

INSPECTION REPORT

ST PETER'S C E PRIMARY SCHOOL

Doncaster

LEA area: Nottinghamshire

Unique reference number: 122802

Headteacher: Mr S S Millard

Reporting inspector: Mr R A Robinson
21024

Dates of inspection: 8 – 10 October 2001

Inspection number: 195899

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Mill Road Gringley on the Hill Doncaster
Postcode:	DN10 4QT
Telephone number:	01777 817330
Fax number:	01777 816501
Appropriate authority:	The governing body
Name of chair of governors:	The Revd D Hollis
Date of previous inspection:	1 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21024	Robert Robinson	Registered inspector	Mathematics Science Information and communication technology Physical education Foundation stage	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9348	Mary Le Mage	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for it's pupils? How well does the school work in partnership with parents and carers?
17085	George Mitchell	Team inspector	English Art and design Design and technology Geography History Music Equal opportunities Special educational needs English as an additional language	How well are pupils taught? 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

This is a small Church of England primary school for boys and girls aged four to eleven years that serves the village of Gringley and surrounding areas. It has 62 pupils, 24 boys and 38 girls, who attend full time. There are no pupils from minority ethnic backgrounds and no pupils learning English as an additional language. Five pupils (eight per cent) are on the register of special educational needs which is below the national average and no pupils have statements of special educational needs. Children's attainment on entry to reception is above average on balance, although it varies from year to year because of the small number of pupils in each year group. The percentage of pupils known to be eligible for free school meals is about six per cent which is below the national average.

HOW GOOD THE SCHOOL IS

The school provides a good education for its pupils. Pupils achieve well relative to their attainment on entry. By the age of eleven, standards are well above average in English and mathematics, and above average in science, but they are below average in information and communication technology and physical education. Pupils' attitude to their work is very positive and their behaviour is good. The leadership and management are sound. The school provides satisfactory value for money.

What the school does well

- Standards by the age of seven and eleven are well above average in English and mathematics, and above average in science.
- Pupils' attitudes to work are of a very high standard and their behaviour and personal development are good.
- Pupils' attendance is well above the national average.
- The quality of teaching and learning is good and pupils achieve well relative to their prior attainment.
- The provision for the development of pupils' spiritual, moral, social and cultural development is good.
- Parents make an effective contribution to their children's learning.

What could be improved

- Standards by the age of eleven in information and communication technology are below average.
- Pupils' attainments in physical education do not meet national expectations.
- The curriculum for children in the reception year, particularly for creative and physical development, and the tracking of their progress are not sufficiently developed.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall the school has made satisfactory progress in addressing the key issues of the last inspection in July 1997. Standards of pupils' attainment are high and have improved since the last inspection. In 2001 all pupils achieved at least the level expected of their age in English and science and a very high proportion of pupils achieved at least the level expected in mathematics. A higher than normal proportion of pupils gained the higher level in English. Pupils' attitudes to work have improved and are now very good and pupils' behaviour is good.

The areas for improvement have been addressed, as shown below:

- The curriculum for children in the reception year and for music is still not fully developed.
- The National Literacy Strategy has been implemented well and all aspects of English are now taught.
- Pupils' attainment in information and communication technology is still below national expectations.

- Schemes of work, which follow national recommendations, have been implemented in all subjects.
- Pupils' annual reports have improved and are now satisfactory.
- There are still a few omissions in the governors' annual report to parents.

STANDARDS

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

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

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

- The small number of pupils in each year group leads to wide variations in the overall performance of pupils from year to year, thereby making statistical comparisons and tracking of trends over time unreliable. However, inspection judgements show that pupils' achievements, including pupils with special educational needs, are good overall in relation to their prior attainments. Pupils, by the age of seven and eleven, are on course to reach well above average standards in English and in mathematics, and above average in science.
- Children in the reception year are on course to exceed the standards expected by the age of six in personal, social and emotional development, in communications, language and literacy, in mathematical development and in knowledge and understanding of the world. They are unlikely to achieve average standards in physical development and creative development as children have insufficient opportunities to extend their learning in suitable outdoor environments.
- Pupils' attainments in art and design, design and technology, geography and history are in line with national expectations; however, pupils' attainments in information and communication technology and in physical education are below average.
- The school is well placed to meet its appropriate targets in English and mathematics for the proportion of pupils to reach the level expected of eleven-year-olds as the quality of teaching is good and pupils' attitudes to work are of a high standard and their behaviour is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are interested in their work and enjoy attending school.
Behaviour, in and out of classrooms	Good; pupils behave well in lessons and in the playground.
Personal development and relationships	Very good; pupils relate very well to each other and their teachers.
Attendance	Very good; attendance is well above the national average

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The quality of teaching and learning is good overall, marked particularly by teachers' good attention to the development of pupils' skills of literacy and numeracy. The quality of teaching of English, mathematics and science is good. This leads to pupils making good progress and reaching standards that are well above average in English and mathematics and above average in science.

Planning is good overall so that most lessons are well structured and interesting with clear objectives that are communicated to the pupils so that they understand what is expected of them. Teachers' high expectations mean that pupils are challenged to learn and usually work hard. The quality of relationships between teachers and pupils results in good behaviour that helps to create a positive atmosphere within which learning can take place. Day to day assessments of pupils' progress help to ensure that activities are usually pitched at the correct level and build effectively on previous learning. Support staff work effectively with pupils, helping them to learn, this is particularly true of pupils who have special educational needs and helps to ensure that these pupils make good progress. Homework is used appropriately to reinforce and extend classroom learning. There are occasions when pupils are not fully challenged, or are presented with activities that are too difficult; this leads to a lack of effort or to frustration. Also, teachers do not always insist upon full concentration so that the pace of learning slows. Whilst most elements of the curriculum for children under six are taught appropriately, the lack of suitable outdoor facilities inhibits the teaching of physical development and creative development.

The quality of teaching of information and communication technology is unsatisfactory as teachers do not plan to develop sufficiently pupils' skills and to provide enough opportunities to use information and communication technology to support learning in other subjects. The quality of teaching is satisfactory in art and design and good in geography. Insufficient evidence was available to make a judgement on the teaching of design and technology, history, music and physical education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school meets the statutory requirement to teach the National Curriculum, and thus, its curriculum is broad and balanced. Aspects of information and communication technology, music and physical education, and the curriculum for pupils under six, however, are not yet fully developed. Provision for pupils' personal and social education is informal but effective. Sex education and drugs awareness are well covered. A good range of visits, visitors and appropriate out-of-school activities enhances the curriculum.
Provision for pupils with special educational needs	The provision is good and well organised. Teachers and support staff take care to ensure that work is well matched to pupils' needs.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school provides well for the personal development of pupils. Opportunities for pupils to reflect upon important ideas and the wonders of science and nature are built into lessons. The school has a clear system of sensible rules which helps to promote pupils' appreciation of right and wrong. Opportunities for social development permeate the life of the school. Experiences across the curriculum help to develop pupils' appreciation of their own and other cultures.
How well the school cares for its pupils	The school is a safe environment for its pupils. Pupils' progress is monitored satisfactorily, although sometimes informally, in academic studies and personal development.

How well the school works in partnership with parents	Parents are generally supportive of the work of the school. The way in which the school involves parents in the homework set for pupils enables parents to make a positive contribution to their children's learning.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and deputy headteacher are sound. Other co-ordinators support the senior management team well with a strong commitment to raising standards.
How well the governors fulfil their responsibilities	The governors play an active and supportive role and have a good understanding of the school. The governing body has failed to implement the policy for performance management in respect of setting objectives for the headteacher.
The school's evaluation of its performance	The school has identified appropriate areas for development. The procedures for tracking children's small steps of learning have not been established for children in the reception year.
The strategic use of resources	The school deploys its staff suitably to support teaching and learning. The accommodation is unsatisfactory as the size of the hall restricts the provision of gymnastics and dance. The outdoor area and learning resources to support the physical and creative development of children in the reception year are inadequate and adversely affect opportunities for teachers to plan activities to enhance children's progress. Financial planning is appropriate and the school is careful to use its funding to best effect for the benefit of pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy school and behave well. The school expects children to work hard and achieve well. Members of staff are approachable and parents are comfortable talking to them. The school helps children to become more mature and responsible. 	<ul style="list-style-type: none"> They are not kept well enough informed about how well their children are progressing. The amount of homework is inappropriate. The range of activities outside lessons is insufficient.

