

INSPECTION REPORT

MARHAMCHURCH CE VC SCHOOL

Marhamchurch, Nr Bude

LEA area: Cornwall

Unique reference number: 111991

Headteacher: Mrs J Drew

Reporting inspector: Ms S Billington
4343

Dates of inspection: 8th – 11th May 2001

Inspection number: 195797

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

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Appropriate authority: The governing body

Name of chair of governors: Mr W G R Dennis

Date of previous inspection: 24th June 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4343	Ms S Billington	Registered inspector	English Art and design Design and technology Music The Foundation Stage Special educational needs English as an additional language Equality of opportunity	What sort of a school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19338	Mr G Ellis	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
6169	Dr M Bradshaw	Team inspector	Mathematics Science Information and communication technology Geography History Physical education	How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small primary school with 114 pupils on roll. There are slightly more girls than boys, but numbers are uneven so that some year groups have a significant gender imbalance. Pupils are taught in four mixed-age classes with an average of 28 children in each. All pupils are white and of UK heritage. A small proportion of pupils – three per cent – is eligible for free school meals. The proportion of pupils with special educational needs is also below average at eight per cent; most of these have learning difficulties and one has a statement of special educational need.

Most children have some pre-school experience in a local playgroup before starting school. On entry, their levels of skills and understanding are broadly average.

HOW GOOD THE SCHOOL IS

Overall the school provides a satisfactory standard of education for its pupils. Standards are generally in line with national averages in all subjects, but girls are achieving better than boys. Teaching is always satisfactory and sometimes it is good or very good; there is a high proportion of good teaching of six- and seven-year-olds. Leadership is satisfactory overall and elements of management are good but some planned developments have been hindered by frequent staff changes over the past year. The school provides satisfactory value for money.

What the school does well

- Teaching and learning at Key Stage 1 is good and at times very good
- The curriculum is broad and balanced; there are good links across subjects and the local area is used well as a resource to support learning
- Pupils generally have good attitudes to learning, behave well and relate well to one another
- There is good provision for pupils' personal development
- Parents and other people from the local community make a significant contribution to the work of the school
- There is a good level of support staff and good accommodation and resources to support learning

What could be improved

- The standards achieved by boys, particularly in English
- The progress of pupils with learning difficulties at Key Stage 2
- The quality of marking and target setting for individual pupils

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then, progress has been made at a satisfactory rate. There have been improvements overall in the standards achieved by seven-year-olds at the end of Key Stage 1. Standards achieved by eleven-year-olds at the end of Key Stage 2 have been maintained at broadly average levels. The quality of teaching has significantly improved at Key Stage 1 and some monitoring of teaching now takes place, although there is scope to extend the current arrangements. Planning systems have been improved and there is better progression in the curriculum, but this is generally stronger in knowledge than in skills. The curriculum for the youngest children shows good improvement; it is now based on the recommended areas of learning and provides a good range of learning opportunities. There is a better level of support for pupils with special educational needs but there are still weaknesses in the ways in which tasks are presented to these pupils. Targets on individual education plans are of varied quality – the best are very specific so that progress can be assessed, but others are too vague. There has been good progress in using information from assessment and some improvement in assessment systems but there is still a lack of consistency in approaches through the school.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	C	B	D	well above average A above average B average C below average D well below average E
mathematics	B	D	C	E	
science	C	D	C	E	

Cohorts are small and there can be considerable variation in the results achieved year on year. However, over the past three years, eleven-year-olds have achieved broadly average levels in national tests in English, mathematics and science. Inspection findings bear out the results, judging standards in these subjects to be broadly average. In English, standards in reading are better than those in writing. There is a significant gap in the standards achieved by boys and girls. Girls regularly achieve better levels than boys in standardised tests and the difference is often significantly greater than that found nationally. The gap widens as pupils move through the school so that in Key Stage 2 the majority of higher attaining pupils are girls and the majority of boys are found in the average and lower attaining groups.

Seven-year-olds have also generally achieved at average levels in national tests in reading, writing and mathematics. The inspection found that standards are improving as a result of good teaching and the majority of seven-year-olds are achieving well in reading, mathematics and science. Girls also achieve higher standards than boys, but the gap is not as great as that found amongst the older pupils.

The youngest children make at least satisfactory progress in their learning and in areas such as reading and in their knowledge and understanding of the world, their progress is good. The majority are on line to meet the targets set for pupils at the start of Year 1 and a significant minority should exceed these.

The school has set realistic targets for pupils' performance in the tests in 2001 based on assessments of the current group of eleven-year-olds.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are generally good and the majority of pupils work with good concentration and interest. A small number of older pupils, mainly boys, are occasionally inattentive and restless during lessons.
Behaviour, in and out of classrooms	Generally good. Pupils are generally sensible and considerate of the needs of others.
Personal development and relationships	Good. Relationships between pupils of all ages are generally harmonious. Pupils respond well to opportunities to use their initiative and take responsibility.
Attendance	Good, with levels above the national average.

TEACHING AND LEARNING

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

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

Throughout the school teaching is never less than satisfactory and is often good or very good, particularly in Key Stage 1. During the inspection, all teaching was at least satisfactory. Teaching in forty-eight per cent of lessons was good and twelve per cent of these were very good. Teaching of English and mathematics is satisfactory; reading is taught well but there are some weaknesses in the teaching of writing. Numeracy is generally well taught, although there is scope to improve the provision of resources to help pupils, particularly lower attainers, when they are working on number problems. Teaching of science, history and religious education is good throughout the school. In these subjects, teachers make good use of resources to support pupils' learning. Aspects of teaching of the youngest children, such as early reading skills and knowledge of the world around are good, giving them a good base for later learning. Throughout the school the quality of marking is weak.

Teaching of the few pupils with special educational needs is good in Key Stage 1 and as a result pupils make good progress and achieve well. There are weaknesses in the teaching at Key Stage 2 because tasks are not sufficiently modified to meet pupils' learning needs to build on what they already know and can do.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum is generally broad, balanced and well planned. Good links are made across subjects and the curriculum is enriched by a range of visits and visitors to school.
Provision for pupils with special educational needs	A good level of support is provided and pupils with significant difficulties make good progress. However, pupils with more minor problems, generally with literacy, do not make the progress that they should.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and very good for pupils' spiritual development. Pupils are encouraged to reflect on the wonders of the world around them and to appreciate their responsibilities towards each other and in relation to the environment. There are good opportunities to learn about a range of faiths and local culture.
How well the school cares for its pupils	Satisfactory overall but there is a need for up-to-date training on child protection issues. Staff know individual pupils well and there are generally good procedures for tracking their progress.

There is a strong partnership with a large number of parents who make a very good contribution to the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. Several recent staff changes have resulted in teachers taking on some new responsibilities and some planned developments have been slowed as a result.
How well the governors fulfil their responsibilities	Governors are well organised to fulfil their statutory responsibilities and give good support to the school. They are playing an increasing role in planning for school development.
The school's evaluation of its performance	Information from standardised tests is being analysed to identify curriculum strengths and weaknesses. Priorities for development are identified but there is a need for a more rigorous approach to planning for improvement.
The strategic use of resources	Financial planning is good and grants are used for their specific purpose. Resources and accommodation are used well; there is a need for clearer guidance for classroom support staff to enable them to make best use of their time in supporting learning.

The school has a good level of staffing. Accommodation is good and resources are of good quality and well organised to support teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children make good progress • Children are expected to work hard • Behaviour is good • Relationships between children are good • The school provides good information about activities 	<ul style="list-style-type: none"> • The information that they get about how their children are getting on • The range of activities outside of lessons • Systems for communication

The above comments are based on the views expressed by parents at the pre-inspection meeting, in discussions with inspectors and through questionnaires. The inspection team found that the range of extra-curricular activities is very good and there is also a good range of visits and visitors to extend pupils' experiences and support their learning. Whilst the majority of parents feel that they can visit the school at any time to talk about their children's progress, a minority is reluctant to approach the school with questions or concerns. The school has only one formal consultation evening each year, in contrast with many primary schools that offer one per term. Inspectors therefore feel that the concerns about lack of information about children's progress are partly justified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The numbers of pupils taking tests at seven and eleven are small which means that there can be considerable variation in the results achieved in National Curriculum tests¹ each year. However, over a three year period the performance of seven- and eleven-year-olds in English, mathematics and science has been broadly in line with national averages. The inspection found that standards in these subjects are broadly average for eleven-year-olds and indications of rising standards in reading, mathematics and science for the current group of seven-year-olds. Throughout the school girls generally achieve well and their performance in National Curriculum tests over the past three years has almost always been better than that of boys.
2. In 2000, the majority of seven-year-olds reached at least average levels in tests in reading and writing. Performance in writing was much stronger overall than that in reading. This was because the proportion attaining higher levels was below average in reading but well above average in writing. Girls achieved above the national average in both reading and writing. Boys' performance in writing was slightly above average; in reading their results were slightly below average. Results in reading were below average when compared to those of schools with a similar intake,² but results in writing were above those of similar schools. Results of English tests taken by eleven-year-olds were above the national average, with a higher than average proportion of pupils attaining above average levels. The performance of girls was significantly better than that of boys, with girls achieving well above the national average and boys below. However, English results overall were below average when compared to those of similar schools.
3. In mathematics, the performance of seven-year-olds in national tests in 2000 was similar to the national average, but below that of similar schools. Results declined in comparison with those of previous years but, apart from this last year, results have been generally well above average. The performance of girls has been better than that of boys in two of the last three years. Results of eleven-year-olds were broadly in line with the national average but well below those of similar schools. Attainment in the tests has declined since 1997, although the decline was reversed in 2000. The decline has been confined to boys, whose performance has been significantly below that of girls in the last three years.
4. In science, there are no national tests for seven-year-olds but teacher assessments in 2000 indicate that the vast majority of pupils achieved at least expected levels, with an average proportion of pupils attaining the higher level. The performance of eleven-year-olds in national tests was similar to the national average but well below that of similar schools. Performance in the tests has declined since 1997, although, as with mathematics, in 2000 the decline was halted and results show a slightly upward trend. In the last two years, the performance of boys has been below that of girls, although it was better in the year before that.

