

INSPECTION REPORT

RANGEWORTHY C of E PRIMARY SCHOOL

Rangeworthy

LEA area: South Gloucestershire

Unique reference number: 109172

Headteacher: Mrs L Hamer

Reporting inspector: Mr P Mathias
21945

Dates of inspection: 10 - 12 June 2002

Inspection number: 196177

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Wotton Road Rangeworthy South Gloucestershire
Telephone number:	01454 228425
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Susan Green
Date of previous inspection:	16th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	P Mathias	Registered inspector	Mathematics Science Music Physical education Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1311	B Wood	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
7269	P Kemble	Team inspector	English Design and technology History Geography Equal opportunities	How well does the school care for its pupils?
8203	S Halley	Team inspector	Information and communication technology Art Religious education Special educational needs	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

Rangeworthy is a primary school with 57 pupils on roll, which is smaller than most primary schools. It caters for boys and girls between the ages of four and 11. Pupils' attainment on entry is generally average. No pupils joined or left the school last year at times other than the normal ones.

No pupil has English as an additional language, which is low, and no pupils come from minority ethnic backgrounds. Nine pupils are considered by the school to have some degree of special educational needs including five who are receiving support from outside the school. These pupils have a range of difficulties. The proportion of children considered to have special educational needs is broadly in line with most schools.

Pupils are from homes where there is a range of social and economic advantage and disadvantage. On the whole pupils come from advantaged backgrounds. No pupils are known to be eligible for free school meals.

HOW GOOD THE SCHOOL IS

Rangeworthy is a school with some significant strengths and is an effective school. The quality of teaching is sound across the school. In 2001, standards in the national assessments for pupils at the end of Year 2 were above average in reading and average in writing and mathematics. In the 2001 tests for pupils at the end of Year 6, standards were below average in English, well above average in mathematics and average in science. The headteacher provides a good and pragmatic lead to the school. Teachers work constructively and willingly together. Links with parents are very strong. There is a very advantageous ratio of teachers to pupils. The school provides satisfactory value for money and is satisfactorily placed to improve further.

What the school does well

- Teachers teach the basic skills of literacy and numeracy well, which is helping to raise standards further in English and mathematics.
- Pupils with special educational needs make good progress and receive good support.
- Personal relationships are very good across the school.
- Provision for pupils' moral and social development is very good.
- Parents have strong links with the school and they make a very significant contribution to school life.
- There is a very generous provision of teachers and support staff for the size of the school and the demands of the curriculum.

What could be improved

- The work in lessons could better match the different abilities of pupils, particularly higher attaining pupils, and the learning objectives for individual lessons could be made clearer.
- The governing body does not judge the impact of its spending decisions in terms of the educational outcomes achieved.
- Greater emphasis could be given to the richness and diversity of different cultural traditions that make up modern society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in June 1997 the standards achieved by pupils were good. The quality of education was good. The school's climate for learning was good. The management and efficiency of the school required some improvement. Since then the school has made satisfactory progress in addressing the key issues for improvement indicated in the previous report. These were: to complete schemes of work and to plan appropriately for children under five; improve classroom management and match activities to the different needs of pupils; extend the roles of subject co-ordinators; raise standards in information and communication technology and develop further pupils' research skills.

Schemes of work are in place for all subjects and the school plans appropriately for children in the reception class. Some co-ordinators, but not all, have had opportunities to look at the quality of teaching and learning in their subject areas at first hand. There has been a good improvement in raising standards in information and communication technology and pupils are now able to use reference books and information and communication technology skills to find out things for themselves. However, there is still work to do in matching the difficulty of work to the different abilities within the classes and in extending the roles of some subject co-ordinators, which are beginning to be addressed.

Since 1997, standards in the National Curriculum tests have varied considerably because of the small number of pupils who take them. Currently, the trend in performance in these tests is in line with the national trend of improvement. In classes, standards in information and communication technology and art have improved significantly since the last inspection. Standards in other subjects are the same.

The overall quality of teaching has improved and none is now unsatisfactory. The leadership of the headteacher is still of a good quality and teachers work constructively together. The school is soundly placed to continue to improve further.

STANDARDS

Because the number of pupils in Year 6 was ten, details of the National Curriculum tests are not included in this report.

