

INSPECTION REPORT

OSPRINGE CE PRIMARY SCHOOL

Faversham

LEA area: Kent

Unique reference number: 118646

Headteacher: Mr J Truman

Reporting inspector: Mrs L Woods
21079

Dates of inspection: 15 – 18 April 2002

Inspection number: 195816

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

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INFORMATION ABOUT THE SCHOOL

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

School address: Water Lane
Ospringe
Faversham
Kent

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Appropriate authority: The governing body
Name of chair of governors: Dr A Norley

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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21079	Mrs L Woods	Registered inspector	Science	What sort of school is it? How high are standards? How well is the school led and managed?
			Information and communication technology	
9614	Mrs C Webb	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?
21121	Mr D Houghton	Team inspector	Additional educational needs	How well are pupils taught?
			Equal opportunities	
			English as an additional language	
			English	
			Music	
			Physical education	
25925	Mrs L Pacey	Team inspector	Mathematics	How good are curricular and other opportunities offered to pupils?
			Art and design	
			Design and technology	
			Religious education	
10367	Mrs N Myers	Team inspector	Foundation stage	
			Geography	
			History	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 14
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14 - 16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16 - 18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20 - 21
HOW WELL IS THE SCHOOL LED AND MANAGED?	21 - 23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23 - 24
PART C: SCHOOL DATA AND INDICATORS	25 - 28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29 - 43

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ospringe Church of England Primary School is a central part of the village, to the south of Faversham in Kent. There are currently 236 boys and girls on roll between the ages of four and eleven. Pupils come from the village and the nearby town, from a wide variety of social backgrounds, although few come from ethnic minority families. Three children in the reception class are learning English as an additional language, which is low compared with the national picture. Thirty-two pupils, 13.5 per cent of the school, are known to be eligible for free school meals, which is broadly average. Forty-two per cent of pupils are on the school's register of pupils with additional educational needs, which is above the national average. Eighty-eight pupils are identified for early years and school action, and eight pupils for early years and school action plus, as defined in the revised Code of Practice for the identification of such pupils, and two pupils have statements of additional educational need. Pupils' attainment on entry to the school is below average overall.

HOW GOOD THE SCHOOL IS

This is an effective school. The school demonstrably adds value to the pupils in its care. From the below-average standards when they start school, pupils, particularly those with additional educational needs, make steady progress in the infants and good progress in the juniors, to reach average standards in English, mathematics and science by the time they leave at the age of eleven. Teaching has improved, and is sound overall, with good teaching in a third of lessons seen. Relationships are good, and all connected with the school work hard to create and maintain a warm, family atmosphere in which all individuals are fully included and valued. The headteacher provides inspirational leadership, and has made significant improvements in the time he has been in post. Governors play an active part in the school, and management is good. The school provides sound value for money.

What the school does well

- Leadership and management by the headteacher, his deputy headteacher, the co-ordinator for pupils with additional educational needs and the governing body is very good.
- Pupils overall are enthusiastic about their school, have good attitudes towards their learning and a clear understanding of the impact of their actions on others.
- Procedures for monitoring and promoting good behaviour from the pupils are very good.
- Procedures for assessing and measuring pupils' attainment and progress are very good.
- The school's provision for pupils who have additional educational needs is very good.
- Partnership with parents and their contribution to the work of the school are very good.

What could be improved

- Planning of the curriculum, to make this easier to manage and monitor.
- Use of the wealth of information gained through very good assessment procedures, to tailor work to pupils' individual needs.
- Monitoring and marking of pupils' written work, in order to identify where learning has been effective and where it has not.
- Provision for children in the Foundation Stage of education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the key issues identified in the previous inspection in June 1997. Schemes of work, many based on the guidance issued by the Qualifications and Curriculum Authority, and National Curriculum requirements are in place for all subjects. The level of resources has also improved significantly, although storage of these remains a problem. Assessment practice is very good, and the school is aware that the information gained through assessment should now be used rigorously, in order to raise standards further. Since his appointment in January 2000, the headteacher has defined clearly the role of subject co-ordinators and significantly increased the monitoring of teaching and learning in classrooms, and this practice is now good. Monitoring of the outcomes of pupils' written work, however, is an area for development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	C	C
mathematics	B	B	B	B
science	D	A	E	E

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

In the national tests in 2001, standards in English were average compared with performance in all schools and with schools having a similar intake of pupils. In mathematics, standards were above average, but they were well below average in science. Although the percentage of pupils reaching the expected Level 4 and above in science was close to the national average, far fewer pupils reached the higher Level 5 than was found in the country as a whole. Standards in English and mathematics have been above the national average over the past three years, although they are declining slightly, as a result of the changing nature of pupils' abilities within each year group. The school sets realistic and challenging targets for all pupils, and has a clear picture of the attainment and progress of each individual. It does not expect to match results in English and mathematics in this year's tests, because nearly half of the pupils taking them are identified as having additional educational needs.

In the 2001 tests for seven-year-olds, standards in writing were below, and in reading and mathematics were well below, both the national picture and standards in similar schools. The school was disappointed in these results, and has conducted a rigorous evaluation of areas for improvement. Effective strategies have been set in place to raise standards in the infants, and performance in the 2002 tests is likely to improve.

Inspection findings show standards in English, mathematics and science are average for current pupils in Years 2 and 6. Standards in music are good throughout the school, and pupils reach good standards in history in the junior classes. Pupils generally reach standards in line with expectations for their age in all other subjects of the curriculum, although standards in information and communication technology are below expectations for

the oldest pupils. Recent improvements to provision for the subject, however, mean that pupils are making good progress in gaining the necessary skills and understanding in this subject.

Children in Reception make a sound start to their education. They reach standards in line with expectations for their age in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and physical development. Aspects of their mathematical and creative development, however, are below expectations for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils quickly develop good attitudes towards their learning, and readily absorb the school's Christian values and the moral and social skills they are taught.
Behaviour, in and out of classrooms	Good. Pupils are polite, courteous and behave well although, when lessons do not stretch them, a small minority will indulge in silly and disruptive behaviour.
Personal development and relationships	Good. Pupils' personal development is well planned, and they thrive in the warm, family atmosphere of the school.
Attendance	Satisfactory. Pupils enjoy coming to school and most arrive promptly.

The good relationships which exist throughout the school make a positive contribution to the ethos. Pupils have a very good understanding of the impact of their actions on others.

TEACHING AND LEARNING

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

The quality of teaching is sound overall, and good relationships throughout the school make a positive contribution to its happy atmosphere. Good lessons were seen in almost all year groups, with nearly half of the teaching in the junior classes being good, and three quarters of lessons in Year 4 being so judged. A very small number of unsatisfactory lessons were seen at each stage, mainly due to the work not being matched well to pupils' abilities and needs. Teachers work hard to include all pupils, including those with additional educational needs, in discussions and practical activities, and teaching assistants make an invaluable contribution to this, both in lessons and in taking pupils withdrawn for additional support. Teaching in English and mathematics is sound overall and it is good in English in the junior classes. The basic skills in literacy and numeracy are taught satisfactorily and used well across the curriculum. As a result, pupils make steady progress in acquiring these skills as they move through the school. Teachers' particular enthusiasms and expertise are used effectively, for example in music, to enthuse and inspire pupils. They manage pupils well and pupils work hard as a result. However, teachers do not use of the wealth of information gained through very good assessment procedures effectively to plan sufficient challenge for all pupils,

particularly the higher attainers, and this has an adverse effect on their attainment and progress in some lessons. In some sessions for children in the Foundation Stage, there are too few adults to enable effective interaction with all groups of children as they work and play.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All curriculum requirements are fully in place, but the balance of the curriculum needs adjusting. Provision for pupils' personal, social and health education, and for extra-curricular activities is good.
Provision for pupils with additional educational needs	Very good. The new co-ordinator manages provision very well, and has successfully implemented the revised Code of Practice.
Provision for pupils with English as an additional language	Good. Provision fully meets pupils' needs. Specialist teaching is provided for the small number of these children in reception class, with good liaison with class teacher to implement a structured language programme.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Through the school's Christian and caring ethos, teachers' high expectations and knowledge of the Golden Rules, children and pupils quickly understand right from wrong and develop good social skills. Provision for pupils' spiritual and cultural development is sound, but more needs to be done to promote an understanding of today's multi-cultural society.
How well the school cares for its pupils	Good overall. Pastoral care is very good. Procedures for monitoring behaviour are very effective. Good child protection procedures are followed and staff are aware of these issues.

The school's good programme for pupils' personal development ensures that they acquire mature and responsible attitudes by the time they leave. Partnership with parents is one of the school's greatest strengths. Parents are very supportive of the school's aims and involved with their children's life at school. The parents' association, OSA, raises considerable monies at well organised and attended events and this is used generously to augment resources and school funds.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides inspirational leadership and receives very good support from the senior management team. Subject co-ordinators' roles are developing well, but they need to take a more active part in monitoring pupils' written work.

How well the governors fulfil their responsibilities	Very good. Governors bring a high degree of expertise to the school. They have a very clear picture of the school and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Good. The headteacher and staff have made a detailed analysis of the school's strengths and areas for development, and constructed a comprehensive plan of action to address the identified issues.
The strategic use of resources	Satisfactory. Specific grants are used appropriately, and staff are deployed well. Resources, however, are not always readily accessible.

The headteacher's leadership and management are strengths of the school. Day-to-day administration is good, and the governors, together with the headteacher and finance officer, carefully take account of the principles of best value in all decisions. Staffing is generous and resources are satisfactory, although storage is a problem. Accommodation is adequate for the numbers on roll although the enclosed Foundation Stage playground is too small, and the Scots pine with roots protruding into the soft landing area and dead branches overhanging the playground adjoining the old school house make it too dangerous to use.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-one parents attended the meeting with inspectors, and 41 per cent of questionnaires were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school; teaching is good, and children work hard, gain mature attitudes and make good progress. • The school is well led and managed, and approachable when there are problems. • Provision of activities outside lessons is good. 	<ul style="list-style-type: none"> • A minority of parents do not feel the school works closely with them, and they are not kept well informed about their children's progress.

