

INSPECTION REPORT

ST PETER'S C of E FIRST SCHOOL

Alton, Stoke-on-Trent

LEA area: Staffordshire

Unique reference number: 124328

Headteacher: Miss C L Gregory

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 18th – 20th June 2001

Inspection number: 195869

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

INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary aided
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
School address:	Town Head Alton Stoke-on-Trent Staffordshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A S Forrester
Date of previous inspection:	28 th April 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7269	Mr P Kemble	Registered inspector	Special educational needs English as an additional language English Information and communication technology Art and design Music Physical education	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9780	Mr J Massey	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?
11227	Mr J Moles	Team inspector	Areas of learning for children in the Foundation Stage Equal opportunities Mathematics Science Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's Church of England Voluntary Aided First School is situated on the edge of the village of Alton, located half-way between Derby and Stoke-on-Trent in Staffordshire. The school is much smaller than most other primary schools nationally. It has 63 pupils on roll, aged between four and nine years. Pupils are all from white ethnic backgrounds. The percentage of pupils (7.9 per cent) on the register of pupils with special educational needs is below the national average. No pupils have statements of special educational need. The proportion of pupils entitled to free school meals (3.1 per cent) is well below the national average. Attainment on entry to the school is generally above average overall, but is subject to variations. Pupils are divided into three classes. Foundation Stage children and some Year 1 pupils are in Class 1, Years 1 and 2 pupils are in Class 2 and Years 3 and 4 pupils are in Class 3. The average class size is 21.

HOW GOOD THE SCHOOL IS

This is a good school with a significant number of strengths, many of which are very good; it gives good value for money. Pupils make good progress as they go through the school. Standards are well above average in reading, writing, mathematics and science by the end of Key Stage 1 at age seven. Standards are well above average in English, mathematics and science and above in several other curriculum areas by the end of Year 4 at age nine. Pupils with special educational needs make good progress. Standards of behaviour and pupils' attitudes to school are very good; relationships are excellent. The quality of teaching and learning is good overall, with a high proportion of lessons taught very well. The headteacher provides good leadership and receives good support from all staff in improving standards. Teamwork is very strong. Finances are used effectively to support priorities in the school development plan.

What the school does well

- Standards of reading, writing and mathematics are well above average by the end of Key Stage 1 and the end of Year 4. Standards in science are well above average by the end of Year 4.
- Standards of art and design are well above those expected of pupils of their age in Years 3 and 4.
- The quality of teaching and learning is good overall; teachers have high expectations of what pupils can achieve.
- Pupils with special educational needs make good progress.
- Pupils have very good attitudes to their work and their behaviour is very good; relationships are excellent.
- Provision for pupils' moral and social development is very good.
- The school provides very good levels of care for its pupils.
- The school is well led by the headteacher; teamwork amongst all staff is very strong.

What could be improved

- Assessment information is not used well enough in subjects, other than English and mathematics, to identify specific skills or groups of pupils where improvement is required.
- Governors rely too much on the headteacher for information when monitoring and evaluating the effectiveness of their decisions.
- More could be done to promote pupils' awareness of life in a multicultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Since then, it has made a satisfactory improvement. Standards at the end of Key Stage 1 and Year 4 have remained consistently high over time. Standards in English, mathematics and science are better than they were at the time of the previous inspection. Standards in information and communication technology are slightly lower than they were in 1997, mainly because of the limited access pupils have to computers. The quality of teaching has improved, with a higher percentage of good or very good lessons. National initiatives have been implemented well into curriculum planning.

Key issues from the previous report have been tackled satisfactorily. Children are now formally assessed a short time after starting school in the reception class. Pupils in Years 3 and 4 are now formally assessed using non-statutory national tests. Procedures for assessing pupils' attainment and progress have been simplified and are now more manageable. However, in subjects other than English and mathematics, limited use is made of the information to identify areas for improvement. Governors have established finance and curriculum sub-committees and this has increased their involvement in decision-making. They still, however, rely too much on the headteacher for information about how well the school is doing.

STANDARDS

The table shows the standards achieved by seven-year-olds based on National Curriculum test results. * Results and comparisons for 2000 are not published as fewer than 10 pupils were tested.

Performance in:	compared with				Key very high (top 5% nationally) A* well above average A above average B average C below average D well below average E
	all schools			similar schools	
	1998	1999	2000	2000	
reading	B	A*	*	*	
writing	A	A	*	*	
mathematics	A*	A*	*	*	

The table shows that, where sufficient numbers of pupils have been tested to make data valid, standards have remained consistently high in reading, writing and mathematics. The results for 1999 in reading and mathematics were in the top five per cent of all primary schools nationally. The results of non-statutory national tests for pupils aged nine show that standards are well above average in reading, writing and mathematics by the end of Year 4.

Inspection findings are that, by the end of the Foundation Stage, standards are above those expected nationally in communication, language and literacy, mathematics, knowledge and understanding of the world, creative, physical and personal development. By the end of Key Stage 1, standards are well above average in reading, writing and mathematics. Standards are well above expectations in art and design and above expectations in science, music and physical education. Standards match those expected in design and technology, information and communication technology, geography and history. By the age of nine, standards are well above average in English, mathematics and science. They are well above expectations in art and design and above expectations in geography, history, information and communication technology, music and physical education. Standards are in line with expectations in design and technology.

The school's targets for reading, writing and mathematics at the end of Key Stage 1 in the 2001 national tests are likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and are enthusiastic about their work.
Behaviour, in and out of classrooms	Very good. Pupils are polite, courteous and thoughtful.
Personal development and relationships	Very good. Pupils develop into confident and responsible citizens. Relationships are excellent and pupils show a mature respect for others.
Attendance	Good. Pupils are punctual and lessons start on time. Registration procedures meet statutory requirements.

Pupils' positive attitudes to their work and the excellent relationships they have with each other and all adults in the school make a significant contribution to the good quality of learning in lessons.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. It was at least satisfactory in all lessons (100 per cent). It was good in 55 per cent of lessons and very good in 40 per cent of lessons. In subjects where teaching was observed during the inspection, the quality of teaching and learning is very good overall in art and design and good overall in English, mathematics, science and physical education. It is satisfactory in information and communication technology. The teaching of literacy and numeracy skills is consistently good throughout the school.

Particular strengths are teachers' high expectations of what pupils can achieve, the planning of challenging activities well matched to pupils' needs and very thorough preparation and provision of resources. Literacy and numeracy are promoted very well in other subjects of the curriculum. Teachers have excellent relationships with their pupils and this means that pupils have very good attitudes to their learning and try hard to do their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A good range of extra-curricular activities, visits and visitors to the school effectively extends the curriculum. National strategies for literacy and numeracy have been implemented very well.
Provision for pupils with special educational needs	Satisfactory. Pupils with learning difficulties receive very good support in lessons and on a one-to-one basis with the special needs co-ordinator. Staff are sensitive to the needs of pupils with behavioural difficulties but do not make effective use of advice from outside agencies.
Provision for pupils'	Very good overall. Provision for pupils' spiritual, moral and social

personal, including spiritual, moral, social and cultural development	development is very good. Provision for cultural development is good but not enough is done to prepare pupils for life in a multicultural society.
How well the school cares for its pupils	Very good. Child protection procedures and those for promoting good behaviour and reducing bullying are very good. Procedures for monitoring pupils' social development are good. Procedures for monitoring pupils' attainment and progress are satisfactory and, in subjects other than English and mathematics, are not used effectively to identify areas for improvement.

The school works very well in partnership with parents and they are very involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a clear educational direction to the life and work of the school and promotes the school's aims and values very effectively through her own example. She is very well supported by the teaching staff who work very hard to fulfil their responsibilities.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the work of the headteacher and staff and proud of their school. They do, however, rely too heavily on the headteacher for information when assessing for themselves the effectiveness of their decisions.
The school's evaluation of its performance	Good. The school development plan provides a good basis for further development although there is little detail about specific skills that initiatives are intended to raise to help both staff and governors.
The strategic use of resources	Good. The headteacher and governors consider spending carefully to try and obtain good value for money. Staffing, accommodation and resources are generally used efficiently and effectively.

The very good teamwork amongst all adults in the school and their commitment to raising standards are major strengths.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Their children are taught well and teachers have high expectations of what they can achieve. • The amount of homework is about right. • Their children are helped to become mature and responsible. • The school is approachable and works closely with parents, keeping them well 	

<p>informed about their children's progress.</p> <ul style="list-style-type: none"> • The school is well managed and led. • The range of activities outside lessons. 	
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The results of the parents' questionnaire and meeting show that parents' views of the school are very positive. Inspectors agree with the positive views expressed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start the Foundation Stage, the results of early assessments, called baseline assessments, show that most children have attainments in language, mathematics and personal development that are above those typical of four-year-olds nationally. By the time the children enter Year 1 at age five, almost all of them exceed the nationally expected standards, called Early Learning Goals, in communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. This is the result of good teaching and stimulating activities planned for them. All children exceed the expected standards for personal, social and emotional development because staff have high expectations that children will be independent and accept responsibility for themselves at an early age.
2. Results of end of Key Stage 1 national tests over time show standards in reading, writing and mathematics to be consistently above or well above national averages and those of similar schools. For example, results in 1999 in reading and mathematics were in the top five per cent nationally and results in writing were well above average. The results of the 2000 national tests at age seven were untypically low in reading and writing, but less than ten pupils were tested and the intake had several pupils identified as having learning difficulties. Teacher assessments in science, however, showed very high attainment. Inspection evidence indicates that the attainment of the present Year 2 pupils in reading, writing and mathematics is well above average. It is likely that pupils will have achieved standards similar to those of 1999 in the 2001 national tests.
3. By the end of Year 4 at age nine, inspection evidence and the results of non-statutory national tests in reading, writing, spelling and mathematics show that standards in English, mathematics and science are well above expectation.
4. The headteacher has led the staff well in improving the use of assessment information and the results of school and national tests to identify standards where improvement is required in English and mathematics. As a result, pupils are set realistic targets to achieve by the end of each year in literacy and numeracy. Improvements to teachers' subject knowledge and the maintenance of high expectations have helped to sustain and, in the case of English, mathematics and science, raise standards since the previous inspection report in 1997, when standards were above average.
5. Pupils with special educational needs make good progress towards the targets in their individual education plans in reading, writing and numeracy. They receive good support and teaching from the special needs co-ordinator

in sessions away from the classroom and from teachers and classroom assistants in lessons. Higher attaining pupils are suitably challenged by their tasks because teachers have a good knowledge and understanding of their needs. A recently-begun initiative to identify particularly able pupils and provide them with special activities is proving successful in helping these pupils extend their learning.