The results in the National Curriculum tests at the end of Year 6 have varied considerably over the last three years because of the very small size of the groups of pupils who took them and the impact of the performance of one or two pupils. In 1998, results were well above average. In the 2001 tests, results were below average in English, well above average in mathematics and average in science. When compared to similar schools these results in 2001 were well below average in English, above average in mathematics and average in science. When the individual performance of pupils is considered all those who took these tests in 2001 achieved at least the standard it was realistic to expect of them. Overall the standards in English, mathematics and science have improved at about the same rate as most schools.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils concentrate well and have positive attitudes.
Behaviour, in and out of classrooms	Good. Generally pupils give of their best and follow their teachers' instructions willingly.
Personal development and relationships	Very good. Staff set very good examples and there is a strong mutual respect between teachers and their pupils. Pupils work together well.
Attendance	Good - Procedures are thorough and absences are followed up rigorously.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory. No unsatisfactory teaching was observed. Overall, in one in four lessons the teaching was good and in one in five lessons it was very good.

The teaching of English is satisfactory. Teachers have a sound understanding of the National Literacy Strategy. The teaching of mathematics is good and teachers plan carefully in similar ways to meet the objectives of the National Numeracy Strategy.

The teaching and support for pupils with special educational needs is good. Currently no pupils in the school have English as an additional language. However, appropriate arrangements are in hand if the school were to receive pupils with English as an additional language. In the best lessons, teachers plan thoroughly and make pupils aware of what they intend them to know as a result of the lesson. Work is well matched to the different abilities in the class. The teachers have good subject knowledge and pass on their interest and enthusiasm for the subject to their pupils, who are anxious to do well. The teachers demonstrate clearly what pupils should aim to achieve, so that the pupils have a clear picture of what is expected of them. The lessons move forwards with pace because the teacher prompts pupils to think quickly and accurately, through vigorous questioning.

Where teaching is satisfactory and has some weakness, the teacher does not match work carefully enough to meet the needs of all pupils, particularly the higher attaining pupils. The purpose of the lesson is not explained sufficiently so that pupils do not have a clear understanding of what is expected of them and how much they should learn by the end of the lesson. The lessons are one-paced and repetitive and as a result pupils work steadily, but without any real sense of excitement or enthusiasm for their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school plans effectively to ensure that the curriculum is wide and interesting for all pupils and meets statutory requirements.
Provision for pupils with special educational needs	Good. Pupils are well supported by their teachers and assistants. These pupils play a full part in their lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is very good. Provision for pupils' spiritual development is good. Provision for pupils' cultural development is satisfactory. While the school has an appropriate range of resources to help to provide pupils with an awareness of the richness of the different cultural traditions that make up modern society, these are not sufficiently evident in the day-to-day work of the school.
How well the school cares for its pupils	Good. Procedures for monitoring and supporting pupils' academic progress are good particularly in English, mathematics and science. In other subjects they are less well developed. Procedures for monitoring personal development are good. Child protection is thorough. Procedures for monitoring attendance are very good.
Partnership with parents	Good. Links with parents are very effective and these have a very good impact on the life of the school. Parents receive an adequate amount of information about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear view of the long-term needs of the school and a pragmatic approach to deciding the best way forwards. There is a positive ethos to the work of the school and teachers co-operate well with each other.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties well and there are well-structured arrangements for members of the governing body to visit the school.
The school's evaluation of its performance	The headteacher evaluates carefully the information the school receives on its performance in National Curriculum tests and other initiatives. Literacy and numeracy co-ordinators have looked at how successfully teachers teach and pupils learn in their subjects; other co-ordinators have not had these opportunities. The evaluation of teaching and learning is better in literacy and numeracy than in other subjects. The governing body does not judge the outcomes of its spending decisions carefully enough in terms of their educational outcomes.
The strategic use of resources	Educational priorities are well supported through the school's financial planning. The school uses grants and additional funds well. There is a generous match of teachers to the size of school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • My child likes school. • The teaching is good. • The school has high expectations of my child. • My child is helped to become mature and responsible. 	<ul style="list-style-type: none"> • Behaviour. • The amount of homework. • The information the school provides on their children's progress. • The range of out-of-school activities.