Inspectors fully support parents' positive views about the school. Evidence shows that the school does all it can to involve parents, and that it values their contributions highly.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter Reception with a wide range of abilities. Initial assessments show that their attainment on entry is below what is expected for this age group. Children of all abilities, including those with additional educational needs, make sound progress and the majority are on target to attain the Early Learning Goals, by the time they leave Reception, in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and physical development. Standards in mathematical and creative development are below those expected in the Foundation Stage curriculum.
2. The national test results in 2001 for seven-year-olds show that standards were below average in writing and well below average in reading and mathematics when compared with the national picture. Standards were well below average in all tested areas when compared with similar schools. In science, teacher assessments indicate that standards were similar to the national average. A significant number of pupils, however, attained the higher Level 3 in reading and writing, and in mathematics one pupil reached Level 4, which is very good. The overall trend in writing and mathematics is rising whilst reading has taken a dip recently, although over time there is no significant difference in the attainment of boys and girls. The school is fully aware of these trends and is analysing its results in all tests carefully.
3. The school is disappointed with these results, which are lower than those reported at the last inspection, and the new headteacher is taking significant steps to try to rectify the situation. These include detailed tracking procedures so that individual and group weaknesses can be identified, monitoring of the quality of teaching and learning, and ensuring that the National Literacy and Numeracy Strategies are fully implemented. The targets set for 2002 in English and mathematics are challenging, as they take into account the high percentage of pupils whose attainment was below average when they entered school. If these results are achieved it will indicate that the quality of pupils' learning is improving steadily. Inspection evidence shows that standards in English, mathematics and science are on course to be average by the end of Year 2.
4. National test results for eleven-year-olds in 2001 indicate that standards were above average in mathematics and average in English, but well below average in science when compared both with similar schools and with all schools nationally. A significant number of pupils achieved the higher Level 5 in both English and mathematics, with those in mathematics exceeding the national average. In science, however, the percentage of pupils achieving Level 5 was well below the national average, and this resulted in low overall standards. The overall trend in English and mathematics is rising gradually but this has been slowing down recently and the school is expecting lower results this year. The targets set for current Year 6 pupils are realistic and challenging, because 47 per cent of these pupils have been identified as having additional educational needs, which is well above the national average. In 2001, for example, 29 per cent of pupils gained grammar school places, whilst this year only 25 per cent have been awarded places at grammar schools. This dip is expected to be reversed in 2003, when the school has set much higher targets and expects a high percentage of pupils to achieve the expected Level 4. As in the infants, there is no significant difference in the attainment of boys and girls over time. Inspection evidence shows standards in

English, mathematics and science to be on course to be average by the end of Year 6, although few pupils are working at the higher Level 5.

5. Overall pupils' basic skills are sound by the time they leave school. This has a positive impact on their learning and their work in other subjects, for example pupils' skills in writing in Year 2 in science when writing books about the growth of beans, and in Years 5 and 6 in history when writing about explorers. Standards in the infants are in line with expectations for their age in all subjects, and are above expectations in music. In the juniors, standards are above expectations in history and music and in line with expectations in all other subjects except information and communication technology (ICT) where they are below, particularly in control technology.
6. Pupils with additional educational needs attain standards in line with their abilities. They make satisfactory progress in the infants. Their progress in the juniors is good in English and mathematics, and satisfactory in other subjects. This results from the good level of support provided for these pupils, for example, through teaching assistants and the school's use of outside agencies for additional support such as speech therapists. The children who are learning English as an additional language in the Foundation Stage are well supported within school and by specialist teachers, and they are making good progress. The school is fully inclusive and procedures are in place to support all pupils including those learning English as an additional language.

Pupils' attitudes, values and personal development

7. The school continues to instil the positive attitudes to learning, good moral values and social skills, underpinned by the Christian foundation identified in the 1997 inspection report. Parents, many of whom attended the school themselves, are very supportive of the school's aims and ambitions for their children and pleased they are following in the family footsteps. Children like coming to school, the majority arriving before time and playing happily outside whilst waiting to enter the school building. Their attendance is in line with other schools and there are few latecomers. During the inspection week attendance was good across the school at over 96 per cent. Registration provides a calm and purposeful start to the day, and a happy yet busy atmosphere is found in most classrooms. Relationships are very good throughout the school.
8. In Reception, children quickly learn what is expected of them and they work and play well together, keen to share what they are doing with adults. Their concentration on the set tasks and their behaviour are very good. They listen very carefully to their teacher and want to please her. All enjoyed being part of the 'train' which, led by the class teacher, zig-zagged around the hall at the end of their physical development lesson.
9. The good work ethic established in the Foundation Stage continues as pupils go up the school. They are interested in most lessons, and particularly enthused and engrossed by tasks which challenge them, as was demonstrated in a mathematics lesson in Year 6 on long multiplication. When pupils in Year 4 were carefully making paper from papyrus strips they were also interested in how long ago Rameses lived, but could not make the connection between 2000 BC and 2000 AD although they knew what these initials stood for. One suggested it might even be as long as 10,000 years! However, their interest had been kindled and they were happily engrossed in this lesson and the topic. In circle time sessions, all listen carefully to the views and concerns of others and most discuss ways to resolve any problems.
10. Behaviour is good overall, and visitors are aware of the school's warm, friendly ethos as soon as they enter the building. Pupils know the Golden Rules and what will happen if

these are not followed. One pupil in Year 3 knew she could get an 'intention' if she was naughty, but was quickly corrected by her friend who supplied the word 'detention', although neither had ever had one. Some misbehaviour does occur in classes, mainly caused by over-excited boys who can disrupt lessons. Being sent to speak to the headteacher is an effective way of dealing with this, as all pupils respect him and need his approval. There has only been one fixed term exclusion this academic year, a great improvement on the previous year when there were eight, and indicative of the school's inclusive practice and community.

11. Outside in the playground exuberant play is enjoyed by those who want this, whilst others sit quietly chatting. Although minor incidents do happen these are not as a result of bullying or harassment, and they are quickly noticed and effectively dealt with by vigilant supervisors. Pupils are concerned for each other and several were observed trying to 'fish out' the 10p piece, which had fallen into the new drain. This had been brought to school on Thursday in the child's mistaken belief it was 'fruity Friday'! Healthy eating is just one of the school's good initiatives.
12. Pupils' personal development is good overall. They respond well to teachers' expectations and all are proud to celebrate their own and others' achievements in assemblies. Pupils are polite and courteous; they enjoy socialising with their friends during lunch times, and helping adults when asked. As they get older they are pleased to act as play leaders or 'buddies' for the younger children and most develop mature and responsible attitudes. School council members, chosen from each class, are beginning to understand their role but are not yet taking their full part in meetings. Pupil responsibilities are teacher-given and not as a result of their own initiative. The impact of the new, well-written personal, social and health education programme, which includes citizenship, has yet to be tested but it should be effective in preparing pupils for the next stage in their education and for the world outside Ospringe primary school.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is sound overall, and the good relationships throughout the school make a positive contribution to the positive ethos and happy atmosphere. Good lessons were seen in almost all year groups. In the juniors, nearly half of the teaching was good, with three quarters of lessons in Year 4 being so judged. In these lessons, pupils made good progress in an effective learning environment. A very small number of unsatisfactory lessons were seen at each stage. These were mainly due to the work not being matched well to pupils' abilities and needs. As a result, pupils' learning and progress were unsatisfactory. Teaching has improved overall since the last inspection, when one in six lessons was deemed unsatisfactory.
14. Teaching in the Foundation Stage is satisfactory, and is particularly effective in improving children's personal, social and emotional development, especially in the pure reception class. Both teachers work hard to create a well ordered and stimulating environment, within which children can establish routines and independence in taking out and putting away their own work and resources. Strong emphasis is placed on listening and sharing. The direct teaching of early literacy and numeracy skills is sound, with effective emphasis on language and vocabulary. Teachers are well supported by skilled teaching assistants, although there are times when too many activities take place at once, and the level of adult support is insufficient to provide effective interaction with all groups of children as they work and play. Additionally, adults working with reception age children do not all have a clear understanding of how to promote effective learning. As a result, opportunities to encourage children to think and talk about what they are doing are lost. Teachers' planning is not clear about what children are to learn from play

activities, which adult is to be involved and how achievements are to be recorded. In the class where children are taught together with pupils in Year 1, time allowed for child initiated activities is not always sufficiently well structured or monitored to ensure that effective learning takes place.

15. Teachers in the infants and junior classes have a satisfactory knowledge and understanding of the subjects they teach. In some subjects, such as information and communication technology, art and music, teachers' individual expertise and enthusiasm are shared effectively with colleagues and pupils, to the benefit of all. The school has successfully implemented the National Literacy and Numeracy Strategies, and basic skills in English and mathematics are soundly taught. As a result, pupils make steady progress in acquiring these skills as they move through the school.
16. Teachers in classes with pupils of the same age plan together closely, to ensure all pupils receive similar experiences, and the success of this is evident in the finished work. They plan individual topics in different subjects carefully, to develop pupils' knowledge and skills appropriately, and work hard to make these topics interesting and relevant. However, planning for pupils' different abilities, and ages in mixed year group classes, is unsatisfactory. Both in lessons and in the work sampling, evidence shows all pupils completing the same activities and tasks. Teachers use ongoing evaluation appropriately to amend their plans in light of the success or otherwise of previous lessons, but do not use the wealth of information gained through the very good assessment procedures to ensure that they provide sufficient challenge for the higher attaining or older pupils.
17. Teachers use an appropriate range of methods to capture and hold pupils' interest and attention. They manage pupils well; have high expectations of good behaviour and concentration, and pupils respond well. Teachers work hard to include all boys and girls, including those with additional educational needs, in discussion and debate during introductory sessions, and interesting conversations result. In a good literacy lesson in Year 2, for example, pupils enthusiastically sorted words with 'or', 'aw', 'ore' and 'oor' sounds into groups. They debated hard over where 'Moore', a pupil's surname, should be placed.
18. Pupils move quickly and confidently to individual and group tasks and settle down to work sensibly. Teachers work closely with different groups, but maintain an effective overview of the whole class as pupils work. In a good Year 4 lesson on co-ordinates, for example, pupils worked hard to complete the challenging task with good support from the teacher and her assistant. Relationships are good, and pupils work hard to please their teachers. Teaching assistants play a valuable role in supporting pupils as they work, often concentrating on the lower attaining pupils to ensure they understand what is expected of them. This makes an important contribution to the good progress pupils with additional educational needs make, particularly in the junior classes. Teaching assistants also provide invaluable support with small groups withdrawn for additional literacy and numeracy support and for personal and social skills development. They use materials especially written to help them catch up with work they have not previously understood, for example in English and mathematics. All teachers are fully aware of the targets for pupils with additional educational needs. However, in some lessons work is not always matched well enough to these pupils' individual needs and some targets are not specific enough.
19. Lessons are well resourced, which ensures that all pupils are actively engaged in practical tasks. In science lessons, for example, sufficient equipment is available for all pupils to work in small groups and gain valuable practical skills. Most teachers make

good use of sessions at the end of lessons to draw together results and achievements and reinforce the objectives of the lesson well.