6. The school has made effective use of the National Literacy Strategy guidelines to raise pupils' attainments in reading, writing and spelling. An increase in the amount of phonics teaching in the early stages of reading has benefited children in the Foundation Stage and Key Stage 1. Pupils have extended their knowledge of authors, illustrators and styles of writing, particularly in Years 3 and 4. Pupils' imaginative use of words and phrases in their written work is improving as a result of a focus by staff on developing further pupils' creative writing skills. Teachers have implemented the National Numeracy Strategy guidelines well and the quality of pupils' learning is good as they respond to a good pace to lessons and challenging activities. Standards of work seen in science of the current Year 2 and Year 4 pupils are well above expectations. Teachers have strengthened their subject knowledge and effective use is made of the co-ordinator's subject specialism to help plan activities that interest and motivate pupils in all classes. Teachers make satisfactory use overall of information and communication technology to promote pupils' learning in other subjects of the curriculum, particularly in literacy. As a result, pupils' standards are in line with expectations by the age of seven and above expectations by the end of Year 4. Pupils in all classes show good levels of attainment with wordprocessing skills in particular.
7. At the age of seven, standards of work seen in art and design, science, music and physical education are above expectations. In design and technology, geography and history, standards are in line with expectations. At the age of nine, by the end of Year 4, pupils' standards are well above expectations in art and design and above expectations in geography, history, music and physical education. Standards are in line with those expected in design and technology.

Pupils' attitudes, values and personal development

8. Pupils have very good attitudes to school and their standard of behaviour is very good, both in and out of school. Relationships amongst pupils and between teachers and pupils are excellent. These factors make a significant contribution to the very caring and supportive atmosphere within the school and the good quality of learning in lessons. Pupils have successfully maintained these high standards since the previous inspection.
9. The personal, social and emotional development of children in the Foundation Stage is very good. Children in the reception class often show remarkably good concentration for their ages and try very hard to complete their tasks successfully. This is evident in literacy and numeracy lessons when children are formally recording their work. Children soon develop very

good relationships with each other and play and work together co-operatively. They are polite and courteous to adults and talk sensibly to them.

10. Pupils' attitudes to school and to work are very good. They very much like coming to school and take part happily and enthusiastically in lessons and in the many lunch-time and after-school activities provided for them. For instance, pupils in Years 3 and 4 showed evident enjoyment in a numeracy lesson as they gathered information from amongst each other to record in a diagram. As the task developed and they began to interpret the results, they showed great pleasure in the success of their efforts and enjoyed sharing what they had found with the rest of the class. Pupils

from two classes performed a complex tongue-twister song in an assembly and the performance was evidence of their enthusiasm and diligent practising. Boys and girls of all ages take part in a series of after-school football coaching sessions run by professional footballers and work and play hard as they improve their skills.

11. Pupils' behaviour in the classrooms, around the school, in the play areas and on the sports field is very good. For example, in a Key Stage 1 games lesson, which took place on a nearby playing field, pupils behaved very sensibly as they walked through the village. The good standards of behaviour then and during the lesson made a significant contribution to the quality of learning and they paid close attention to their teacher's instructions regarding their safety. Pupils move around the school very sensibly. Corridors are narrow and access to the hall and to classrooms requires careful management. Pupils co-operate very well in this respect and wait their turn patiently or step aside to let others through doorways. This contributes very well to the calm, purposeful atmosphere within the school. During playtimes, pupils play energetically and responsibly and there are very few instances of unkindness or aggression.
12. Pupils' relationships with each other and with all staff are excellent and are a major strength of the school. Pupils show respect for each other's feelings and enjoy and applaud each other's successes. This means that pupils are happy to perform or contribute without being self-conscious. An important factor in the quality of relationships is pupils' mature awareness of the impact of their actions on others and their consideration for the feelings of others. For instance, older pupils look after younger pupils at various times during the school day. If a pupil shows signs of distress or is hurt, others soon come to their aid to offer help and reassurance. Pupils of all ages are keen to help and to accept responsibility for tasks in classrooms and around the school. Older pupils in particular show very mature and responsible attitudes.
13. Pupils' attendance is satisfactory. Almost all arrive on time so that lessons start promptly. Registration procedures fully meet the requirements.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning is good overall. No teaching is less than satisfactory. Of the lessons seen, 95 per cent were good or better, of which 40 per cent were very good. The remaining lessons were satisfactory. This is an improvement on the percentage of very good quality of teaching and learning reported at the time of the previous inspection, which was reported to be 18 per cent. Improvement is due mainly to teachers' increased subject knowledge and higher expectations of what pupils can achieve.
15. In subjects where teaching was observed during the inspection, the quality of teaching and learning is very good overall in art and design and good overall in English, mathematics, science and physical education. It is satisfactory in

information and communication technology. The teaching of literacy and numeracy skills is good throughout the school.

16. The quality of teaching and learning in the Foundation Stage is good overall. Of the lessons seen, 60 per cent were good and 40 per cent were very good. The teacher and nursery nurse provide a good quality, stimulating and exciting learning environment. Teaching is invariably challenging and promotes high standards. There are lively interactions between the staff and children, which result in good quality of learning, as well as enjoyment, involvement and the promotion of very high standards of behaviour and other social skills. Careful use of questioning draws out key points to help children extend their vocabulary and knowledge. Both the teacher and the nursery nurse have a good understanding of the children's needs, which helps them to plan a range of well-matched and interesting activities. Children respond positively to these and work well, often concentrating on their work for considerable periods of time, beyond that which might be expected of children of their age. The management and organisation of pupils are very good. For example, as part of a classroom project on habitats, children were observed hunting for 'mini-beasts' in an adjoining field. The teacher made effective use of the time available, appropriate resources and two additional adults to help children with their discoveries. Despite the excitement that this activity generated, the teacher successfully ensured children's safety and the session was brought to an excellent conclusion back in the classroom as children shared what they had found out.
17. At Key Stage 1, the quality of teaching and learning is good overall. Of the lessons seen, 80 per cent were good. The remaining lessons were satisfactory. Where the teaching is most effective, activities are well matched to pupils' needs. This is a characteristic of literacy and numeracy lessons. The teacher makes good use of assessment information to plan activities that move pupils on at a good pace in their learning, providing different levels of challenge for pupils according to what they need to do to improve. This is often achieved with the help of well-planned worksheets produced by the teacher. Each pupil has specific literacy and numeracy targets on the table in front of them, to which they and the teacher often refer. This system is very helpful in involving pupils in their own learning and assessing for themselves whether or not they have improved their work. Expectations of what pupils can achieve are consistently high. The teacher is successful in matching her expectations with pupils' good attitudes to their work by choosing tasks and activities that are likely to be relevant to pupils' own experiences. For example, a literacy lesson based on a study of dinosaurs led to pupils working hard and at a good pace because of the good level of interest in dinosaurs.
18. At Key Stage 2, in the class containing Years 3 and 4 pupils, the quality of teaching is very good overall. Of the lessons seen, 70 per cent were very good and the remaining lessons were good. Two teachers share most of the teaching in this class and pupils benefit from their particular expertise in the subjects that they teach. Pupils also gain from the Key Stage 1 teacher's science expertise and the physical education expertise of the other part-time member of staff. In the very best lessons, the basic skills of literacy and numeracy are effectively taught through interesting and motivating activities.

Teachers regularly use class projects and themes from other curriculum subjects, such as science, art and design and history, to extend pupils' learning in literacy and numeracy lessons. This is a key factor in the way pupils' motivation and interest is sustained for extended periods of time and the very good progress they often make in acquiring skills, knowledge and understanding. Another important factor is the preparation and use of appropriate resources so that pupils are able to move on in their learning with very few unnecessary interruptions. A good example of this was the meticulous preparation that went into an art and design lesson, where materials were of good quality and quantity, additional adults made a significant contribution to pupils' learning and a wide range of skills and techniques were learnt and practised in the time available. Teachers treat pupils as mature, responsible individuals and this is one of the reasons why pupils' attitudes to their work are so good. Teachers and pupils share the excitement of learning together and all take great pleasure in pupil's individual achievements.

19. The quality of teaching for pupils with special educational needs is good. When working with the special needs co-ordinator on an individual basis, pupils respond very well to her sensitive, structured teaching and make good progress towards the targets in their individual education plans as a result. In classrooms, pupils' work is matched closely to their needs and they benefit from close attention from teachers and classroom assistants, especially during independent group work in literacy and numeracy lessons. All staff show a high level of care for special needs pupils and there is a good level of inclusion in all classes.
20. Teachers plan their lessons carefully. They base planning securely on school schemes of work, national guidelines and some commercial schemes in all subjects. This is useful in helping pupils move on progressively with their learning between year groups, particularly in English, mathematics and science. Plans for each term often reflect curriculum areas where a need for improvement has been identified, for instance writing at length and a greater focus on phonics teaching in reading. Planning does not always contain evidence of written evaluations of lessons to see whether or not they have made an impact on standards so that further adjustments can be made. However, the English co-ordinator, for example, has plans to make this good practice a regular part of literacy planning so that teachers can continue to use and improve the most effective activities and discard those that are not so successful. Good use is made of assessment information to plan challenging activities in English, mathematics and science.
21. Teachers make good use of homework to extend pupils' learning. It is a regular feature of pupils' learning in Key Stage 1 and in Years 3 and 4. Parents are pleased with the school's homework policy and give their children good support at home. Work set is always marked and tasks to complete at home often form the basis of subsequent lessons in school. Information and communication technology is used satisfactorily to support pupils' learning in literacy, but is not used so well in other subjects. It is most effective in Years

3 and 4 where pupils have more opportunities to use computers than they do in the rest of the school.