¹ National Curriculum tests are taken annually by seven-year-olds (Year 2) at the end of Key Stage 1 and by eleven-year-olds (Year 6) at the end of Key Stage 2.

² The comparison with similar schools is based on the proportion of pupils that are eligible for free school meals.

5. The inspection found that standards attained by eleven-year-olds in English, mathematics and science are broadly in line with the average. In English, performance in reading is better than that in writing. Many seven-year-olds are reading at a good level and their attainment in mathematics and science is good. Throughout the school girls achieve better than boys in all three subjects, and the gap widens noticeably as pupils move through the school. In most year groups in Key Stage 2, more boys than girls are average or lower attainers, whilst more girls are higher attainers.
6. In the majority of other subjects, standards are at least in line with expectations. Standards in design and technology and aspects of history are good throughout the school. Seven-year-olds achieve well in information and communication technology (ICT) and art and design.
7. Children start school with broadly average levels of attainment. They make steady progress in all areas of learning and the vast majority are on line to meet the targets set as early learning goals for pupils at the start of Year 1. A minority of higher attainers are working in the early stages of the National Curriculum in aspects of English, mathematics and science. Achievement in reading and in knowledge and understanding of the world is good and children are well prepared for later work in subjects such as science, history and geography.
8. A small proportion of pupils has special educational needs. Pupils with significant difficulties are supported well throughout the school and make good progress. In Key Stage 2, pupils with less severe learning difficulties, usually with literacy, also receive a good level of extra support in classrooms and withdrawal groups. However, their progress is erratic in lessons and over time because work is not sufficiently modified to meet their needs and they do not achieve as well as they should.
9. In summary, the last inspection found that standards in English and mathematics were broadly in line with the average; this inspection finds that standards are at the same level for eleven-year-olds but have improved for seven-year-olds in reading and mathematics. In science, standards were found to be in line with expectations for seven-year-olds and above expectations for eleven-year-olds. This inspection finds that standards are good for seven-year-olds and broadly average for eleven-year-olds. In most other subjects, the previous inspection found standards to be broadly average, but there were weaknesses in physical education (PE) and music. This inspection also finds standards to be broadly in line with expectations in the majority of subjects, although achievement in design and technology is now good. No judgement was possible for music but standards in PE have improved and are now in line with the average.

Pupils' attitudes, behaviour and personal development

10. Pupils' attitudes and behaviour are good. Pupils are generally well motivated towards their work. Their personal development and their relationships are both good. Parents consider that the school is particularly successful in achieving good standards of behaviour. A minority felt that relationships between pupils and staff were not always good in Key Stage 2. Attendance is good. The previous inspection report found that pupils had positive attitudes to learning and that behaviour was generally good although in a minority of lessons it was sometimes noisy. Relationships were sound. These features generally remain although relationships are now generally good.
11. Pupils enjoy school. They are enthusiastic and have good attitudes to learning. Their

attitudes are enhanced when they are engaged on focused activities and when they are given clear expectations. Most pupils are well motivated towards their learning and show good interest and involvement in their work. Pupils enter school with varied degrees of social skills and independence, but which overall are good. During their school lives most of them develop good levels of confidence and self-esteem. The majority of pupils retain concentration in lessons and pay attention to their teachers. However, a small minority is inattentive or unable to sustain concentration for prolonged periods. Most pupils readily talk about what they are doing and during lessons join in activities and discussions. The majority of pupils display good self-discipline and most work well when unsupervised.

12. The school is an ordered community and standards of behaviour in class are generally good and sometimes very good. Pupils are friendly and the majority are courteous and considerate of each other. Most pupils are aware of what is expected of them and respond well. For example on formal occasions such as assemblies most of them arrive and conduct themselves in an orderly and respectful manner. There are small numbers who in some lessons are inattentive, call out or persist in unnecessary talking. The majority of pupils consistently understand expectations made of them and conform to a good standard. Pupils move around the school sensibly and lessons are able to start promptly. Standards of behaviour in the playground and around the school are good. During the inspection no aggressive behaviour or bullying was observed. Boys and girls work well together. No pupils have been excluded from school.
13. Pupils are proud of their school and are careful with equipment and resources which, in class they willingly and politely share. They are respectful of property and their classroom environments. The good relationships are a strength of the school. Pupils relate well to each other. They work together harmoniously, assisting others in their activities and frequently provide general help and assistance to their classmates. They collaborate well in pairs and group work and learn effectively from each other. They are trustworthy, thoughtful and considerate, respecting the feelings, values and beliefs of others. Relationships between pupils and staff are good.
14. The younger pupils feel valued by staff and reciprocate accordingly. They consider the staff warm, approachable and supportive. In Key Stage 2, relationships are generally characterised by mutual respect between pupils and staff. Pupils respond well to opportunities to exercise responsibility, initiative and independence. They willingly undertake a number of helpful duties in all classes and with developing self-confidence they demonstrate good capacities for initiative and personal responsibility. Their personal development varies, but is generally good and sometimes very good. For example, Year 2 pupils were asked to assess their reading books by levels of difficulty and responded with significant maturity and responsibility. Pupils are also regularly involved in supporting charities, for example UNICEF, the Blue Peter Appeal and Comic Relief, with which they frequently initiate ideas for sponsorship and fundraising.
15. In the previous inspection report, attendance was satisfactory. It is currently above the national average and is therefore good. Unauthorised absence, which is now appropriately recorded, is below the national average. Registers are completed promptly and well in accordance with regulations. Pupils arrive punctually and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall and at times it is good or very good.

During the inspection, lessons were never less than satisfactory and forty-eight per cent of lessons were good or better; twelve per cent of these were very good. There is variation in the quality of teaching across the school and in different subjects. Teaching in the Foundation Stage is satisfactory overall, with good teaching in some aspects. Teaching in Key Stage 1 is good and at times very good. Teaching at Key Stage 2 is satisfactory and good in some subjects. Throughout the school teaching is good in science, religious education and history. Teaching of English and mathematics is satisfactory; some aspects such as the teaching of reading are good, but there are weaknesses in the teaching of writing skills.

17. In the Foundation Stage, detailed planning is used effectively to guide teaching and to ensure that children have access to a broad range of experiences to promote learning. Classroom management is good and activities are well organised; support staff and adult helpers are carefully deployed to work with groups and individuals. This is successful in ensuring that children have good opportunity to talk to an adult as they work and this supports their learning. However, the classroom assistant, who is relatively new to her role, needs clearer guidance to enable her to effectively promote the children's learning objectives as she works with small groups. Teaching of aspects of knowledge and understanding of the world are good, with a broad range of activities planned to enable children to develop a secure base of understanding of, for example, early scientific ideas. Children also develop a good range of early reading skills through being introduced to a broad range of books and working on a systematic programme of word recognition and knowledge of sounds.
18. There are many strengths in the teaching at Key Stage 1. Detailed planning is clearly focused on what the children are to learn. Very effective use is made of resources, including other adults. This was apparent in a science lesson in which children identified the main features of plants. The teacher emphasised the importance of careful observation so that the pupils became aware of differences in leaf shape and the variation in the ways in which leaves are attached to a stem. The adults working with the various groups made a good contribution to learning by asking questions that encouraged the children to improve their knowledge and skills. In many lessons, good use is made of demonstration, explanation and questions to reinforce and extend learning. Incidental assessment is used well to target questions and explanations to take account of the pupils' earlier learning and experiences. Pupils are well managed and lessons are well organised and usually conducted at a good pace. Expectations of what pupils will achieve are high; at times too high and there are instances where tasks are too complex for some of the younger or lower attaining children to cope without a high level of adult support.
19. At Key Stage 2, lessons are also well organised, carefully planned and have a clear structure. Teachers use an appropriate range of strategies including questioning and explanation to support learning but explanations are sometimes unclear and this results in confusion for some pupils when they start their activities. Resources are often used effectively, particularly in introductory sessions. This is a particular strength in the teaching of subjects such as science and history and this engages pupils' interest and promotes their understanding. In a lesson on researching into Bude in the past, photographs were used well to encourage pupils to identify features of old buildings and changes in ways of life. However, the lack of resources to support lower attaining pupils when they are writing or working on aspects of number inhibits their learning and results in them achieving less than they might within a lesson. Support staff are generally effectively deployed, usually to work with pupils with special needs. They give a good level of support to help the pupils to tackle the tasks that they are given, but often these tasks are not sufficiently modified to take account of pupils' levels of

knowledge and skills and this inhibits their learning.