20. Marking of pupils' work, however, is unsatisfactory. There is a very clear marking policy but it is not used consistently. Whilst most work is marked regularly, and there are examples of good marking with comments, most is simple ticks and crosses, and teachers seldom include evaluative comments to encourage pupils to consider and improve on their work. As a result, whilst pupils take care over completing their work and are proud of their finished results, they are not in the habit of critically examining their own efforts. Teachers make good use of homework to support and extend the work in class and reinforce key skills, such as spelling and learning tables. Older pupils enjoy researching topics at home, such as work in Years 5 and 6 on the moon landings and space flight.

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

21. The school has made great strides in addressing the issues relating to the curriculum reported by the previous inspection. The broad curriculum has been maintained and the statutory requirements for information and communication technology, design and technology and geography are now met. All subjects have schemes of work, and systems have been set up to ensure that each subject is monitored regularly.
22. The curriculum for children in the Foundation Stage is based securely on the national guidelines for six areas of learning leading to the Early Learning Goals. Good opportunities are planned for the development of children's personal, social and emotional development. In other areas of learning, however, planning does not always clearly show what children are expected to learn from the activities provided during the many sessions designated 'child initiated activities'. As a result of this, too much of the day is spent in unstructured play. In the reception class, children learn effectively through active play in their small outdoor play area. Opportunities for physical development are more restricted for the mixed age class, because the school does not have access to all of its play area.
23. The curriculum for both infants and juniors is broad and includes all the subjects of the National Curriculum, including sex education, education about drugs misuse, and religious education. The newly implemented provision for personal, social and health education is good and is beginning to have a positive impact on pupils' attitudes to their work and the way in which they treat other people. Strategies for teaching literacy and numeracy are given suitable emphasis, although work in these subjects does not always challenge pupils appropriately.
24. Whilst there are no specific policies for inclusion and equal opportunities, all other policies include or imply these aspects. The school's policy on behaviour management, for example, helps to ensure that pupils receive appropriate support and, where there are behaviour problems, that other pupils' learning is not interrupted. Teachers work closely together to ensure that the work planned for pupils of the same age in different classes is, as far as possible, the same. The school works hard to ensure that all pupils have equal access to the curriculum and that they are all fully included in all activities.
25. The curriculum for each subject is planned for one or two years, according to the number of year groups in mixed age classes. This is a rather cumbersome system, which makes it very difficult to ensure that work becomes more challenging and

develops pupils' skills, knowledge and understanding in every subject as they progress through the school. There is no whole school overview of the work to be covered by each year group, and this adds to the difficulties in monitoring the curriculum. It also makes it hard to make the most of the time and resources available, by exploiting the links between similar work in different subjects. For example, one class studies India in geography and Egypt in history. Another works on floating and sinking in science and electrical circuits in design and technology.

26. The school has successfully implemented the revised Code of Practice for pupils with additional educational needs. The extra support given to these pupils ensures that they have full access to the curriculum. Pupils are provided with extra support in small groups both when they are withdrawn from class and within lessons. When they are withdrawn from class, they work intensively on specific programmes designed to help them catch up with work they have not previously understood, for example Additional Literacy Support and Springboard mathematics programmes. They are supervised well by teaching assistants who have been given specific training on these aspects. When pupils are withdrawn from class for special work, teachers try to make sure that they do not miss the same lesson each week. However, this is not always successful and there are times when the same very few pupils miss the same lesson. This restricts the equal access to the curriculum for those pupils.
27. The school provides a good range of extra curricular activities. The choir is so popular that three separate choirs have been set up. There is also a range of recorder clubs. The successful school orchestra meets regularly and contributes to school life by playing in assemblies. Many of the sporting activities are seasonal, such as football for boys and girls, rugby, netball, cricket and athletics. Tennis is played all year. There is a well-attended performance club and pupils have the opportunity to join a dance club. Visits and visitors are used appropriately to support the curriculum, for example, walks around the village to support work in history and geography, and visits to the local Church for work in religious education. A residential visit organised for older pupils provides good opportunities for promoting their social and personal education. Homework is used well to support the current work in class and also helps to prepare pupils for the next stage of their education. The school hosts a regular youth club, run by the chair of the parents association, which promotes and maintains good links between pupils past and present and the community as a whole. Links with local nursery groups are good and the liaison with secondary schools helps to make the transition between schools smooth and efficient.
28. Provision for pupils' spiritual, moral, social and cultural development is good overall. This is an improvement on the previous inspection report. However, whilst the provision for the social and moral development has become good, that for spiritual and cultural development remains satisfactory.
29. Assemblies make a strong contribution to pupils' spiritual development. They are based on themes such as communication, which are developed to encourage pupils to think about and appreciate the beauty of the natural world. Pupils respond well to the short time given for personal thought and reflection. In religious education, pupils study a range of religious beliefs such as Judaism and Hinduism as well as Christianity. However, insufficient emphasis is given to developing an understanding of how being a believer can affect the way in which people live. There are no planned opportunities to develop spiritual awareness across the curriculum and few opportunities are taken to develop spiritual values as they arise during the remainder of the school day, such as thinking of memorable scenes in art or when discussing characteristics of animals in science.

30. The school makes good provision for pupils' moral and social development, not only through the Christian ethos, but also through pupils' involvement in deciding the rules for their class. All quickly learn right from wrong and what is expected of their behaviour. They are regularly reminded of the Golden Rules and why they are there. Assemblies promote positive moral values and good social skills, and circle time sessions enable thoughtful discussion, honest appraisal and resolution of individual problems in classes. As a result of the school's caring ethos and expectation that all will look out for the others, helping those who need this, most pupils quickly develop good social skills. Pupils with additional educational or other needs are well integrated with, and well supported by, their peers. Pupils recognise that there are those less fortunate than themselves and are encouraged effectively to collect for charities.
31. Provision for pupils' cultural development is satisfactory. Visits to historical sites help pupils to understand how their own culture has developed. Visitors, such as an author during book week, theatre groups and a local ceramic artist, provide pupils with an insight into the contributions made by the arts to society. However, there are few visits to art galleries and insufficient contact with people, art or music from other cultural backgrounds. There are insufficient library books about art, music or multi-cultural life. There are missed opportunities to develop an awareness of the diversity of other cultures, for example, when learning about a village in India. The school is aware that there are insufficient opportunities to develop an understanding of, or reflect on, the nature of modern multi-cultural Britain and has plans to improve the provision in the near future.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school has maintained the good pastoral care and attention to the health, safety and welfare of pupils noted in the 1997 inspection report. Risk assessments with governors take place at least once a term and the site manager deals with any hazards he finds on his daily round. Security is reviewed regularly. First aiders deal efficiently with and record any incidents. Child protection issues are known to all teaching staff, good guidelines are followed when the need arises and the headteacher as the one with designated responsibility, regularly updates his training and shares this in the staff room.
33. The comprehensive policy, reward systems and sanctions hierarchy, well known to staff, parents and pupils, are very effective in promoting and monitoring good behaviour. Almost all teaching staff follow the positive management of behaviour successfully, although some of the pupils do test their skills and patience. Stars, merit points and badges, awarded for effort, attitude and achievements, within and outside school, are celebrated in assemblies. A 'Pupil of the Week' is chosen from each class and congratulated in assembly; pupils are proud of their nomination by class teachers, and the opportunity to sit on the 'golden table' at lunchtime. The headteacher's misbehaviour book is rarely needed but is an effective tool to support the small minority whose behaviour goes too far, and the newly formed Circle of Friends provides good peer support for the few who are in need.
34. The school has good procedures for monitoring and promoting good attendance. Registers are completed correctly and any pattern in absence recognised through the school's regular checks. With the help of the educational welfare officer, who visits the school regularly, latecomers and the few whose attendance causes concern are quickly identified and their parents contacted. The lower than average attendance percentage recorded in the last governors' annual report to parents was not correct, and arose as a

result of the introduction of electronic recording. The true figure was in line with that of other schools in the country.

35. Good procedures to foster and monitor pupils' personal development are in place, although some opportunities for responsibility are directed or given by teachers rather than as a result of pupils' own initiative. School council members do not all participate in discussion, which is currently run and controlled by the teacher rather than by pupils, although the minutes are taken by a Year 6 pupil. Few monitors are appointed, although the play leaders and others who help with the youngest children carry out their responsibilities willingly. Whole school assemblies, through their Christian nature, stress moral responsibilities and social expectation, although themes are not linked to those for circle time, which could strengthen the messages and give further opportunities for discussion.
36. Despite all efforts, the school has been unable to arrange regular visits from the police recently, in order to alert pupils to the many difficulties and dangers which exist outside their school community, although a useful talk was given on theft in the autumn term. All pupils vividly remember the fire officer's visit and demonstration, and the school nurse gives valuable support to the health and sex education programme. The new personal, social and health education programme will advance pupils' knowledge of citizenship and their roles and responsibilities in Britain's multi-cultural society.
37. The school takes great care to ensure that the needs of all pupils, including those with additional educational needs, are met well. It makes good use of outside agencies such as the volunteer reading service, educational psychologists and speech therapists to provide support and guidance on meeting the needs of individual pupils. As a result of this care and attention, the school effectively includes all pupils fully in activities, and provides equal opportunities for all.
38. Assessment procedures for pupils identified as having additional educational needs are very good. They are very detailed and are updated at least termly by the co-ordinator and class teachers, who work together closely. The new assessments, introduced by the co-ordinator in line with the revised Code of Practice, identify specific targets for individuals and groups of pupils and are very well linked to the National Curriculum programmes of study. Detailed records are kept for all pupils. All the requirements of pupils' statements of additional educational need are met by the school. Individual education plans and targets for literacy and numeracy are mostly sound and include objectives and success criteria. However, on some occasions the objectives are not specific enough. This is largely because of the different requirements of the revised Code of Practice and for teachers to be more involved in writing pupils' targets within planning, for example in literacy and numeracy.
39. The school has very good systems for assessing pupils' attainment in almost all subjects. The assessments have not been in place for very long, but they are developing into a very useful resource which is enabling teachers to track pupils' progress during their time in the school. This is a considerable improvement since the last inspection report. The results of national tests provide a foundation for the procedures, and a range of non-statutory tests supplement the information. Test results are analysed to set targets for the school and for individual pupils. However, they are not yet being analysed to show where there are weaknesses within subjects. In some classes and subjects, individual targets agreed or even suggested by the pupils are written. This good practice helps pupils to know exactly what they have to do to improve their work.