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

22. The curriculum for children in the Foundation Stage is good, and provides a balanced programme incorporating the nationally recommended areas of learning, called Early Learning Goals. Children have access to a wide range of suitable activities and experiences that prepare them well for work in Key Stage 1. There is a strong emphasis on the development of literacy and numeracy skills but very often these are effectively promoted through activities related to knowledge and understanding of the world, creative and physical development. As a result, pupils

make good progress. Good use is made of the limited classroom space to provide areas that support different elements of pupils' learning such as role-play and art work. Outdoor provision is good, with a secure play area and a selection of good quality large toys and other equipment.

23. The quality and range of the curriculum and learning opportunities provided by the school at Key Stage 1 and Key Stage 2 are good. As a result, by the time they leave Year 4, pupils talk knowledgeably and in depth about a wide range of subjects. Clear policy statements are in place for all subjects. Guidelines on what should be taught, called schemes of work, to support these policies vary in consistency and style. Those for English and mathematics are good. In all other subjects, whilst they enable teachers to fulfil statutory curriculum requirements, they are not sufficiently detailed for teachers to make precise assessments of individual pupils' strengths and weaknesses. The curriculum is broad and balanced and provides many opportunities for pupils at all stages of learning to attain high standards. The National Literacy and Numeracy Strategies have been very successfully implemented. Teachers are now using these with great confidence and high standards have been maintained. In addition to ensuring the literacy hour is effectively implemented, time has been set aside to allow for focus on the traditional skills of reading and spelling, and further opportunities for writing at length and research. Curriculum time is mostly well used so that the balance between subjects is appropriate. The creative arts receive a strong focus and standards in art and design are a particular strength of the school. However, the formal planning of design projects in design and technology is not given sufficient emphasis. Information and communication technology is taught satisfactorily but, with the exception of literacy, is not applied effectively enough across other areas of the curriculum. All pupils have good access to the full curriculum.
24. All statutory requirements, including the provision for daily acts of collective worship, are met. Drug awareness, health issues and sex education are well catered for through good provision for pupils' personal, social and health education. A good range of extra-curricular activities extends the curriculum for pupils at both key stages. These include music, science, theatre club and football skills. Boys and girls of all ages participate in the football skills' clubs. The school takes part in competitive games. For example, at the time of the inspection, the school was preparing for an athletics competition against local schools. The school is to be complimented on the way it organises its curriculum to enable training to take place on a games field some distance from the school. Homework is used well to promote pupils' skills of independent research, as well as their literacy and numeracy skills.
25. Provision for pupils with special educational needs is satisfactory overall. Effective procedures are in place for the identification of special needs. Individual education plans are of good quality and reviewed regularly, with parents fully involved in the review process. Class teachers and classroom assistants work well together, so that special needs pupils are supported as they work alongside other pupils in the class, in a small group or on a one-to-

one basis with a support assistant. Other pupils regard this work as a perfectly normal occurrence due to the sensitive way in which it is handled by staff. The school has not, however, made best use of the expertise of outside agencies to seek advice on alternative ways of meeting the needs of pupils

identified as having emotional and behavioural problems. Teachers know their pupils well and provision for more able pupils is good, with work well matched to their needs in class lessons. Identification of pupils who are gifted or talented is at an early stage of development and procedures are satisfactory.

26. The school enjoys very good links with the local community and these help pupils to develop knowledge and understanding about the community outside school. For example, the local vicar comes into school to take assembly. Pupils visit the village and make good use of surrounding facilities such as a local field for science and environmental activities and a playing field for games. A local poet has led writing workshops. Health education provision has been successfully extended by attending sessions at the feeder middle school. Links with a local professional football club provide good skills' training. Provision for pupils' personal development is very good and reflects the school's aims well. A particular strength of curriculum provision is the way in which pupils are encouraged to take responsibility for their own learning, as well as playing a full part in the life of the school by helping their teacher, or looking after younger pupils. They raise money through various activities to help support people adversely affected by natural disasters such as earthquakes, famine or floods.
27. The school makes very good provision for pupils' spiritual, moral, social and cultural development overall and standards are similar to those reported at the time of the previous inspection.
28. Provision for pupils' spiritual development is very good. It makes a significant contribution to the school's very good caring atmosphere and fully reflects aspects of the school's declared aims and values. Teachers' enthusiasm for learning in creative subjects enables pupils to experience the awe and wonder of aspects of the natural world. For example, reception children marvelled at the creatures they found on a nature walk and then exclaimed in wonder at the complexity of such small creatures as they researched about the insects in their big book on 'mini beasts'. Teachers and pupils share the excitement of stories, the imagery in poems and artwork and the pleasure of whole-school performances in music and drama.
29. Provision for moral and social development is very good. Pupils' understanding of the difference between right and wrong is well developed and is reinforced by the very good role models provided by staff. All staff successfully encourage pupils, from the time they first enter school, to understand what constitutes responsible behaviour and conduct in all aspects of their life in the school community. The very caring and friendly atmosphere within the school is the result of pupils and parents being encouraged to play a full part in school life and to be involved in whole-school activities. Pupils are expected to care for each other, help visitors to the school and take on appropriate activities around the school. In lessons, pupils are expected to develop an independent approach to their learning whilst, at the same time, co-operating well together when required. The mature attitudes which result

from such universal encouragement play a significant part in the pupils' rate of learning.

30. The promotion of cultural development is good. Pupils study the work of well-known Western artists and some from non-Western societies. They read the plays of Shakespeare and devise puppet plays to portray what they have learned. They learn about life in an Indian village and study artwork from Africa. However, teachers are

aware that the study of non-Western art and the appreciation of cultures other than their own is not as well developed as it could be and is an area for further development to help pupils prepare for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school provides a safe, secure and caring environment, where children are very well supported, a feature much appreciated by their parents.
32. At the time of the previous inspection, it was reported that the school provided high levels of care and support for pupils and that teachers had a deep knowledge of each pupil. Informal assessment of pupils' attainment and progress was very good. These high standards have been successfully maintained. It was also reported that formal procedures were over-elaborate and there were no procedures for assessing pupils' attainment on entry into school. The school has made a satisfactory response to these observations. Assessment procedures have been simplified and children in reception are assessed during their first few weeks in school.
33. Early assessment procedures, called baseline assessments, are completed so that their teacher knows what children can do when they start school and this information is used well in planning for their needs. There is a satisfactory school policy and procedures are in place for assessing pupils' attainment and progress in Key Stage 1 and in Years 3 and 4. Teachers make satisfactory use overall of this information to monitor pupils' academic performance and progress. It is used most effectively in English and mathematics in all classes. Regular formal assessments, linked with teachers' very good knowledge and understanding of their pupils' strengths and weaknesses, provide a firm basis for setting targets for individuals and groups of pupils. Work is matched closely to pupils' needs. This is a characteristic of literacy and numeracy lessons where, although class numbers are small, there are often as many as five different ability groups of pupils for whom teachers plan tasks. Formal assessments in science are not applied so consistently as they are in English and mathematics. Procedures for assessing pupils' attainment and progress in other subjects are largely informal. Teachers keep their own records and have a very good knowledge and understanding of pupils' needs. However, teachers are aware that, despite the knowledge they build up over time of individual pupil's strengths and weaknesses through their teaching and regular discussions, procedures need to have structure and consistency to be fully effective in focusing teaching on specific skills where improvement is required. The assessment co-ordinator has useful plans to improve the effectiveness of assessment procedures in science and other curriculum subjects over the next two years.
34. Procedures for ensuring that pupils are safe and that their individual needs are recognised are very good and are a major strength of the school. Child protection procedures are well organised and, although instances are rare, teachers are aware of the need for vigilance and are clear about what to do if

they have concerns. Health and safety procedures are good and a member of staff and a governor, using guidelines provided by the local authority, regularly carry out inspections. Evacuation procedures are practised at least once per term and two staff members are trained in first-aid.

35. Procedures for monitoring and promoting good behaviour are very good. There is a clear Code of Conduct followed by all adults and pupils in the school. Teachers set very good personal examples for pupils and the mutual respect and trust that exists between them make a significant contribution to the very good behaviour in classrooms and around the school. As a consequence, pupils develop responsible attitudes and oppressive or discriminatory behaviour is extremely rare. Teachers' activities and procedures aimed at improving the behaviour of a very few pupils who have emotional and behavioural difficulties are mostly effective but may perhaps benefit from outside expert advice.
36. Procedures for monitoring and improving attendance are very good. Most pupils attend regularly and arrive on time. Teachers and administrative staff quickly follow-up any occasional unexplained absences. Apart from illness, the main reason for authorised absence is for family holidays in term time. Unauthorised absences are rare.
37. Teachers know their pupils very well and procedures for monitoring and supporting their personal development are good. Pupils like and respect their teachers and readily go to them for guidance and support. Their teachers record any concerns that pupils have and regularly discuss, in staff meetings or informally, individual pupil's personal development so that ways can be found to help pupils deal with personal problems.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school's very effective relationship with its parents and its high standing in the community have been successfully maintained as major strengths of the school since the previous inspection.
39. Parents' views of the school are very positive. Almost without exception, parents have a very high opinion of the work of the headteacher and staff and are very pleased with the education and care provided for their children. The results of the parents' questionnaire and comments at the parents' meeting showed strong support for all areas of school life. Parents are pleased that their children enjoy coming to school and make good progress in their learning. They consider that their children are well taught and that teachers have high expectations of what their children can achieve. They are happy with the amount of homework that children receive in each class. Parents appreciate the fact that their children are encouraged to be mature and responsible. Parents are pleased with the 'open door' policy and feel comfortable about approaching the school with suggestions or complaints. They feel that they are fully involved in their children's activities and that the

headteacher and staff keep them well informed. They are pleased with the range of activities provided outside lessons. They consider the school to be well managed and led. The inspectors agree with the positive views expressed by parents.