Inspectors agree with the positive views of parents; however, they disagree with the views of the minority of parents regarding information about their children's progress, the amount of homework and the range of activities available outside lessons. Parents have similar opportunities to discuss their children's progress to those seen in most schools, and pupils' reports are satisfactory. The amount of homework is sufficient and it is organised to involve parents positively in their children's learning at home. The range of activities outside school is appropriate considering the small size of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In 2001, National Curriculum test results for eleven-year-olds show the following:
 - pupils' performance in English was well above both the national average and the average for schools with pupils from similar backgrounds.
 - pupils' performance in mathematics was above the national average and in line with the average for schools with pupils from similar backgrounds.
 - pupils' performance in science was in line with the national average but below the average for schools with pupils from similar backgrounds.
- 2 In 2001, National Curriculum test results for seven-year-olds show the following:
 - pupils' performance in reading and writing was in line with the national average but below the average for schools with pupils from similar backgrounds.
 - pupils' performance in mathematics was very high (in the highest five per cent nationally) compared to the national average and well above the average for schools with pupils from similar backgrounds.
- 3 The numbers of pupils in each year group are too small to allow a reliable analysis to be made of the school's national test results in any one year. The differences between the inspection judgements and the test results reflect the differences of small year groups from year to year. An examination of the test scores over the past six years show standards to be at the following levels:
 - well above average overall in reading, writing and mathematics by the age of seven.
 - well above average in mathematics by the age of eleven.
 - variable from year to year from well above average to below average in English by the age of eleven.
 - overall above average in science by the age of eleven.
 - not significantly different between boys and girls.
- 4 Inspection judgements of the current Year 6 show:
 - pupils' performance in English and mathematics is well above the standards normally seen.
 - pupils' performance in science is above average.
- 5 Since the last inspection, pupils' performance by the age of eleven in English has risen significantly and overall high standards in mathematics and science have been maintained.
- 6 Inspection judgements of the current Year 2 show:
 - pupils' performance is well above average in English and in mathematics, and above average in science.
- 7 The achievement of pupils is good relative to their above average attainment on entry to the reception year. The achievement of children in the reception year is satisfactory overall. The children make good progress in their personal, social and emotional development which is built upon appropriately throughout the rest of the school. They make steady progress in communication, language and literacy, mathematical development and knowledge and understanding of the world and, by the age of six,

are on course to exceed the standards expected of their age. In physical development and creative development, children do not achieve as well as they could because of the limitations of the outdoor area to support their learning. Pupils in Years 1 to 6 build on their previous learning well in English and mathematics and, by the age of eleven, reach well above average standards. In science pupils make good progress.

- 8 Pupils' skills in literacy and numeracy are developed well and used appropriately in other subjects. Pupils with special educational needs make good progress. This is particularly true in the development of their basic language and mathematical skills. Those with individual education plans reach their targets and often make sufficient progress to be taken off the register.
- 9 Pupils' attainment in information and communication technology is in line with national expectations by the age of seven, but is below average by the age of eleven, as was the case at the time of the last inspection. Their achievement is unsatisfactory. Information and communication technology is not used sufficiently to support learning in other subjects so that pupils' skills are not effectively developed.
- 10 Standards in art and design, design and technology, geography and history are in line with national expectations by the age of eleven but are below average in physical education. It was not possible to make a judgement on standards in music.
- 11 Higher attainers, average attainers and pupils with special educational needs make good gains overall in skills, and in knowledge and understanding, particularly in English and mathematics. The school is on course to meet its appropriate targets for the proportion of pupils to achieve the level expected of eleven-year-olds in English and mathematics as a result of good teaching and of pupils' very positive attitudes to work and of good behaviour.

Pupils' attitudes, values and personal development

- 12 Pupils' attitudes to school are very good, pupils' behaviour is positive and their personal development is good; the high standards observed at the time of the last inspection have been maintained.
- 13 Parents report that their children like school very much and this is evident in the happy way in which they come into school in the morning and the interest they demonstrate in the learning experiences offered to them throughout the school day. Pupils settle quickly to the tasks set in lessons, listen very well, co-operate well with each other and approach independent work in a sensible manner. These very good attitudes maximise the time available for learning and, therefore, have a very positive impact on standards across the school.
- 14 Behaviour in the school is good and is consistent across all aspects of school life. Lunchtime is pleasant and the playground is harmonious and operates effectively to a playground code of conduct that is well known by the pupils. There were no incidents of oppressive behaviour observed during the inspection and there have been no pupils excluded from the school since the last inspection.
- 15 Pupils with special educational needs have positive attitudes to their work. They always work hard and are keen to improve. They are fully integrated into the social aspects of school life and develop good skills in dealing with other pupils and adults.

They are well behaved and demonstrate the good moral values encouraged by the school.

- 16 Relationships in the school are very good. Pupils relate very well to all adults they encounter during the school day. They give a friendly welcome to visitors and are very polite and courteous. There is a high degree of social harmony between pupils and they work well together.
- 17 The personal development of pupils is good. They demonstrate respect for the feelings and beliefs of others and gain an increasing understanding of the impact of their actions on others. Their personal development is supported well by the emphasis the school places on care for each other. Parents report that they are pleased that older pupils look after younger children.
- 18 Attendance at the school is very good, being well above the national average, with no unauthorised absence.

HOW WELL ARE PUPILS TAUGHT?

- 19 The quality of teaching and learning is good. A particular strength is the skilful way in which teachers address pupils' basic skills; consequently, by the time they leave the school, pupils attain standards which are well above average in English and mathematics.
- 20 The curriculum for pupils under six is taught, generally, satisfactorily, although the lack of suitable provision for outdoor play means that the teaching of physical skills and of some elements of creative development is inhibited. Relationships between staff and children are positive and supportive and they operate confidently in school, making good progress in their social development. The fact that they are often working with older pupils has a positive impact on their speaking and listening as they develop the confidence and skills necessary to become involved in class discussions. Lessons are well planned to interest and motivate the children because the teacher has a good understanding of the needs of young children and of how they learn. The presence of a classroom assistant means that the children can often work in a very small group receiving close support in their learning, which has a positive effect on their progress. This progress is recorded as children reach the early learning goals but insufficient attention is given to the intermediate stages of development with the result that staff are not fully aware of the level of each individual's development against all the strands of the foundation curriculum.
- 21 Teachers' planning for pupils in the Years 1 to 6 classes is good; for example, literacy sessions include details of activities that are well planned to match the level that pupils have reached. The new work builds well on what pupils already know and can do so that real progress occurs. Good planning is particularly effective for the pupils with special educational needs, who also receive sensitive help from teachers or support staff. This combination of planning and support helps to ensure that these pupils make good progress towards their targets.
- 22 The school has consistently high expectations of pupils; they are expected to work hard and reach high standards. This is reflected in the quality of presentation; pupils' work is neat, well organised and demonstrates the level of pride they have in their accomplishments. Pupils know that they are expected to concentrate on their work and give of their best; the resulting atmosphere helps to make the school a peaceful

place in which all pupils can learn and make progress, a situation which supports effectively the school's consistently good application of the principles of equality of opportunity.

