to overcome these difficulties. Parents particularly like the implementation of the 'golden rules' and how these help to teach the pupils right from wrong. Pupils know how to behave as a result and parents are particularly pleased with this aspect of the school's provision. They appreciate the information they receive from the school about how well their children are doing and the regular newsletters that are colour-coded to indicate importance. They are very happy with the response staff have to their concerns and suggestions and there is an overall feeling amongst parents that this is a 'listening school'. However, they do not think that their children are taught to write neatly enough and believe that, in general, their children do not get enough homework to prepare them for what is to come at secondary school.

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

56. Reception children are taught in the same class as the Years 1, 2 and 3 pupils. Although there is currently only one Reception-aged child in the class, there are usually more. For example, there were four children last year and there are likely to be eight next. Good improvements have been made to the provision for the youngest children in school since the last inspection. The quality of teaching has improved from sound to good and consequently, children learn well during their first year in school. This is because there are many opportunities for them to learn through observation and exploration. The teacher has a good understanding of how young children learn and plans their work very effectively using the curriculum and teaching guidelines for the Foundation Stage. She assesses how well these children do and uses the information effectively to adapt their learning experiences.
57. It is difficult to make an overall judgement about the attainment of children by the end of Reception because, with such small groups, it varies so much from year to year. However, it is more often slightly below the expected level than securely within or above it, except in personal, social, emotional, physical and creative development where children do particularly well and most achieve the early learning goals by the time they start Year 1. Whatever the attainment is by the end of the year, however, it is clear from looking at the entry assessments and the work of the current Reception, Year 1 and Year 2 pupils at the end of Reception, that children do well during their first year in school.

Personal, social and emotional development

58. This area of learning is particularly well provided for and children securely attain the early learning goals identified for their age by the end of the Reception year. They settle quickly into school routines because they have the opportunity to work and play with others who have been in school longer. Even though there are sometimes few children of the same age in the class, the youngest group benefit from having older children working alongside them. They quickly learn to share equipment and adult time and attention and patiently wait their turn in, for example, question and answer sessions. There are lots of interesting things around the room for them to do such as role-play areas where they can play with others, books to read, and objects to count.
59. Children talk about their classroom with pride. For example, when showing inspectors around the room they eagerly pointed out the different areas and explained their work, for example on the computers and in the class café. This is because they are interested and excited about what they do. They like to try new activities and enjoy the practical nature of their work, such as taking care of the class hamster. Consequently, by the end of the year, most of them maintain good concentration and work well individually or as a group. They dress and undress quickly for physical education lessons, without a lot of adult support, and select and use resources independently.

Communication, language and literacy

60. Although they do not attain the early learning goals every year by the end of Reception, children make good progress in this area of learning because of effective teaching. Teaching makes good use of children's previous learning to adapt work suitably in order to build on what individuals already know, understand and can do. Effective support from learning support workers means that children confidently get on with their tasks. For example, in a literacy lesson, after the initial lesson introduction, the youngest children left their classmates on the carpet to work on their own with a support worker. They got on very well with their writing and made good progress in building up words using what they had learnt about letter sounds.

61. Most children, by the end of the year, can write recognisable letters and know the first and last letters of words, using this to help them spell words independently. They show interest in books and retell familiar stories confidently. They experience writing for different purposes in the different role-play areas, such as when taking orders in the café and keeping a diary in the 'potting shed'. They write accounts of what they have done last night, for example, or during the weekend and about stories they have heard. Their speaking skills are well developed because they have many opportunities to talk about their activities. Children are listened to and given time to clarify their thoughts, feelings and ideas and because of this they express themselves well and with increasing confidence.

Mathematical development

62. Children make significant progress in this area of learning because the work is adapted well to meet their assessed needs and there are lots of mathematically stimulating things around the room for them to do. Although they do not attain the early learning goals securely enough in all aspects of mathematics by the end of the year, they recognise the value of different coins from 1p to 20p and accurately count, "How many pennies altogether?" This is because they use number regularly in play activities, for example when pricing the menu items in the café and handling money as either server or customer. Consequently, they have a well-developed sense of number and can add sets together up to at least ten. They arrange objects according to size and use language such as 'greater', 'smaller' and 'lighter'.
63. Mental arithmetic sessions at the start of the mathematics lessons focus equally on the younger and older children in the class and the teacher's questions involve all of them well. The teacher skilfully assesses how far she can move the younger children on as she notes what they are learning from the more difficult work of their classmates. For example, whilst the older children doubled numbers and counted in fives and tens, the youngest hung socks in pairs on a washing line, learning to group things in twos. Constant questioning from the teacher probed their understanding and further activities built their counting skills.