20. Throughout the school, teachers make use of the national guidance for teaching literacy and numeracy to support planning and teaching. The National Numeracy Strategy is generally used effectively to ensure progression in pupils' learning. The literacy strategy is used well to introduce pupils to a wide range of books and to teach specific reading skills. Throughout the school reading is generally taught well and pupils are encouraged to use their skills, for example in researching into the life of Julius Caesar in history. There are some weaknesses in the teaching of writing. Although pupils are encouraged and learn to write in a variety of forms and their skills steadily progress, the quality of written work does not improve as much as it should because of the lack of demonstration of key aspects of the writing process. There are also weaknesses in the quality of marking. While work is marked regularly, there is often no more than a series of ticks and dates in pupils' books. In some instances there are good examples of evaluative comments indicating what the pupil has achieved and what needs to be done to improve, but this practice is largely confined to Years 5 and 6. Little use is made of the editing code to encourage pupils to mark and evaluate their own work.

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

21. The previous report suggested that pupils were offered a broadly satisfactory curriculum, which met National Curriculum requirements. The exception was the curriculum for children under five. They did not have sufficient opportunity for structured play and investigative work. There were also some weaknesses relating to meeting the needs of higher attaining pupils, and continuity in the development of skills, throughout the school. Provision for children in the Foundation Stage³ has improved. Many aspects of the curriculum in Key Stage 1 and Key Stage 2 are well planned, although there remain some weaknesses in the development of skills in subjects such as geography.
22. The school provides a good curriculum for its pupils. Strengths of the curriculum are the use made of the local environment, visits and visitors and relevant links between different subjects. Appropriate emphasis is given to literacy and numeracy and good attention has been paid to meeting national requirements. All pupils have the opportunity to attend swimming lessons.
23. A good curriculum for children in the Foundation Stage covers all the required areas of learning. The well planned activities enable children to make sound progress in all areas. The timetable is generally based around National Curriculum subjects, but takes full account of the Foundation Stage guidance. As a result, the needs of both the reception and the small number of Year 1 children in the class are met. The range of activities to promote the development of speaking and listening skills, to raise awareness of the world around and to develop creative and physical skills is well thought out.
24. The curriculum for pupils in Key Stages 1 and 2 provides a wide range of activities, which helps prepare the oldest pupils effectively for secondary school. Statutory requirements are met and all subjects are supported by relevant policies. The effective use of national and local guidance helps to ensure appropriate coverage of all areas of

³ The Foundation Stage refers, in this instance, to children from the time they start school in the reception class to the start of Year 1.

knowledge. The timetable is well organised so that pupils can consolidate and extend their knowledge and skills effectively. Effective links are often made between different subjects. There is often a good balance between developing knowledge and skills. However, in science, although skills are given good attention, there are not enough opportunities for older pupils to design an investigation to answer a question they have raised and to collect and interpret the data obtained. In geography, skills associated with map work are not developed sufficiently, so that even the oldest pupils are still using very simple co-ordinates.

25. The National Literacy and Numeracy Strategies have been successfully introduced. Implementation has been more successful in numeracy where the needs of mixed-age classes are usually met successfully. In literacy, the school is not consistently meeting the full needs of the wide attainment and age range in a class. Both literacy and numeracy are often used effectively in other subjects, but this is not always planned in sufficient detail. ICT is used effectively, especially in Key Stage 1, to support learning in other subjects.
26. The school makes adequate provision for pupils' personal, social and health education (PSHE). This is often in response to issues that arise from time to time and because staff know their pupils well. However, because there is no carefully planned programme for PSHE, inconsistencies are evident between classes. Sex education and drugs awareness are appropriately covered in Years 5 and 6 and linked with relevant sections of the science curriculum. The school is beginning to introduce opportunities for pupils to have responsibility, show independence and take initiative around the school. There are, however, few opportunities for pupils to show independence within their learning. An exception to this is the encouragement given to older pupils to complete their own history research topic.
27. There are very few pupils with special educational needs identified in the Foundation Stage or Key Stage 1. The needs of these pupils are met effectively. A higher proportion of pupils with special educational needs is identified in Key Stage 2, largely due to the recent inclusion of a group of Year 3 boys with learning difficulties. Their individual education plans mostly identify literacy and personal targets some of which are very specific but others are too vague to guide teaching and enable progress to be accurately assessed. In many areas of the curriculum these pupils often work as a group, supported by a classroom assistant. They do not, therefore, have sufficient opportunity to mix with higher attaining pupils, and not enough account is taken of the good levels of capability that some have in other subjects, as opposed to the impact that their limited literacy skills is having. All pupils have full access to the curriculum but, currently, not enough thought is given in all classes to ensuring that they have the opportunity to achieve their maximum potential. This applies especially to average and lower attaining boys. Subject policies do not make sufficient reference as to how to plan to meet the specific requirements of pupils with special educational needs. The school has an able pupils' policy, but this is in the early days of implementation.
28. The school maintains very good links with the community and a particular strength of the school is the way the curriculum is enhanced through visits, visitors and the use of the local environment. These activities extend learning in art and design, geography, history, music and physical education. Residential visits support learning across a wide area of the curriculum. The school provides a very good range of extra-curricular activities, which pupils enjoy. These include French, rounders, football, basketball, choir, tennis and a recorder group. Close links with primary schools within the cluster result in good sporting links. Very good links with the local secondary school make an extremely positive contribution to pupils' learning and helps to make the transfer

process smooth.

29. The provision for pupils' spiritual, moral, social and cultural development was described as satisfactory in the previous inspection. It is now good overall and provision for spiritual development is very good. Pupils are encouraged to reflect on their own experiences in assemblies and at other times of the school day. Reflection is incorporated into many lessons. Pupils in Years 1 and 2, for example, reflected on the beauty of flowers in a science lesson. On other occasions, pupils were asked to reflect on how the weather made them feel or what impressions a painting made. They were encouraged to write prayers about the beauty of God's world and why we need to care for it.
30. The provision for both moral and social development is good. Many activities support both of these areas of personal development. In their dealings with the children, staff often emphasise the positive. Pupils are taught the difference between right and wrong. Teachers use occasions of lack of attention or respect to help pupils gain an understanding of the impact of their actions on others. In geography, important environmental issues of the day, such as pollution and recycling, are considered. This topic was further enhanced in science with reference to damage caused to historical buildings by acid rain. Pupils collect for a range of charities, often at their own suggestion. In the Foundation Stage, there is good emphasis on developing social skills, especially sharing and co-operation. During discussions, pupils throughout the school are encouraged to listen to others. Pupils welcome the opportunity to talk about aspects of school life, but there are no structured opportunities, such as a school council, to promote the development of the early skills of citizenship. Year 6 pupils have recently been given responsibilities as playground monitors. The extensive programme of visits, including residential trips and visitors, plays an important role in developing social skills. Religious education makes a positive contribution to both moral and social development by enabling pupils to consider the beliefs of a range of faiths, the parables told by Jesus and how belief has affected different people's lives.
31. Provision for pupils' cultural development is generally good, although opportunities to raise pupils' awareness of the multicultural nature of British society, and the benefits that arise, remain underdeveloped, as they were at the time of the previous inspection. In art and design, pupils are introduced to the work of many famous artists from the past and modern times and, although reference is made to non-western art in the school's policy, this area is underdeveloped. In music, pupils were introduced to African drums and this has been developed well in dance in physical education. During geography, pupils have studied how life in an African village differs from their own. In history, pupils learn about cultures from the past and how individuals, such as Pythagoras, have had an influence on life today. The religious education programme also provides many opportunities to appreciate the range of religious faiths around the world, including Judaism, Islam, Sikhism and Hinduism. Insufficient emphasis is given to raising pupils' awareness that these faiths are found in different parts of the United Kingdom, as well as countries overseas.

HOW DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school provides a secure environment that is well supervised and results in satisfactory welfare provision. The staff have effective knowledge of pupils and give them satisfactory support. The use of educational and personal support and guidance is satisfactory. Procedures for monitoring and improving attendance are good. Procedures for monitoring and promoting good behaviour are satisfactory. There are generally good procedures for the assessment of pupils' attainment and progress.

33. Overall, the staff provide satisfactory pastoral care. Staff working with younger pupils have a particularly caring approach and comprehensive knowledge of pupils and the level of support and guidance is good. Current arrangements for child protection are satisfactory overall. The school has a satisfactory child protection policy which will be revised and updated in the near future. The designated co-ordinator is fairly new to the role and has not yet received the appropriate training although this will be rectified very soon. However, staff, including non-teaching staff, have not recently been thoroughly briefed and updated in the policy and procedures. This should be addressed as soon as possible.
34. The school has adopted its own health and safety policy with defined internal responsibilities. There is frequent monitoring of health and safety requirements and the school receives professional advice from the local authority. There are systematic and documented risk assessment arrangements. There are good arrangements for the care of pupils who are taken ill at school and for first aid; accident records are appropriately maintained. There are good arrangements for the supervision of pupils at break times and lunch periods. The school provides a safe and healthy environment.
35. There are satisfactory procedures for monitoring and promoting discipline and good behaviour. The majority of pupils are successfully motivated to act responsibly and the overall standard of behaviour is good in and around the school. There is an effective policy for dealing with bullying and there are satisfactory arrangements for resolving incidents that arise. A clear discipline policy outlines good arrangements for rewards and sanctions. While the policy is understood and generally applied by staff, the inappropriate behaviour by a small minority of pupils is not rigorously and consistently managed on all occasions.
36. The school works well to maintain good attendance and there are good promotional and monitoring procedures. Unexplained absences are followed-up on the first day. There is very good liaison with the education welfare service.
37. Good arrangements are in place for assessing and tracking pupils' progress in the core subjects of English, mathematics and science. Pupils' developing skills in literacy and numeracy are carefully tracked through the Foundation Stage and Key Stage 1. Throughout the school pupils' progress in lessons is assessed against the objectives in the National Literacy and Numeracy Strategies. Progress through National Curriculum levels in English, mathematics and science is recorded as pupils move through the school. This is also being established for other subjects but is currently in the early stages and is not yet consistent across the school.
38. Information from baseline assessments is used well to track the progress of the youngest children through the Foundation Stage. The information covers all areas of learning and clearly identifies the skills and knowledge that the children are developing; the information is also used well to identify any children who are not making progress at the expected rate and who may have special educational needs. Data from standardised tests at the end of Key Stages 1 and 2 is analysed to identify curriculum areas for development. This has been effective in many respects, for example in picking up the need to improve the standards attained by boys in writing, but the analysis has not been sufficiently rigorous in identifying the general level of under-achievement by older boys.
39. Individual education plans (IEPs) are maintained for all pupils with special educational needs. These are supplemented by detailed notes by the support staff who work with