40. Information provided for parents is good. Parents receive regular details of their children's programmes of work and activities. There are regular formal and informal opportunities for parents to find out about their children's progress and achievements. Parents appreciate this openness and, as a result, almost all parents come to the open days to review their children's work. Teachers and administrative staff are readily available, particularly at the beginning and end of the school day, to deal with individual concerns and all teachers stay late on Mondays to help with queries or concerns which need more time, a facility with which parents are particularly pleased. Parents of children with special educational needs are kept well informed of their children's progress. They are invited to attend the regular meetings held to review targets and set new ones.
41. The contribution which parents make to their children's learning at school and at home is good. Several parents and grandparents help in the classrooms and with visits and trips. Parents help their children with their homework and the home-school reading partnership is very effective in helping pupils enjoy books and make progress in their learning. The Parent Teacher Association is very active, organising very well attended social events during the year and raising very useful funds for the school for the purchase of equipment and resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership and management provided by the headteacher are very good. She has created a very caring, informal but purposeful atmosphere in the school in which pupils are happy and confident. She promotes the aims and values of the school very well through her leadership and teaching, with a strong emphasis on pupils' personal development. The results are seen in the very good teamwork amongst all staff, the excellent relationships that exist between adults and pupils and pupils' very good attitudes and behaviour. Teaching and non-teaching staff share a commitment to raising standards which is exemplified in the good quality of teaching and learning and their high expectations of what pupils can achieve. Parents are very pleased with the headteacher's leadership.
43. The headteacher has effective procedures for monitoring and evaluating the work of the school. She has a good understanding of the school's strengths and areas for improvement through her teaching commitment, scrutiny of teachers' planning and regular formal and informal discussions with teaching and non-teaching staff. She is well supported by the teaching staff, who work very hard to carry out their responsibilities. The headteacher is very aware that, with only three full-time and two part-time teachers, each teacher is

responsible for a wide range of aspects of school life. Consequently, curriculum development and other initiatives are tackled together, the teacher with the designated responsibility leading staff in meetings or training. This arrangement is very effective in promoting teamwork, as well as helping teachers develop a good overall understanding of school improvement. Each teacher has a satisfactory understanding of where improvements are required in the subjects for which they are responsible, despite very limited opportunities to formally observe their colleagues teach. Co-ordinators have good levels of subject knowledge and one of their strengths is the good advice and support they give to each other about the suitability of activities in lesson plans.

44. The arrangements to co-ordinate provision for pupils with special educational needs are good overall. The co-ordinator works on a part-time basis but makes very effective use of her time in school. Systematic review and analysis of pupils' progress towards the targets in their individual education plans are a significant strength of her work. She has established good links with teachers and classroom assistants so that work prepared for pupils in class lessons or on an individual basis away from the classroom is matched closely to their needs. Individual education plans are of good quality and the action to be taken by teachers to help pupils improve is carefully thought out and well supported with appropriate resources. As a result, the co-ordination of support for pupils with learning difficulties is good. Pupils with behavioural difficulties receive sensitive support from the co-ordinator and teaching staff.
45. The members of the governing body are very supportive of the work of the school and proud of its successes. The chair of governors visits school on a regular basis to talk with the headteacher and visit staff in their classrooms. Governors have made a satisfactory response to a key issue in the previous report by establishing finance and curriculum committees. These, and other committees, meet at least termly and report to the full governing body for approval of any recommendations that they make. In this respect, governors carry out their statutory responsibilities conscientiously. For example, the school prospectus and the governors' annual report to parents contain all the legally required information about the life and work of the school, as well as additional helpful information. The governors are very aware that the school is successful but they rely too heavily on the headteacher for information about the effectiveness of the decisions that they make. Their own procedures for monitoring and evaluating how well the school is doing are largely informal and those governors able to visit the school on a regular basis rarely do so with any specific focus or purpose. This situation is due mainly to the governors' respect for the work of the headteacher and staff and the trust they show that staff will continue to provide pupils with a good standard of education. However, it means that their knowledge and understanding of the school's strengths and areas for improvement are general rather than specific and they are not as responsible as they might be for providing a clear direction for the life and work of the school.

46. The school development plan is a useful working document and identifies priorities, targets, responsibilities and costings. Its format is simple but effective and, displayed as it is in full on the wall of the headteacher's office, provides clear evidence of progress towards targets set. It does not contain, however, detailed reference to the specific skills or groups of pupils that initiatives are intended to improve. Teaching staff are familiar with them, but the fact that they have not been identified in the plan means that, for governors in particular, there is a tendency to focus on overall impressions rather than specific aspects when they visit the school.
47. There is a good link between the school's educational priorities and its financial planning. Governors are kept fully informed by the headteacher and the finance committee. Management of the budget is efficient. The headteacher and school administrator work closely together and have effective and efficient procedures to manage the day-to-day running of the school finances. The school receives a range of grants linked to specific purposes such as support for pupils with special educational needs, and these are used efficiently and effectively. Governors do not have formal strategies for ensuring best value in decisions about spending on staffing but their understanding of this aspect of management through informal monitoring is satisfactory. They do, however, look closely at value for money when purchasing services. Spending per pupil is above the national average but, because of good teaching and well above average standards, the school provides good value for money.

48. There is a good number of teaching staff, who are well qualified to meet the demands of the Early Learning Goals and the National Curriculum. There is little formal monitoring of teaching but the headteacher knows the staff very well and frequently works alongside teachers in their classrooms. Teachers' subject specialisms are taken into account well when subject co-ordinator roles are allocated and some specialist teaching takes place, for example in science, art and music. Specialist teaching was observed during the inspection and was judged to be effective and efficient use of expertise, providing good learning opportunities for pupils. Training for teachers is matched closely to school improvement priorities. Subject co-ordinators are effective in keeping their colleagues up-to-date and providing them with good advice and maintaining resources on a largely informal basis. However, they have few opportunities to observe the quality of teaching in their subjects or formally monitor standards throughout the school.
49. Non-teaching members of staff make a significant contribution to pupils' learning in the quality of their work. The partnership with teachers is very effective and they give good support in all classes. The nursery nurse has both experience and particular expertise with these young children and makes a significant contribution to their ability to settle into school and progress well in the early years of schooling. The school administrator is very efficient and helpful and provides the school with a welcoming point of contact for parents and visitors arriving at the school. She manages the day-to-day administration of the school efficiently, allowing the headteacher and teaching staff to concentrate effectively on their responsibilities. Lunch-time supervisors and the caretaker work hard and contribute well to the efficient and effective management of the school.
50. The school makes good use of the available accommodation. Classrooms are of reasonable size, light and airy, providing pleasant learning environments. Since the last inspection, a new classroom has greatly improved teaching space but significantly reduced the playground area. The new classroom released accommodation for the establishment of a separate staffroom, school office and headteacher's office. The hall is small, which limits its usefulness for physical education and for social events. Two small hard surfaced play areas are very well supplemented in dry weather by the use of an adjoining field, rented by the governors. Ball games and athletics are performed on a sports field in another part of the village. The school is clean and well cared for and pupils' work is displayed to good effect in classrooms and corridors.
51. There is a good range of relevant resources for most subjects of the curriculum and these make a significant contribution to the quality of pupils' learning. There is a limited number of computers to support learning in information and communication technology and this restricts the amount of time pupils have to use them each week, particularly in the Key Stage 1 classroom. Good use is made of the available spaces in the school to store and organise resources and the hall is used particularly effectively in this respect. Fiction and non-fiction books are of good quality and quantity but are

not displayed in attractive or stimulating ways in classrooms. There are very good opportunities for pupils to go on trips and visits to broaden their experiences and curriculum opportunities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the governors, headteacher and staff should:

1. Devise whole-school policies and procedures for assessment, in subjects other than English and mathematics, and use these to identify specific skills or groups of pupils where improvement is required.
(Paragraphs: 33, 84, 91, 94, 99, 104, 108)
2. Establish more formal and systematic procedures for governors to gather information for themselves about the effectiveness of the decisions that they make.
(Paragraphs: 45, 47)
3. Increase the number of opportunities and experiences within the curriculum to promote pupils' awareness of life in a multicultural society.
(Paragraphs: 30, 104, 107)

OTHER POINTS TO BE CONSIDERED BY THE SCHOOL

1. Make more effective use of advice from outside agencies to support some pupils with special educational needs.
(Paragraph: 25)
2. Make specific reference in the school development plan to the specific skills action is intended to raise in order to assist both governors and teachers with their procedures for monitoring and evaluating school improvement.
(Paragraph: 46)
3. Continue to monitor and evaluate the use of, and pupils' access to, computers to see if there are more effective ways of using information and communication technology equipment to support learning in other areas of the curriculum.
(Paragraphs: 23, 84, 100, 103)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	40	55	5	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	63
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	5

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Test and examination data has been excluded from the inspection report because the year group size is less than ten.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	47
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	18.5
Average class size	21.0

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	41

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	143,720
Total expenditure	142,415
Expenditure per pupil	2,261
Balance brought forward from previous year	5,500
Balance carried forward to next year	6,805

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	63
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	65	31	4	0	0
Behaviour in the school is good.	61	37	0	0	2
My child gets the right amount of work to do at home.	57	39	2	0	2
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	61	37	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	20	4	0	0
The school expects my child to work hard and achieve his or her best.	69	29	2	0	0
The school works closely with parents.	59	39	2	0	0
The school is well led and managed.	57	33	10	0	0
The school is helping my child become mature and responsible.	57	43	0	0	0
The school provides an interesting range of activities outside lessons.	63	38	0	0	0

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

52. The provision made for children in the Foundation Stage is good. Standards are similar to those reported at the time of the previous inspection. Children make a good start to their education. The good quality of teaching has a positive impact across the breadth of children's learning and provides them with a firm foundation in all areas of the required curriculum, called Early Learning Goals. The teacher and nursery nurse have good knowledge and understanding of the Foundation Stage. They plan lessons effectively, with a clear purpose to activities, and these successfully meet all children's needs.
53. The school's partnership with parents is very good and the flow of information has a very positive influence on children's development. Parents receive useful and helpful information prior to their children starting school and are able to maintain regular contact with the class teacher to follow their children's progress.
54. Children are admitted into the reception class in the term that they become five years old in September, January and April. Most attend playgroups and spend a valuable period of part-time education in school prior to their full-time attendance. Children are tested in all areas of learning after a settling-in period. These assessments, called baseline assessments, show that children enter the school with above average attainment. The information is used well by the teacher and nursery nurse to plan suitable activities for each child and to identify those with special educational needs. Detailed individual records of achievement are kept to enable the teacher to assess each child's progress. As a result, by the time the children move to Year 1, almost all of them exceed the Early Learning Goals in communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. All children exceed the goals for personal, social and emotional development because of the high expectation of staff that children will be independent and accept responsibility for themselves from an early age. For example, children soon become responsible for fetching and putting on coats, going to the toilet, knowing if they are attending football training and changing properly for this activity. The samples of work, displays and lessons observed during the inspection indicate that virtually all the children currently in the Foundation Stage are likely to exceed the Early Learning Goals in all areas of learning by the age of five.