Knowledge and understanding of the world

64. Children have a satisfactory knowledge and understanding of the world by the end of the Reception year because they have lots of practical hands-on learning experiences that are carefully planned using the Foundation Stage curriculum guidelines. For example, they grew cress from seeds and used it to make egg and cress sandwiches, which they then took great delight in eating. They learn what creatures need to survive through, for example, taking care of the class hamster and talking about what it likes to eat and how it makes its nest, and through exploring the different 'bugs' living in Robinswood Park. They look at and talk about the different types of houses in the village and use photographs later to remind them about what they have seen.
65. Their work is based mainly on practical experiences, which not only makes it more meaningful to them but also means that they sometimes manage to complete some of the more advanced National Curriculum work of the older pupils, such as naming parts of a plant, like the flower head, stem, root and leaf.
66. Their computer and other ICT work is particularly good. They use the two classroom computers confidently, knowing how to insert a CD into the drive and how to 'wake up the computer' from sleep mode by moving the mouse. They fax messages to other children saying, for example, 'I have made cress sandwiches' pressing the *OK* button themselves. They use computers to draw pictures and create musical sounds.

Physical and creative development

67. The emphasis on the practical nature of the youngest children's learning experiences means that their physical and creative development is good over time and they mostly attain the early learning goals in these two areas of learning by the end of the Reception year. Teaching achieves a good balance between children working independently and with support.
68. In a physical education session, one of the youngest children was determined to beat his previous time taken weaving between cones. His determination to succeed, cheered on by a teacher and his older schoolmates, drove him to do it. By the end of the Reception year, children move with confidence and a good awareness of space.
69. There are lots of opportunities for children to be creative using different materials and they soon learn from this how to handle and use, for example, fabrics, paint and malleable materials and know which tools are most useful for a particular job. They paint patterns on butterfly shapes and then fold the paper over to create a symmetrical effect. They sew patterns onto leaf shapes with equal sized stitches and boldly print shapes on paper.

ENGLISH

70. Although most Year 2 and Year 6 pupils are on course to attain the expected level for their age by the end of the year, some are not, and not enough of them are likely to attain the higher level, bringing standards overall to below last year's national average. However, this reflects pupils' below average attainment on entry, and shows sound progress over time. Those pupils with special needs do well because teaching focuses on what they need to learn and good support from learning support workers helps them to achieve success.
71. Speaking and listening skills are taught well and because of this, standards throughout the school are good. Teachers encourage pupils to talk and give them good opportunities to meet with and hold conversations with others. Consequently, pupils are confident speakers and good communicators, who engage the listener well. For example, when one of the inspectors visited the school prior to the inspection one of the Year 6 pupils showed her round, explaining the layout to her and talking about how things had been changed, such as the creation of a Year 6 'recreation' area. During the inspection, two Year 6 pupils telephoned a number of toyshops in the local town to enquire about the price of a football game for the area. They confidently asked for the price and if there were any shops in the same chain any closer to the school. They discussed things sensibly and explained their past and present work articulately. They offer opinions, for example, about books they have read and respond sensibly to what others have to say.
72. In reading, most pupils attain the expected level for their age by the end of Years 2 and 6, but few attain the higher level. This is because although Year 6 pupils can retell the main parts of the stories or information texts that they are currently reading, they find it difficult to use the text to explain and support their views and this blurs their reasoning. Nevertheless, they read with reasonable understanding, mainly because good teaching encourages them to use a range of different text to get information, such as telephone directories and non-fiction books. They have favourite authors and talk about what they like about the different styles of, for example, Jacqueline Wilson and Dick King Smith. They enjoy the humour, for example of Roald Dahl's *Charlie and the Chocolate Factory* and the adventurous antics of J K Rowling's *Harry Potter*. They read with developing expression and pause momentarily at the commas so that their reading makes sense to others. They use clues to determine unknown words, such as when deducing that 'Scarborough' must be the name of a person or place because it starts with a capital letter and because the text talks about 'a gift from Scarborough'. They talk excitedly about the main characters, laughing as they read the bits they particularly like. This enthusiasm is due to good teaching and the teacher's own infectious delight for reading. Pupils quickly find information books in the library by using the classification system and extract relevant information from them about, for example, dinosaurs and life in Ancient Egypt. They research history and

geography topics on the Internet and download the information they want to retain. They read books at home as part of their homework, for example completing a chapter, or starting a new book.