40. These good assessment procedures, however, are not yet being used consistently by all teachers. There are examples of good lesson evaluations where teachers note pupils who need more help, and those who have found a lesson easy. This information is then used to plan the next lesson. However the information noted is not always of such a useful quality. Nor are the assessments always used to plan and provide work at different levels for pupils who learn at different rates. As a result pupils do not always make sufficient progress in the acquisition of skills, knowledge and understanding as they move through the school. Consequently, they do not always reach standards in line with their ability.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. One of the school's strengths is the link established and partnership with parents, and their support for and involvement in their children's education, which continue to be very good. Parents, grandparents and other helpers receive a warm welcome and any assistance they give is appreciated. Many hear pupils read, and others help with the extra-curricular activities, including rugby and tennis coaching. The attractive One Hundred and Fiftieth anniversary garden, where a time capsule was buried as part of the school's birthday celebrations, was created through parents' dedication and hard work and is lovingly maintained by them, as a lasting memorial.
42. Despite some misgivings expressed through the parents' questionnaires about whether or not the school works closely with parents, inspectors found that this does happen and that parents are kept well informed by the school. Staff in the office are always available to help. The attractively presented, termly newsletter and other letters provide good information about events, school news and curricular data, which parents value. Those with children who have additional educational or other needs are very well supported, involved in individual education plans and welcomed at the reviews. As the school has now implemented the revised Code of Practice, pupils themselves in future will be invited to attend meetings where their needs are being discussed and they will be fully involved in setting and agreeing new targets. The school ensures that the few parents who speak little English understand any letters or reports. Use of the home/school reading records is good, with most parents and adults hearing children read making useful and constructive comments. Parents are pleased with the annual reports, which are particular to their child, although not all give clearly defined targets to inform their children how to improve.
43. Although only 73 per cent of parents have signed the home/school agreement, they demonstrate their support for the school by their excellent attendance at consultation meetings, when all are eager to discuss their child's progress and to see examples of their work. At school productions, parents, plus relatives and siblings, are keen to see what their child can do and are very proud of their efforts.
44. The enthusiastic parents' association, OSA, runs varied, enjoyable and very successful events, raising between £5000 and £6000 each year to provide extra equipment and resources for their children and to augment school funds. These events are very well supported. Parents give practical help as well, conscientiously maintaining the anniversary garden and embellishing the school environment. Their involvement with and strong support for the school, its aims and ambitions for their children, make a very real contribution not just to the school environment but to the academic achievements and personal development of their children. Theirs is a very good example of working well in partnership with the school, which all staff value and appreciate.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher leads the school very well; with energy, enthusiasm and vision. He has the full support of governors and staff, who all make a positive contribution to the happy, family atmosphere in the school. Parents are very supportive, and value the leadership and management of the headteacher highly. In the short time he has been in post, he has moved the school forward significantly, although he is the first to acknowledge there is still much to be done.
46. The school is managed well. Management by the headteacher, deputy headteacher and co-ordinator for pupils with additional educational needs is very good. Through their close involvement in the day-to-day running of the school, they have a clear understanding of its strengths, and areas where development is needed. Monitoring of teaching and learning is effective. The headteacher makes regular formal and informal classroom visits and receives valuable support from the local education authority in evaluating the quality of teaching. Subject co-ordinators have a clear definition of their responsibilities and most fulfil their roles effectively. They are beginning to play a useful part in monitoring the teaching in their subjects through regular release time, although not all have yet had this opportunity. Monitoring of the outcomes of pupils' written work, however, is under-developed. Co-ordinators do not regularly review pupils' work in their subjects, and the whole staff is not involved together in evaluating standards and progress across the year groups. The school acknowledges the need for more rigorous procedures in this, in order to identify areas where standards could be improved.
47. The co-ordinator for additional educational needs has not been in post very long but is providing very good leadership. She has fully implemented the revised Code of Practice. Although it has not yet had time to be fully operational, the school is in a very good position to meet requirements fully by the target date of September this year. The co-ordinator has implemented very good new assessment procedures that will enable the school to monitor pupils' progress closely and teachers to set realistic, achievable and challenging targets. She manages teaching assistants very well, ensuring that they are well informed and trained, and the school makes good use of the additional support procedures that are in place. The co-ordinator is supported effectively by a knowledgeable governor, with whom she holds regular meetings regarding developmental aspects and individual pupils.
48. The governing body is very effective. The chair of governors is very well qualified for his role and provides invaluable support and advice. He and other governors are regular visitors and have a clear understanding of the work of the school through practical, first-hand experience. Governors bring a high level of expertise to the school. They take their roles and responsibilities seriously and fulfil statutory requirements well. They keep up-to-date with educational developments through regular training and detailed reports from the headteacher. Committees meet regularly and information is fed consistently to the full governing body. The headteacher has instigated an effective tracking system, so that governors are able to monitor the progress of the school towards meeting the targets in the school development plan very closely. This plan is detailed and comprehensive, and involved the whole staff and governors in identifying and formulating priorities. Performance management is implemented well, with individual targets for both the headteacher and staff linked effectively to priorities in the development plan. The headteacher has shared his targets with staff, and this makes a valuable contribution to the shared sense of purpose within the school.
49. The school is generously staffed for the numbers on roll, with well-qualified and committed teachers, ably assisted by the many well-trained teaching assistants. Due

to illness two supply teachers augment this number, but one does 'supply' for the school regularly and knows the pupils well. Newly qualified teachers are very pleased with their mentors' support and delighted with the welcome they received on arrival. Performance management is well organised and the professional interviews viewed as a valuable experience by teaching staff. The hard-working site manager and friendly administration staff make a positive contribution to the smooth running of the school.

50. The school makes the best of the still awkward-to-manage accommodation, which though adequate for the numbers on roll includes some over-crowded classrooms. The original Victorian building has been added to many times over the years, providing additional classrooms and a large, well-used assembly hall. Lively examples of pupils' work and other displays enhance both classroom and corridor walls. The accommodation is well cleaned and maintained, and governors have identified further areas requiring renovation in the school development plan. One of the mobile classrooms is without toilets or running water but the other has been 'joined' to the school by a corridor off which a large storage area has been constructed. A welcome addition has been the creation of an information and communication technology suite within the library, but the latter is not well used and the majority of pupils do not understand how to find books for their independent research.
51. Outside, the large field, currently marked for athletics, and the tarmac-ed area are used well for pupils' play and for physical education as well as for circle time sessions in fine weather. The enclosed outside play area for children in the Foundation Stage is enhanced by the fencing, newly painted in primary colours, but is too small for all these children to use at the same time. Although another enclosed area, outside the old school house and with 'soft landing' covering, adjoins this playground it cannot be used because the protruding roots of the Scots pine tree and overhanging dead branches make it dangerous. The school security arrangements are reviewed regularly, with the installation of CCTV a recent and necessary improvement, as the situation and size of both the headteacher's and administrative office are far from ideal.
52. The school has resolved one of the issues identified in the last report and now has sound resources to deliver all areas of the curriculum. These are good for the teaching of science, information and communication technology, music and Foundation Stage children. Materials to assist those teaching children with additional educational needs are also good. However, the number of books in the library is small and the limited range too narrow. There are no dual-language textbooks and very few on the traditions and cultures of other religions and countries. Storage of all resources should be reviewed to make them accessible and to ensure that all co-ordinators know exactly what they have.
53. The school has effective procedures for financial planning, control and monitoring expenditure. Day-to-day administration in the office is good. The annual budget is planned carefully with the assistance of the local education authority, based on historic figures with cost of living indexing, and linked well to priorities identified in the school development plan. Subject co-ordinators have to justify their requests for resources and all expenditure is carefully scrutinised and monitored by the finance committee, who report at the regular meetings of the whole governing body. Specific grants are appropriately allocated and well monitored. Governors are aware of and try to ensure that best value principles are followed, although these need to be extended. The larger-than-average amount carried forward from last year resulted from a falling roll as well as six staff applying for threshold assessment and the need to supplement the number of teaching assistant hours in order to meet plans for the school's inclusive practice. The carry forward figure this year has now been reduced to just 3 per cent of the total

budget. However, there has been no auditor's report since before the last inspection took place in 1997. Although the unit cost per pupil is slightly higher than average, careful financial management means that the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The headteacher, governors and staff should now:

- (1) Review the overall planning of the curriculum in order to:
 - rationalise the cycle of work for all classes, making the curriculum easier to deliver and monitor,
 - ensure all aspects of each subject receive appropriate emphasis,
 - improve links between the work being covered in different subjects, for example geography and history, science and design and technology to maximise on the time and resources available;
(Paragraphs 16, 25, 76, 77, 79, 80, 82, 104, 109)
- (2) Ensure the information gathered through the very good assessment systems is used consistently by all teachers in order to:
 - improve planning for the progressive development of pupils' skills, knowledge and understanding in all subjects,
 - ensure that planned work is matched more closely to pupils' targets and the needs of pupils who learn at different rates, including those with additional educational needs,
 - raise standards still further for the higher attaining pupils, particularly for example in science;
(Paragraphs 4, 16, 18, 38, 39, 40, 66, 68, 72, 73, 76, 85)
- (3) Increase the frequency of monitoring and evaluating pupils' written work and the standards attained by;
 - improving the quality of marking,
 - continuing to develop the role of subject co-ordinators in this area of their responsibilities,
 - enabling teachers together to undertake whole-school evaluations;
(Paragraphs 20, 46, 66, 72, 76)
- (4) Improve provision for children in the Foundation Stage by;
 - ensuring children of the same age in different classes are provided with similar opportunities,
 - considering increasing the level of adult support, to enable effective interaction with children as they work and play,
 - ensuring those who work in the Foundation Stage have access to appropriate training in the needs of the age group,
 - improving planned provision for each of the six areas of learning,
 - extend the area available for outdoor physical development, by looking at ways to use the enclosed area with 'soft landing' covering, where the protruding roots and dead branches of the Scots pine tree render this area too dangerous for children to use.
(Paragraphs 1, 14, 22, 51, 54 – 61)