Personal, social and emotional development

55. Progress in personal, social and emotional development is good and children's standards exceed the Early Learning Goals by the age of five. The quality of teaching and learning is very good. Children are constantly praised and encouraged to feel confident and comfortable in their surroundings. They dress quickly and appropriately for physical education lessons, take turns

when playing games, are polite to adults and each other and show enthusiasm for learning. Children play well together in the playground when they use large toys, for example when organising a play activity such as adapting a large wooden toy to be a petrol station. They respect class rules and make sensible decisions about their choice of activity. All adults promote independence well, for instance by encouraging children to accept

responsibility, tidy up and put resources away correctly. Children sit and listen very well during literacy and numeracy sessions and join in enthusiastically in singing, reciting rhymes and answering questions. Behaviour is very good and the children move around the school and classroom in a quiet, sensible manner.

Communication, language and literacy

56. Children make good progress in the development of their language and literacy skills so that, by the age of five, most exceed the Early Learning Goals. The quality of teaching and learning is good. Teachers provide a wide range of stories, poems and songs for children to listen to. At break-times, in discussions and in group activities, the teacher and nursery nurse provide good role models. They exchange ideas with the children, ask questions and listen to what the children say, allowing them time to think and respond. As a consequence, the children are always very keen to answer questions, talk to adults about what they are doing and develop their vocabulary well. Role-play provides the opportunity for children to develop negotiating skills and to be introduced to, and practise using, new words, for example during outdoor activities with large toys.
57. The literacy framework is used effectively by both the teacher and nursery nurse, who are technically competent in teaching phonics. Books are used as a major source of learning in literacy. Children soon develop a love of books, willingly share them and enjoy reading to an adult. They know that print conveys meaning and is read from left to right. They handle books correctly and know that the cover of a book gives a clue as to its contents. Children make sensible predictions about what the book may contain. By the end of their time in the reception class, all children recognise their own name and initial sounds and most read an increasing number of words by sight and understand simple texts. The higher attaining children read words fluently and accurately and use reference books independently, for example to look up information about small creatures.
58. Children develop their writing skills well. The imaginative use of a range of different materials, such as plasticine, consolidates and extends children's letter formation. Most of the older children write their own name unaided and copy simple sentences.

Mathematical development

59. Children make good progress in their mathematical development and, by the age of five, most exceed the expected standard. The quality of teaching and learning is good. Children are provided with many opportunities to develop counting skills, number recognition and mathematical language. For example, children were observed studying the results of the number of 'mini-beasts' they had found during a visit to a nearby field. They totalled each individual collection and then compiled these on a class chart. Several children identified the most and the least number of creatures found. As a result of

these stimulating activities, children confidently count forwards and backwards between nought and 30 in threes and recognise numbers up to 100. Younger children make appropriate progress through a series of effectively planned activities, aimed at introducing early addition and subtraction. Older children add two digit numbers and subtract single digits from two digit numbers. They find a missing number in a simple calculation.

60. Mathematical terms are introduced and used effectively by the teacher and nursery nurse at every opportunity, for example counting the number of children having a cooked or packed lunch each morning. Children make long and short patterns with clip-together cubes and know the meaning of 'more than' and 'less than'. They use mathematical vocabulary appropriately when they describe three-dimensional shapes made with a construction kit. One child was heard to confidently state: 'This is a triangular based pyramid and this one is different because it is larger and is a square based pyramid'.

Knowledge and understanding of the world

61. Progress is good in this area of learning and, by the age of five, standards exceed those expected of pupils of their age. The quality of teaching and learning is good because the teacher provides interesting links between different areas of learning. For example, children explore their surroundings on walks around the school grounds and experience and observe the variety of small creatures that may be found in the grass, under stones or in the wall. They listen with fascination to the story of Robert the Bruce and the spider and then demonstrate their knowledge of 'mini-beasts' by making models and adapting the story to show how their creature might demonstrate perseverance to a human observer. As a result, children develop a good knowledge and understanding of the world around them and a sense of place. The interesting range of activities provided enables children to build on their previous knowledge and understanding about things that have happened in the past. They understand that some events being discussed have occurred a long time ago. Children demonstrate a sound understanding of the skills and techniques needed to use construction kits. They use scissors, glue, paint, fabric, card and paper safely and with good control to make small books and greeting cards. Children effectively use a computer keyboard for wordprocessing and simple matching games.

Physical development

62. Children make good progress and, by the age of five, attainment exceeds expectations. The quality of teaching and learning is good. Children benefit from a wide range of well-planned activities that aid physical development using large and small equipment. Staff spend time with individual children to ensure that they use tools, such as scissors, pencils and brushes, correctly and with good control. As a result, children ride wheeled toys with good control and accurately line up their vehicle alongside the pumps at the 'petrol station'. Children move well in response to action rhymes using the correct hand position and shape to illustrate the point of the song. The reception

classroom is not large but children make good use of the space around them, consider the needs of others and fetch and put away equipment with the minimum of direction.

Creative development

63. Children make good progress and achievements are above the expectation for their age. They work imaginatively when they paint, draw or model with plasticine. They respond well to opportunities to sing and move and show obvious enjoyment, both in the classroom and when performing a song with hand actions, to the rest of the school. The quality of teaching and learning is good. Activities are interesting and stimulating and, as a result, children look forward to their tasks. They settle quickly into their activities, become thoroughly involved, listen carefully to their teachers and to each other, and are keen to answer questions and make contributions. They use their imagination well, making interesting imaginary creatures, as well as accurate models of creatures they have found in the school grounds. When writing a story with the teacher, they add in all sorts of interesting but relevant details and draw well on their wide range of vocabulary acquired in literacy periods. Children are always busy and interested in what they do and, as a consequence, move quickly to reach and then, for most, to exceed the expected level in the Early Learning Goals.

ENGLISH

64. At the end of Key Stage 1 at age seven, standards of work seen in reading, writing, speaking and listening are well above the national average. At the end of Year 4, standards in English are well above national expectations. Pupils, including those with special educational needs, make good progress. Standards are an improvement on those at the time of the previous inspection when they were reported to be above average at the end of Key Stage 1 and Year 4. Improvements are largely due to teachers making effective use of the National Literacy Strategy guidelines to extend the already good quality of teaching and learning.
65. The standard of pupils' speaking and listening skills at Key Stage 1 is well above average. Most pupils speak clearly and are enthusiastic when answering questions. They listen well to stories and most pupils recall details of the plot and characters and talk confidently about why they enjoy the stories. Discussions in whole-class sessions, for example at the beginning of literacy lessons, are often of good quality. Relationships between the teacher and pupils are very good and this means that pupils are happy to offer views and opinions because they know they will be valued and treated with respect. For example, in a Years 1 and 2 literacy lesson about fact and fiction, pupils enjoyed telling their teacher whether they thought certain statements were fact or fiction. One higher attaining pupil offered the interesting observation that legends were probably a combination of both. By the end of Year 4, pupils respond to questions with clarity and use a wide appropriate

vocabulary, often illustrating their responses with interesting anecdotes and personal experiences. They share ideas and confidently present their work to the class. They participate in poetry, role-play, choral speaking and drama activities on a regular basis and this emphasis by teaching staff on promoting the spoken word in lessons makes a significant contribution to the quality of learning and the standards achieved.

66. Pupils generally enter the school with good attitudes to books and reading. They make good progress and, by age seven, most pupils attain standards well above average. Pupils have a good understanding of what they read. They talk knowledgeably about authors and illustrators and characters in stories. Most pupils are aware of, and use, the contents page and the index to find information to support their learning. For example, in a literacy lesson in the Years 1 and 2 class, pupils were observed using a wide range of books and photographs about dinosaurs to find facts to include in dinosaur riddles. Most of the Year 2 pupils were able to select interesting and useful information to include as clues in their riddles. Higher attaining pupils showed developing skills of gathering key items of information quickly as they studied some quite complex texts containing detailed information about different species of dinosaurs.
67. By the end of Year 4 at age nine, pupils read accurately, expressively and fluently. They know a wide range of strategies to help them decipher difficult words and are used to using dictionaries to try and find out the meaning of unfamiliar words. Pupils read a wide range of fiction and non-fiction books at school and at home. Pupils are well supported by their parents with reading and a study of pupils' home reading record books shows a close link between class teachers and parents in identifying and correcting problems encountered by pupils. The strength of the home-school reading partnership makes a significant contribution to the quality of pupils' learning and the standards achieved. Research skills are well developed and pupils regularly use books and CD-Roms on the computer to find information for their class project work.
68. The headteacher and staff have identified improvements in writing as a priority in the school development plan. This is largely in response to some untypically low results in the 2000 end of Key Stage 1 national tests, taken by a very small number of pupils, nearly half of whom were identified as having special educational needs. Results over time, and evidence from this inspection, show standards in writing to be consistently above or well above average. However, teachers have appropriately identified the need to provide more opportunities for pupils to write at length, an aspect of English that receives less emphasis than others in the National Literacy Strategy guidelines. By the end of Key Stage 1, most pupils have a good knowledge and understanding of grammar, spelling rules and handwriting skills as a result of regular practice in literacy lessons. Pupils write in continuous sentences, often using interesting phrases and vocabulary. Words spelt incorrectly invariably show a good awareness of phonetics and familiar words

are usually spelt correctly. However, pupils do not always transfer skills practised in grammar and handwriting lessons to free writing. Higher attaining pupils write neatly in joined script but other pupils tend to print much of their written work.