73. Whilst improvements to the teaching of reading are not yet impacting on the attainment of the oldest pupils, they are starting to impact lower down the school and this year some Year 2 pupils attained the higher level in the reading test. However, these pupils are much more confident when reading and talking about non-fiction texts than they are about fiction books. They extract information easily from books in the school library, finding out, for example, that “Tyrannosaurus runs with his jaws open” and that “He puts a foot on prey to keep it still”. However, they struggle to talk about stories they have read and enjoyed. When reading aloud, they miss words out that they do not know and do not read with good enough expression, losing meaning.
74. Standards in writing are not good enough in either the infants or the juniors. This is because there are too few opportunities for creative writing in the infants and extended writing in the juniors. Although the quality of teaching is now good in the juniors, pupils’ limited experiences in the past means that many of the skills these older pupils should now have, have not been acquired and so the teacher has to go over things that should have been learnt earlier. This means that although pupils often achieve the expected level when supported in class, they do not do well enough when working independently on test papers. The printed sheets given to them by the teacher, for example, remind them to use direct and indirect speech, how to go about writing a persuasive argument, and how to start to write a poem and this helps them with their day-to-day writing. Their personal targets, such as “Use a dictionary to look up words” and “Spell long words by using syllables and words within words”, challenge individuals to work hard and remind them of what to do to achieve better standards. But this is too late to impact on pupils’ learning this year, particularly for the older pupils. However, pupils in Years 3 and 4 are already showing signs of doing better than their older classmates as the effective teaching starts to impact on their learning.
75. Junior pupils write for many different purposes such as posters for the school disco, letters, advertisements and instructions, but their opportunities to write creatively have, up until now, been limited. Although this has been remedied, it is taking time to affect overall writing standards not only in English but also in other subjects, such as when writing imaginatively in history. Nevertheless, because of effective teaching, most of the Year 6 pupils know that paragraphing helps to break up the story into different times and places. They plan stories well and know that it is most effective to start with a short sentence or phrase, like ‘Bang!’ and then go on to explain what the bang was and where it came from. These same pupils talk confidently about the need to use connectives, adjectives, and interesting verbs “to hold and excite the reader”. They use dictionaries and thesauruses confidently to spell and find alternative words. Writing homework is completed with limited enthusiasm but, except for learning spellings, pupils do not always see the point of what they are given to do.
76. Infant pupils have many opportunities to write reports, book reviews and instructions such as after visiting a local park. However, whilst the technicalities of their writing are developing well, such as their use of punctuation and sequencing events in order, pupils are less secure at putting together a story and sustaining the plot. When asked what they need to think about when starting a story, answers included “Once upon a time ..”, “One day ...” and “I don’t know!” This is because they have had very little opportunity to write creatively since the end of the autumn term because the focus since then has been on report writing and recording information.
77. Handwriting throughout the school is not good enough. Infant pupils form their letters correctly most of the time but these are inconsistently sized. There is a lot of crossing out and messy work, which spoils the overall writing in both classes.
78. The teaching of English is good in the juniors and satisfactory overall in the infants. The junior teaching is inspirational. It captures the interest of the pupils and, because lessons are planned well and notice is

taken of what pupils can and cannot do, teaching builds pupils' knowledge and understanding well over time. For example, when Year 6 pupils showed in a previous lesson a lack of understanding of using passive and active tense, the teacher planned another lesson, but this time she explained the idea more demonstratively and this resulted in better understanding. Learning was made fun through the playing of a mime game and pace was maintained through the constant changing from teacher explanation to pupil activity, and then back for more consolidation. Pupils with special needs are supported well and use laptop computers as and when appropriate to help them with grammar and spelling.

79. A particularly good feature of the teaching throughout the school is the effective marking. Teachers' comments are very precise about what pupils are doing well and how they can improve their work. The infant pupils in particular are given attainable targets to work on, with the next one building well on the last. For example, "Write two sentences", followed by, "You have written two sentences, now leave clear spaces between your words" and when that was achieved, "I like it when you join your writing". This gives pupils the confidence to try harder, and good guidance about how to do better next time. However, overall, the teaching of writing in the youngest class is unsatisfactory. This is because not enough is done to promote and develop pupils' creative writing skills. Although most of the pupils create meaning through apt vocabulary, write in sentences using full stops and capital letters, they do not use interesting words for effect or create and sustain story lines.
80. ICT is used well to support pupils' work in English, particularly reading and writing. The older pupils understand the usefulness of computers to check on grammar and spelling and their good typing skills mean that they can type out stories onto the machines quite quickly, saving time.
81. Subject leadership is good. The English co-ordinator has a very clear idea of what is and is not working in English and has already identified teaching and learning in writing as a major area for development throughout the school. She knows what to do to improve this and has already started to raise standards through her own very effective teaching.

MATHEMATICS

82. Standards have risen since the last inspection and most of the current Year 2 pupils are attaining the expected level and most in Year 6 are working at the higher level. Pupils of all ages achieve well because good teaching develops their skills, knowledge and understanding systematically over time from a low starting point on entry to school. Information from assessment is used well to ensure that work is carefully matched to the needs of pupils of different ages and abilities within the mixed aged classes. Pupils with special educational needs get good support and consequently, make good progress. At the start of each lesson, teachers explain to pupils what they are to learn and this helps pupils to have a clear understanding of what they have to do and why and gives them a greater knowledge of their own learning. This is helped further by effective marking that points out to pupils how well they are doing and what they need to concentrate on next.
83. Teaching places strong emphasis on developing pupils' basic numeracy skills and by the end of Year 2, most pupils have a secure grasp of number, and work confidently with numbers up to 100. They understand place value in three-digit numbers and arrange non-consecutive numbers in order of size. Teachers encourage pupils to explain their thinking and the methods they use to solve number problems. Consequently, pupils usually choose appropriate methods for addition and subtraction and are beginning to use informal pencil and paper methods, such as counting on in ones and multiples of 10. They solve money problems, finding totals and change up to and within 100 pence. Higher attaining pupils are beginning to use decimal notation for recording amounts greater than £1. The good questioning by teachers develops pupils' ability to reason about numbers and extends their use of different calculation strategies. Opportunities to explore simple number patterns and relationships help pupils to develop speedier recall of number facts. For example, they know how to go about adding 9 or 19 to a two-digit number and when calculating doubles remember that multiples of 5 end in 0 or 5. Teaching makes good