- 23 Teachers employ a range of teaching approaches to promote learning. Whole class discussions are used effectively to introduce activities and to review, reinforce and assess the work done. Small group work is particularly important when dealing with mixed age classes and is often used so that pupils are working together at similar levels, able to share ideas and problems. This was evident in an English lesson, where groups of pupils learned about the tense of verbs, working at different levels of difficulty but the same degree of challenge. The teacher was able to move around questioning, developing and assessing the ideas of a whole group of pupils at the same time. There are a few occasions when the work planned is too difficult and this leads to a lack of progress and, sometimes, frustration for the pupils. Similarly, teachers do not always explore with pupils how they might improve the quality of their work and this inhibits progress to some degree. Homework is used regularly to reinforce and extend classroom activities.
- 24 Many of the lessons seen involved a flowing sequence of activity; for example, a science lesson on the relative movements of the Earth, Moon and Sun started in the school hall with pupils circling around, modelling orbits, and then moved onto a consideration of how the light from a projector fell on a ball made of silver foil. Back in the classroom, the teacher worked with small groups of pupils, reviewing their knowledge, whilst other pupils used a CD-ROM which had a moving graphic of the orbits with a sound commentary, pupils then completing a demanding question sheet used to check out their learning. Finally the teacher assessed their understanding of the phases of the moon by asking them to eat fractions of a biscuit. This lesson made high level learning enjoyable.
- 25 Pupils behave well throughout the school because they are usually managed through caring, positive and firm relationships. Teachers know the pupils well and deal skilfully with individuals, ensuring that classrooms are calm and purposeful, creating an ideal platform for learning. There are, however, occasions when teachers fail to observe small groups or individuals losing concentration and this leads to the pace of learning slowing.
- 26 Lessons usually begin promptly and move along at a good pace. This helps to keep pupils busy, interested and learning quickly. Teachers often use the effective strategy of setting a precise time for an activity; 'You have ten minutes to complete this work'. There are a few situations where the pace of a lesson slows and teachers do not insist on immediate response to instructions, concentration and learning fall off at this point. Resources for learning are used well, with teachers often making their own equipment and aids. Learning support assistants are deployed appropriately to assist pupils.
- 27 There has been some improvement in the quality of teaching and learning since the previous inspection. This time there was no unsatisfactory teaching and the degree of very good teaching has increased. The level of training being undertaken by the staff indicates that the school is in a good position to continue its improvement.

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

- 28 The school's curriculum has a satisfactory range and quality. Most aspects of the National Curriculum are covered well, although there are shortcomings in physical education, in information and communication technology and in music. The school rightly prioritises the development of pupils' language and mathematical skills so that progress in these subjects is good. The National Literacy Strategy is well established and is a strength. The school is making good progress towards the methods recommended in the National Numeracy Strategy. Science is an important element and pupils are given good opportunities to consider the wonders of nature and to develop an appreciation of key scientific ideas. History and geography are, sometimes, linked together effectively so that pupils learn to appreciate how changes over time have an impact on both people and the environment. This work is appropriately focused on the local area. Design and technology features through the school, with pupils designing and making some good quality models. Art lessons provide pupils with experience of a wide range of media. Teachers' planning shows that pupils are involved in musical activities but there is evidence to indicate that aspects such as composition, and listening and appraising music, are not yet fully established. In physical education, games skills are covered well but the lack of space inside school limits opportunities for gymnastics and dance. Information and communication technology is a developing area since the acquisition of new computers but is still not sufficiently covered to enable pupils to fully develop their knowledge and skills. The curriculum for pupils under six covers key areas such as the development of language and mathematics satisfactorily and personal, social and emotional development well, but the lack of outdoor provision limits pupils' experiences in physical and creative development.
- 29 All subjects have appropriate policies and the school is making good use of national advice to construct effective schemes of work which lead directly into teachers' planning. This addresses suitably a key issue from the previous inspection. Teachers' plans cover half term periods and give a clear indication of areas to be covered and key objectives to be taught. Extra planning, including individual education plans, ensures that pupils who have special educational needs receive a curriculum appropriate to their requirements, whilst having access to the whole range of experiences offered.
- 30 Equality of opportunity is a feature of the school's work. All pupils have access to everything the school has to offer and staff exercise effective consistent, caring treatment for all individuals, regardless of age, gender, level of attainment or background.
- 31 The provision for personal, social and health education is largely informal but effective. Teachers make some use of a strategy called circle time, which provides pupils effectively in a structured discussion situation with the opportunity to be involved in activities designed to promote an understanding of the importance of human relationships. Issues arising during other times are dealt with sensitively by staff who know their pupils well. Aspects of citizenship arise during lessons; for example, in geography, pupils are exposed to ideas about our responsibilities for the environment and consider how differing opinions may be equally valid. Older pupils are able to exercise responsibility during their 'duty weeks', when they are expected to set good examples to others and to carry out jobs around the school. A constant emphasis is on pupils being helpful to one another, and particularly to younger ones. Sex

education and drugs awareness are well covered, the latter with the help of outside agencies.

- 32 There is an appropriate range of out-of-school activities that varies according to the time of year and to opportunities available; for example, the school's participation in a music festival is only possible occasionally. Inter-school games, safe cycling, country dancing and athletics are all effective ways in which pupils' in-school learning is reinforced and extended. A wide range of visits and visitors also enhances the curriculum; there is particularly good use of the local area and visits to museums and other places of interest help to bring learning to life. Older pupils are particularly keen to discuss their experiences at a residential outdoor activities centre.
- 33 Links with the local community are good, to the extent that local people are involved in the life of the school regardless of the fact that they are not parents of pupils attending. A history lesson was brought to life by letters and photographs that responded to pupils' enquiries for information; similarly, during the inspection, individual pupils were receiving letters from local people thanking them for their efforts during harvest festival. There are appropriate links with the local church. Productive relationships are also established with other schools. Members of staff from local primaries and the high school liaise well and work on curriculum issues, such as literacy, to the benefit of the pupils. The school helps with the initial training of teachers; at the time of the inspection a student was involved productively in the work of the school.
- 34 Provision for pupils' spiritual development is satisfactory. Collective worship meets statutory requirements and provides pupils with opportunities to reflect on important ideas. Assemblies are planned around suitable themes and are most effective when they focus on the pupils' own experiences; for example, cutting open apples led into a story about helping one another and sharing work. In lessons, studies of the work of famous artists help pupils to appreciate that paintings can be beautiful and also help them to feel the spirit of other people's lives. Scientific studies enable the consideration of the wonders of nature and the universe. Whilst pupils receive a satisfactory range of experiences, teachers' awareness of the spiritual potential of school activities is limited and there is little evidence of considered planning for this element in either assemblies or lessons.
- 35 The school provides well for pupils' moral development. There is a clear code of behaviour supported by regular reference to school rules that stress the importance of care for one another and personal safety. Whilst high attainment is valued, pupils who work hard also benefit from the school's reward system. Lessons based around the local and wider community are used to promote pupils' awareness of everyone's responsibility for the environment and recognition that opinions other than our own must be considered.
- 36 The very good provision for pupils' social development centres around the quality of relationships established between adults and pupils. Class discussions are consistently used, not just to extend pupils' understanding, but also to model appropriate relationships and levels of respect. Teachers encourage pupils regularly to interact productively in solving problems and forming views so that conclusions are often reached without the imposition of adult views. Group work is a frequently used strategy that also helps pupils to develop social skills and the essential organisation of classes in mixed age groups promotes the interaction of pupils at different stages in their school careers.