individuals or groups of pupils. The information from the IEPs and assessment notes is sometimes detailed and very precise in indicating pupils' progress; often however, targets in IEPs are too vague to clearly focus teaching and progress is not systematically reviewed against the targets set.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school's links with parents vary, but are satisfactory overall. Parents provide good general and financial support to the school. The quality of information provided to parents is very good. There is very good involvement of parents in the work of the school and their contribution to their children's learning is good.
41. The school communicates frequently with parents and, overall, the quality of information is very good. There are regular general newsletters and a well produced, comprehensive and informative prospectus, which contains extensive curriculum topic information, covering all classes and subjects. The school has also arranged curriculum meetings on subjects such as literacy and numeracy, although these have not always been well attended. The annual written reports to parents are very good. The reports include full and detailed comments on all subjects with specific information, especially in the core subjects of English, mathematics and science, of attainment and what pupils know, understand and can do. They also include targets for future development. The general comments on younger children are full and detailed.
42. One of the main strengths of the school's communication with parents is regular contact with many of them on a daily basis as part of the school's 'open door' policy. This is valued by many parents, but a minority would prefer more formalised and interactive communication with the school on a regular basis. There is only one opportunity for formal consultation during the year following the issuing of pupils' annual reports; this is well supported by parents but some would welcome additional opportunities for meetings in the other terms. Parents were consulted on the home school agreement and the majority of them have formally endorsed it.
43. There are systematic homework arrangements providing parents with valuable involvement in their children's education. Pupils' home/school reading books are sent home daily and there is very good guidance for parents of younger children on how they can assist with home reading. There are also weekly mathematics and spelling work to be completed at home as well as project work. Parents are provided with detailed information on the school's expectations on the amount and content of homework for different age groups at the beginning of each school year.
44. There is a very good level of direct parental involvement in the work of the school and parents' contribution to children's learning is good. A significant number of parents provide good quality assistance with activities such as hearing reading and helping with ICT, art and cookery as well as support for various after-school clubs. Parents give good support to school activities and an active Parent Teacher Association provides valuable financial support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership by the headteacher and co-ordinators is satisfactory overall but there are currently some difficulties with aspects of monitoring and development of the school's work because of staffing difficulties. Governors are well organised and very supportive of the school and are taking an increasing role in strategic planning and management. The school has a good level of staffing; resources and accommodation are also good and are used well.
46. The school has an appropriate number of suitably qualified and experienced teachers. All subjects have an identified co-ordinator but staff carry multiple responsibilities and in some instances have taken on new roles fairly recently. There have been several recent changes of staff and recent disruption in teaching arrangements for one class. This will be rectified with a permanent appointment from the autumn term, but currently the headteacher has a heavy teaching commitment as well as several curriculum areas to co-ordinate. There has inevitably been some disruption to planned developments such as establishing a programme for the regular monitoring of teaching. Some monitoring has taken place; the headteacher has monitored teaching and co-ordinators have sampled work in some subjects. Overall, however, systems for monitoring and evaluation of the school's work are in the early stages.
47. The development plan indicates a sense of direction and the school has rightly identified some important areas for improvement. However, the plan lacks clear and measurable targets against which the success of particular initiatives can be evaluated. The school is making increasing use of data from standardised tests to analyse strengths and weaknesses in the curriculum. The information is used to identify priorities for development, for example the need to improve the standards achieved by boys in writing was recognised following last year's test results. However, the school has not yet formulated clear action plans to tackle the areas targeted for improvement.
48. There is a good level of classroom support assistants and they are deployed well. The individual staff are committed and give good support, but there is a need for more specific training and guidance for their roles to enable them to maximise their contribution in the classroom. There is good provision of administrative, supervisory and premises staff and they make a good contribution to the smooth running of the school. However, lunchtime supervisory staff do not receive regular training appropriate to their needs and, for example, have had no recent training on child protection procedures.
49. There are good procedures for the induction of new staff. Staff development is well organised, primarily related to the school development plan and effectively linked into the budgetary process. The school has had staff appraisal arrangements in place for some time and performance management policy and procedures are satisfactory.
50. The governing body is organised into committees each with agreed terms of reference to ensure that governors meet their statutory responsibilities. The curriculum committee is taking an increasing role in the monitoring of standards and was involved in the setting of targets for pupil achievement for the first time this year. Governors are well informed and many have a high level of involvement in school life; the literacy and numeracy governors, for example, have attended training days and observed lessons.

51. The school is housed in a modern, well maintained building. It is bright and welcoming for pupils with colourful and imaginative displays helping to create an attractive learning environment. Classrooms are of a good size for the number of pupils. There is a well equipped hall, ICT suite and additional area for specialised activities such as music and booster classes. There are extensive grounds including large field and playground with a good standard of play equipment. The building and grounds are efficiently used and overall provide a good standard of accommodation for the school's needs.
52. The overall provision of learning resources is good. There is very good provision of computers both in classrooms and in the ICT suite. The resources for teaching the monitoring aspects of ICT are inadequate but the school has identified the deficiency and it will be addressed in the near future. The provision of books is very good with new and attractive books of good quality.
53. The school has good financial systems with efficient day-to-day management and budgetary control. The governing body monitors expenditure on a regular basis and there is good financial control and accurate accounting by the administrative assistant. Good use is made of computer-based accountancy systems which give regular accurate figures of income and expenditure. The school development plan is used as a good basis for financial planning and all appropriate grants are effectively used. A small contingent balance is maintained for financial prudence and unforeseen circumstances which means that all available funds are used effectively for the children's education. The school has taken appropriate action following the most recent audit report and the recommendations have been implemented. Decisions on expenditure are taken with best value in mind.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to raise standards further, governors, headteacher and staff should now:
- Raise levels of attainment by boys particularly in English by:
 - raising expectations of what boys might achieve;
 - carefully tracking the progress of boys and setting targets for attainment to ensure that they achieve their potential;
 - monitoring grouping arrangements to ensure that boys are adequately represented in the higher attaining groups.

(Paragraphs: 2, 3, 4, 62, 63, 70)
 - Improve the rate of progress of pupils with learning difficulties in Key Stage 2 by:
 - ensuring that the tasks that they are given are carefully matched to their levels of prior attainment;
 - providing opportunities for these pupils to work in a variety of groupings to demonstrate their potential for attainment in a variety of subjects;
 - ensuring that their individual learning plans contain precise targets against which their progress can be assessed.

(Paragraphs: 8, 19, 27, 39, 63, 68, 72, 77)
 - Improve the quality of marking and target setting for individual pupils by:

- consistently implementing a marking policy across the school;
- extending the practice of target-setting to include all pupils;
- making use of the editing code to encourage pupils to mark and evaluate their own work.

(Paragraphs: 20, 68, 73)

Minor points for improvement:

Improve pupils' skills in spelling and handwriting in order to achieve a better standard of presentation of work.

(Paragraph: 66)

Extend the opportunities in science for older pupils to design investigations and to interpret data.

(Paragraphs: 24, 77)

Ensure that all staff receive updated training in child protection procedures.

(Paragraph: 33)

Put in place a systematic approach to monitoring and evaluating the school's work.

(Paragraphs: 46, 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	36	52	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	114
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	10	8	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	16	17
Percentage of pupils at NC level 2 or above	School	94 (100)	89 (100)	94 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	17	18	17
Percentage of pupils at NC level 2 or above	School	94 (100)	100 (100)	94 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	9	9	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	13	15
Percentage of pupils at NC level 4 or above	School	78 (71)	72 (71)	83 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	14	15
Percentage of pupils at NC level 4 or above	School	82 (57)	78 (71)	83 (71)
	National	70 (68)	72 (69)	79 (75)

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

Separate figures are not published for boys and girls because there were less than ten in each group taking the tests.

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	101
Any other minority ethnic group	0

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)	4.8
Number of pupils per qualified teacher	23.7
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	119

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	198,363
Total expenditure	199,581
Expenditure per pupil	1,692
Balance brought forward from previous year	11,738
Balance carried forward to next year	10,520

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	114
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	38	16	0	0
My child is making good progress in school.	43	46	5	0	5
Behaviour in the school is good.	27	57	3	3	11
My child gets the right amount of work to do at home.	35	54	3	5	3
The teaching is good.	49	38	8	0	5
I am kept well informed about how my child is getting on.	43	19	27	8	3
I would feel comfortable about approaching the school with questions or a problem.	51	30	11	8	0
The school expects my child to work hard and achieve his or her best.	49	49	0	0	3
The school works closely with parents.	46	30	16	5	3
The school is well led and managed.	46	30	14	3	8
The school is helping my child become mature and responsible.	41	38	14	3	5
The school provides an interesting range of activities outside lessons.	41	35	22	0	3

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

55. There has been good improvement in the provision for the youngest children since the last inspection. Planning is based on national guidance and incorporates all areas of learning with a good balance between directed activities and opportunities for structured play. Appropriate links are made with the National Curriculum and the National Literacy and Numeracy Strategies to ensure that children are prepared for the transition to Key Stage 1. The learning environment is well organised with a good range of resources to support teaching and learning.
56. Children have a wide range of skills on entry to school but overall their levels of attainment are broadly average. The majority reach the targets set as early learning goals at the start of Year 1 and a minority is working in the early stages of the National Curriculum. Information from baseline assessment is used to systematically track children's progress but there is a need to use it more effectively to build on the skills that they have on entry to school. Higher attaining children sometimes mark time in areas such as literacy and numeracy on those occasions when all children undertake the same activity. Over time, however, children make steady progress in their learning and in some aspects such as reading they achieve well.