use of practical activities to develop and strengthen pupils' understanding of number, shape and data handling. Pupils collect, sort and represent data in simple block graphs and pictograms, including those generated using ICT, for example, to show the effects of exercise on the heart rate. They learn about symmetry by looking at examples in nature and painting butterflies.

84. Pupils continue to make good progress and by the end of Year 6, they are all working at the level expected and a significant proportion beyond this. They calculate accurately with whole numbers and decimals using standard written methods. For example, they divide a three-digit number by a single digit and express the answer as a decimal. Pupils have a good understanding of the relationship between fractions, decimals and percentages and use this to calculate $17\frac{1}{2}$ per cent of whole number quantities. Teaching provides pupils with good opportunities to explore mathematics in real-life situations. For instance, they carried out a survey to collect data to show which sports they take part in. The information was recorded on a range of graphs and charts including line graphs and bar graphs generated by use of ICT. When working with shapes and measures they use the formula to calculate the area of a rectangle and sort two-dimensional shapes by their symmetrical properties.
85. The quality of teaching and learning is good throughout the school. Teachers know what is required of the National Numeracy Strategy and teach it well. They explain the work effectively and involve pupils through questioning and the working of examples. This helps to strengthen pupils' understanding and they begin independent tasks with greater confidence. Pupils listen carefully to the teachers and most concentrate well on the task set. When tasks require pupils to work together they get on well and are willing to help and learn from each other. Teachers manage classes well and they have good relationships with their pupils, who respond well and have positive attitudes to the subject. This makes a positive contribution to pupils' achievement. Most lessons move pupils' learning along at a reasonable pace, but sometimes lessons are slow to start after break and time is lost. Mathematical games played at the end of lessons motivate and challenge pupils with their brisk pace. Pupils' response to this indicates that in some aspects of their learning they can be moved along at a faster rate.
86. Each class has the additional help of a learning support worker. These adults provide good support in lessons because they give good guidance to individuals and groups and allow full participation of pupils with special educational needs. They help pupils to understand what is being discussed and offer timely help when pupils are having difficulties. As a result the learning of pupils with special educational needs is good.
87. The subject is led well and there are appropriate targets for its further development. Assessment procedures in mathematics are good. The information is used well to modify teaching plans and to set individual learning targets for pupils. These targets identify what pupils need to learn and be able to do. Teachers provide pupils with opportunities to use their numeracy skills in other subjects of the curriculum. For example, in geography the use of grid references in map work draws on their knowledge of co-ordinates, and they use data handling to analyse the results of scientific investigations.

SCIENCE

88. Over half of the current Year 2 and Year 6 pupils are working at above the expected level for their age. This is better than at the time of the last inspection, when standards were broadly average. The strong emphasis on investigative and experimental work enables pupils to learn through first hand experience and is helping them to improve their understanding of scientific processes. This has a positive impact on their progress and all pupils, including those with special educational needs, achieve well in relation to their attainment when they started school.
89. Pupils in Years 1 and 2 are taught basic scientific skills well though investigative work and this promotes an interest in science. The good use of resources arouses pupils' interest and holds their attention. For example, in a lesson about plants, they were keen to touch the roots and discuss what they saw. They

observed closely and recorded their observations in simple words, pictures and charts, using ICT where appropriate. However, expectations for what they can achieve in written work are not high enough and this means that the recording of their work does not give a clear picture of what pupils know and understand. Nevertheless, it is clear that most of the Year 2 pupils understand that living things need food and water to live. They investigate the conditions needed for plant growth by growing cress under different conditions. Their recognition and naming the main parts of a flowering plant are accurate and many of them have some understanding of how and why flowers attract bees. They are aware that exercising assists humans in keeping healthy and produce bar charts to show the effects of exercise on the pulse rate. Pupils understand that there are different light sources and identify these in examples such as a torch and the sun. They explore simple circuits to learn how to make a light bulb light up.