- 37 Provision for cultural development is good. Lessons in history, geography, art and music involve the consideration of pupils' own and other cultures and the fact that these lessons are supported by a range of visits and visitors helps to enhance learning. Visits to a mosque and Sikh temple help to widen pupils' appreciation of the range and nature of other cultures, and a visiting African musician raised pupils' awareness of rhythms and sounds from another land and also helped them to appreciate that people from other countries can enrich our own lives. Pupils' appreciation of their own culture is also promoted effectively by the school's close links to the church and through the range of out-of-school activities.
- 38 The school has made some improvements since the last inspection. Schemes of work are now in place and help to ensure that most subjects are well covered, although there are still some gaps. The teaching of English has improved, with a consequent raising of standards. The curriculum for pupils under six is still not fully covered and there are still some shortcomings in information and communication technology, in music and physical education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 39 The school environment is one in which pupils feel safe, secure and valued. All statutory checks are undertaken, safety is given priority in lessons and the general welfare of pupils is catered for well in the daily life of the school. Child protection procedures are satisfactory and all members of staff are aware of them. The standards in this aspect of the life of the school have been maintained since the time of the last inspection.
- 40 The school carries out all statutory assessment requirements and reports the results to parents. In addition to statutory assessment, a range of other assessment procedures exists in the school. The most thorough recording of assessment takes place in English where it is good. There are satisfactory assessment and recording arrangements in mathematics and science. Assessment in other subjects and for children in the reception year is developed less well. The school has used assessment information well in literacy to improve standards in writing and is in the early stages of analysing and using assessment data to target other areas of the curriculum. The personal development of pupils is monitored, informally, at present, and relies on the pupils being well known by all adults in the school. This is effective because the school is relatively small with a broadly stable staff. The personal development of pupils on the register of special educational needs is well monitored through good quality individual education plans and regular reviews of progress against these plans. Overall, the monitoring of pupils' academic performance and personal development is satisfactory.
- 41 The support and guidance for pupils' educational and personal development is satisfactory. The systems in the school to monitor behaviour and promote desirable behaviour are good, being underpinned by a good behaviour policy that is consistently applied across the school. An appropriate system of sanctions is in place for dealing with unacceptable behaviour and parents are involved appropriately at an early stage when individual pupils do not respond to sanctions. Attendance is monitored regularly and effectively, as is punctuality. The monitoring and support for the academic progress of pupils is developing through the use of targets agreed with pupils. The school is very responsive to the needs of pupils on the register of special educational needs although it does not have any policy for the identification and support of gifted or talented pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 The effectiveness of the partnership between the school and the parents of its pupils is satisfactory. Most parents are satisfied with the school's provision and achievements although a few have some concerns.
- 43 Parents consider that their children enjoy school. Parents are most pleased with the way in which the school is helping their child to become mature and responsible, the high standards of behaviour, the way in which any questions or concerns they may have are addressed, the progress their child is making and the high expectations the school has of its pupils. The inspection endorses parents' positive viewpoints.
- 44 A significant minority of parents considers their children do not get the right amount of homework, that they are not well informed about how their children are progressing and that the school does not provide an interesting range of activities outside of lessons. Inspectors found all these aspects of school life at least satisfactory.
- 45 The impact of the involvement of parents on the work of the school is good as is the contribution of parents to children's learning at school and at home. Currently, the school has very few parents working in school regularly as volunteers; however, it has been successful in attracting volunteers from the wider community who regularly support the learning of pupils in the classroom. The systematic use of homework in the school and the way in which it is organised to involve parents positively, enable parents to make a positive contribution to their children's learning at home. The school has a very active association of parents, teachers and friends which organises regular social events for adults and children and raises significant funds for resources in the school.
- 46 There is regular contact with parents through reading diaries, systematic homework, occasional school newsletters and an open evening each term. Parents of pupils who have special educational needs are informed as soon as their child is identified as needing extra help. They are kept informed of progress and invited to attend the regular review meetings so that they can join in the discussions about individual education plans.
- 47 The school's prospectus contains all necessary information presented in a clear manner. The governors' annual report to parents has improved since the last inspection but still has some minor omissions. All parents receive an annual report on their children's progress. Reports have undergone continuous development since the last inspection when the quality of annual reports was a key issue. Reports cover all subjects of the National Curriculum and religious education as well as the personal development of the pupil. Subjects are sub-divided into the attainment targets of the National Curriculum and for every attainment target the standard the pupil is working at, compared with what is expected nationally, is indicated. For English, mathematics, science and, very occasionally, other subjects this information is followed by a detailed, personal report on the pupil's particular strengths and, in the better reports, an indication of the next step for the pupil. There was some concern expressed by a small number of parents that reports were of poor quality. This is not supported by the inspection. Reports are satisfactory, although the reporting on some subjects could be extended as could the indication of targets. Overall, the quality of information provided for parents, particularly about pupils' progress is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 48 The leadership and management remain sound. The headteacher has an appropriate insight into the strengths of the school and areas for development. He is supported ably by a hardworking and conscientious staff. Each teacher, including the headteacher, has a heavy load of curriculum responsibilities because of the size of the school; however, by working together they have been successful in effecting satisfactory improvements overall since the last inspection.
- 49 A strong feature of the co-ordinators' roles is their termly review of subjects when they discuss with other teachers the impact of the curricular planning. Evidence, such as pupils' work, is examined, and, through discussion, an evaluation is made of the learning and how the pupils have improved. Development points are then agreed with teachers to effect future improvements. Amongst all members of staff there are high expectations of pupils and a strong determination to raise standards further.
- 50 The provision for pupils with special educational needs is well managed. The knowledgeable co-ordinator attends appropriate training to keep up to date with developments, and works closely with teachers and support staff to ensure that pupils are well served. Money available for special needs is used to buy suitable resources and the co-ordinator prepares packs for particular pupils where necessary. The school's policy and procedures meet the requirements of the code of practice.
- 51 The management plan has been improved since the last inspection and now contains methods of measuring the success of initiatives. The plan is succinct and provides clear direction for governors and staff with defined cost implications. The priorities are appropriate, except no developments are detailed for children under the age of six; however, the co-ordinator for children in the reception year has written a detailed, appropriate action plan. The national tests and commercial tests are used appropriately to monitor pupils' progress in Years 1 to 6. Pupils' attainments are tracked yearly to the Levels of the National Curriculum but pupils' attainments linked to sub-levels of the National Curriculum are not recorded at more frequent intervals. Children under the age of six are assessed during the first half term at school and, from written evaluations, it is evident that teachers have a reasonable understanding of the children's attainment level on entry to the school in personal, social and emotional development, language and literacy, and mathematical development; however, the recording of the information is imprecise. The monitoring of children's progress in the reception year does not relate to the children's small steps of progress in all areas of learning.
- 52 The governing body is supportive and hardworking and has begun to develop its expertise recently in monitoring the quality of education. Governors have a good understanding of the strengths and areas for development; however, they have not ensured that all statutory requirements have been met as was also the case at the time of the last inspection. The governors' annual report to parents has been improved but still contains a few omissions. The governors have not ensured that the policy for performance management has been implemented fully. Objectives for the headteacher were not set for the academic year 2000-2001; this is unsatisfactory.
- 53 The school is suitably staffed by an appropriately trained team of teachers and support staff; however, information and communication technology is not used effectively by staff to push up standards further. The accommodation is unsatisfactory. The size of the hall severely restricts the provision for gymnastics and dance and the lack of a

suitable outdoor area and learning resources for children in the reception year restricts teachers' planning to ensure that all aspects of the curriculum for physical and creative development are taught.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54 The headteacher, staff and governors should take the following action:

- ◆ Improve pupils' attainment in information and communication technology in the following ways*:
 - Fully implement the governors' action plan for the subject.
 - Increase planned opportunities for pupils to use information and communication technology in other subjects.

(paragraphs 9; 62; 69; 76; 87; 90; 97; 102; 105-106)
- ◆ Enhance pupils' attainment in physical education by ensuring that gymnastics and dance are taught in sufficient depth.*

(paragraphs 10; 53; 110)
- ◆ Develop the curriculum for children in the reception year and the tracking of their progress by implementing these measures:
 - Review the guidance for teachers so that it follows more closely the national recommended small steps of learning for children in all areas of the curriculum.
 - Refine the present tracking of children's progress to link to the small steps of learning identified in the recent curricular guidance for children in the foundation stage.
 - Improve the resources to support children's learning in suitable outdoor environments.

(paragraphs 7; 20; 40; 51; 53; 55-57; 63-64)

In addition to the key issues above the following less important weakness should be included in the action plan:

- ◆ Ensure that the policy for performance management is fully implemented in respect of the setting of objectives for the headteacher.

(paragraph 52)

**These areas for improvement have been identified already by staff and governors.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	9	8	0	0	0
Percentage	0	22	42	36	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	66
Number of full-time pupils known to be eligible for free school meals	4

FTE means full-time equivalent.

Special educational needs	YR - Y6
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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.2

Unauthorised absence	%
School data	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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	5	6	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	91%	100%	100%
	National	75%	71%	87%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	100%	100%	100%
	National	72%	74%	82%

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

*Details of the number of boys and girls achieving Level 4 have not been included because fewer than 11 boys or girls were in the year group

**The table showing the number of pupils achieving Level 2 by the end of Key Stage 1 has been omitted as fewer than 11 pupils took the test in 2000 and 2001.