In addition to the issues above, the school should:

- improve the use of all resources, particularly the library and ICT suite, (Paragraphs 50, 52, 64, 80, 92, 96, 109)
- develop further opportunities for pupils to use their own initiative, (Paragraphs 12, 35)
- improve opportunities to promote pupils' spiritual and cultural development, (Paragraphs 29, 31, 52, 109)
- produce a policy for educational inclusion and review pupils' withdrawal from lessons. (Paragraphs 24, 26)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		1	21	39	4		
Percentage		2	32	60	6		

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

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)	236
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

Additional educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's additional educational needs register	96

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.9

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	13
	Girls	11	10	11
	Total	23	21	24
Percentage of pupils at NC level 2 or above	School	72 (83)	66 (86)	75 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	17
	Girls	11	11	12
	Total	24	23	29
Percentage of pupils at NC level 2 or above	School	75 (86)	72 (88)	91 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	21	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	19
	Girls	22	21	21
	Total	38	38	40
Percentage of pupils at NC level 4 or above	School	83 (85)	83 (79)	87 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	15
	Girls	21	21	17
	Total	35	38	32
Percentage of pupils at NC level 4 or above	School	76 (85)	83 (79)	70 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	234
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	22
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	236.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6.2
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	8	
Other minority ethnic groups		

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

Financial information

Financial year	2000 / 2001
	£
Total income	527 042
Total expenditure	497 198
Expenditure per pupil	1 835
Balance brought forward from previous year	15 699
Balance carried forward to next year	45 543

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

236

Number of questionnaires returned

97

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	1	1	0
My child is making good progress in school.	44	48	4	0	4
Behaviour in the school is good.	23	64	6	0	7
My child gets the right amount of work to do at home.	29	59	8	2	2
The teaching is good.	44	47	4	1	4
I am kept well informed about how my child is getting on.	29	58	10	1	2
I would feel comfortable about approaching the school with questions or a problem.	56	35	7	2	0
The school expects my child to work hard and achieve his or her best.	49	44	2	0	5
The school works closely with parents.	35	44	15	3	3
The school is well led and managed.	50	48	0	0	2
The school is helping my child become mature and responsible.	43	52	4	0	1
The school provides an interesting range of activities outside lessons.	46	42	5	2	5

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

Personal, social and emotional development.

55. Children make good progress in their personal, social and emotional development because teachers place a strong emphasis on this aspect and their teaching is effective. On entry, skills in this area are low, but by the end of the reception year, most children show that they are achieving the early learning goals in this aspect. Boys and girls thrive in a secure and friendly environment. They respond positively to school rules and their behaviour is generally good. Teaching is good in this area of learning. All staff are on the lookout for small improvements and reward children immediately. As a result, children are confident in their approach to learning tasks and when talking to other children or adults. When working together to construct railway systems, for example, they take turns and discuss plans sensibly. All adults provide good role models for children. They sit with children during activities when they can, and take note of every achievement. Expectations of what children can do, in terms of looking after themselves, are good. Staff show evident pleasure, for example, when the class takes only ten minutes to change for physical activities. Children take responsibility for a range of activities, including taking the register back to the office and tidying up at the end of sessions. Reception children are fully included in all school activities. They attend whole school assemblies, eat sensibly in the dining hall and enjoy playing with other infants at break times.

Communication, language and literacy.

56. Standards in communication, language and literacy are in line with expectations for children's ages, although this is weakest in developing writing skills. Boys and girls entering reception this year had below average skills in speaking and listening, early reading and writing. All staff give high priority to developing confident speakers and purposeful listeners. Most sessions begin with organised discussions, when children listen carefully to instructions and respond well to questions. Adults give children time to talk and take an interest in what they say. As they create patterns with marbling inks, for example, children confidently express their ideas about what they see in these patterns, such as dragons and waves. Children listen well to stories and are very willing to share their thoughts and ideas with the rest of the class. A well-constructed language programme supports children with special language needs, including three for whom English is an additional language. As a result of sound teaching, the majority of children will attain the early learning goals in using language to communicate.

57. Teachers have sound knowledge of basic skills development in reading. They use elements of the Literacy Strategy well to ensure sound progress in learning letter sounds. Good home/school systems ensure that children learn to recognise a range of familiar words. Children are very proud of their learning and very keen to demonstrate their knowledge to visitors! Higher attaining pupils read confidently from familiar books. Children have access to a satisfactory range of books and regularly take them home to share with parents. Reading development is well supported by sound assessment systems, which guide planning for the next stage of development. Most children are on target to attain the early learning goals in reading.

58. By the time they start in Year 1, however, the majority of children do not attain all the goals in writing. Most write their name and some letters correctly, using cursive script.

There is a good emphasis on learning letter sounds and this helps children to identify initial letters as clues to reading and spelling simple words. Only the more able children, however, learn to write independently. One child describes a visit to Nan, spelling simple words correctly and beginning to use full stops. More could be done to promote writing by encouraging children to act as writers beyond the direct teaching activities, for instance in their play.

Mathematical development

59. Children's mathematical development is below expectations for their age. Their skills in sorting and counting are satisfactory, but their understanding of mathematical language is below average. Teaching is satisfactory overall. At times however, good planning for exciting mathematical activities does not result in good learning because children do not receive sufficient adult support. Opportunities to develop mathematical language are therefore missed. Teachers start lessons with brisk mental work. Most boys and girls have a secure knowledge of numbers to ten and confidently identify one more than five and one less than nine. Children clap as they count forwards and backwards. They are given lively guidance about number formation. However, books show that this is weak for some of children. Higher attaining pupils begin to develop methods to solve practical problems. Most children can compare quantities of sand, correctly using terms such as 'heavier' and 'lighter'. They recognise patterns in coloured plastic cones used in their outside play area. Only the most able children will achieve all the early learning goals for mathematical development by the time they enter Year 1.

Knowledge and understanding of the world

60. Children's knowledge and understanding of the world is appropriate for their age. Teachers provide a good range of activities to extend children's very basic level of experience when they enter the school. Teaching is satisfactory overall, and by the end of the reception year most are approaching the goals in this aspect. Boys and girls use their senses to observe, describe and give their opinions about, for example, shells and unusually shaped driftwood. As they investigate, they use interesting adjectives such as smooth, bumpy and spiky. Reception children are fully included in the timetable for using the new computer suite. They approach this opportunity with confidence and enjoy 'experimenting', although mixing these children with Year 1 pupils in the mixed age class is not the best use of time or resources. Children identify changing patterns of the seasons as they compare their spring display of daffodils, with their plans for a summer seaside picture. Children successfully construct quite complicated railway models. They negotiate and take account of the views of others as they work in collaborative groups. However, as with mathematical development, children do not always receive sufficient adult support as they conduct their investigations, which limits their vocabulary development.

Physical development

61. Children's physical development is appropriate for their age. Children have satisfactory access to both inside and outside areas for physical activities. In their small secure outdoor area they use a good range of wheeled toys. At present, however, access to a second well-resourced outdoor play area is not possible. Additionally, outdoor sessions are not consistently supported by an adult working with the children, to develop both their gross and fine motor co-ordination skills fully, for example by throwing and catching small apparatus. Teaching is good in sessions in the school hall. An innovative dance programme successfully increases children's ability to show awareness of space, of themselves and of others. An appropriate range of planned activities helps children

develop skills in handling simple tools, malleable materials and construction kits. Such activities support developing hand and eye co-ordination. Children follow simple safety rules carefully and use equipment sensibly. Overall the quality of teaching is sound and boys and girls are on target to meet the early learning goals.

Creative development

62. Children's creative development is below expectations in important aspects of this area of learning. Sound teaching enables satisfactory standards to be maintained in some aspects when close co-operation between teachers, assistants and parent helpers enables children to learn effectively. In small groups, for example, children fold, cut and colour as they make small houses for their seaside display. Boys and girls enjoy all creative learning. They use paint expressively to draw favourite toys, for example action man or a computer. More could be done, however, to create opportunities for children to experiment with a range of different media, and for adults to work alongside children to encourage them to think and talk about what they are doing. In music, teaching is good. Children sing songs with gusto, follow the 'conductor' carefully and show an understanding of rhythm. Each class has a well-resourced area set aside for role-play. However, activities are not always promoted or planned carefully enough to develop children's imagination or creativity. There is overall too little adult involvement to stimulate children to improvise and develop new ideas.

ENGLISH

63. Standards in English are average by the end of the infants and juniors. The quality of learning in the infants has historically been unsatisfactory and this resulted in the end of key stage test results being well below average. In Year 2, whilst many pupils use full stops and capital letters confidently there are others who find writing difficult. However, the newly implemented assessment procedures, the introduction of a programme to teach pupils letter sounds and the full implementation of the National Literacy Strategy are having a positive impact and the evidence from pupils' work and from lessons indicates that standards and the quality of learning are beginning to improve. Overall the quality of learning is good for junior pupils and for those identified as having additional educational needs. This is largely because of the extra support that these pupils are being given. Boys and girls make good progress, and by Year 6 they use a much wider range of punctuation accurately, such as inverted commas, and use words such as 'aggravated' and 'ginormous' for effect in their writing.
64. Speaking and listening skills are satisfactory for most pupils and are similar to those reported at the last inspection. Most pupils are attentive, listen to instructions and concentrate well. Infant pupils listen to the sounds made by letters and groups of letters (phonics) and respond appropriately. They listen to stories attentively and answer questions sensibly. In the juniors, most pupils express their opinions thoughtfully. However, there is a small but significant number of pupils in some classes throughout the school who lack concentration and do not always listen to instructions. Consequently they do not respond appropriately, and on occasions this restricts other pupils' learning. Speaking skills are developed well through the performances that pupils prepare and present to parents, for example the Year 5/6 production of 'Alice', and through class discussions. The latter aspect, however, is not always used effectively enough. Teachers generally use good questioning techniques to develop speaking and listening skills, although on too many occasions questions only require single word answers.