90. Pupils in Year 6 are attaining nationally expected levels and half are achieving above this, bringing standards to above average overall. This is because good teaching builds on the scientific knowledge and understanding pupils gained in previous years and encourages them to apply this knowledge and understanding when carrying out investigations and in discussion. Consequently, most pupils understand the elements of a fair test. For example, when investigating forces they know that they should use the same equipment and that the object should be “pulled from the same place.” They present their findings in a variety of ways, such as using ICT to create a database showing the properties of different materials. Pupils with special educational needs are supported well to ensure that they can manage the tasks and learn at an appropriate pace.
91. Junior pupils are encouraged to make predictions and draw conclusions from the results of their investigations. However, as in the infants, their recording of these results is inconsistent and pupils do not always make comparisons between the outcomes of an investigation and the prediction or draw conclusions from their findings. They show understanding of how keys are used to identify and group living organs such as petal, stamen, stigma and filament in flowering plants. Pupils have a sound knowledge of physical processes, including forces such as friction and gravity, the effects of the earth’s movement and electrical circuits.
92. The teaching of science is good. Teachers have secure subject knowledge and this means that they give clear explanations and accurate answers to pupils’ questions. They always explain the purpose of the lesson at the beginning of the session so that pupils know what they are to learn and do by the end of the lesson. Teachers plan lessons well and make good use of resources to motivate pupils and promote interest in science. Pupils respond well. They have positive attitudes towards their learning and work well together. Teachers give clear introductions to activities and use effective questioning, encouraging pupils to explain their thoughts and apply their learning. This develops their speaking and listening skills well. For example, in one lesson younger pupils were encouraged to make comparisons between the roots of two different plants, resulting in answers such as, “Both sets of roots take in water; they are both white.” Tasks are often planned at different levels so that work is suited to all abilities. The good use of learning support workers ensures that all pupils, including those with special educational needs, participate fully. There is good ongoing assessment of what pupils understand and can do and this means that teachers recognise if and when individual pupils need further support to ensure that they fully understand what they are learning or to help with their writing. These aspects are fully covered before the lesson ends. Occasionally the pace of working in Years 1 and 2 is a little slow with too much time spent explaining the tasks to pupils, a few of whom are then slow to settle and concentrate and the quality of their written work is not as good as it might be.
93. Marking is good in the junior class with useful comments and questions to extend pupils’ learning and understanding. The subject co-ordinator has only recently been appointed to the position, but has quickly gained a good overview of the curriculum. She has identified clear priorities for the future in order to raise standards further and to extend pupils’ experiences.

ART AND DESIGN

94. No art lessons were seen during the inspection. However, talking with pupils and teachers, scrutinising planning and looking at work that the pupils had done previously, it is clear that standards have improved since the last inspection. Infant pupils make sound progress and attain broadly what is expected for their age by the end of Year 2, as before, but by the end of the juniors, standards have risen to above those expected. This is because the teaching of art and design is sound in the youngest class and good in the oldest one, aided by the implementation of subject teaching guidelines that help teachers to plan lessons so that they build pupils' skills systematically over time.
95. The time allocated to art and design is limited because of the short school day and the organisation of lessons within the day. Nevertheless, some catch-up time is given during the 'transfer of learning' mornings and because of this, there is a satisfactory range of work evident, including clay model making and other three-dimensional artwork. Pupils have good attitudes towards their art and design work, particularly in the juniors.
96. Particularly successful is the way in which artwork supports work in other subjects and vice versa. For example, in science, infant pupils' sketches of the apple tree in the school grounds show how the tree changes with the seasons. Their effective drawings of fruits and seeds show how they have studied carefully what seeds are and where they come from. The composite meadow picture stimulated by their collection of a "caterpillar bite size" of plants and flowers that they saw during their visit to Robinswood Park, is extremely effective and is a good reminder to them of the array of colours found in the natural world. Year 2 pupils talked enthusiastically about their most recent work on lines, for example about creating "strong" and "powerful" lines and their good quality charcoal pictures show how lines can be used to create effective images through the use of open and closed shapes.
97. The work that the infant pupils and their junior schoolmates did on stained glass is exceptional in the way that it supports their personal and social development. For example, having made stained glass effect pictures and looked at them on the windows as the sunlight shone through, one pupil wrote, "I like the way it lightens up the room" and another, "When I look at it through half open eyes they look like flying flowers".
98. Junior pupils' work is of a high standard. Their glass painting is very effective and their pictures of plants, fruits and seeds show good sense of scale and proportion and effective use of shade to create depth. The smudging of colours helps to create a hazy effect on the leaves and their concentration on line intensifies the accuracy of their observational drawings of fruits and seeds within them. Their mixing of colours accurately recreates the colours seen. When talking to Year 6 pupils, it is clear that they enjoy their artwork. They talked enthusiastically about using shading to "create shadow so that you can get roundness" and that "you make secondary colours by mixing primary ones". They talked about how they had designed their glass paintings first and kept working on them until they were right. Their knowledge of famous artists is secure. They talk about, for example, Picasso's "weird paintings with faces in the wrong places".
99. Computers support artwork satisfactorily and pupils throughout the school use them successfully to create computer-generated pictures.

DESIGN AND TECHNOLOGY

100. Standards in design and technology are broadly as expected for pupils aged seven and eleven. Pupils' achievement over time is sound because of satisfactory teaching in both classes.
101. Infant pupils work with a variety of materials including, for example, wood, paper, card and fabric. They make models of ships using construction toys and effective candles from cardboard tubes with cut out coloured paper flames. Lorries made from boxes have wooden axles and card circles for wheels so that

they can move. Pupils follow their own designs and the teacher's step-by-step instructions. They join materials in different ways, such as gluing, stapling and sewing. However, their end products look very much the same and this limits their creativity.