69. By the end of Year 4, pupils are writing well in a wide range of styles and purposes. They present their work well and show a mature awareness of the intended reader. Most pupils use correct punctuation and accurate spelling. They respond well to teachers' emphasis on structure in their extended writing and are used to making first drafts of their stories or poems, adjusting what they have written and then producing a final edited version. Scrutiny of pupils' work shows poems, stories, descriptions and letters of a high standard in the effective use of words and phrases which add interest, moods and feelings to their writing. There is evidence of these qualities being successfully promoted in other subjects. For example, good use of formal and informal writing skills in a variety of styles is seen in the writing of investigations and reports in science, geography and history, as well as evaluations of pupils' own art and design work.
70. Assessment of pupils' skills when they enter school shows that their attainment is generally above average for this age group. Work is well matched to pupils' needs in Key Stage 1 and in Years 3 and 4, which means that pupils of differing abilities make good progress. Individual targets are set which helps pupils to focus on how to raise their own standards. Pupils with special educational needs make good progress. Individual education plans have clear literacy targets, which class teachers, the special educational needs teacher and classroom assistants follow closely when planning lessons.
71. The quality of teaching and learning is good overall. Of the lessons seen, 60 per cent were good and 40 per cent were very good. There are three aspects of teaching which are particularly effective. Firstly, teachers have high expectations of what pupils can achieve. In this respect, they take full advantage of pupils' very good attitudes to their work by setting them challenging tasks and activities. This was seen in the class for Years 3 and 4 pupils as they studied pictures by Monet as a means of identifying words and phrases to describe moods and emotions. Secondly, basic skills are taught very well so pupils from an early age confidently express themselves through writing and speaking. Also, early success with reading, resulting mainly from good phonics teaching, means that pupils are able to take part in the wide range of interesting and motivating activities that teachers plan for them. Thirdly, teachers' relationships with their pupils are very good and the relaxed but purposeful atmosphere created in all classrooms means that pupils' intellectual and creative effort and their pace of working are very good. Literacy lessons are well planned and teachers make effective use of the National Literacy Strategy guidelines to challenge pupils and sustain their interest. Pupils are successfully encouraged to be independent learners, for example when using reference books, dictionaries, word books and computer programs to support writing activities. Information and communication

technology is used well to support pupils' learning as they wordprocess poems, stories and other styles of writing. Homework contributes significantly to pupils' learning because teachers plan tasks for individual pupils matched closely to their needs.

72. The subject co-ordinator is new to the role and so her impact on standards is limited. However, she already has a good understanding of some of the areas for development within the subject. For example, she is currently leading staff in an evaluation of reading books to see if there are better ways of using them to teach pupils to read and to assess their contribution to pupils' multicultural awareness. Assessment procedures are good and teachers use school and national data well to set targets for individuals and groups of pupils. Resources are generally of good quality and quantity but books, although accessible to pupils, are not displayed to advantage in book corners or reading areas.

MATHEMATICS

73. Since the previous inspection, the school has successfully maintained high standards at the end of Key Stage 1 and Year 4, well above the national average. The findings of this inspection are that a high proportion of pupils in the present Year 2 and Year 4 are attaining standards that are well above the national average. Teachers' expectations of what pupils can achieve are high. The National Numeracy Strategy guidelines have been implemented well and adapted to support the planning of challenging and stimulating activities. The quality of teaching and learning is good overall and, as a result, pupils, including those with special educational needs, make good progress. There are no significant difference in the performance of boys and girls.
74. By the end of Key Stage 1, pupils show many strengths in the way they confidently use number. For example, Year 2 pupils were observed using data about the dimensions of dinosaurs to competently calculate the difference in metric length and weight between different species. They show a good knowledge and understanding of addition, subtraction and multiplication. They apply these elements well when, for instance adding and subtracting money, accurately using decimal places for pence. Most pupils quickly and accurately recall multiplication facts to ten and beyond. Skills of datahandling are well developed. For example, pupils successfully carry out a survey into eye colour in the class, record their findings in a table and draw a graph to illustrate the prevalence of certain eye colours.
75. One of the strengths in the attainment of pupils by the end of Year 4 is their ability to calculate quickly mentally, for example, doubling or halving two digit numbers. Another strength is their general understanding of number work and how this knowledge may be related to other activities such as finding averages or arranging data in order of size. For example, pupils use examples of sales printouts from national stores to construct graphs that show comparative data for different regions of the United Kingdom. They analyse in which regions certain goods sell best. They confidently use data to

draw line diagrams to show fluctuations in temperature and carry out investigations into relative costs of staying in different hotels on holiday.

76. Pupils with special educational needs make good progress as a result of good support from class teachers and, for older pupils, help from a skilled learning support assistant.
77. The quality of teaching and learning is good at both key stages. Effective teaching of number is a major strength. Teachers make learning number facts interesting. Most lessons begin with a short, pacy session designed to reinforce pupils' previous knowledge of number facts and tables or to develop personal strategies to help them calculate more simply, accurately and quickly. Teachers plan entertaining activities such as back-to-back competitive tests in which volunteers challenge the standing 'expert' to see if they can answer a question more quickly. Throughout the school, at the beginning of lessons, teachers share learning intentions with pupils and subsequently reflect upon whether they have been achieved during whole-class summaries at the end of sessions. This strategy helps pupils have a clear idea of what mathematical knowledge they should have acquired or consolidated by the end of the lesson and whether they have achieved this. In both key stages, teachers make effective use of well-prepared resources and worksheets, or separate tasks set out on a white board, to help pupils understand mathematical concepts. This is particularly effective for pupils with special educational needs and extremely successful when these pupils also have the targeted support of an assistant. As a result, these pupils make similar progress to their peers. Teachers plan activities that catch pupils' interest well. For example, one teacher gave pupils the task of calculating the increase in weight of a large dinosaur if it ate one and then two smaller dinosaurs. Another teacher used a diagram to analyse the commonality of pet ownership in the class and then invited each pupil in turn to show how they fitted into that diagram. Such innovative teaching encourages lively interest and a desire to learn amongst pupils. Consequently, pupils in all year groups have very good attitudes to their lessons and behave very well. They particularly enjoy mental mathematics sessions, especially the competitive element in the activity. Pupils want to improve, co-operate very well and they listen very carefully to instructions, leading to a very good understanding of what they are supposed to be learning. These qualities that teachers promote make a significant contribution to the high standards achieved.

78. Teachers use homework well to reinforce pupils' basic number work in Key Stage 1 and to extend pupils' understanding of what they learn in class in Years 3 and 4. Work is set regularly each week, carefully marked and the results discussed with pupils. This effective use of homework is a key factor in the good progress pupils make in their learning.
79. Teachers implement the National Numeracy Strategy well and this has contributed to the maintenance of pupils' high standards. Information and communication technology is used satisfactorily to support pupils' work in mathematics, for instance by presenting work in graph form.
80. The subject is well managed and led by the co-ordinator and she provides helpful guidance and support for staff as they plan their lessons. There are effective assessment strategies in place which are used well to identify pupils' specific needs. Individual targets are set and pupils have these written on cards on their desk and refer to them during lessons. The subject contributes well to pupils' social development, for instance when they work in pairs or in groups to carry out activities. Pupils talk confidently both as individuals and in groups about their work and their thoughtful comments reinforce understanding of the work being covered. The use of numeracy in other subjects is satisfactory. The quality of resources to support teaching and learning is good and they are used well to motivate pupils' interest.

SCIENCE

81. The results of teacher assessments show that, over time, pupils at the end of Key Stage 1 at age seven attain standards that are above those expected of pupils of their age. Pupils, including those with special educational needs, make good progress. Standards are similar to those reported at the time of the previous inspection. Inspection evidence shows that these standards have continued to be maintained and the attainment of the present Year 2 is above expectations. Inspection evidence shows that the attainment of the present Year 4 pupils is well above expectations and they, including those with special educational needs, make good progress. This is an improvement on the standards reported at the time of the previous inspection. Teachers have high expectations of what pupils can achieve and plan interesting and challenging activities. The strengths of the science co-ordinator are used well to teach science in both key stages.
82. One of the strengths in the oldest pupils' attainment is their use of scientific processes and measurements. For instance, Year 4 pupils were observed taking care to see that mixes of washing up liquid were similar in a test they were carrying out. A Newton meter was used with care to measure forces to work out which toy car moved best on different surfaces. Throughout Key Stage 1 and Years 3 and 4, pupils develop an increasing appreciation of the need to ensure that any scientific tests they carry out need to be fair if their results are to be reliable. As pupils get older, they record their observations and conclusions in more detail and use a greater range of recording formats. Higher attaining pupils use a classification method well to identify or describe common living creatures as various as mayflies and frogs. They understand

that some creatures are more difficult to classify than others such as mayfly larvae. By the end of Year 4, pupils understand the need to hypothesise

before they investigate. Also, they are aware that scientific knowledge may be applied to the food they eat and the clothes they wear. In this way, they understand better the value of different foods in a healthy diet and the use of particular insulative properties of fabrics in clothing.