In response to the 57 questionnaires sent out, 32 were returned. The evidence of the inspection confirms the parents' generally positive views of the school. They appreciate that the school has high expectations for their children. Some parents expressed concerns about behaviour, homework, the information the school provides and the range of out-of-school activities. During the inspection the behaviour of pupils was good. The school sets a reasonable amount of homework. The school provides an appropriate amount of information to parents. Bearing in mind the size of the school, the number of out-of-school activities and clubs is reasonable.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Generally pupils enter the school with average standards. Standards overall by the age of 11 are in line with what is expected except in mathematics, science and physical education where standards are above average. During the inspection there was no significant variation between the performance of boys and girls. In the small groups of pupils who took the assessments at the age of seven, between 1999 and 2001, boys had higher attainment than girls in reading, writing and mathematics. In the same period in the National Curriculum tests for 11-year-olds, boy's attainment is higher than girls in English and science, but lower in mathematics.
2. In the Year 2 National Curriculum assessments for seven-year-olds in 2001, results in reading were well above average for schools nationally. In writing and mathematics the standards were average. When compared to schools considered to be broadly similar, standards in reading were above average. In writing and mathematics they were below average for those similar schools. Since 1997 the trend of improvement in standards in reading, writing and mathematics at the end of Year 2 has been above the national trend. However, because the number of pupils being assessed at the end of Year 2 is small, care should be taking in interpreting changes in the school's National Curriculum results from one year to the next.
3. Results in the National Curriculum tests at the end of Year 6 have varied considerably for the same reasons. The effect of one pupil's performance is considerable and has a marked effect on the overall picture each year. For example, in 1998, Rangeworthy was recognised by the local education authority as a 'Top School' in these tests. In the 2001 tests for 11-year-olds, standards in English were below average. In mathematics standards were well above average, reflecting the emphasis the school has recently given to raising the standards achieved by the higher attaining pupils. In science, standards were average. When compared to similar schools, the results in 2001 were well below average in English, above average in mathematics and average in science. When these pupils' performance is compared to the standards they reached four years previously at the end of Year 2, their performance in English was well below what was predicted for them. In mathematics it was above and in science it was in line with those expectations. When the individual performance of this small group of pupils is considered, all the pupils who took the tests in 2001 achieved at least the standard it was realistic to expect of them. Overall at the end of Year 6, standards in English, mathematics and science have improved at about the same rate as in other schools.
4. Children enter the reception class with levels of basic skills, which are typical of children of this age. In English at the end of Years 2 and 6 standards in speaking and listening are average. In reading standards are above average and reflect the effective way the skills of learning to read are taught. The content of pupils' writing is above average. This is closely related to the focus the school has given to this element in English over the last two years. However, the standard of pupils' basic grammar, punctuation, spelling and handwriting varies considerably and is average overall. In English at the end of Year 6, pupils use imaginative and interesting words and correct vocabulary. They listen well.
5. Pupils show an enthusiasm for books and they use them as a source of reference confidently. This was a weakness at the time of the last inspection and has been a focus of teaching and learning since. By the age of seven, pupils read confidently. By the age of 11 many are fluent readers and read with expression and obvious

enjoyment. At the age of seven, pupils are able to write freely and quickly when drafting their ideas. They are aware of how to structure a story. By the age of 11 pupils are able to write in the style of well-known authors and poets. However, the standard of pupils' basic writing skills and the standards of presentation of their work are less well developed. Few pupils use a joined script or transfer the skills they have learnt in their handwriting into their other written work.