102. Design and making skills are developed further in the juniors when pupils go on to make, for example, bags. These are particularly attractive and well-designed because before they started them, pupils considered what purpose they wanted the bag to serve, such as, "I want it to be waterproof to carry wet clothes for swimming" and "I want straps to pull the bag closed". They considered what their bags would look like and what they would cost to make, linking well with their work in mathematics. For example, some wanted their bag to "be stylish" whilst others wanted it to "put over my shoulder". Although these bags are not yet finished, they have been designed, cut out and pinned together and are well on their way to completion!
103. Years 3 and 4 pupils have designed vehicles and their drawings show thought and consideration about how they will propel these by using their knowledge about electrical circuits acquired in science. Their designs show good attention to detail, such as how elastic bands, powered by an electric motor, will turn the wheels. However, although their designs are labelled, there are no opportunities to practise their extended writing skills by explaining the process of making the vehicle.
104. Pupils of all ages have positive attitudes towards their work in design and technology. "I love designing", announced one Year 6 pupil as she talked about how she had made picture frames from wood and struggled to get the right angle for the corners to fit together. "We had to use a protractor" explained another.
105. Although only one lesson was seen during the inspection, it is clear from talking with pupils and looking at their work that the quality of teaching is satisfactory in the infants and at least satisfactory in the juniors. The way in which pupils use the knowledge and skills that they have acquired in other subjects such as mathematics and science to help them with the work in design and technology is especially good. Standards are not as high as they were at the time of the last inspection. However, the school has worked hard to implement teaching guidelines to ensure that pupils' learning is built systematically over time and that skills are revisited and developed further as the pupils move through the school.

GEOGRAPHY

106. Standards in geography are as expected for pupils' ages in Years 2 and 6. This is the same as at the previous inspection. Due to timetabling arrangements and curriculum organisation only one lesson was seen in geography. However, on the basis of discussions with pupils, scrutiny of pupils' work and teachers' planning, it is evident that pupils of all abilities make sound progress over time and this indicates at least satisfactory teaching.
107. By the end of Year 2, pupils understand that a map represents physical features of a place. They know how the land in the locality is used and have photographed aspects that they felt to be important, using a digital camera. They have studied the different types of houses in the village and drawn simple plans to show their location and a colour-coded key to show the different types. Pupils are developing an awareness of other countries from photographs and information that family and friends have brought back from their visits abroad. They are able to describe some of the differences between this country and Oman making references to the climate, land and buildings. For example, "People (in Oman) wear loose clothing because it is very hot there."
108. By Year 6, pupils have a sound understanding of how to use different maps. They locate places on a map using four-figure grid references and on a fieldtrip to South Cerney applied their knowledge of compass direction through an orienteering activity. Pupils use atlases to locate and identify the main rivers of the world and the ocean or sea into which they flow. They have used an Ordnance Survey map to locate the River Churn and the places through which it flows and considered the possible uses of

the river by humans and wildlife. Pupils are developing a sound understanding of environmental issues. During their fieldwork studies, they investigate what the school throws away each week and the amount of litter found in the village. They make satisfactory use of ICT by recording and communicating this information on graphs and maps. Consideration is given to how the school can reduce waste and the potential of recycling the paper that the school regularly throws away. Their discussions focus on exploring wider issues of the effects on the rain forests and alternatives, such as sustainable forestry.

109. The quality of teaching and learning in the lesson seen was satisfactory. The lesson was well prepared and the teacher was clear about what she wanted the pupils to learn. Focused questioning ensures that pupils apply the skills they are learning. From the evidence of pupils' work and progress, teachers' planning for the development of pupils' geographical skills is sound. However, the below average amount of teaching time allocated to the subject has resulted in some gaps in pupils' knowledge and their written work being rather sparse. Planning is now based on the national teaching guidance to ensure that the geography curriculum is appropriately covered and meets the needs of the different age groups. This has resolved the lack of a scheme of work reported at the time of the last inspection. The marking of pupils' work is brief and gives little idea of how they might improve in the future. There are appropriate visits to support the curriculum and to provide opportunities for fieldwork.