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	60
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	18.9
Average class size	22.0

Education support staff: YR - Y6

Total number of education support staff	1.0
Total aggregate hours worked per week	33

Financial information

Financial year	2000/2001
	£
Total income	181446
Total expenditure	170183
Expenditure per pupil	2579
Balance brought forward from previous year	18060
Balance carried forward to next year	29323

Recruitment of teachers

Number of teachers who left the school during the last two years	0.0
Number of teachers appointed to the school during the last two years	0.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	3	0	0
My child is making good progress in school.	39	42	13	3	3
Behaviour in the school is good.	63	31	3	3	0
My child gets the right amount of work to do at home.	31	41	25	0	3
The teaching is good.	55	16	16	3	10
I am kept well informed about how my child is getting on.	49	26	19	3	3
I would feel comfortable about approaching the school with questions or a problem.	62	22	16	0	0
The school expects my child to work hard and achieve his or her best.	51	31	12	3	3
The school works closely with parents.	45	34	12	6	3
The school is well led and managed.	49	29	16	3	3
The school is helping my child become mature and responsible.	63	34	0	3	0
The school provides an interesting range of activities outside lessons.	30	40	20	0	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 55 Children of reception age are taught alongside Year 1 and Year 2 pupils. Children enter the school with above average attainment overall. Most children by the age of six are on course to exceed the level expected of their age in personal, social and emotional development, in communication, language and literacy, in mathematical development and in knowledge and understanding of the world. In personal, social and emotional development, children achieve well. In communication, language and literacy, in mathematical development and in knowledge and understanding of the world, the children achieve satisfactorily and, by the time they are six, they are working in the early stages of the National Curriculum in related subjects. In physical development and creative development, children are unlikely to achieve the standards expected by the age of six and their achievement is unsatisfactory.
- 56 The quality of teaching of reception age children is satisfactory overall. Particular strengths are in the quality of teaching of personal, social and emotional development and the teaching of the basic skills of reading and writing. The planning of lessons, however, is not focused sufficiently upon the small steps of learning identified in the recent national guidance for children of this age, particularly in creative and physical development. Procedures for assessment are not refined sufficiently to monitor children's detailed progress in all their areas of learning.
- 57 The quality of the curriculum has improved since the last inspection; there are now increased opportunities for purposeful play and exploration in the classroom, although the curriculum does not fully meet the recent national guidance, particularly in the provision of creative and physical development in an outdoor environment.
- 58 The partnership with parents and the community is very good. One afternoon a week the school organises and staffs a pre-school group. Positive relationships are developed between the school and families in the area and children are well prepared for school. The reception-age children work alongside younger children and have additional learning experiences of using resources such as powder paints, large construction equipment and occasionally large physical education equipment. Parents of reception children are kept well informed of their children's progress and of how they can help them at home through written comments in children's reading diaries and half-termly and weekly details of areas of study.

Personal, social and emotional development

- 59 Children's personal, social and emotional development is provided for effectively and they achieve well to become more independent and socially confident. The quality of teaching is good and children make good progress. The children adapt quickly and confidently to the class routines as teachers organise activities well; for example, children knew when they were going swimming and which of the older children would be their partner, and this resulted in all of the children taking part happily. The children's very evident enjoyment in structured discussions clearly leads to good relationships and co-operation; this happened when the reception to Year 2 class passed smiles to one another, while playing clapping, rhythm and pulse games. The

clear guidance from staff results in children behaving very well and maintaining high levels of interest in their work.

Communication, language and literacy

60 Children have above average attainment in spoken and written communication on entry to school. They make steady progress and, by the age of six, most children are likely to attain standards above the level expected of their age. The quality of teaching is satisfactory. Most children spell their names correctly, though some children's formation of letters is inaccurate. Children play games to develop their recognition of the initial letter sounds in words. Higher attainers know most letters and lower attainers quickly recognise a few letters through well directed questioning by the classroom assistant. The children enjoy reading books alongside their teachers. They follow the words and join in the refrains, such as, 'Not I!' from the text of big books, They delight in talking about the pictures in the books they take home and even sing the words of the book '1,2,3,4,5'. Most children by the age of six are confident readers and recognise a good range of familiar and common words. They are interested in sounds within words; for example, they recognised the 'ing' sound in the title of a book 'On Friday something funny happened'. Most children act out roles well; for example, in the café they pretended to be the waitress, customer or cashier and participated enthusiastically by asking and answering questions clearly.

Mathematical development

61 Children, by the age of six, are likely to achieve above expected standards for their age. The quality of teaching is satisfactory and children make average progress. Teachers are mindful to develop children's mathematical language; for example, the classroom assistant encouraged children to use correct language to describe shapes such as a rectangle. Children understand the terms 'more than' and 'less than'. Teachers' planning does not detail work for individuals to push their learning on at a faster pace. Higher and average attainers can count accurately up to ten objects whilst lower attainers count five sweets successfully. In the role-play café the classroom assistant spends time productively developing children's understanding of money and most children are able to count out five pence to pay for their drinks. Teachers encourage the children to spend short periods of time at the beginning of lessons alongside older pupils to develop mental strategies; this is effective, as most pupils by the age of six can count up accurately to 20 and add two units correctly. Most children can identify and name triangles, squares and circles, though some have difficulty naming rectangles.

Knowledge and understanding of the world

62 In knowledge and understanding of the world most children build appropriately on their existing learning and are on course to exceed the expected standards. The quality of teaching is satisfactory and children make appropriate progress in their learning. They are given good opportunities to learn about their village and most pupils can highlight the village on a map. Most children make simple maps to show the route from the school to the church. They sort out, with help, animals that eat meat and those that do not. Teachers encourage children to design and make objects; for example, children made puppets from a paper bag and other textile materials, for use in the puppet theatre. Occasionally, teachers provide unnecessary help, such as in helping cutting out shapes and encouraging the use of templates. Children become increasingly

aware of technology when they use cash registers and calculators in the café. Limited planning is apparent for the use of computers to assist children's learning.

Physical development

63 Children's physical development is below expected standards and their achievements are unsatisfactory. The limitations of the indoor and outdoor accommodation restrict teachers' planning for this area of learning and, during the inspection, it was only possible to observe one lesson and it was, therefore, not possible to make a judgement on the quality of teaching. In a physical education lesson with Year 1 and Year 2, the children had limited opportunities to practise their skills. They moved across a mat, climbed onto a box, jumped and balanced but had few opportunities to refine their movements as much of the time was spent watching other pupils perform. Despite this, the children enjoy physical education lessons and behave well. The use of outdoor areas is not sufficiently planned because of the limitations of the learning resources, particularly of large equipment; this adversely affects children's progress in this area of learning. The children are encouraged to increase their skill and control when using scissors; however, the quality of the scissors reduces the effectiveness of the practice.

Creative development

64 Children's attainment by the age of six is below the level expected and children do not achieve as well as they could. It was not possible to make a judgement on the quality of teaching as too few lessons were observed and previous lesson planning gave insufficient information to show that all aspects of this area of learning were taught. Teachers do not plan sufficient opportunities for children to create music or to express their feelings through dance or to use an outdoor environment to extend their learning. Children are provided with appropriate opportunities to explore a narrow range of materials which they use to print patterns or to create pictures. They draw pictures to represent animals they recollect after listening to the music of 'The Carnival of Animals'. Children make detailed pencil drawings of a toaster and of irons, both old-fashioned and modern. They make attractive pictures using different materials; for example, they retold the story of the Little Red Hen in collage. Members of staff support and extend role-play appropriately by taking on characters and playing with the children to encourage them.

ENGLISH

65 Pupils' standards are well above average by the age of seven and eleven. Pupils' attainment is well above average standards in all the aspects of the subject: reading, writing and speaking and listening. This marks a significant improvement since the last inspection when standards during the inspection were found to be average. The teachers' implementation of the National Literacy Strategy, along with careful monitoring and targeting of individual performance, has clearly had a positive impact on the quality of teaching and learning and on pupils' progress, including pupils with special educational needs and higher attainers.

66 Whilst many arrive in the reception class with above average skills, pupils at all levels of attainment, including those with special educational needs, achieve well through the school. Higher attaining pupils achieve well because of the teachers' high level of expectation and the challenging tasks set.