Personal, social and emotional development

57. The majority of children organise their activities independently when given the opportunity. In both directed and freely chosen tasks they work with concentration and perseverance. They share and take turns, for example in looking at books in the reading area and 'sailing' the large 'boat' in the role-play area. Children learn to consider the needs of others and many show good ability to empathise and support others, for example in explaining work that their friends may be finding difficult. Teaching is good, with adults acting as good role models for the children and carefully explaining expectations of work and behaviour.

Communication, language and literacy

58. Almost all children develop confidence in speaking in a large and small group because of the good range of opportunities provided for discussions. They are keen to offer their ideas and observations as they work. They listen carefully to each other and respond appropriately to questions and comments. Many express themselves clearly; a few still have immature speech but an equal number are very articulate and have a wide vocabulary. Children make good progress in their reading and benefit from being introduced to a wide range of books, gaining confidence in using their developing skills. They learn to recognise rhyming patterns and commonly used words. Almost all read a range of simple books accurately and show understanding of what they read, talking about characters and events with interest and enthusiasm. Higher attaining children are developing good expression. Children learn to write their names and move on to writing simple captions independently. Higher attainers write a few sentences to describe their activities or to re-tell a story making good attempts at spelling simple words. Although children make satisfactory progress over time, progress is erratic because their developing skills are not steadily built upon and, for example, children who have learned to write a sentence independently will revert to copying under the teacher's writing. There is also a lack of opportunity for children to undertake writing independently and of models and support materials to enable children to find and use common words in their

written work. Teaching is satisfactory overall, although teaching of reading is much stronger than that of writing.

Mathematical development

59. The majority of children learn to recognise and order numbers to 10; many are beginning to recognise numbers to 20. Higher attaining children re-order numbers to 20 and successfully add or subtract groups using a variety of objects. Most children have good knowledge of the language of position and comparison, accurately using terms such as 'longer'. They sort objects using a range of criteria. The majority knows the names and properties of two-dimensional shapes and recognises and re-creates patterns. Teaching is satisfactory and some elements are good. In oral maths sessions, for example, the teacher targets questions well to take account of the areas that need to be reinforced for some children while giving others the opportunity to apply their knowledge. However, there is a need to make better use of resources such as number lines to support the learning of children who are not secure in number recognition. There is also a need to ensure that the classroom assistant has a clear brief to enable her to promote learning of particular ideas in mathematics fully.

Knowledge and understanding of the world

60. Children show a good awareness of the world around and are developing a range of skills that form the basis of later work in subjects such science, history and geography. They know that plants need water and carefully observe the changes in beans as they grow. They are aware of some of the different types of habitat in which animals can be found. Their knowledge of the environment is further enhanced as they create a large plan of the school grounds showing key features and the use of different areas. Many know their addresses and the names of the areas where they and their classmates live. Children develop an awareness of the past through creating simple timelines to show how they have changed since they were babies. They recognise some of the characteristics of old toys and know that ships once had sails and used the wind as a source of power. They make models using construction equipment and recyclable materials, showing good skills in, for example, making model lighthouses after hearing the story of 'The Lighthouse Keeper's Lunch'. Regular use of the ICT suite means that children become familiar with computers and their uses. Many have good skills in using the mouse to manipulate and create images. Teaching of this area is satisfactory and some elements, such as the planning for a wide range of experiences to link with National Curriculum subjects, are good. Some work, while at an appropriate level, is over-directed by adults and there is a need to allow children more opportunities to explore and investigate independently.

Physical development

61. The majority of children handle pencils, tools and scissors with increasing control. When playing in the outside area they use equipment with confidence and show awareness of space and of each other. In physical education lessons they move confidently and with control, showing awareness of others. In a gymnastics lesson, children used space well and were able to vary the levels and speed at which they worked. They showed confidence in the use of apparatus and balanced well when moving along the beam. Teaching in this lesson was good. The teacher's expectations were clear, assessment was used well to identify points for improvement and children were encouraged to demonstrate and to evaluate the work of others in order to improve their movements. All children in the Foundation Stage attend swimming lessons.

Creative development

62. There is good provision to promote learning in this area and teaching is good. Children develop confidence in expressing their ideas and feelings in a variety of contexts. They enjoy taking on roles in the 'house', using costumes, jewellery and hats to create characters as they act out scenes from domestic life. They have a wide variety of experiences in art and learn to use a range of media and different techniques for effect. Some explained clearly how they used sponges for printing and smudged chalk to create fog in their sea pictures. Many draw with a good eye for detail, as they showed in their pictures of people on a rainy day. ICT is used well to extend skills in art as children learn to use colour and design for impact in creating images.

ENGLISH

63. Standards overall are broadly average which is similar to the finding in the last inspection and largely reflects the results of national tests in 2000. However, there are differences in levels of attainment in different aspects of the subject and in the levels of achievement of boys and girls. The majority of pupils achieve well in reading and standards in this aspect are higher than in writing. This area has been identified as a weakness and there are indications of improvement in the standards currently achieved by seven-year-olds. This is an area that has much improved since the last inspection when the quality of written work at the end of Key Stage 1 was found to be unsatisfactory. Girls out-perform boys in all aspects of English and the gap widens as pupils move through the school. Pupils with literacy difficulties have a good level of additional support but do not achieve as well as they should because tasks are not always sufficiently modified to meet their particular needs. Teaching is satisfactory, but there is a need for a better structure to support the teaching of skills in writing.
64. Skills in speaking and listening improve steadily as pupils move through the school. By the age of seven, the majority is confident in talking in a group or to the whole class. Pupils listen carefully and make appropriate responses to questions and instructions. Higher attaining pupils, mainly girls, talk with assurance and clearly communicate ideas showing an awareness of the need for a more formal vocabulary in some situations. By the age of eleven the majority of pupils are careful listeners and can express their ideas and ask questions in discussions, modifying their responses to take account of what others contribute. A minority, again mostly girls, show considerable assurance in talking in a wide range of contexts and using Standard English where appropriate.
65. Reading skills are taught well in Key Stage 1 with the result that at the age of seven almost all pupils reach at least average levels and a significant proportion attains higher levels. Pupils read a wide range of books accurately and with understanding, using a variety of strategies, including their knowledge of sounds and the context of the story, to make reasoned guesses at unknown words. Higher attaining pupils are independent readers using good expression when they read aloud. They start to develop preferences for particular types of stories or authors and they use their skills well in finding information from a variety of sources. Pupils continue to read regularly through Key Stage 2 and are introduced to a wide range of texts through work in the literacy hour. By the age of eleven, the majority shows understanding of the characteristics of different types of books and appreciates significant themes or events in what they read. Pupils use their skills to locate information and are able to skim and scan text to highlight key points. Girls are noticeably more enthusiastic readers and engage with more challenging texts than boys, talking confidently about their enjoyment of a range of authors including Jacqueline Wilson and Beatrix Potter. Boys read regularly in school and at home but their preferences in independent reading tend towards magazines and

comics.

66. Pupils make steady progress in writing but their skills do not develop at the rate at which they should. The main reasons for this are the lack of opportunity for pupils to engage with particular styles of writing to refine and improve their skills and the lack of provision of materials and models for reference when they are writing. There are indications of improvement at the lower end of the school and many pupils have made good progress in the last year. By the age of seven, many write confidently in a variety of forms including lists, letters and re-telling of stories. Vocabulary becomes more varied and pupils begin to write with assurance, for example in explaining how Cinderella 'got beautiful clothes and madghic [sic] things'. Higher attaining pupils often make good use of strategies such as dialogue and capital letters for interest and emphasis and begin to use a range of punctuation accurately. Older pupils extend the range of written work with which they engage and by the age of eleven the majority writes in a variety of forms producing reports, playscripts and character studies. However, the standards that they achieve are not consistently maintained and they occasionally mark time, often when they engage in activities from a commercial scheme that practises a skill that they have already acquired. Presentation improves but many pupils do not consistently join handwriting and some continue to print. Spelling skills, even for the higher attaining pupils are often weak, with many making careless mistakes in their written work.
67. Pupils successfully make use of their skills across the curriculum. They write a script for a weather forecast in geography and research and present information on the life of Julius Caesar in history. In science, they describe their observations and write accounts of experiments, but these are sometimes on a pro-forma that limits pupils' ability to make best use of their skills in deciding on a structure and format for their recording. Again standards of presentation vary; some work is well set out but other pieces are untidy and indicate a degree of carelessness.
68. Teaching is satisfactory overall and effective use is being made of guidance from the National Literacy Strategy to support planning. The teaching of reading is effective in ensuring that pupils quickly acquire a good range of basic skills and have the opportunity to use and refine these as they move through the school. All pupils are heard to read regularly, individually or in group reading sessions; the regular setting of homework that involves reading means that children also get frequent practice at home. The acquisition of skills is tracked systematically, particularly in Key Stage 1, so that areas of weakness can be targeted for improvement. Throughout the school, pupils are introduced to a variety of texts in the literacy hour so that they become aware of the characteristics of different styles of writing. There is no specific structure for the teaching of writing and there has been no recent training in this area, although some is planned for the next academic year. Although pupils learn to write in a variety of forms, teachers rarely demonstrate the process of writing and the lack of modelling of a particular style of writing or a specific focus on honing skills inhibits the progress that children make. This has a particular impact on the achievement of pupils with learning difficulties in Key Stage 2. Use of materials from the additional literacy strategy has been helpful in improving skills in areas such as word building but there is not enough opportunity for pupils to apply these skills and a lack of support materials such as simple word lists to check spellings of commonly used words. The written tasks that they are given are not always sufficiently modified to take account of their levels of competence and to enable them to experience success. Marking is a weakness, with work often ticked and dated but rarely evaluated to indicate achievement and areas for improvement. An editing code has been introduced but is rarely used by either teachers or pupils.