6. In mathematics by the age of seven, many of the pupils have a good knowledge of the order of number and are beginning to recognise simple sequences in a series of numbers. They are able to measure using non-standard units and are beginning to use fractions of a whole. By the age of 11, pupils use metric measures confidently. They appreciate the relationship between percentages and fractions and can carry out calculations in both forms. They are able to investigate problems in probability.
7. In science in Year 2, pupils have a good understanding of how to group objects by their physical characteristics. They know that heating and cooling can alter substances. They are beginning to appreciate how to conduct experiments and how an electrical circuit works. By the age of 11, pupils know how to predict and conduct a fair test to discover if they were correct in their predictions. They have a growing understanding of forces and how the human body works. They are able to classify plants and animals according to their characteristics.
8. Standards in information and communication technology are in line with those expected nationally. This represents a significant improvement since the time of the last inspection when standards were below those expected. Now standards have risen as a result of the way the resources have been carefully and thoughtfully improved and teachers' knowledge and understanding strengthened.
9. Standards in art, design and technology, history, geography and music are at expected levels at the end of Years 2 and 6. In physical education standards are above those expected despite the lack of indoor facilities at the school. This is the result of carefully thought-out arrangements to utilise the very good facilities available at a leisure centre in a nearby town and to ensure that the subject is well taught. Standards in religious education are in line with those set out in the locally agreed syllabus.
10. Generally standards in subjects are much the same as at the time of the last inspection except in information and communication technology and in art where standards have risen.
11. Pupils with special educational needs, including those who receive support from outside agencies, make good progress towards the targets in their individual educational plans. Progress towards targets is reviewed regularly each term. All pupils play a full part in the life of the school and in the curriculum. The school is on track to meet the realistic targets it is setting for itself.

Pupils' attitudes, values and personal development

12. The previous report stated that pupils' attitudes to learning and their behaviour were satisfactory, but that pupils did not always listen well, and a small number of pupils had disruptive behaviour. The school now has high expectations of the attitudes, behaviour and personal development of all its pupils, to which pupils respond well. Very good relationships permeate the school, and the personal development of pupils is generally good. Although a small minority of parents are still critical of pupils' behaviour, most parents show an increasing appreciation of the school's stance on behaviour issues.

13. Pupils show confidence in their surroundings, are increasing their co-operation with each other and forming friendships. Pupils enjoy the classroom agenda and can be enthralled by solving problems, such as investigating the opening of a 'pop bottle'. They are responsive to their teachers and visitors, and generally listen well without calling out, except when over-excited. They sit well when concentrating on tasks, and participate in the daily routines. All pupils show good attitudes and behaviour and are eager to be involved in the activities that are provided both inside and outside the classroom. They are receiving a solid foundation for their later school lives.
14. Pupils arrive punctually at school. They have good attitudes and are enthusiastic to begin work. As pupils progress through the school, they increasingly want to contribute to their own learning, and realise that hard work will produce good results. Pupils' good attitudes allow teachers to have very mature conversations with them. Pupils have generally good listening and concentration skills, which allow the teachers to establish a productive teaching and learning environment. Their tolerance and well-developed social skills enable them to work successfully in small groups and as individuals.
15. The behaviour of the pupils throughout the school is good, and often very good for pupils aged five to seven years. Pupils want to be part of an ordered community, where they all accept the boundaries. The quietness and patience of pupils in assemblies, when waiting for others, is impressive. Lessons take place with a productive 'buzz'. Behaviour around the school is good. Older pupils and younger ones help each other willingly. No pupil has been excluded in the last two years.
16. The quality of relationships, at all levels, is very good and is a fundamental part of the ethos of the school. Staff represent very supportive role models and pupils totally trust their teachers and support staff. All parts of the school family co-operate well together. Around the school, older pupils are very aware of the need to help younger pupils. In the classroom, pupils listen to each other with respect and value each other's opinions and qualities, so that pupils' ideas can flourish. They can work together in groups to attain an effective outcome in practical work, particularly in information and control technology. Boys and girls are seen enjoying each other's company in the playground, where they eat amicably together at lunch-times, when the weather allows. Pupils are courteous and polite, and they are very welcoming to visitors with whom they engage in interesting conversation.
17. Pupils' personal development is good throughout their time in school and all pupils are encouraged to participate fully in school life. The satisfactory personal, health and social education curriculum develops an awareness of life in the outside world, with a due regard to health and safety considerations. Although the school does not have a school council, pupils take on class and school duties. Pupils are gaining a sense of independence and are taking initiatives in their own learning. The school organises residential visits for older pupils, and makes good use of visits to the local community and to places of interest farther afield to support its learning. For example, the visit to Badminton was beneficial in supplementing pupils' history and geography work. All pupils display a well-developed sense of moral and social awareness. Pupils look after the site with pride. There is no litter, graffiti, or vandalism. Although a few parents are critical of the lack of extra-curricular activities, the school has taken the initiative in developing a good range of them, often in conjunction with other schools.
18. The school's attendance performance is good, despite attendance levels showing a slight decline since the last inspection. Three out of four classes have attendance rates well above the national average, but pupils in Years 5 and 6 have attendance rates below the national average. Family holidays, taken during term time, are a major reason for authorised absence, but unauthorised absence continues at a minimal level.