- 67 From the start of their school career, pupils demonstrate a growing facility for speaking and listening. Pupils in Years 1 and 2 demonstrate a good command of words. They answer questions confidently and offer their own ideas in class discussions using complex sentences confidently; for example, a discussion about food included the comment, 'Bread and butter are definitely the most important parts of a sandwich'. Pupils discuss their reading books clearly, describing preferences and discussing stories they have encountered. By the time they are in Years 5 and 6, pupils are articulate and thoughtful in their contributions to discussions. They have learned to express themselves clearly, to listen to one another and to take into account other people's ideas when constructing their own arguments. A discussion with Year 6 pupils about their previous learning was marked by their articulate recall and by their consideration for other speakers. They are happy to speak out in front of the whole school when necessary and deal confidently with visiting adults.
- 68 Pupils' reading is characterised by a willingness to take on new words. From an early stage, they become familiar with the sounds of both individual and groups of letters. In Years 1 and 2, pupils use this knowledge to help develop their spelling as well as to attempt unknown words. This knowledge and an understanding of the alphabet mean that young pupils can make effective use of dictionaries. Higher attaining pupils in Year 2 read fluently with expression and are able to build up new words such as 'fascinating'. They understand characters and story lines and can discuss them. They also know how to find information from a non-fiction book without leafing through the pages. Presented with an unknown poem, pupils read fluently, with expression and an appreciation of the humour involved. Teachers' emphasis on reading as a key skill along with the wide range of opportunities for its development ensure that pupils' skills progress until, by the time they are in Year 6, average and higher attainers can read demanding books with few mistakes, often correcting themselves because of their understanding of the sense of what they are reading. They read fluently, paying close attention to punctuation. Higher attainers can explore the subtleties of a story, referring to parts of the text to justify their answers. Pupils at all levels can use contents and index to find information and many are able to scan text quickly to draw out main points.
- 69 By the end of Year 2, pupils produce neat, correctly formed hand writing, although few are joining up at this stage. They spell most common words correctly and have a developing appreciation of words that can be used to improve their descriptions. During Year 2, pupils' writing becomes more complex and a higher attaining pupil, for example, produced a well formed, properly sequenced and illustrated extended story about a sunflower, using accurate punctuation, including speech and question marks. The final product developed cleverly from the initial draft. By the time they are ready to leave the school many pupils have developed a wide range of writing skills. Higher attainers make good use of speech marks, reporting conversations with a fine consideration of pace. They spell long words correctly and use complex sentences in constructing well-sequenced stories; expression is enhanced by the use of metaphor and simile. In a story called 'Dark Secrets', about stolen money, the author built up tension and described feelings through the imaginative use of language. Average attainers write with less imagination but are competent nevertheless. Pupils use their skills well to write for different purposes when describing the process of painting, organising information for presentations, writing about characters, producing poetry and, in other lessons, recording science investigations, geographical reports and accounts of historical events. Indeed, pupils make good use of all their English skills across the curriculum. It is clear that the quality of their writing is promoted by experiences in literacy sessions where they learn about such aspects as tense,

connectives, prepositions, and synonyms. Pupils occasionally make use of word processing programs but this not a strong feature and skills in this area are underdeveloped, for example, in practising drafting and re-drafting writing.

- 70 The quality of teaching and learning in English is good, which is also an improvement since the previous inspection. Lessons are usually well prepared with clear objectives and activities planned for pupils of different levels of attainment. Consequently, all pupils, including those with special educational needs, make good progress. A good example for Year 1 and 2 pupils involved them in constructing a recipe for making sandwiches. The teacher's use of real materials increased pupils' interest and motivation and the construction of a word bank, outline sentences and regular references to letter sounds, meant that lower attaining pupils were able to succeed, whilst higher attainers could extend their writing, bringing in their own ideas and producing more complex sentences. The lesson typified the teachers' good understanding of both the subject and of how pupils learn. Behaviour is very good in literacy lessons, largely because pupils are well managed through caring, positive and consistent relationships; as a result, a calm working atmosphere, conducive to learning, is established. A further positive feature is the pace at which lessons are conducted. A poetry lesson for Years 5 and 6, moved quickly through a presentation of two poems and discussion of both into a structured opportunity for pupils to practise their learning, so that, after a very short period, pupils had produced some high quality writing that provided the teacher with a clear view of which pupils had achieved the objective. Teachers' assessments are recorded in detail and help them, in discussion with pupils, to devise future targets for learning. This approach is symptomatic of teachers' high expectations and helps to generate the interest and motivation evident in the pupils, who work hard, take a pride in their achievements and discuss their work with enthusiasm. Resources for learning are well prepared and promote learning. The school makes good use of visits to enhance the quality of pupils' experiences, and a visiting actor raises awareness about the dramatic use of language. Homework is regularly set and has a particular impact on reading and spelling skills. The occasional setting of tasks that are too difficult for some groups sometimes leads to frustration and time wasted until the teacher recognises and addresses the problem.
- 71 The subject is well co-ordinated by a knowledgeable teacher who has done considerable work in analysing the weaknesses identified in the last inspection. Pupils' work has been studied and the quality of teaching and learning has been raised through the development of the literacy strategy, which has had a positive impact on pupils' standards. The school is well placed to continue to improve.

MATHEMATICS

- 72 Standards of pupils' performance have been well above the national average by the ages of seven and eleven over time. Inspection evidence at the beginning of the academic year shows that pupils are likely to reach similar standards by the end of the year. Pupils' progress, including that of the few pupils with special educational needs, is good, relative to their prior attainment. Pupils with special educational needs are identified at an early stage and effective strategies are in place to assist their learning in each class. At the time of the last inspection, standards were well above average and these high standards have been maintained successfully. The National Strategy for Numeracy has been implemented appropriately; however, the school is aware of the need to develop further learning resources to support pupils' individual and group work.

- 73 By the age of seven, pupils total accurately two numbers mentally up to 20 whilst higher attainers total four numbers. Pupils investigate the cost of meals using a menu and most pupils can present their work in tabular form neatly and accurately. Pupils gather information and produce a bar graph to present their findings. Occasionally pupils use a data program to present the results of their information, such as eye colour of pupils. Higher attainers, by the age of seven, subtract correctly within 100 and gain an understanding of multiplication of five and ten. Lower attainers tell the time to the nearest hour and total two numbers within 20 but have difficulty adding three numbers together. Pupils in Years 3 and 4 build on their previous learning appropriately. They become accurate increasingly in the use of times tables. Most of the older pupils can identify multiples of two, four and eight. Teachers challenge pupils to use different language to describe multiplication, for example, 'product of' and 'multiplication of'. By the age of eleven, higher attainers convert confidently fractions to their lowest form. Most pupils investigate different shapes to learn more about rotational symmetry. They estimate the capacity of containers and check their estimations by accurate measurement. They calculate correctly the area of shapes. Pupils draw triangles to specific dimensions, using compasses precisely. Lower attainers add and subtract money and decimals accurately.
- 74 The quality of teaching and learning is good. Pupils are very well motivated, their behaviour is good, and their personal development and relationships are positive. Pupils in Years 1 and 2 work very quickly and are keen to succeed; for example, they enthusiastically sought combinations of numbers totalling ten or 20. Lesson plans are clear and set challenges for pupils of differing levels of attainment. Lessons are built up on an evaluation of the previous day's work. The good use of whiteboards enables the teacher and pupils to see how well they are doing. The management of pupils is very good as the teacher has high expectations of pupils to concentrate and to listen whilst she is speaking. Occasionally, the time spent on the carpet listening to the teacher is excessive, resulting in some fidgeting and loss of concentration. Sometimes teachers in Year 3 and 4 allow the pace of lessons to drop when all the class is being taught together and pupils lose concentration and resort to minor disruptive behaviour like dropping their pencils deliberately; however, when pupils are working together in small groups they are very settled and work hard on their tasks.
- 75 In the best lessons, in Years 5 and 6, pupils are given plenty of opportunities to propose ways to calculate multiplication sums. They suggest different ways to multiply two-digit numbers by three-digit numbers. Teachers recap pupils' prior learning and circulate questioning effectively so that pupils at each level of attainment are challenged. Pupils are very well motivated and work productively in group work, irrespective of whether the teacher is working with them. The teacher enters into dialogue with different groups of pupils to ensure pupils are encouraged and to check they understand what they have done. Unsatisfactory features of otherwise satisfactory lessons occur when time is lost as the lesson does not start on time as pupils wait patiently to find out what to do. Lesson planning lacks detail and the teacher relies heavily on a textbook with the expectation of pupils to work through activities from a textbook.
- 76 Pupils have insufficient opportunities to use information communication technology to support their learning. A few programs are used to support the practice of basic skills but there is little evidence of opportunities being pursued actively to assist learning in handling and interpreting data. Teachers and learning support assistants provide good help for these pupils. Homework is used appropriately to assist learning in school; for

example, to assist their investigations of different number systems pupils in Year 6 studied at home ancient number systems: Babylonian, Roman, and Egyptian.

- 77 Members of staff, including the co-ordinator, have a strong desire to improve standards further. The co-ordinator's reports of the discussions held with class teachers relating to the teaching of aspects of mathematics provide a clear evaluation of the curriculum and ways to continue to improve standards.