69. The subject is jointly managed by the headteacher and a teacher in Key Stage 1 who also oversees numeracy at this key stage. The introduction of the literacy strategy has been successfully managed and the framework has been adapted to take account of mixed-age classes through the school. There has been limited monitoring of teaching which, while planned, has been curtailed to some extent by staffing difficulties. Results of standardised tests are analysed to identify particular strengths and weaknesses and this information is used by individual teachers to make decisions about curriculum planning. However, the school has not yet formulated a strategic plan to improve attainment in writing although the weaknesses in achievement, particularly by boys, is recognised.

MATHEMATICS

70. The school has made satisfactory progress in mathematics since the previous inspection, which found that most pupils attained the expected level at the end of both Key Stage 1 and 2. Since then, apart from a decrease in 2000, national test results have been above the national average in Key Stage 1. This improvement is associated with much better teaching. The inspection found that the improvement in Key Stage 1 has been maintained. Pupils make good progress through Key Stage 1 and their learning and achievement are good. The decline in Key Stage 2 has been arrested and the attainment of pupils currently in Year 6 is likely to be similar to that of last year. The majority of pupils are working at average levels with few reaching higher levels. Current pupils in Year 5 are attaining similar standards to those in Year 6. In Key Stage 2, pupils' learning and achievement are broadly satisfactory but some boys, particularly the lower attainers, do not make as much progress as they should. Teaching, which was unsatisfactory in Key Stage 1, is now good.
71. During Key Stage 1 pupils achieve well. The learning of the majority of pupils is good, and often very good. This is due to exciting teaching that encourages pupils to work hard and achieve well. The attainment of current seven-year-old pupils is above average. They add three single-digit numbers accurately, add and subtract numbers to 100 and higher attaining pupils work beyond this. They know how numbers such as two, five and ten can be linked in four different multiplication and division sums. Pupils know a range of two-dimensional shapes and identify lines of symmetry. They interpret simple bar charts correctly and tell the time to the half hour. Higher attaining pupils tackle problems confidently, such as when finding 'how many cats there are with varying eye colour, and having a tail or no tail, and collar or no collar'. Teachers emphasise correct mathematical vocabulary and this is helping pupils to use terms such as tallest or largest, higher and highest correctly. Pupils who are lower attaining, or have special educational needs, are well supported and teachers plan work at an appropriate level. These pupils gain confidence with addition and subtraction, but have limited experience of multiplication and division.
72. Satisfactory teaching is helping pupils to build on their numeracy skills during Key Stage 2. Teaching helps to ensure that girls and average or above average attaining pupils make best progress. Boys, especially lower attaining boys, do not make as much progress. Overall, however, pupils' learning and achievement are satisfactory and attainment is about average. Pupils in Year 5 are achieving similar standards as those in Year 6, where there is little high attainment. About three quarters of the eleven-year-old pupils are working at around an average standard, few at a higher level. Learning for most pupils is helped by the careful use of mathematical vocabulary, although lack of clarity of explanations in whole-class lessons sometimes results in confusion. By the end of Year 6, the majority of pupils handle numbers confidently, with

most multiplying correctly and dividing numbers accurately. They recognise equivalent fractions and higher attaining pupils accurately calculate simple percentages of numbers. Many use their skills well to tackle problems correctly where the information is in a written form. This area, however, is a common weakness for boys, especially those who have some literacy difficulties. In both Years 5 and 6, about a quarter of pupils work accurately with numbers to two decimal places and with negative numbers, for example involving thermometer readings. Lower attaining pupils, and some average and higher attaining, are not confident when the temperatures are given to one decimal place. In Year 4, standards of work are about the average. The work of lower attaining pupils in data handling and shape work is similar to that of other pupils, but there is a lack of confidence and accuracy when handling numbers. In Year 3, lower attaining pupils, mainly boys, are not making sufficient progress in number because there is not enough opportunity for them to consolidate new work. Their work in other areas of mathematics is similar to that of other pupils.

73. The quality of teaching is never less than satisfactory. It is good overall and that in Years 1 and 2 is very good. In this class, the very good teaching is promoting good learning and raising achievement of all the pupils. The best teaching reflects good subject knowledge, work that is well matched to pupils' needs and effective behaviour management. Pupils are expected to work at a good pace; this they do and hence achieve well. Teachers have implemented the National Numeracy Strategy effectively. They ensure that lower attaining pupils have opportunities to contribute to whole-class sessions, often by the effective use of individual whiteboards. For older, lower attaining pupils not enough thought is given to the need to consolidate knowledge, and there are examples, for instance in Year 3, of limited amounts of work being completed. In most lessons, pupils concentrate well and most complete a good volume of work. They are interested in numbers and enjoy applying their knowledge, provided they can understand the task. Children quickly settle to group tasks after the initial introductions associated with the National Numeracy Strategy, but a minority of mainly older boys do not always listen closely enough to explanations or instructions. This results in wasted time. Teachers' emphasis on mathematical vocabulary and their use of questions are often very effective. A weakness in Key Stage 2 is that explanations sometimes lack clarity and this leads to pupils becoming muddled. Numeracy is often well promoted through subjects such as science, but other opportunities, for instance in geography, are not developed sufficiently. Marking often lacks detail, and there are few examples of it being used to help pupils understand how they can improve.
74. The curriculum is appropriately based on the National Numeracy Strategy. Good use is made of ICT to support pupils' learning especially in Key Stage 1. The subject is supported by a useful policy, but this does not contain sufficient reference to how the problems of pupils with special educational needs should be met. A wide range of assessment procedures is used regularly throughout the school. The data obtained is being increasingly well analysed to identify pupils' strengths and weaknesses and this information is now being used to plan work. Cultural references in other subjects, such as Pythagoras in the history of Ancient Greece, help pupils to appreciate some of the roots of modern mathematics. The joint co-ordinators have successfully implemented the National Numeracy Strategy but have had limited opportunity to monitor teaching. Resources are good, but insufficient use is made of practical aids, to promote pupils' confidence in using number, particularly in Years 3 and 4.

SCIENCE

75. The previous inspection found that attainment was about average in Key Stage 1 and above average in Key Stage 2. The school has made satisfactory progress in this

subject, with standards at the end of Key Stage 1 now being higher than national expectations and broadly average at the end of Key Stage 2. The attainment of the eleven-year-olds in Year 6 is likely to be similar to that of last year's pupils. However, the current Year 5 pupils are achieving well and working at similar levels to Year 6. During Key Stage 1 pupils make good progress. Their learning and achievement are good and the attainment of seven-year-old pupils is above average. Teaching, which was unsatisfactory in Key Stage 1, is now good throughout the school.

76. During Key Stage 1, pupils acquire good knowledge and skills. Seven-year-olds know that materials have different properties, and that their use therefore differs. They generalise about the types of materials that could be used to make an umbrella and investigate the properties of materials well, for example by testing for waterproofing. Pupils in the Year 1 and 2 class observe plants very closely and produce good observational drawings. These include good detail of leaf and flower shape and the pattern of veins on the leaves. This level of detail was directly related to the clear guidance given by the teacher on the importance of close observation. Younger Year 1 pupils in the mixed reception and Year 1 class cover similar topics, but their recorded work contains less detail.
77. During Key Stage 2, teachers generally build effectively on the secure standards achieved by the end of Year 2. The correct use of scientific vocabulary, effective use of questions and clear explanations help pupils' progress. The school gives good attention to developing pupils' skills. Scientific knowledge is also developed satisfactorily and, by the age of eleven, pupils have a good understanding of how to tackle a scientific investigation, especially in ensuring the test is fair. Pupils in Years 5 and 6 investigated how the length of the wings affected the descent of the paper helicopters they had made. They approached the task logically and recorded their observations carefully. However, teachers do not guide pupils sufficiently to ensure that experiments produce data that can then be analysed. There are not enough opportunities for older pupils to design an investigation to answer a question they have raised, and to collect and interpret the data obtained. In Years 3 and 4, pupils extended their previous work on materials to suggest why a baby's bib is often made of plastic. The higher attaining pupils have a good understanding of solids, liquids and gases, using their own vocabulary to describe their properties, but lower attaining found this task difficult. The good use of scientific vocabulary, for instance related to rocks and soils, resulted in pupils learning well. Pupils with special educational needs make satisfactory progress. It is better when teachers give thought to how these pupils can record their observations, often by using simple sentences and drawings. At times, progress in science for lower attaining pupils, mainly boys, in Years 3 and 4 is restricted by their literacy skills.
78. The quality of teaching is good. Teaching helps to promote learning by pupils because of the interest generated and effective use of questions and scientific vocabulary. Throughout the school, teaching is characterised by these features, together with teachers' good subject knowledge. As a result, Year 5 and 6 pupils began to understand, for example, the roles of the different parts of a flower, such as stamen, pollen, stigma and ovary. Pupils' attitudes to science are good, illustrated by the interest evident during the dissection of a range of flowers and by the quality of questions many pupils asked of the adults in the class. Behaviour is good in both whole class and group activities, although some older pupils do not listen closely enough. Pupils are generally keen to answer questions, carry out investigations and explain their observations. In a very good lesson with Years 1 and 2, the teacher took time to teach careful observation skills, which helped to ensure good quality observational drawings of plants. Occasional weaknesses, which have the potential of confusing pupils, include lack of

clarity in explanations, such as jumping from insect pollination to methods of seed dispersal. At times, not enough thought is given to where pupils sit during whole class 'carpet' sessions. In the large Year 3 and 4 class, too many pupils, mainly lower attaining boys, were at the back and behind a sink. As a result, they could not be easily seen by the teacher and became inattentive. Pupils make use of their literacy, numeracy and ICT skills to promote learning in science, although use of numeracy could be extended further for the oldest pupils. Suitable resources are used effectively, such as magnifying glasses for the observation of soil or flower detail. Marking does not always help pupils to understand how they can improve.