83. The quality of teaching and learning is good. The co-ordinator teaches science to both key stages, an effective use of teaching expertise. A particularly good feature of this teaching is the requirement that pupils provide explanations to support their answers to questions or comments they make when observing a process or object. Such challenge develops their scientific thinking well and does not allow for loose or unscientific answers. Pupils move on well in their learning when the teacher stops the lesson to review the work covered, to reinforce learning and remind pupils of the objectives for the lesson. She successfully encourages pupils to behave as scientists in their work. The teacher effectively promotes high standards by challenging pupils to base their hypotheses on previous scientific knowledge. For example, using a research program on the computer, pupils drew on their previous knowledge of the life cycle of small creatures to identify where and how eggs of certain creatures are hidden, to track down where the young develop, what they look like and how they feed. These strategies motivate and encourage pupils. As a result, pupils' attitudes to learning are very good and they behave very well. Co-operation in groups is always good and they carry out practical work carefully and safely. These very good attitudes and responses enable pupils to engage in a high level of scientific debate with both their teacher and peers and to make good progress. For example, during a discussion with Year 4 pupils, they recalled work from previous activities. They spoke enthusiastically about the effects of gravity and the usefulness, or otherwise, of friction. They spoke knowledgeably about the digestive system and of the qualities of different materials.
84. The subject is well led by the co-ordinator. Although she is new to the post, she has successfully helped colleagues implement aspects of the new national guidelines into the school's own curriculum guidelines. The curriculum meets statutory requirements and contains good breadth and balance across each key stage. The provision is extended through a successful science club that is attended by a large number of pupils. Activities are often stimulating and motivating. For example, pupils were observed making giant soap bubbles. Learning in the science club supports learning in the classroom well as pupils draw on these experiences and describe them to their class. The use of information and communication technology is limited and is not, for instance, used by pupils to record their results. Assessment procedures are satisfactory but are not used well enough to identify specific skills or areas of learning where improvement is needed. However, the co-ordinator is aware of this shortcoming and has useful plans to implement systematic formal assessments in the near future.

ART AND DESIGN

85. Only one lesson of art and design was seen during the inspection. However, evidence was obtained from talking with pupils and staff, looking at displays of pupils' work in classrooms and corridors and studying teachers' planning. This shows that standards of attainment are above those expected for pupils of their age at the end of Key Stage 1 and well above expectations at the end of Year 4. Pupils, including those with special educational needs, make good progress at Key Stage 1 and very good progress in Years 3 and 4. Standards have been successfully maintained since the previous inspection. Pupils benefit from the very good subject knowledge and experience of the co-ordinator and effective links made between art and design and other subjects of the curriculum.
86. By the end of Year 2, pupils make good gains in their ability to use a wide range of techniques and materials. They use paint and other materials to recreate their own ideas or illustrate aspects of their work in other subject areas. For example, pupils were observed making effective use of a computer program to compose and create pictures in the style of Mondrian. Their teacher makes good use of the designing skill aspect of the subject and pupils explore and develop ideas before putting their thoughts into practice. As a result, by the time pupils move into Year 3, they show a good awareness of line, tone and texture, as well as techniques from the work of famous artists, which they use effectively in their own work. In Years 3 and 4, skills teaching is very good. Consequently, pupils develop their understanding of a variety of techniques at a very good pace and apply them successfully to different aspects of their work. For example, pupils used several different techniques to create a large model of Henry the Eighth and the musical instruments played at the time of his reign. Teachers link artwork very effectively to other subjects of the curriculum and this makes pupils' work relevant and motivating. This is one of the reasons why standards are so high. A very good example of this was seen in a literacy lesson, where pupils studied a wide selection of photographs and postcards of Monet's works as a way of promoting mood and atmosphere in their creative writing. Pupils already had a good knowledge and understanding of the artist's work from previous art and design lessons and they used this familiarity well to extend the quality of their writing. By the end of Year 4, pupils discuss their ideas, make design sketches on paper or in sketchbooks and look at ways of improving their work as an integral part of artwork.
87. The quality of teaching is very good overall. It is particularly good in the class containing Years 3 and 4 pupils where the subject co-ordinator does most of her teaching. Teachers are confident in their knowledge of the subject and have high expectations of what pupils can achieve. Skills and techniques are taught systematically and pupils benefit from clear instructions and good examples. For example, a group of Years 3 and 4 pupils were observed modelling reclining figures in clay in the style of Henry Moore. They had previously studied pictures of his work, looked at the shapes made by their own bodies and drawn design sketches on which to base their models. As they worked, the teacher helped pupils to develop their clay modelling skills by explaining and demonstrating ways of working the clay to achieve the form and texture that they had planned. As a result, the pupils produced models of a good standard and were proud of what they had achieved. The standard of display is good. Classrooms and corridors are stimulating and attractive environments and pupils' achievements celebrated.
88. The subject co-ordinator has a significant impact on standards. She uses her very good subject knowledge and expertise very effectively to maintain high standards in all classes. She achieves this through the very good quality of

her own teaching and by regular discussions with her colleagues about how the subject can be used as a valuable stimulus for pupils' learning in other areas of the curriculum. The results of this can be seen, for example, in the well-developed needlework skills used by Years

3 and 4 pupils to create a display relating to a science project on animal habitats and the use of a computer program to produce pictures in the style of Lowry. There is a good range of centrally stored and readily accessible materials to support pupils' learning.

DESIGN AND TECHNOLOGY

89. No lessons took place in design and technology during the inspection. It is therefore not possible to make a reliable judgement about the quality of teaching and learning in the subject. However, evidence of pupils' previous work, discussions with teachers and pupils and scrutiny of displays and models indicate that standards at the end of Key Stage 1 and by age nine, are in line with those expected for pupils of their age. Pupils, including those with special educational needs, make satisfactory progress.
90. Pupils draw up plans for making food for special occasions such as Easter egg nests or flavoured sweets. They set out the ingredients needed, draw pictures of their expected product and evaluate how closely they have come to their expected product when it is finished. They make good quality working models of fairground rides and devise means of driving the models. They learn to use a range of tools and methods of fixing. Pupils have good attitudes towards design and technology and talk knowledgeably about their work. They are clear about how they might improve some of the things they have made. They discuss each other's work and show that they are interested in working together. They share information and ideas well. However, it is evident that not enough use is made of formal planning and designing of skills in projects, skills which support problem solving in other subjects such as English, mathematics, science and art and design.
91. The subject co-ordinator has a satisfactory impact on standards in the subject. She gives good advice to colleagues as they plan their lessons and manages and organises resources effectively. The subject has not had a high priority in the school development plan for some time but the co-ordinator has useful plans to develop more systematic assessments of pupils' attainment and progress so that areas for improvement can be more easily identified.

GEOGRAPHY

92. No lessons took place in geography during the inspection. It is therefore not possible to make a reliable judgement about the quality of teaching and learning in the subject. However, evidence of pupils' previous work, discussions with teachers and pupils, scrutiny of displays and pupils' books and folders all indicate that standards at the end of Key Stage 1 are in line with those expected for pupils of their age and, by age nine, are above those expected for their age. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.

93. Pupils study weather patterns, the water cycle and features of rivers. They study the local area and suggest reasons for historical change or predict likely change as a result of new building in the area. They study different landscapes within Britain, identifying the significant features of moorland, forests and open farmland. They study life in an Indian village and know the conditions necessary to successfully grow coffee and tea. Pupils' attitudes to their work are good. They are interested in geography and keen to talk about their work. They talk knowledgeably and describe, for example, the effects that a severe monsoon may have on people's lives in India. This aspect of their learning makes a satisfactory contribution to their cultural development. They express wonder at the world around them and have a good understanding of the moral and social responsibilities implicit in the way humans use the environment. Pupils make satisfactory use of CD-Rom encyclopaedias and many pupils use the Internet at home to support their learning at school.
94. The subject co-ordinator has a satisfactory impact on standards. She maintains an informal overview of standards in the subject through discussions with colleagues, looking at their planning and talking to pupils about their work. The curriculum fulfils statutory requirements. Assessment procedures are largely informal and do not provide specific details of skills that require improvement. Satisfactory use is made of geography to extend skills taught in literacy and numeracy, as well as in art and design through the study of landscapes. Resources are of satisfactory quality and quantity and are used efficiently and effectively to support learning.

HISTORY

95. No lessons were observed during the inspection. It is therefore not possible to make a reliable judgement about the quality of teaching and learning in the school. However, based on evidence gained from talking to pupils and teachers, scrutiny of pupils' books and displays of work, standards of attainment are judged to be in line with those expected of pupils of their age at the end of Key Stage 1 and above those expected by the age of nine. The school has maintained these standards since the previous inspection. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.
96. Key Stage 1 pupils learn about seaside holidays in previous centuries. They compare what they learn with their own experiences of holidays at the seaside and suggest reasons for why they prefer the holidays they have taken. They learn about changes that have occurred in the local village over the past two hundred years and suggest sound reasons for those changes. Pupils in Years 3 and 4 learn about life in Tudor times. They talk knowledgeably about the religious tensions of the time and of the reasons why Henry the Eighth had more than one wife. They show a good understanding of the dangers facing Elizabeth the First and put forward well

thought out reasons as to the problems that might have occurred had she married.

97. Discussions with pupils show that they have very good attitudes to the subject. Year 2 pupils talk enthusiastically about events that have caught their imagination. Year 4 pupils demonstrate from their thoughtful comments and description of events that they have listened carefully to their teachers, read and researched the subject well and thought deeply about the implications of what they have heard and read. For example, pupils were excited by the idea of Vikings in their horned helmets and long boats but expressed concern about the fate of the people in the towns and villages being raided. Such depth of thought contributes well to pupils' social and moral development and to a sound understanding of their own culture.