SCIENCE

- 78 Pupils' performance has been well above the national average in each year since the last inspection, except in 2000, when standards were below average because of a higher than normal proportion of pupils with special educational needs. Inspection evidence shows that the present pupils in Year 6 and Year 2 are likely to reach standards above the national average. At the time of the last inspection pupils made good progress in their learning; this is still the case.
- 79 The quality of teaching is good and pupils, including those pupils with special educational needs, make good progress. Pupils' attitudes to work, their behaviour, and their personal development and relationships are of a high standard.
- 80 In Years 1 and 2, pupils are very interested in finding information from books; for example, pupils sought information from dictionaries and topic books when carrying out an investigation to find out about the eating habits of a range of animals. They were fascinated by the picture of a snake and its eggs and read the text intently to find additional information. Lesson plans give clear direction but do not detail work for pupils of different levels of attainment: however, in practice, pupils' work shows appropriate challenge for different groups. When investigating the best surface for toy cars to move along, higher attainers recorded their results in centimetres whilst lower attainers made pictorial representations of their findings.
- 81 The teacher's planning in Years 3 and 4 picked up on general weaknesses noted in a previous assessment activity, when the pupils in Years 3 and 4 found difficulty explaining the difference between transparent and translucent. The teachers prepared an activity to clarify pupils' understanding of transparent, translucent and opaque materials before moving onto the next unit of work on shadows. The introduction to the lesson was a little lengthy and a few pupils lost interest; however, when working in small groups, they behaved well and worked hard with their partners. They were keen to record the results. By the end of the lesson, pupils gained a better understanding.
- 82 Pupils in Years 5 and 6 have a broad range of experiences in science. They investigate the effect of warmth and sugar on yeast when making bread. They present the results of their studies very well with a good standard of writing and detailed diagrams and tables. Pupils study the movement of the earth, moon and sun in relation to one another and gain a much deeper understanding because of the teacher's probing questioning which builds upon pupils' previous learning. Most pupils understood, by the end of the lesson, the relative position of the earth, moon and sun and appreciated their effect on time. Pupils behave very well and are keen to ask questions to clarify their understanding. They use the correct symbols for a battery and a bulb when writing up their experiment into the effect of the length of wire on the brightness of a bulb.

83 The school has recently introduced a scheme of work which follows national guidelines. The co-ordinator has worked alongside teachers to analyse pupils' work in relation to the planning and has identified, rightly, areas for improvement which include more challenge for higher attainers, additional staff training and increased use of information and communication technology. There is a determination amongst staff for improvement and the school is well placed to enhance standards further.

ART AND DESIGN

84 By the time pupils leave the school, their attainment is in line with what would be expected. The school has maintained the standard found in the last inspection.

85 Pupils experience an appropriate range of media as they move through the school so that, by the time they are in Year 6, they can work effectively in paint, print, collage and three dimensional materials, such as clay and plaster. They use sketchbooks for preliminary ideas that can be developed into finished work. Pupils' progress is satisfactory, evidenced by work in clay, where Year 2 pupils produce well designed and finished clay tiles with pictures of owls, whilst in Year 6, pupils master the difficult skill of making slab and coil pots and consider the appropriateness of designs for their decoration. The work is effectively promoted by pupils' study of the shape and patterns of professionally produced pottery. In Year 2, pupils use collage and paint to illustrate the story of the Little Red Hen. In the junior years, collage work sometimes involves groups of pupils working on themes from other subjects, such as a study in geography of the local by-pass, where the well designed frieze demonstrates pupils' effective use of a range of skills and media. Pupils with special educational needs are fully involved in all activities and make similar progress to their peers. There is little evidence of pupils using computer-aided design. Also, with the exception of clay work, there are few examples of above average attainment in drawing, painting, print or collage.

86 Pupils study the work of other artists; in Years 1 and 2, for example, they study Monet and Van Gogh during a topic on water. Year 3 and 4 pupils consider the clearly distinguishable styles of such artists as Paul Klee and Seurat, whilst older juniors look at L S Lowry and the complex pictures by Bruegel. They also visit local artists and study their work.

87 The quality of teaching and learning is satisfactory. Teachers make an appropriate range of media available to the pupils, appreciating the range of skills and knowledge that needs to be developed. Pupils find the materials interesting and motivating and work hard, taking a pride in their creations. Pupils in Years 1 and 2 drew inspiration for their printing from the ripe autumn apples brought in by the teacher and, as a result, thought carefully about how primary colours could be used to produce desired effects. Their behaviour is good because they are well managed and encouraged. Teachers appreciate the individual nature of art work; a lesson in Years 5 and 6, for example, was enhanced by the teacher's management of the initial discussion, where pupils were encouraged to discuss the effectiveness of designs on different packaging materials. Consequently, a wide range of individual designs was produced using different styles and media. Pictures of the work of well-known artists are effectively used to promote pupils' awareness of the art of other cultures, times and styles. There is insufficient use of computers to develop pupils' ideas. Also, a key feature is that teachers do not pay sufficient attention to the development of pupils' skills in evaluating their own and others' work and in considering how the quality of their creations can be improved, which limits the standards that can be attained.

- 88 The subject is co-ordinated by a knowledgeable teacher who ensures that the subject is well resourced. Art, however, is not a priority in the school development plan, which will inhibit the progress that can be made.

DESIGN AND TECHNOLOGY

- 89 By the time they leave the school, pupils attain standards in line with what should be expected. The school has maintained the level of attainment found at the last inspection.
- 90 Pupils make sound progress as they move through the school. Lessons for Years 1 and 2 are linked appropriately to class topics; for example, pupils make and test chairs for a giant to sit on, or a bed for Postman Pat to sleep on. Robots made from boxes and a range of other materials are well designed and attractive. Younger junior pupils design and make games and torches using electric circuits and consider structures used for lifting. Year 6 pupils talk with enthusiasm about their lessons, describing activities that include experimenting with ways of joining materials and using a range of tools. They recall making model vehicles driven by electric circuits, rubber bands and balloon power and designing and making rigid structures which are then tested to measure their strength. Models are well finished, with pupils clearly taking a pride in their work. There is little evidence of the use of computers in the planning of work or in the development and sharing of ideas.
- 91 There was insufficient evidence to make a judgement about the quality of teaching and learning but planning files and the sample of work show that the school provides pupils with experiences suitable to meet the requirements of the National Curriculum. Lessons involve pupils in focused, practical tasks where they can try out skills and techniques that will be used in future design and making activities; in a good example, pupils in Years 5 and 6 practise cutting and sticking precise lengths of wood and make simple models using a cam, before designing and making a marble-run game using both techniques. Safe and hygienic procedures with food are taught through interesting activities, such as making sandwiches in Years 1 and 2 and making biscuits, designing packaging and producing video adverts in junior classes. All pupils, including those with special educational needs, develop an appropriate range of skills and there is every indication that they enjoy the work and are keen to learn.
- 92 Design and technology is clearly an integral part of school life and effectively enhances pupils' work in other subjects, whilst also developing the understanding and skills specific to the subject itself. With the increased emphasis on information and communication technology, the school should continue to raise its standards.

GEOGRAPHY

- 93 By the time they leave the school, pupils are attaining standards in line with what would be expected in most schools. This is similar to the finding of the last inspection.
- 94 By the end of Year 6, pupils have developed a satisfactory range of skills and knowledge. They understand how to read maps and appreciate scale and direction, making an appropriate use of their numeracy skills. They have a growing understanding of how the nature and location of an environment can affect the lives of people, comparing such places as Lincoln and Nairobi. They know about rivers and use correct vocabulary, such as 'confluence' and 'source', and begin to appreciate the effect of water on the environment. Considerable fieldwork in the local area helps

pupils to know how settlements can change and to consider how local environmental issues can affect the lives of people. They also obtain information from sources such as books and photographs but have not yet developed their skills in the use of computers to aid learning. They know that views about geographical issues can vary and are beginning to explain why this is the case. There are insufficient opportunities for pupils to raise questions and collect and record evidence to provide answers.