79. A broad curriculum helps to ensure a good balance between the development of knowledge and skills. Older pupils, however, do not have sufficient opportunity to plan their own investigations in detail. A helpful policy supports the teaching of the subject, but the references to support for pupils with special educational needs are not detailed enough. Good links are made with other areas of the curriculum, including art and design, design and technology, literacy, numeracy, geography and ICT. Assessment is satisfactory, although better for scientific knowledge than for skills. Knowledge is increasingly being assessed and recorded during each topic, but the organisation of this is not yet consistent in all classes. Science makes a good contribution to pupils' personal development. In particular, they are encouraged to wonder at the beauty of flowers and have the opportunity to develop the social skills of working co-operatively and supporting each other. The co-ordinator leads the subject satisfactorily, although she has not had enough opportunity to monitor the quality of teaching or pupils' work.

ART AND DESIGN

80. No art lessons were seen; evidence was gathered from displays, samples of pupils' work and discussions with the co-ordinator and pupils. Standards achieved by seven-year-olds are good. Evidence was too limited to make a firm judgement on the standards attained by eleven-year-olds. However, planning and work samples show that pupils have good opportunities to develop their understanding of a variety of media and techniques and to learn about the work of well-known artists as they go through the school. The last inspection found that standards were broadly in line with national expectations with some good achievement in the design aspects of the subject. Indications are that the good provision for the subject has been maintained and there has been improvement in standards achieved.
81. The youngest pupils learn to represent their ideas and observations using a variety of media including paint, pastels and crayons. Six- and seven-year-olds produced good quality observational drawings of plants and flowers showing careful attention to line and detail. These were linked with the study of the work of Redon and Matisse. They print successfully using a variety of materials and create good designs for tiles to represent the work of the school. Good use is made of ICT, for example in creating self-portraits and work in the style of Mondrian.
82. These skills are built upon as pupils move through the school. Eight- and nine-year-olds represented their response to pictures by creating simple tunes represented in invented notation. Study of the novel 'The Iron Man' resulted in some detailed and imaginative drawings and clay models of the angel dragon from the story. Older pupils also make good use of sketches to draft initial ideas for later work. Eight- and nine-year-olds showed good skills in landscape studies based on observations of views from the school. Many demonstrated good skill in brushwork and in colour mixing to create effect and give a sense of perspective to their pictures.

83. Planning is based on guidance to ensure progression in skills as pupils move through the school, which was an area of weakness in the last inspection. The co-ordinator is working to develop a scheme of work based on current medium-term planning and national guidance for teaching of art. Some work successfully supports learning in other areas including history and geography. The subject makes a good contribution to pupils' social and cultural development. Six- and seven-year-olds worked collaboratively in small groups to design and plan images of school. They considered shape and pattern in the planning stage before creating striking clay tiles to create a small wall mural. Ten- and eleven-year-olds visited Stowe Woods and worked together to create land art using natural objects based on the work of Andy Goldsworthy.

DESIGN AND TECHNOLOGY

84. No lessons were seen but evidence from displays, pupils' earlier work and planning files shows that pupils have a good range of experiences in this subject. Their skills develop well as they move through the school and, as a result, seven- and eleven-year-olds attain standards that are above national expectations. This represents improvement since the last inspection when standards were found to be in line with national expectations. Skills in planning, which were weak, have improved considerably.
85. The youngest pupils learn to cut, fold and join paper and card in a variety of ways. Six- and seven-year-olds made moving pictures depicting the events in the sea rescue effected by Grace Darling. They made good use of sliders and split pins to create the moving parts and three-dimensional images; they used techniques that they had learned in art to good effect in finishing the scenes. After studying the features of houses, pupils made their own model houses, making mini-prototypes and evaluating features such as how to make the windows open.
86. Older pupils use design skills well in a variety of applications. Good links are made with subjects across the curriculum. Eight- and nine-year-olds designed and made 'magical flowers' using a good range of materials and joining techniques and writing some imaginative descriptions of the main features of the products. The oldest pupils had good experience in planning and making shelters using a wide range of techniques. They wrote some good detailed evaluations of the structures, considering their use and fitness for purpose. Their studies in history were enhanced by the opportunity to design and make Egyptian jewellery and constructing Victorian houses.
87. A scheme of work is being developed based on current medium-term planning and taking account of national guidance. The headteacher is the co-ordinator; she has had no opportunity to monitor work or sample teaching but all the indications are that coverage is good and the subject has high status in the school.

GEOGRAPHY

88. The previous inspection report indicated that attainment for seven- and eleven-year-olds was about average, although it was not high enough for higher attaining pupils. The subject was well led, but there was not a clear identification of geographical skills. The school has made satisfactory progress, with particular improvement in Key Stage 1. Although pupils' knowledge is developed satisfactorily at Key Stage 2, their skills are still not extended sufficiently. Good attention is given to environmental aspects of geography and to the use of the local area.
89. The attainment of eleven-year-olds is about average, although stronger for knowledge of a range of localities than for skills. Suitably planned activities help pupils understand

the features of a river from source to mouth. Good links are made to history, with, for instance, pupils understanding that Gloucester was sited at the lowest crossing point of the river. They follow routes on a local ordnance survey map, for instance from their home in Marhamchurch to Widemouth Bay. Mapping skills in relation to grid references are not extended enough. Pupils in Year 6 are still using letter and number references in their map work, rather than four- or six-figure grid references in the form used on ordnance survey maps. Pupils in Years 3 and 4 look at the use of different materials to build homes in work that links well with science and history. Maps of the village are completed, but apart from being neater and more accurate, little additional information is included compared with similar maps in Key Stage 1. A positive feature is that pupils then record accurately different land uses around the village. Year 1 and 2 pupils produce clear maps of the area around the school and the village. They are helped to look at aspects of their own environment and being safe. Well organised teaching helps pupils appreciate the similarities and differences of living in the village of Marhamchurch and the village of Awkuzu in Nigeria. Pupils with special educational needs achieve similar standards as other pupils, although their literacy skills limit the detail in their written work.

90. Although only one lesson was seen, indications are that the teaching of geography is at least satisfactory. Some, particularly for Years 1 and 2, is very well planned. Teachers use resources and the local area effectively to interest pupils. Literacy and numeracy skills are used satisfactorily. Tasks set for older pupils, especially map work, are not always sufficiently demanding.
91. The curriculum is based largely on national and local guidance and enhanced significantly by visits and the use of the local area. A strength of the curriculum is the coverage of environmental issues, such as pollution and recycling and local studies. An important weakness is the development of skills, such as advanced map work. A helpful policy supports the teaching of geography, but there is insufficient detail of how to support pupils with special educational needs or guidance on the development of geographical skills. The subject makes a good contribution to pupils' personal development, especially the cultural aspect, in relation to locations overseas and Cornish culture. Procedures for assessing pupils' geographical knowledge and skills are not used systematically across the school. The co-ordinator monitors planning, but has little opportunity to monitor teaching or pupils' work.

HISTORY

92. The previous inspection indicated that the standards achieved by both seven- and eleven-year-olds were about average; there has been an improvement and standards now are above average. Teaching was previously described as satisfactory. The quality of pupils' work and the lessons observed demonstrate that this has also improved and is now good.
93. The younger pupils develop a good awareness of change over time. They know that kitchens have changed since when their grandparents were young. They recall very well the lives of some famous people from the past, such as Grace Darling and Florence Nightingale. Clear and well organised teaching helps to make history relevant, and pupils learn to place these people and others from the past, such as Samuel Pepys, on a time line. Children are also helped to understand that change is continuing as they take the time line forward to include themselves as a teenager. Ten- and eleven-year-olds know about aspects of life in Britain before the Romans came. They

describe features of Celtic villages and know the story of Boudicca. Pupils in Years 3 and 4 know about life in Ancient Greece, and compare the modern day Olympic Games with those originally established. Pupils have a clear understanding of the distinction between Greek myths, such as stories of the gods of the Ancient Greeks, and facts about life in Ancient Greece. Good teaching establishes strong links with subjects such as science when looking at forces and how the pyramids were built.