65. Reading standards are satisfactory overall, but there is a significant number of pupils who find reading difficult. This reflects the high number of pupils on the register of additional educational needs. By the end of the infants, more able pupils read fluently, with good expression. They recognise many words, such as 'polished', 'ambulance' and 'worrying', and use both picture and phonic cues when learning to read. They answer questions about the text accurately and begin to make predictions about what will happen next. The average pupils are rather more hesitant but are generally aware of their own mistakes. Less able readers lack confidence and recognise few words, and they do not have the skills to build words through their letter sounds. By the end of the juniors, many pupils read fluently and express firm opinions about different authors, making informed comparisons about different styles of writing. In Year 5, for example, the average and more able pupils recall clearly stories they are part way through, and make sensible predictions as to how the story will end. Whilst the less able pupils in Year 6 still read hesitantly, they use word-building strategies more effectively. Library skills, however, are unsatisfactory and few pupils know how to locate a book in the library using classification systems.
66. Writing standards in the infants are improving because of the clear focus on this aspect. The school is expecting a slight improvement in the percentage of pupils attaining satisfactory results this year, although this will be restricted by the high number of pupils in this year group who started school with standards of attainment that were below average. The school sensibly ensures all pupils learn to write using cursive script. By the time they reach the end of the infants, this is overall neat and legible, although the writing by the lower attaining pupils is often inconsistently formed. Pupils use full stops and capital letters appropriately, and the more able begin to use speech marks accurately. Most pupils spell simple words accurately, and more complex words used by the more able pupils are recognisable. Pupils write imaginatively, such as the story about 'The Lion at School' in Year 2. By the time pupils reach the end of the juniors, they write in a wide range of styles such as descriptive writing, report writing and poetry. Punctuation is used more effectively to enhance stories, and teachers give appropriate attention to the development of grammatical skills and to the use of words. In Year 3 for example, one pupil wrote 'High above in a mystery world, clouds are the creatures who reign...'. Teachers make satisfactory use of other subjects such as geography and history to develop writing skills, for example, when writing about famous people in Years 5 and 6. However, formal planning for writing in different styles is under-developed. Less able pupils make good progress but they do not use words to have impact effectively and sentences are less well sequenced.
67. Overall pupils throughout the school respond well to the Literacy Hour. This gives lessons a good structure and, where they are well paced, pupils learn enthusiastically. Pupils become restless or lose concentration when they are not sufficiently involved either through thoughtful questioning or by doing appropriately challenging tasks. The quality of teaching is overall satisfactory in the infants and good in the juniors. Lessons are linked well to the guidelines provided by the National Literacy Strategy and planning is satisfactory. However, group work is not always matched to pupils' different levels of ability well enough, which results in some tasks not challenging them sufficiently. Teaching assistants are generally well informed, and provide valuable support particularly for pupils with additional educational needs. Appropriate assessment procedures are in place and these enable teachers and the school to track individual pupils' progress accurately. All pupils have set targets, which are recorded in their books, but these are often too broad and take a long time to achieve. Detailed records and assessments are kept for pupils with additional educational needs. However, not all teachers are using these effectively enough to plan and set these pupils appropriate targets. The quality of marking, whilst supportive, is not always evaluative enough and

does not help pupils to progress. The co-ordinator for English provides satisfactory leadership and has implemented the Literacy Hour effectively. She is developing a useful portfolio of annotated and assessed work that will provide teachers with helpful information on the standards expected at each level. She is able to support teachers effectively in the juniors but is not able to meet with infant teachers often enough. The governor responsible for literacy is well informed, meets regularly with the co-ordinator and visits classes.

MATHEMATICS

68. Standards in mathematics are average by the end of Year 2 and Year 6, and are similar to those reported at the time of the last inspection. Throughout the school pupils make satisfactory progress. Pupils with additional educational needs are well supported by teaching assistants. As a result, they make satisfactory progress in infant classes and good progress in junior classes. The difference between the two groups is that work tends to be matched more closely to challenge pupils' abilities in the junior classes. All pupils are fully included in lessons and there is no significant difference between the performance of boys and girls.
69. Although evidence from the analysis of work and lesson observations indicates that standards are satisfactory, there are too few pupils achieving higher standards. This is because teachers are not always clear about what to expect from their pupils. As a result, sometimes work is too easy, sometimes too hard and pupils do not make sufficient progress. Pupils who find mathematics very difficult are given additional very small group support. This is proving to be successful in building their confidence and helping them to make good progress. The school also has a flexible approach to the small number of pupils who are talented mathematicians by moving them to work with pupils of similar ability in different same age groups. However, there is no long-term policy for the provision for these pupils when there are no longer older classes for them to work alongside. A scrutiny of pupils' work and displays indicates that all the elements of the mathematics curriculum are covered appropriately. Mental mathematics is given appropriate time in mathematics lessons, but is not always brisk enough to develop pupils' mental agility rigorously. Numeracy skills are used well in other areas of the curriculum, for example, data handling in information communication technology, time lines in history, measuring in design and technology and symmetry in art.
70. In the infant classes pupils successfully sequence numbers to 100 and learn the value of tens and units. They develop a very sound understanding of odd and even numbers and begin to explore a variety of number sequences and patterns. However, this work is sometimes repeated without sufficient extension to make it challenging for all pupils. Pupils in the junior classes use their knowledge of number facts to 100 in order to solve everyday problems. They learn about money and how to give change in shops. However, the work is not always well matched to their abilities. As a result, some pupils struggle to read and understand quite complicated problems while others are not challenged sufficiently. Pupils learn about co-ordinates and how to plot simple shapes on a grid. However, they find the work very difficult because they are confused by the introduction of translating shapes and congruent shapes at the same time. Older pupils solve problems from data sheets. Some are successful and able to select the correct mathematics from the word problems. However, a significant number find this very difficult. They successfully explore ways to multiply large numbers mentally. This task absorbs, interests and challenges pupils and they work with enthusiasm.
71. Pupils work hard at mathematics, but only become really interested and enthusiastic when the tasks set are well matched to challenge their abilities. They settle to work

quickly, quietly and work together well, supporting each other sensibly. They listen closely to their teachers and try to do their best. The one exception to this is when the very small amount of unsatisfactory teaching does not set the tone for concentration and hard work, and pupils respond by being noisy and not settling to their tasks.

72. Teachers work closely together to plan their lessons so that pupils of the same age in different classes receive the same lesson. Apart from one unsatisfactory lesson, the quality of teaching in mathematics is at least satisfactory, and it was good in about one third of lessons seen. The good lessons are characterised by brisk direct teaching and a good match of tasks to the ability of the pupils.
73. Good assessment procedures record how successfully pupils have learnt during lessons. There are examples of assessment being used well where pupils who have struggled, and those who have found the work easy, are noted and brief notes made about what they should learn next. However, these are not used consistently by all teachers. Many comments are too vague to be of real value in pinpointing what the next stage of learning should be. As a result, work in some classes and lessons is not well matched to pupils who learn at different rates in the class and this restricts their attainment and progress. Marking is similarly inconsistent. There are too many examples of work only marked with a tick or cross with no comments for pupils on what they need to do to improve. The co-ordinator has begun to monitor work in mathematics, but has not yet analysed test results or work samples in detail. Resources for mathematics are adequate and all stored in classrooms where they are easily accessible.

SCIENCE

74. Standards in science are average by the end of both the infants and juniors, which maintains the position found by the previous inspection. Boys and girls, including those with additional educational needs, make steady progress. The school, however, acknowledges the need to provide greater challenge for higher attaining pupils. This necessity is shown clearly in the results from the 2001 national tests for eleven-year-olds. Whilst the percentage of pupils reaching the expected Level 4 and above was similar to the national average, far fewer pupils reached the higher Level 5 in the tests than in most schools.
75. Pupils study an appropriate range of topics in all aspects of science. Infant pupils, for example, investigate the characteristics of living things, and know what is required for animals and plants to grow and stay healthy. The lively 'My Broad Bean Book' displays show pupils have made close, scientific observations of growing plants, and make a good contribution to their literacy skills. Good links also exist with mathematics and information and communication technology in the graphs showing favourite foods and the distance travelled by cars on different surfaces. Teaching is satisfactory. Teachers work hard to involve all pupils, including those with additional educational needs, in discussions and practical activities. Pupils listen carefully and enjoy their lessons as a result. In a Year 2 lesson on the characteristics of living things, for example, pupils enthusiastically sort themselves into different groups according to different criteria, such as eye and hair colour, and record their findings carefully. They know that humans are mammals and have live babies. One girl points out seriously that 'not all mammals have live babies, because boys don't'!
76. Junior pupils develop their knowledge and understanding progressively in all aspects of the subject. In Year 4, for example, they investigate carefully how to make objects more buoyant. Initially, pupils have a limited understanding of what makes objects float or

sink. Good teaching encourages pupils to brainstorm their ideas and ensures the lesson moves at a brisk pace, with all groups of pupils supported well and included fully in practical activities. Pupils work with interest and care as a result, and make good progress in gaining knowledge of the topic. In a good lesson, the oldest pupils investigate enthusiastically the effect of introducing more bulbs and more batteries in series circuits, reinforcing and extending their understanding of electricity. A buzz of lively conversation accompanies their co-operative experimentation, supported well by the teacher's good subject knowledge.

77. However, it is evident from pupils' science books that all pupils in Years 5 and 6 complete identical activities. This means that whilst all pupils are fully included in all activities, the higher attaining pupils are not given sufficient challenge to extend their knowledge and understanding. Additionally, pupils' work throughout the school is not marked with evaluative comments on the standard of scientific thinking and understanding, limiting its usefulness in promoting progress. The same lack of extended challenge is also evident in the work in other year groups. The co-ordinator manages the subject competently, but acknowledges the need to monitor the work pupils produce more closely, to ensure all pupils receive challenges matched more appropriately to their abilities.