HISTORY

110. Standards in history are below those expected for pupils' age by the end of Years 2 and 6 and are not as high as at the time of the last inspection. Due to the below average teaching time allocated to history the curriculum has not been covered in sufficient depth. As a result, Year 6 pupils have difficulty in recalling what they have learned, although it is clear that they have had some interesting experiences in the past, for example, a Roman day, and visiting actors in the role of the Tudors. However, the school has recently made improvements to the provision and planning is now based on the national teaching guidance, which shows what pupils should be taught each year. This has resolved the lack of teaching guidelines reported at the time of the last inspection. Due to timetabling arrangements and curriculum organisation, no lessons were seen in history. Indications are, however, that what is taught is done satisfactorily, but that overall pupils do not know enough because, due to the organisation of time, not all of the aspects of history are taught in sufficient depth.
111. By the end of Year 2, pupils are developing an awareness of the passing of time and differences between past and present. They distinguish between old and new houses in the village by comparing the materials from which they are built. They have been learning about the coronation of Queen Elizabeth II from eyewitness accounts from their grandparents and know about some of the changes that have occurred during the past 50 years. They know that the early televisions only broadcast in black and white and that there were no video recorders or computers at that time. In discussion, one boy also pointed out that racing cars were a different shape.
112. By Year 6, pupils make satisfactory progress in the development of their enquiry skills. They understand how different sources of information, such as books, the Internet, artefacts, log books and first hand accounts, can be used to provide evidence about events and people in the past. They understand the need to look at a range of evidence and realise that people's accounts and opinions about historical events may vary. Pupils are developing an understanding of the Ancient Egyptians' beliefs about life and death. Through their research work using the Internet, they know the purpose of the pyramids and the burial practices of the pharaohs, including mummification. They understand the term 'cartouche' and know that the Ancient Egyptian picture writing is called 'hieroglyphics'.
113. From the evidence of pupils' work and progress, it is clear that teachers' planning for the development of pupils' history skills is sound. However, the below average amount of teaching time allocated to the subject has resulted in significant gaps in pupils' knowledge. Insufficient attention is paid to adapting the work to suit the needs of the different age groups within mixed-age classes. Teachers' expectations of pupils' writing, throughout the school, are not high enough and there are too few opportunities for pupils to apply and practise their literacy skills by presenting their information in a variety of styles, such as factual writing, writing in role and expressing opinion.
114. Teachers have a clear picture of the strengths and areas to be developed within the subject. Appropriate visitors and visits enhance the history curriculum, but there is insufficient focus on what pupils are to learn from these. Satisfactory use is made of ICT to support learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

115. Pupils' attainment in ICT is in line with national expectations by the end of Year 2 and by the time the pupils leave the school. This is a similar judgement to that reported at the time of the last inspection and indicates satisfactory progress. No direct teaching of ICT was seen during the inspection and little use of computers was observed in lessons. However, evidence was collected from discussions with pupils and the scrutiny of their work. This shows that teaching is satisfactory overall. Through access to the Internet, pupils have the opportunity to practise their ICT skills and develop their knowledge and enhance learning in other subjects, such as in history to find out about the Ancient Egyptians.

116. By the age of seven, pupils are familiar with the use of computer equipment. They use basic word processing effectively to write short captions to show what they are investigating in science or are studying in geography. Their use of different font styles adds interest to their work and pupils successfully change the size of print if relevant to what they are communicating. They collect and present data from their work in mathematics and science, such as the effects of exercise on the heart, and choose which type of graph they wish to present the information on, for example a pictograph or bar chart. Pupils also use a simple graphics program to explore and realise their ideas in art. Their selection of the different tools and colours matches their purpose. All pupils have had an opportunity to use a digital camera to support their work in geography.
117. Pupils continue to develop skills throughout Years 3 to 6 and use ICT to help them with work in other subjects. In Years 3 and 4 they understand how some programs simulate real-life situations and can turn a screen robot through a given number of degrees to make it move in different directions. By Year 6, pupils are able to collect information and input information into a database program. Pupils are confident in their own ability when using computers and explain clearly how they created a presentation to show what food the Ancient Egyptians ate. They designed and set up a set of linked multimedia pages, incorporating images, sounds, and text. Pupils have secure computer skills and know how to 'cut and paste' and use the spellchecker and toolbox. Pupils are interested and motivated by the use of ICT and are keen to demonstrate their ability and learn new skills.
118. The ICT co-ordinator has only recently taken on the role. She has a good knowledge of the strengths and areas for further development within the ICT curriculum and she talks enthusiastically about plans for the future. Key developments include the reorganisation of groups to give pupils more time on computers, and improvements to the current assessment and recording procedures so that pupils' progress can be tracked more effectively to ensure that enough progress is made each year.

MUSIC

119. Standards in music are not high enough by the end of the infants, and are barely in line with those expected by the end of the juniors. This is mainly to do with unsatisfactory teaching, which fails to interest and stimulate the infant pupils in particular. Although the junior pupils pay more attention in lessons and their learning over time is therefore just about satisfactory overall, they too lose interest and their attention wanders when the work is not inspiring enough and they do not enjoy what they are asked to do.
120. There has been insufficient improvement since the last inspection, when the class teachers taught the subject and standards were broadly as expected.
121. Pupils experience an appropriate balance of singing, composing and listening to music. The half hour lessons are too short, however, for them to learn new skills, practise, and consolidate them and this is exacerbated further when time within the lessons is often wasted. Consequently, infant pupils, in particular, lose interest and find their work in music "boring". The repetitiveness of activities fails to hold their interest and they are reluctant to sing and take part in music making. In the infant lesson seen, the song they were learning was the same as that taught earlier to the Year 6 pupils and the tune and sudden changes in pitch were too difficult for them to cope with. Weak pupil management resulted in continual unsatisfactory behaviour from the pupils and considerable time lost through constant interruptions to the lesson.
122. Although the junior lesson seen was slightly more successful, problems holding the attention of the pupils were evident and this slowed progress overall. A lot of time was lost unnecessarily with pupils sitting in the wrong place on the carpet to begin with and having to move and in altering mistakes on the pupils' song sheets. The insistence that pupils did not speak unless they put their hand up first served only to