- 95 All pupils, including those with special educational needs, make sound progress in their learning. Pupils in Years 1 and 2 pupils make sketch maps of their journey to school, noting where other pupils live. They also make maps of the local area, record wind and temperature and are beginning to appreciate the effects of seasonal change on the environment. In Years 3 and 4, work on the local area involves more complex mapping skills and deeper study whilst, in looking at the wider world, pupils learn about the effects of the disappearing rain forests.
- 96 The quality of teaching and learning seen was good, typified by well-behaved pupils responding to well managed lessons with interest and hard work. Teachers demonstrated good understanding of the subject which led to clear and appropriate learning objectives that pupils could understand. A lesson for Year 5 and 6 pupils made good use of letters from local people to help pupils understand that opposing views about a local by-pass could be equally valid. Pupils of all abilities in Year 3 and 4 were effectively involved in making considered decisions when designing a play park, learning how observations and measurements made previously, outside school, could be used. Teachers make sure that activities are planned to provide suitable levels of challenge for all groups, and pupils with special educational needs are fully involved and well supported. There are occasions when the pace of learning slows as teachers do not insist on full concentration on tasks set but, overall, teaching has a positive impact on pupils' progress.
- 97 The well-planned curriculum is appropriately based upon recent national advice. Pupils' work is sampled and the co-ordinator produces yearly reports which help to take the subject forward. These, along with the school's recognition of the need to improve computer use, are helping to improve standards.

HISTORY

- 98 Standards are in line with what would be expected by the time pupils leave the school. The school has maintained the standards found at the last inspection.
- 99 By the time they are in Year 6, pupils have a good sense of chronology, placing periods of history in the correct order. They recall work on various periods, such as Ancient Greece, Romans, Saxons and Tudors, and are able to discuss significant features of the times. They know about some of the main characters and events and discuss similarities and differences intelligently, linking through to modern times.
- 100 All pupils, including those with special educational needs, make sound progress in their appreciation of historical periods and changes over time. In Years 1 and 2, pupils compare old homes with new homes, considering such aspects as lighting, heating and food. They discuss, draw pictures and write accounts using well-formed sentences, constituting good practice of their literacy skills. Their learning is effectively promoted by a time line display showing the ages of local houses. Work in Years 3 and 4 focuses on the local area as pupils learn about time and change in the village. This work continues in greater depth for the older pupils as they learn about invaders

and how they influenced local life. Work on local history is a significant feature of the school's curriculum and is effectively linked to pupils' geography studies. Work on significant periods includes a study of the Victorians where pupils gain awareness of the industry, transport and city life of the times. This work also makes a significant contribution to the development of pupils' literacy skills as they seek and record information from various sources, including the internet although the use of computers to enhance learning is not a significant feature. There are insufficient opportunities for pupils to raise questions that can then be used as the basis of investigations.

101 There is insufficient evidence to make a judgement on the quality of teaching and learning; however, the school clearly provides work that meets National Curriculum requirements and discussions with Year 6 pupils and the presentation of work in the sample suggest that pupils are interested in the subject and take a pride in what they do. The subject is enhanced by a good range of visits and visitors that help to bring the subject to life. The co-ordinator monitors pupils' work and prepares a yearly report on the status of the subject. The school is well placed to continue its development of the history curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

102 Pupils' attainment by the age of seven is in line with the national expectations; however it is below average by the age of eleven. Their achievement, including that of pupils with special educational needs, is unsatisfactory. The school has not made sufficient progress since the last inspection in improving pupils' attainment; however, it has made good progress in re-equipping the school with high specification computers.

103 The quality of teaching is unsatisfactory for seven-to eleven-year-olds as teachers do not plan sufficient opportunities to develop pupils' skills and use information and communication technology to support learning in other subjects. No direct teaching of the subject was observed for pupils in Years 1 and 2, so no judgement has been made on the quality of teaching for these pupils.

104 By the age of seven, pupils gain a basic understanding of computers. They understand the keyboard layout and can write short sentences, using capital and lower case letters appropriately. Higher attainers find and use the apostrophe correctly when writing an invitation for Rabbit to come to Little Chicken's party. Pupils develop mathematical skills by practising addition, subtraction and multiplication using computer programs. They enjoy using a programmable robot and work very well together, and confidently, to program it to move forward and sideways to reach a particular point in the hall. Pupils use a database to present information as a pictogram; for example, they investigated the colour of pupils' eyes and produced a graph to show the results.

105 By the age of eleven, pupils make insufficient progress in their learning. Teachers do not plan to use information and communication technology sufficiently to support learning in other subjects. The monitoring of pupils' progress is unsatisfactory. The pace of learning skills on the new computers is satisfactory. Pupils are taught word processing skills, how to change text, the use of the toolbar and the saving of their work; however, pupils have few opportunities to practise the skills they have learnt other than when following direct instructions from the teacher.

106 The range of learning opportunities in information and communication technology is unsatisfactory as most of the emphasis is upon word-processing; however, over the

year the school plans to teach all aspects of the subject based upon a recent scheme of work which follows national recommendations. The subject development plan provides clear details of developments to improve standards.

MUSIC

- 107 No music lessons were seen during the inspection and there was insufficient other evidence for a judgement to be made about pupils' standards or the quality of teaching and learning.
- 108 The school offers a range of appropriate experiences in line with the requirements of the National Curriculum. In daily acts of worship, pupils listen attentively to the appropriate music used as an introduction to the activity and sing a range of songs with clear diction and appropriate control of the pitch and duration of notes. Year 1 and 2 pupils can maintain regular rhythms, know a range of suitable songs and appreciate the role of a conductor. In a brief session, pupils in Years 3 and 4 showed that they have a good sense of rhythm and know how sound and silence can be combined. They also worked well in two groups singing a round. Pupils in Years 5 and 6 demonstrated their recall of the dynamics and tempo of sounds used to compose and present a representation of a combine harvester, using body parts and percussion instruments effectively to produce expressive layers of sound. Pupils in Year 6 remember, with enthusiasm, songs they have learned, their use of tuned and untuned percussion, sound poems created, a range of rhythm games and some work with computers. They have little recall of listening to and appraising music or of creating and using notation systems such as graphic scores. Some pupils learn to play instruments with tuition from a visiting teacher and the school organises recorder groups. End of term concerts provide good opportunities for pupils to perform in front of an audience.
- 109 The co-ordinator is aware that the subject is in need of development and is making effective use of the support provided by an advisory teacher from the local authority. The resulting training is helping staff to develop a range of strategies designed to make pupils' experiences more consistent and progressive. Some progress has been made since the previous inspection but is insufficient to ensure the full development of pupils' skills and understanding.

PHYSICAL EDUCATION

- 110 Pupils' attainment is below expectations by the age of eleven. The size of the hall severely limits the school's ability to teach the programmes of study for gymnastics and dance effectively, particularly for older pupils. Pupils' attainment in swimming exceeds national expectations and is in line in outdoor activities. Pupils, throughout the school, including reception age children, attend swimming lessons and, by the age of eleven, pupils can swim at least 25 metres. At the time of the last inspection, the school was able to use the gymnasium of a local school to teach dance and gymnastics; this is no longer available at a suitable time when transport costs are at an acceptable level.
- 111 Too few lessons were observed to make a judgement on the quality of teaching and learning. In the lesson seen in the reception and infant class, the standard of teaching was satisfactory and attitudes to work and pupils' behaviour were good, but pupils made unsatisfactory progress because of the limitations of the accommodation. The very limited space and many obstructions made energetic exercise difficult to

accomplish. The teacher stressed appropriately correct and safe ways to handle equipment. Pupils climbed up onto large equipment, travelled across it, jumped off and balanced to create a simple sequence. The pace of the lesson was slow because of the lack of space and the need for the teacher to ensure the safety of each group of pupils; as a consequence, pupils had few opportunities to improve their performance.

112 Pupils in Year 5 and 6 made good progress in an outdoor games lesson as the quality of teaching was good. The pupils' attitudes to work and their behaviour were of a high standard. The teacher re-capped previous learning and, together with pupils, evaluated how improvements could be achieved. The pupils were very aware that they should be more responsive to others in their team. The teacher explained activities clearly and organised pupils efficiently into small groups. The teacher had high expectations of good behaviour and handled a pupil's exuberant behaviour well. Pupils worked hard and were keen to beat other teams when playing a ball passing game. In groups, pupils developed one-to-one marking well though the number in the groups was quite large resulting in pupils not having as much practice as they could if the group was smaller. Pupils moved the ball around the field well and marked partners effectively. Year 5 pupils had plenty of practice of moving a ball around a group and made good attempts at shooting at a target. The teacher and pupils reviewed the lesson together and pupils were very aware of how well they had done and suggested what they should do to improve.