ART AND DESIGN

78. Standards in art and design meet expectations for pupils' ages throughout the school, which maintains the position at the last inspection. Progress for all boys and girls, including those with additional educational needs is satisfactory. However, although the curriculum meets statutory requirements, there are areas which are insufficiently developed, for example, the use of sketchbooks to design, experiment and refine ideas, and the study of work of artists from other times and cultures. This is a great pity as it has an adverse impact on the standards of pupils' work.
79. Infant pupils look at the shape of buildings in the locality to make careful observational drawings followed by making clay and 'modroc' tiles. They apply paint with fingers and brush effectively to obtain different effects on symmetrical shapes, and use watercolours well to paint pictures to accompany an Easter story. They use both paint and paper well and also make some delightful, well-coloured drawings to illustrate a class dictionary of animals. Pupils experiment with their own stencils to make effective painted patterns. Junior pupils use information technology well to generate interesting repeating patterns. They make patterns using a variety of materials such as potatoes and polystyrene art blocks. Art is linked effectively to work on India in geography, when pupils experiment with tie and dye, and batik techniques. The oldest pupils paint some very effective seascapes linked to work on Columbus in history. They demonstrate some interesting use of paint to show texture and form in waves and sky. However, paint generally tends to be applied uniformly heavily. This is further demonstrated when older pupils begin to paint in the style of Paul Klee, applying paint very thickly with brushes held awkwardly. There is no other evidence of other famous artists being studied. Pupils draw landscapes in pastels, some of which show a developing awareness of perspective and horizon lines. Very pleasing, colourful wax and wash dragons are painted to accompany work in literacy. There is evidence of observational drawings being undertaken, but pupils' skills are underdeveloped and they do not understand that the subject should not be moved, or how to sketch lightly and build up darker shades.
80. Very little work is based on the development of pupils' ideas through the use of sketchbooks and although pupils are sometimes given the opportunity to discuss each

other's work, the evaluations tend to be at a rather superficial level. Pupils, however, enjoy art and design. They are keen to paint and draw, and want to make a good finished product. However, few have grasped the idea that thought and concentration are necessary for good art-work and many see it as a time to chat to friends whilst painting. A particularly attractive feature is the very interesting and effective clay tile mosaic in the entrance hall. This was made by all the pupils in the school, with the guidance of a ceramic artist, in order to celebrate the school's one hundred and fiftieth birthday. It arouses a great deal of interest and enthusiasm amongst the pupils.

81. The quality of teaching was good in one lesson, and satisfactory in the others observed. In the good lesson, pupils were given clear direct teaching on how to show light and shade when drawing objects. The school uses a commercial scheme of work as a basis for planning. However, there is insufficient emphasis on developing pupils' basic skills systematically as they progress through the school, for example, in developing ideas, drawing and painting. The co-ordinator for art is enthusiastic, but has only held the post for a very short while. Resources for art are adequate. However, there are insufficient books on art and artists for the pupils to access in the library, these being kept in the resource room, and too few examples of famous art on display around the school.

DESIGN AND TECHNOLOGY

82. Throughout the school, boys and girls attain expected standards for their age in design and technology. This represents a considerable improvement since the last inspection report. All pupils are fully included in the lessons, and they make sound progress. Pupils with additional educational needs also attain satisfactory standards and make satisfactory progress.
83. There are still some areas of design technology to be developed, such as control technology and the use of tools, but the good progress made since the last inspection is very clear in the examples of pupils' work. For example, pupils in the infants make well-finished vehicles with junk materials, and learn how to fix axles and wheels so that the vehicle can carry something. They use similar techniques of junk modelling very effectively when making lively and amusing dinosaurs with moving parts. They bring in a variety of puppets to look carefully at how they are made and how they work. Pupils thoroughly enjoy designing their own fruit salad. They are very interested and enthusiastic about their work and take pride in finishing their models well. With the aid of planning sheets to help develop ideas, pupils develop good skills in designing, making and evaluating their work. By the time they leave the school at age 11, pupils have made sound progress in designing and planning their work, as well as critically evaluating what might have worked better. Pupils thoroughly enjoy designing, making and evaluating their own bread, and links are made with geography when pupils design sandwiches from different countries such as Italy. They make serious evaluations of commercial biscuits, before making their own! Pupils make animals with hinged moving parts, such as owls with wings that go up and down. They successfully design, make and evaluate attractive money carriers. Older pupils make bright and colourful slippers some of which are well finished. Pupils make satisfactory use of their literacy skills when planning and evaluating their work and use computers to word-process some of their writing. They use numeracy skills well when they measure carefully, for example, when making masks.
84. In the lessons observed, pupils enjoyed their work. They show interest and some imagination and some become thoroughly involved in their work. However, there is a minority of pupils who do not concentrate and get on with their work as well as

expected. There is insufficient evidence to make a secure judgement about the quality of teaching, but the teaching in the lessons observed was good. As a result, the majority of pupils made good progress. Teachers are secure in their subject knowledge and support and encourage pupils effectively in lessons. Teaching assistants make a valuable contribution to supporting pupils with additional educational needs. Lessons proceed at a satisfactory pace and teachers' insistence on accuracy makes pupils concentrate and take care with their work.

85. The co-ordinator has worked hard and successfully to establish the subject firmly in the curriculum. She has collected a good portfolio of annotated work to support staff by showing them what is expected at each stage of learning, as well as advising them when planning and teaching. The co-ordinator is well aware that some elements of design and technology are not yet fully in place, and has already put plans into action to develop them in the very near future. Resources are adequate to support the school's scheme of work.

GEOGRAPHY

86. Standards in geography are broadly average throughout the school. This is an improvement since the last inspection when standards were unsatisfactory. There is now an appropriate subject policy and scheme of work. Teachers successfully plan a systematic approach to the development of geographical knowledge, skills and understanding. Teaching assistants support pupils with additional educational needs well. However tasks for these pupils are not always well matched to their ability. At times they struggle to complete work that is too challenging.
87. Seven-year-olds learn about islands, focusing on the imaginary island of Struay. They make sound gains in understanding the problems of transport to and from an island. They look at a map of England and identify successfully where Ospringe lies. On a world map, they identify holiday destinations and describe clearly the environment they found. Good planning enables pupils to extend their geographical skills by finding the same places on a globe. Eleven-year-olds use information and communication technology very successfully to investigate rivers. They understand subject related vocabulary well, explaining in diagrammatic form the meaning of 'meander' and 'ox-bow'. Pupils begin a new unit of work, comparing the Peak District with Kent, enthusiastically. They use ordnance survey maps very successfully to plan the journey from Ospringe to Stanton in the Peak. Sound planning identifies three levels of challenge in tasks given. As a result all pupils, including those with additional educational needs, make sound progress in their learning in this lesson.
88. The quality of teaching is sound overall. Teachers generally have good subject knowledge and manage their classes well. Most teachers tell pupils what they are expected to learn from each lesson. Few teachers, however, take sufficient time at the end of the lesson to revisit the objectives. Opportunities to reinforce learning are therefore missed. Lessons, which are sound rather than good, have lengthy introductory discussions, too few resources and worksheets that do not interest pupils. Many boys and girls identify geography as one of their least favourite subjects, and their response in class bears this out. Teaching assistants give good support to pupils, especially those with additional educational needs. However, their work is often focused on supporting weak literacy skills rather than developing geographical knowledge, skills and understanding. Most teachers assess what pupils have learned appropriately at the end of each unit of work.

89. The subject is about to be managed by a competent teacher. He has subject expertise and a very clear vision for future developments. He recognises the need to audit resources, to review curriculum planning to identify links with other subjects and to develop information and communication technology opportunities.

HISTORY

90. Standards in history are good throughout the school, which is in line with achievements at the time of the last inspection. Teachers plan lessons that are well balanced, and pupils learn effectively through taking part in an exciting range of activities. As a result, boys and girls of all levels of ability, including those with additional educational needs, develop a good understanding of how to interpret the past through historical enquiry.
91. Seven-year-olds compare Victorian schools with those of today. They make good use of books, artefacts and the opportunities offered by their own school buildings. They think about the way hospitals have changed. Good planning focuses on the work of Florence Nightingale. Interesting worksheets support and assess learning. Eleven-year-olds successfully research events, people and changes over time. Good links are made between work at school and work at home as they investigate explorers such as Cook, Shackleton and Christopher Columbus. They identify their sources and thus improve literacy skills. In lessons pupils learn at first hand the importance of setting clear criteria when looking at objects from the past. They learn quickly as they discuss, record findings and share their interpretations successfully in groups and as a whole class.
92. The quality of teaching is good. History lessons move along at a very good pace. Good planning provides pupils with a well-balanced experience of discussion, activity and recording. Teachers make clear what the lesson is about at the beginning. Most importantly they tell pupils how much time they have to complete each task. For example, in a good lesson where pupils make papyrus, they remind each other about the need to get on if they are to finish. Learning through shared activity, purposefully planned by teachers, is typical of the good teaching seen in history. Pupils say they like history and it is clear that they respond well to lessons. Teaching assistants are fully involved and make a very good contribution to the subject. At the end of each unit of work, teachers make an assessment of what pupils have learned. More could be done however to ensure that the curriculum in history links meaningfully with related subjects, such as geography.
93. The co-ordinator has very recently left the school, but the headteacher is keeping a watchful eye on the subject. Resources are adequate but the school is aware of the need to build up a range of artefacts to support each unit of work.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Standards in information and communication technology (ICT) are in line with expectations at the end of the infants, but remain below expectations at the end of the juniors. The school has made good progress in addressing the key issue in the previous inspection. Standards are rising steadily, and are likely to be in line with expectations throughout the school by the end of the next academic year. This represents a significant achievement, and is all credit to the enthusiasm of the co-ordinator and the hard work of the teachers, to make full use of ICT across the curriculum and raise the level of pupils' basic skills in the subject.