98. Teachers plan interesting activities for the pupils. For example, they choose themes for Key Stage 1 pupils that will be of direct relevance to them. This means that they can contribute personal comments in discussions, for instance as they talk about changes that have occurred in seaside holidays. They involve local people in talking about the village or their experiences of World War Two. Visits to places of historical interest make a significant contribution to pupils' learning. Good use is made of discussion and debate to extend pupils' speaking and listening skills. Research skills and the value of records are taught well to Key Stage 2 pupils through, for example, keeping personal diaries and reading and making notes on current events from the daily national newspapers. Teachers work closely with staff from the local middle school to ensure that skills developed in Years 3 and 4 are extended when pupils move there into Year 5.
99. The subject co-ordinator provides good leadership and advice for staff. She is knowledgeable about the requirements of the curriculum and informally monitors provision. Assessment procedures are largely informal and do not provide sufficient information for teachers on specific skills that require improvement. Resources are good and teachers make effective use of books from the county library service to support class projects.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. Only one lesson of information and communication technology was seen during the inspection due to the organisation of the timetable. However, evidence from talking with pupils and staff, looking at samples of pupils' work and studying teachers' planning shows that standards achieved by pupils at the end of Key Stage 1 are in line with the expectations for pupils of their age and progress is satisfactory. The evidence shows that pupils' standards are above expectations at the end of Year 4 and progress is good. Pupils with special educational needs make similar progress to their peers in Key Stage 1 and in Years 3 and 4. Standards at the end of Year 4 are similar to those reported at the time of the previous inspection. Standards at the end of Key Stage 1 are lower than previously reported, mainly because pupils' rate of progress is restricted by limited access to a small number of computers in their classroom.
101. Key Stage 1 pupils are taught keyboard and mouse skills well, including the necessary function keys. As a result, they are confident with the basic skills of saving and retrieving information stored on the computer. For example, Years 1 and 2 pupils open a painting program and select and use, with the minimum of support, the tools they need to experiment with the program. By the end of Year 2, they have made satisfactory gains in their wordprocessing skills. They enter simple sentences and higher attaining pupils confidently correct errors. Pupils are familiar with using computer programs to search for information about their class themes and projects.

102. In Years 3 and 4, pupils build on the interest and satisfactory level of basic skills established in Key Stage 1 as they respond to more opportunities to practise and refine their skills. Although there are a similar number of computers in the classroom as there are in Key Stage 1, additional lunch-time access to computers for these pupils helps them to make an increased rate of progress. Consequently, they are beginning to achieve good standards in some of their work. For example, pupils' wordprocessing skills are well developed. They work on stories, poems and descriptive writing with good keyboard skills, competently choosing font sizes and styles, inserting colours and highlighting headings. They correct and adjust errors confidently. Pupils were observed during a lunch-time session composing e-mail messages to send to pupils in a school elsewhere in the county. They carried this out with evident enjoyment as they replied to messages received from pupils at the other school and benefited from helpful guidance given by a member of the non-teaching staff. Pupils have a wide range of opportunities to use computers, including creating a school newspaper and work in mathematics, art and design, geography and history. Standards of control technology are satisfactory. Although they experience control technology in all classes, pupils have fewer opportunities to extend their skills of programming computerised toys or a screen turtle to follow a sequence of instructions than they do in other aspects of the subject.
103. The quality of teaching and learning is satisfactory overall in all classes. Teachers base their planning on school guidelines which are being successfully adapted to meet the requirements of the new National Curriculum. The guidelines, known as schemes of work, provide pupils with coverage of all the required aspects of the subject. Teachers frequently link learning with other subjects of the curriculum and this is effective in making activities motivating and relevant. For example, in a mathematics lesson in the Years 3 and 4 class, pupils consolidated their learning from the lesson about Venn diagrams by entering data into a Venn diagram program and printing out the results. Pupils are often seen wordprocessing their work in literacy lessons and there is evidence in displays around the school of pupils' computer-generated art and design work. A common format to skills' teaching is for all pupils to gather in front of the class computers so that the teacher can demonstrate a new skill or technique. Pupils are then given opportunities during the following few days to try out the new learning. The computer screens are small and it is not always possible for all pupils to see clearly as teachers demonstrate. Some considerable time can elapse before the last pupils in the class have their turn to try out the skill. This was observed in a lesson in the class containing Years 1 and 2 pupils and, although the teacher worked very hard to put over the new learning, some pupils who could not see well enough were inattentive and the impact of the lesson was limited. It is unlikely that the school will be able to afford more computers in the near future or a large teaching screen. However, the headteacher and staff are aware of the need to review the way skills are taught and practised in order to make more effective use of the available equipment.

104. Evidence of the success over time of provision is seen in the way pupils use computers with confidence and treat them as an integral part of their learning. However, the headteacher and staff have appropriately identified improvements to standards and provision in information and communication technology as priorities in the school development plan. The subject co-ordinator has only recently taken over the role and so her impact on standards is limited. She is enthusiastic about the subject and has helpful plans to review the scheme of work and ways of managing and organising the use of the school computers. She is aware that there are no systematic whole-school procedures for recording and assessing pupils' attainment and progress to support the good knowledge and understanding of individual pupil's skills teachers have in each class. Opportunities are missed to make more effective use of the Internet and e-mail to foster pupils' awareness of life in a multicultural society, although attempts to do this in the past have been hampered by technical problems.

MUSIC

105. The last time the school was inspected, standards were in line with the national expectation at the end of Key Stage 1 and Year 4. Unfortunately, because of timetabling arrangements, no lessons were observed and so it is not possible to form a judgement on the quality of teaching and learning. However, as a result of discussions with teaching staff, looking at teachers' planning, watching and listening to pupils singing and playing instruments in assemblies, it is possible to judge that standards at the end of Key Stage 1 and at the end of Year 4 are above expectations. Pupils, including those with special educational needs, make good progress.
106. Years 1 and 2 pupils sing with enthusiasm and with a good awareness of diction and tempo. They sing in tune and display a good awareness of loud and soft to suit the words and mood of a song. They have good attitudes to music and try very hard as they perform. For example, they were observed combining narrative and song well as they practised a piece about a shark for the end of term concert. Pupils in Years 3 and 4 sing with clarity and a well-developed awareness of performance. For example, they were observed tackling an ambitious piece of music containing several songs with different rhythms and tempos and some sections performed by foot-tapping. They worked hard to improve the performance and showed evident enjoyment as they made music together. When the whole school sing and play together, for example in assemblies, the standards are good. Pupils know a wide range of songs and hymns, which they perform with a good understanding of the meaning of the words. Any songs that involve actions are performed with particular enthusiasm.
107. Curriculum provision for music is good and makes a significant contribution to the standards achieved. Planning is based closely on school and national guidelines so that all required aspects are covered each term. Pupils have regular opportunities in lessons to compose and perform their own compositions using tuned and untuned percussion instruments. All pupils learn to play the recorder and music is an important part of assemblies and concerts each term. A small number of pupils receive instrumental tuition on the flute and clarinet and achieve good levels of competence. An after-school theatre workshop is well attended and pupils benefit from a combination of music and drama during these sessions. As a result of this good provision, the subject makes a valuable contribution to the promotion of pupils' spiritual, moral, social and cultural development. However, opportunities are missed to provide pupils with a wider appreciation of music from non-Western cultures.
108. The school makes very effective use of a visiting musician to co-ordinate the work of the staff and her expertise and subject knowledge make a valuable contribution to the quality of pupils' musical experiences. Although the co-ordinator does not work full-time at the school, she enjoys a very good measure of support from her colleagues, who recognise the importance of the subject to the life of the school. Assessment procedures are largely informal, but teachers know their pupils very well and have a good knowledge and

understanding of their strengths and areas for improvement. There is a good range of resources available for teachers to use in lessons and these are well managed and maintained.

PHYSICAL EDUCATION

109. Standards of attainment at the end of Key Stage 1 and at the end of Year 4 are above those expected of pupils of their age. Pupils, including those with special educational needs, make good progress. Standards have been successfully maintained since the previous inspection. The curriculum is extended by a good range of extra-curricular activities which make a significant contribution to the development of pupils' games skills. Subject guidelines and formal assessments of pupils' attainment and progress are not matched to the requirements of the new National Curriculum.
110. During the inspection, pupils were not observed in dance, gymnastics or swimming, but, in games and athletics activities, pupils show good control of their bodies and an awareness of others when moving quickly. Pupils in both key stages have a good understanding of why it is necessary to warm-up and cool down before and after physical activity. They learn about the effect of physical activity on their bodies in science lessons and Year 4 pupils talk knowledgeably about why the heart beats faster when physical exertion takes place. Pupils show good levels of concentration and perseverance as they practise athletics skills. For example, Years 3 and 4 pupils were observed learning how to hand over a baton in a relay race. They tried very hard to hold the baton correctly and hand it over cleanly to the next member of their team. Pupils had high expectations of each other's performance and this, coupled with their enthusiasm for the task, led to them making good progress in improving their skills. Pupils in Years 1 and 2 showed good levels of stamina and endurance as they ran to pick up beanbags as part of a relay race. Most pupils twisted, turned and ran well as they responded to their teacher's guidance as to the most effective ways of moving. At both key stages, pupils show a developing awareness of being part of a team. This was illustrated well during an after-school football training session. Boys and girls from both key stages received coaching from a professional footballer. They showed remarkably good ball control skills as they followed the coach's instructions. At the end of the session, they played well together and showed good levels of fair play in a game of football. By the end of Year 4, consistently good teaching helps pupils attain standards above expectations. Good progress is made in swimming and virtually all pupils swim 25 metres or more, the distance expected of pupils nationally by the end of Year 6.
111. The quality of teaching and learning is good overall. Lessons are well planned so that they contain a wide range of interesting activities. Teachers make sure that pupils exert themselves throughout the lesson and have high expectations of what they can achieve. Teachers dress appropriately for physical education and demonstrate skills and techniques themselves. By doing this, they present good role models for pupils and their enthusiasm is successfully conveyed to pupils. Teachers have good subject knowledge and this helps them to teach with confidence and set suitable challenges for pupils. Teachers base their lessons on school subject guidelines and commercial schemes. These provide helpful guidance in planning the content of lessons but do not always guarantee a steady build-up of skills between

year groups and key stages. There are plans to review these procedures in the near future so that they are linked more closely to new national guidelines and to establish a programme of formal assessments of pupils' attainment and progress.

112. The subject co-ordinator provides satisfactory leadership. She and her colleagues work well together to co-ordinate the development of physical education. It has not received a major focus in curriculum development for some time because staff have been concentrating on improvements to the core subjects. Consequently, teachers' understanding of the strengths and weaknesses in the subject are general rather than specific. However, their own good knowledge of the subject and of their pupils' needs are effective in sustaining good standards overall. There are good links with local community sports clubs and pupils benefit from players from professional football clubs. Resources are generally of good quality and quantity. The school hall is very small but teachers make effective use of the outside play areas and a nearby playing field during fine weather to develop pupils' gymnastics and games skills.