94. Teaching is good, especially in relation to enabling pupils to develop historical skills by asking, for instance, what can be deduced from an old photograph of the main village street, as well as about life in the past and the lives of famous people. Time lines, including a permanent one in the school hall, are used effectively to promote pupils' developing awareness of chronology. Pupils take care and pride when completing their work. The oldest pupils demonstrated this when completing their individual research projects on the Romans; these contain a wealth of detail which pupils had found for themselves.
95. The curriculum is well planned, giving pupils the chance to learn about local, national and world history, as well as developing historical skills. Teachers help to bring the subject alive through, for instance, the study of lifeboats in the past and the comparison of clothes of lifeboatmen with those of the present day. History makes a good contribution to raising pupils' awareness of cultures from the past. A clear, helpful policy supports teachers well, although there is little reference to pupils with special educational needs and how to support them. Assessment, which was a weakness in the last inspection, is not yet systematic for either knowledge or skills. The co-ordinator leads the subject effectively. She monitors planning, but has not had the opportunity to observe teaching or to examine pupils' work throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

96. The previous inspection indicated that attainment was about average, although the evidence available was limited. Teachers' planning was weak in relation to the progression of key skills. Much of the work in ICT was within topics. More direct teaching now occurs, and good progress has been made, especially in Key Stage 1. A detailed in-service training plan for staff is in place, and this should further raise the quality of teaching. Resources have improved, particularly through the establishment of an ICT suite, with a technician. Attainment of seven-year-olds is above average and it remains about average for eleven-year-olds.
97. Year 1 and 2 pupils make good progress in using the computer. They identify machines in the home and outside which communicate information. Pupils use the keyboard to enter and print text at the expected standard. They use the shift and delete keys correctly, have good mouse control and use an art program very effectively to produce hot or cold pictures and pictures in the style of Mondrian. They note which icons they have used and evaluate their self-portraits well. Activities are planned effectively to ensure that all pupils experience the full range of the curriculum. The very good teaching is helping all pupils to make good progress. ICT skills are made very relevant to pupils, because the teacher ensures that skills are developed and also used across the curriculum. In the one lesson seen, effective grouping ensured pupils developed their word processing skills, including punctuation, very effectively.
98. Attainment of the oldest pupils is average, because they have not had the benefit of the use of an ICT suite until fairly recently. Pupils consolidate and extend their word processing skills so that they modify text, alter font size and style, create a border and use colour effectively when printing their work. They use the spell check to correct their

work. Pupils know how to access the Internet. They program a screen turtle to complete a series of instructions. The teaching in a lesson with Years 3 and 4 was satisfactory. A suitable range of activities had been planned for pupils not using the computer, and different computer tasks had been prepared. The explanation of how the angle of turn of the screen turtle is measured was not made sufficiently clear and this slowed progress. Good use is made of ICT skills in other subjects, such as when pupils produced eye-catching advertisements for encouraging tourism to Egypt. Mathematical data are entered and displayed effectively.

99. Throughout the school, pupils enjoy ICT and concentrate well, for example when entering text into a computer or programming the screen turtle. Owing to a lack of equipment to develop pupils' knowledge of the use of ICT to monitor and record changes, for instance of temperature or light intensity, this aspect of the Key Stage 2 National Curriculum cannot be taught at present. Equipment is to be bought and two lessons, using local authority support, are planned for current Year 6 pupils before they leave the school. With this exception, resources are good. Systematic assessment of pupils' ICT skills is not in place and current practice is inconsistent. The subject makes a good contribution to pupils' personal development, such as when pupils co-operate while using computers or produce art in the style of famous artists. The school has a good ICT suite and a suitable range of software.

MUSIC

100. Only one music lesson was seen and it is not possible to make a judgement about standards or teaching. Discussions with the co-ordinator and a scrutiny of planning shows that music is taught regularly throughout the school and that all aspects of the subject are covered. The last inspection found that there were weaknesses in the quality of teaching and progress made by pupils at Key Stage 1. Planning indicates improvement in the provision of experiences to enhance pupils' musical knowledge and skills.
101. In the lesson observed with Years 5 and 6, the teacher provided a good variety of activities to encourage pupils to participate in call and response songs and to compose and perform their own versions using percussion instruments. Detailed planning and a clear structure to the lesson ensured that pupils built steadily on their experiences and successfully applied their knowledge in creating the group compositions.
102. Taped programmes and a commercial scheme are used to support teaching. Pupils also have additional opportunities to compose and perform using a range of instruments. Provision is good overall; pupils have the opportunity to join a choir, to learn the recorder and to perform at assemblies, church services and for special occasions such as Christmas. Extra tuition, for which parents and carers pay, is provided for guitar and keyboard. Pupils also have the opportunity to listen to a range of music and to see musicians perform and this enhances their spiritual and cultural development. The most recent visitor was an African drummer, whose performance greatly impressed the older pupils.
103. The co-ordinator oversees planning, which is based on national guidance. She has had no opportunity to observe teaching or to monitor standards as her prime commitment has been to oversee the implementation of the literacy and numeracy strategies at Key Stage 1.

PHYSICAL EDUCATION (PE)

104. The previous inspection indicated that the attainment of seven-year-olds was below average and that of eleven-year-olds was about average. Teaching was unsatisfactory in Key Stage 1, and good in Key Stage 2. Standards have improved in Key Stage 1 and are now good overall, which reflects much improved teaching. Standards achieved by older pupils remain broadly average. The school provides a broad and varied curriculum, including swimming lessons throughout the school. During the inspection two lessons were observed, dance in the Year 1 and 2 class and games for the Year 5 and 6 pupils.
105. The younger pupils make good progress in dance. They move well around the hall, and show good skill in interpreting the music to demonstrate the types of jobs that might be undertaken in and around an African village. Both boys and girls listen carefully to the music, and improve their performance very well. In the lesson observed, the teacher took time to discuss what pupils were doing and used demonstration effectively; she was also well supported by other adults. When watching others perform, pupils evaluated the strengths of what they had seen perceptively.
106. Pupils in Years 5 and 6 demonstrated satisfactory skills in catching, throwing and striking a ball. The teacher used the opportunity well to teach specific skills and suggested how to improve. However, by the end of the session, pupils had not incorporated these skills effectively into the small game planned by the teacher, largely because a minority of pupils, mainly boys, did not follow instructions correctly.
107. Teaching in the lesson with Years 1 and 2 was very good because of very effective planning and the desire to make maximum use of the time available; as a result pupils progressed rapidly. Although many similarly good features were evident in the Key Stage 2 lesson, pupils' learning and the quality of teaching were only satisfactory. This was because a minority of pupils were inattentive, especially in the small games session, and did not behave well. This affected the learning of the whole group and limited what could be achieved. Teachers emphasised the importance of health and safety well during both lessons seen.
108. All aspects of the National Curriculum, including outdoor and adventurous pursuits, are taught, thus ensuring pupils develop a range of skills across all areas. Pupils are able to join in a good range of extra-curricular activities, including rounders, football and basketball. All pupils attend swimming lessons. Assessment in swimming is very well organised so that children are grouped by ability, whatever their age. The subject makes a good contribution to pupils' personal development, such as when creating a dance to African music, working as part of a team and co-operating in a range of activities.

RELIGIOUS EDUCATION

109. The previous inspection indicated that pupils' work was appropriate for their ages and that satisfactory progress was made. The curriculum was in line with the locally agreed syllabus, but planning and assessment needed to be improved. Planning is better but assessment procedures are not used consistently. During the inspection, only one lesson was observed in Years 5 and 6. This, together with discussions with pupils and scrutiny of their work, shows that standards have risen and the attainment of eleven-year-olds is above expectations.
110. By the age of seven, pupils' knowledge and understanding reflect the expectations of the locally agreed syllabus well. They record some of the different ways in which Christmas is celebrated and know the main events associated with the birth of Jesus,

such as the journey to Bethlehem and the visit of the wise men. They know some of the festivals and stories associated with a range of faiths in addition to Christianity. These include the story of Rama and Sita, and the festival of Holi.

111. By the age of eleven, pupils demonstrate a good understanding of a range of different religions. They are familiar with significant Bible stories from both Old and New Testaments. They understand the meaning of some of the parables told by Jesus and know the main features of the inside of a church, including the altar and the Cross. Good use is made of visits to the local church to promote this understanding. There is a growing understanding that the Bible and Torah are 'sacred books'. Pupils know about the festival of Hanukkah and the importance of pilgrimages within the different faiths. Pupils show an increasing understanding that faith can have a significant impact on people's lives, such as that of Mother Teresa. Year 3 and 4 pupils understand the origins of Sukkot' and its importance to Jews. Throughout the school, all pupils, including those with special educational needs, make good progress. The lower attaining pupils show a clear understanding of the main topics covered, although their literacy skills limit the quality of the finished product.
112. In the lesson observed, pupils listened to each other well. The lesson observed, planning for the subject and the quality of pupils' work show that teaching is good. Teachers' good subject knowledge helps pupils' learning by ensuring the correct detail is included. Pupils' work is presented neatly, although there are too many spelling errors, even by the higher attainers.
113. The contribution of religious education to pupils' personal development is very good. Pupils are encouraged to think about themselves as 'being special' and to reflect on the beauty of God's world. Moral aspects associated with religion are explored well. Social awareness is raised through considering the work of charities. The introduction of the faiths of Hinduism, Islam, Judaism and Sikhism raises pupils' awareness of a range of cultures, but not enough emphasis is given to the existence of these faiths in many parts of the United Kingdom. There have been some recent changes to the locally agreed syllabus and as a result the school does not have sufficient artefacts to cover the new area of Sikhism in sufficient depth.