slow the lesson further. Nevertheless, the pupils sang with good pitch and control and, when they concentrated, did well with what was a difficult song to learn.

123. The weaknesses in teaching are partly to do with ineffective lesson planning. Teaching is imprecise about what pupils are to learn and this means that lessons lack focus and direction. What pupils are taught to do is given insufficient thought and therefore does not always build on their previously learnt skills, knowledge and understanding. Nevertheless, the school recognises what is and is not working in the subject and has plans in place to deal with the weaknesses.

PHYSICAL EDUCATION

124. Standards in physical education are broadly as expected by the end of the infants and juniors. However, poor accommodation for the subject makes it extremely difficult to teach gymnastics in particular and the school does well to achieve the standards that it does. Teaching guidelines have been implemented since the last inspection to ensure that pupils' skills are built systematically over time and that an appropriate range of activities is taught. Some of the discussion on tactics takes place in the classrooms when pupils talk and draw diagrams about, for example, how to organise team defences and attack strategies. However, problems caused by the lack of a hall remain. Although the school has worked hard to overcome this, the time spent travelling to use equipment at another school and the walk down to the church hall for physical education lessons takes up valuable teaching time. Lessons have to be abandoned when injuries occur and all of the pupils have to return to the school so that the injury can be tended.
125. The weekly 'transfer of learning' mornings are intended, this term, to deal partly with the issue of insufficient time to teach physical education brought about by the lack of suitable facilities. However, this is not effective. Pupils enjoyed the challenge of, for example, beating their previous time weaving in and out of cones, but little actual teaching took place and queues of pupils waiting their turn slowed the pupils' active participation in the activities.
126. Infant pupils enjoy their work in physical education lessons, although they do not like going to the church hall for the lessons, but "like it on the field best". Nevertheless, they experience the range of activities that they should, but these are 'blocked' for ease of arranging visits to another school for gymnastics teaching. This hinders the systematic building of skills because so much time passes from one gymnastics programme to the next. Year 6 pupils understand the need for co-operation in team games and the tactics of 'marking' and 'defending'. They know that they need to use different ways of passing the ball in order to achieve distance, speed or height. For example, they talked about using a "chest pass when the person you are passing to is close because you need a short sharp throw". Junior pupils talked enthusiastically about their past and current work in physical education and they, like their infant schoolmates, clearly experience the full range of the curriculum for physical education. But, again this is difficult for the school to achieve and progress is hampered by the blocking of the different elements.

RELIGIOUS EDUCATION

127. Standards in religious education are below local authority expectations and are lower than at the time of the last inspection. This is due to a number of factors. Firstly, the school's previous long-term plan did not provide enough information to satisfactorily support teaching. Secondly, the proportion of teaching time allocated to the subject is below average and insufficient to allow the work to be covered in sufficient depth. However, the new local authority's syllabus for religious education has been introduced and the school's effective use of the clear guidance is having real positive impact on pupils' learning. Consequently, the work pupils are doing this term is in line with the expected standard.

128. By the age of seven, pupils are gaining knowledge about the main Christian festivals such as Christmas and Easter. A visit to the local church effectively gives them an insight into the significance of church furniture and they describe the lectern and the altar. They know that the Bible is a special book “telling stories about Jesus and his friends.” By the age of eleven, pupils are sufficiently aware of other major world religions, such as Judaism and Islam, but have not found it easy to retain the knowledge. They have a sound knowledge and understanding of the story of creation and the significance of Sunday as the day of rest. Pupils have a satisfactory knowledge and understanding of Christian baptism. They understand that this is an important step in the lives of Christians and is of particular significance in the lives of people such as Saul of Tarsus.
129. What is taught is taught satisfactorily. However, because there is insufficient time allocated to the teaching of religious education, not all of the syllabus can be taught in the time allowed. The new curriculum is in place and ensures that opportunities for pupils to learn about Christianity and other religions are well structured. The local vicar regularly leads assembly and makes a good contribution to pupils’ religious education, supporting in the development of pupils’ own beliefs and values. At present the head teacher is overseeing the subject after a period when there was no co-ordinator. She provides good support for teachers and has a clear idea of what needs to be improved in order to raise standards. The lack of resources to support teaching and opportunities for pupils to learn through direct experience of visits to different places of worship and to hear from visitors about their beliefs and practices is of particular concern to her and is being dealt with.