95. The level of resources has improved significantly, which has had a considerable impact on improvements in the subject and its use. All classes have one or two computers, which are used well to develop pupils' basic skills in literacy and numeracy, following commercial programs. These also make a valuable contribution to assessing pupils' standards and progress in English and mathematics. Timetabled slots in the suite, which has 16 networked computers, are used appropriately to develop pupils' ICT skills and provide opportunities to develop the use of ICT in subjects across the curriculum. The youngest pupils, for example, understand the functions of a graphics program and have created lively artwork. Year 2 pupils use data handling successfully to produce colourful graphs of their favourite crisps and chocolate, supporting both mathematics and science. They know how to edit their written work using word-processing, writing poems, acrostics and shopping lists. They load, print and save their work with appropriate adult support.
96. Pupils in Year 3 understand how to combine text and graphics when describing how to make sandwiches, supporting literacy and design and technology skills as well as developing skills in ICT. In Year 4, pupils have successfully used word-processing to produce interesting newspaper articles about the effects of pollution, writing for different audiences. The oldest pupils design effective power-point presentations about their life and healthy eating, understand how to access and research on the Internet and use spreadsheets competently to cost the '£10 party'. They have made excellent use of a commercial package to support their work on rivers in geography, involving research, individual site reports, worksheets and data handling to produce graphs. They still need significant adult support in these activities, but fully appreciate the value of ICT in supporting their work. Although developing well, their skills, knowledge and understanding are below expectations for their age.
97. The suite, however, is under-used at present. Although all classes have a weekly slot, three of which are on Friday, it is empty for much of the day. As a result, only a few lessons were seen. Teaching in these lessons was satisfactory. Teachers' knowledge and understanding of the programs they use are sound, and they work hard to include all pupils, including those with additional educational needs, in the activities. Boys and girls are excited about the opportunity to use computers, work hard and co-operate well. In a Year 4 lesson on control, for example, pupils eagerly explore how to make the floor and screen turtles draw a square, and are delighted when this is successfully achieved. Although their skills are below expectations for their age, they make steady gains in knowledge, and understanding as a result. Some teachers make good use of teaching assistants to divide the class, so that all pupils have good 'hands-on' experience in the suite. This does, however, mean that some lessons are short as each half of the class has its turn.
98. The headteacher co-ordinates ICT knowledgeably and enthusiastically, and he is aware that the ventilation in the suite needs attention. His enthusiasm has encouraged teachers well, and he has a detailed action plan for future improvements. This acknowledges that provision for control technology is a priority area. Teachers have nearly completed their New Opportunities Funded training, and the headteacher has provided valuable training for teaching assistants. The school values and appreciates the support of a shared technician who visits the school regularly to iron out problems and provide moral support.

MUSIC

99. Standards in music are good in the infants and the juniors. There has been a steady improvement since the last inspection. Music has a high priority in the school, and

lessons are supported very effectively through a wide range of extra-curricular activities. Boys and girls respond well and enjoy the lessons, becoming actively involved, for example when singing and performing activity songs. All pupils are fully included in lessons and make good progress both within lessons and over time, for example in Year 3 when repeating a melody, there is a noticeable improvement when the teacher makes constructive suggestions.

100. No lessons were seen in the infants, but other evidence indicates that they are offered a broad and balanced curriculum which includes both composing and performing. In the specific infant choir they sing tunefully. This broad and balanced curriculum continues in the juniors. Lower junior pupils, for example, clap simple rhythms to tunes such as, 'I love the Flowers'. They make good progress in using both tuned and untuned instruments to follow the rhythm. The pupils fully understand the use of technical terms such as 'ostinato'. Pupils learn how to compose simple pieces using the correct musical notation, and they know the names of notes such as crotchet and quaver and use them correctly. Pupils sing tunefully and the two choirs one for lower and one for upper juniors are well attended. Good resources support the teaching of music, for example there are enough glockenspiels and recorders for a class lesson.
101. The school offers a wide range of other activities to support the teaching of music. The orchestra, which includes recorders, trumpets, a clarinet and a keyboard, is very popular and pupils are very skilled at reading and playing music together. There are three choirs, which are well attended where pupils sing tunefully and often in more than one part. The choirs sing in local churches at Christmas and at other times. Pupils are also offered lessons for a wide range of instruments such as violin, cello, keyboard, piano and recorders. Their progress is impressive and they perform regularly, for example in assemblies and at school concerts. Pupils have the confidence to perform on their own as well as in larger groups, for example two pupils played the violin and recorder respectively for other pupils whilst they entered and left assembly. All pupils in each age range are involved in productions such as 'Alice', 'The Miracle Child' and 'The smallest Angel'. Visitors to the school such as instrumentalists help to sustain pupils' interest in music.
102. The quality of teaching is good; most lessons are taught by a part-time music specialist, with support from the class teachers and a well-informed governor. Her enthusiasm is fully reflected in the enjoyment pupils have in learning the subject. For example, one pupil with additional educational needs in the juniors was reluctant to sing at first but by the end of the lesson was fully involved. The co-ordinator keeps a detailed and informative file and has developed a good and well-structured scheme of work based on national guidelines, including an appropriate use of ICT to develop composition skills. The co-ordinator is at present building up a school portfolio for music, which will clearly illustrate the standards of work expected. This, together with a good assessment system, helps to ensure that there is a good progression in the development of pupils' musical skills as they move through the school. Assessments are used effectively to identify any areas of weakness for both individuals and groups of pupils.

PHYSICAL EDUCATION

103. Standards in physical education for boys and girls throughout the school, including those with additional educational needs, are in line with expectations, and are similar to those reported at the last inspection. Progress throughout the school is satisfactory for most aspects except dance, where it is slower. All pupils are included fully within lessons and those who have additional educational needs are well supported by teaching assistants. The school has addressed the weakness identified in the aspect

of outdoor adventurous activities, by making provision in school for Years 3 and 4 through an orienteering course, and by taking older pupils on a residential activity visit.

104. In the infants, only one dance lesson was seen. This was based on a commercial tape and was satisfactory overall. Pupils were learning to move in different ways to music and then to put a sequence of movements together representing the actions of a clown. Other evidence indicates that all aspects of the subject are covered through a well-structured curriculum plan. All pupils change for lessons and have warm up and cool down sessions at which teachers emphasise the need for these elements. In the juniors, the main focus this term is on athletics and games. Pupils learn the skills of throwing accurately and gradually improve their performance as they practise and improve on their weaknesses. They learn to hurdle and how to pace their running for long and short distances. Pupils practise throwing and catching in games lessons. Most use tennis balls, but there are still those whose skills are less well developed and need to practise with larger balls and stand closer together. Pupils develop strategies for playing team games, for example, in Year 4 when playing 'Smugglers'. During lessons, most pupils are fully involved in sustained activity. The well-planned curriculum includes all aspects of physical education including swimming and about 72 per cent of pupils can swim the required 25 metres by the time they leave school.
105. Overall the quality of teaching is satisfactory. Lessons are planned in detail, and most are structured well. When teaching is satisfactory this results in lessons having appropriate pace leading to pupils learning and developing skills progressively. All lessons have a warm up and cool down session, and the teachers ensure that pupils know why this takes place. Very occasionally, teaching is unsatisfactory when the teacher is too focused on one activity and other pupils are not involved actively throughout the lesson. The co-ordinator has recently implemented a good scheme of work, in which pupils' skills are developed systematically. She is fully aware that there are weaknesses in the curriculum for dance and is at present working to produce a scheme more appropriate to the school's needs. She is also aware that there are weaknesses in teaching dance, and that some teachers have difficulty in teaching aspects of gymnastics. The co-ordinator is planning to address these problems through in-service training and by giving additional support to teachers. Within the scheme of work there is an effective assessment system so that individual and group weaknesses can be identified and addressed. The co-ordinator is supported by a well-informed governor, who takes a keen interest in the subject. The governor discusses all aspects of the subject with her, including training needs, and will be involved in the subject review planned to take place towards the end of this term.
106. Pupils generally respond well and enjoy the work. However, there is a minority with additional educational needs who find playing in teams difficult. The school has good procedures to deal with these situations so that other pupils' learning is not interrupted. The subject is well supported through a wide range of extra-curricular activities such as football, netball, cricket, tennis, rugby and the performance club. Many pupils take part in these activities, which take place after school. Appropriate competitiveness is encouraged with the school taking part in local football and netball tournaments and some pupils have played football against other schools in France. Since the last report there has been a significant improvement in resources but some large heavy equipment has still to be replaced.

RELIGIOUS EDUCATION

107. As in the last inspection report, standards in religious education meet the requirements of the locally agreed syllabus by the end of both the infants and juniors. All boys and girls, including those with additional educational needs make satisfactory progress.
108. Pupils in the infants learn about the significance of Easter through stories in literacy, and about other Christian festivals, such as harvest and Christmas. When they visit the Church they find out about its past, and about the significance of important features of the building, for example, the font and its use for baptism. They learn that different people have different faiths such as Judaism, and how important the Ten Commandments are to Jews. Good links are made with art when pupils design colourful and attractive clay tablets of Hindu gods. As they progress into the juniors they learn about the major features of Islam and Judaism, such as holy books used and places of worship. Pupils are taught different prayers, but without developing any real understanding of the importance of prayer to believers.
109. Assemblies make a sound contribution to religious education, when stories about Jesus such as the healing of Blind Bartimaeus are retold, and pupils are helped to understand their significance. The vicar is a regular visitor to the school, talking to the pupils and leading assemblies. However, despite efforts, the school finds it difficult to arrange visitors from other faith groups to help extend pupils' understanding of religious beliefs and to bring them alive. Pupils are interested in their work. They listen to their teachers well and make satisfactory gains in factual knowledge about other religions. However, there is little evidence that they appreciate or begin to understand what it actually means to be a committed member of a faith group.
110. The quality of teaching is satisfactory. However, the curriculum cycle leads to some confusion about what has been taught before, and there are some instances of repetition of work, such as when Hindu beliefs are taught for two consecutive years to the same class. Religious education is seldom used to provide spiritual development for pupils, by providing opportunities for reflecting quietly during lessons. The school is beginning to collect a range of artefacts to accompany units of work. However, there are insufficient books in the library for pupils to obtain information, or to give teachers the necessary background information in sufficient depth. As a result their knowledge is not always as secure as it needs to be to answer more complex questions. A senior member of staff is acting as 'caretaker' for religious education as there is no co-ordinator. The school hopes to appoint a member of staff to take on the subject in the near future.