19. The staff take registers efficiently and courteously at the beginning of each session. Registers are completed according to statutory regulations and are well presented. They are reviewed daily for control purposes. Lessons are not affected by any lack of punctuality, as most pupils are careful to arrive early at school. The school has developed a good relationship with the educational welfare officer, and his support is effective, when requested. There are no indications of any truancy.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is satisfactory and is better than at the time of the last inspection. Across the school all the teaching is satisfactory or better. In two out of five lessons seen, teaching is good and in one out of five lessons it is very good. None of the teaching observed was unsatisfactory; an improvement since the last inspection. Overall the quality of teaching for children in the reception class is satisfactory. The teaching of English, mathematics and science is good and teachers have a secure understanding of the National Literacy and Numeracy Strategies, which are successfully implemented. The quality of teaching in physical education is also a particular strength and helps pupils to achieve well, bearing in mind the lack of indoor facilities for gymnastics and dance at the school.
21. Across the school where teaching is good or very good, lessons are carefully planned so that teachers are clear about what they wish pupils to learn and the routes they intend to take to reach their objectives. The teachers emphasise how the lesson fits into a series of lessons, so that pupils are aware of why they are being asked to undertake a task; for example, in performing a dance linked to previous lessons about 'The Sea'. Teachers have very positive relationships with all their pupils and set out high expectations for them, which the pupils strive hard to reach. The teachers have very good subject knowledge and are able to explain simply and effectively what pupils need to do to improve further. They set increasingly challenging tasks, which stretch the pupils to think more deeply about their work. They maintain pupils' interest well by the lively way in which they question them. They encourage pupils to achieve well by demonstrating clearly what their pupils should be able to perform themselves. For example, in a gymnastics lesson in physical education, the teacher showed how to produce high quality shapes as part of a series of movements. Teachers make clear what pupils should achieve in the time available and pupils try hard to meet these targets. Teaching assistants are used well to help the lesson to move forwards purposefully. Pupils maintain good concentration and work determinedly because they know what is expected of them and why they should try hard.
22. Where teaching is satisfactory, but has some weaknesses, the pace of learning is allowed to slow from its original brisk beginning because the teacher spends too long explaining tasks that pupils already understand. The lessons lack real excitement because the teacher is too formal in tone and manner. The objectives of the lesson are not made obvious so that pupils are unaware of the reason for the lesson or what they need to do to complete the task in the time. The teacher does not review what has been learnt and whether the lesson objectives have been met. In some lessons the difficulty of the tasks set is the same for all pupils. As a result, some pupils, particularly the higher attainers are insufficiently challenged.
23. Teachers reflect the needs of pupils with special educational needs in their daily planning. This is done to best effect in English and mathematics. Targets in the individual educational plans for pupils with Statements of Special Educational Need are well reflected in the lesson planning of class teachers, the special needs assistant and classroom assistants, and external agencies where appropriate. The special educational needs assistant gives good support making a valuable contribution to the teaching and learning of these pupils.

24. Across the school the quality of marking is satisfactory. In the best examples, teachers' comments are detailed and give pupils a clear picture of what they need to do to improve further. Teachers regularly assess pupils' work in English, mathematics and science and use this information appropriately to judge the standards individual pupils should reach in the future. In part, because of the generally small size of classes, teachers know their pupils well. There are sound arrangements for the setting of homework, which is often related to the work pupils are undertaking in lessons.

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

25. The school offers a broad and relevant curriculum and all subjects meet statutory requirements. Religious education is taught in accordance with national guidance and the locally agreed syllabus. There is, however, an imbalance of time for teaching subjects other than English, mathematics and science, which does not follow national recommendations. The school is aware of this and is intending to address it shortly.
26. The school offers a wide range of good opportunities to meet the interests and aptitudes of pupils, including those with special educational needs. The basic skills of literacy and numeracy are taught effectively through the use of the National Literacy and Numeracy Strategies, which were introduced smoothly and which the school adapts to meet the needs of the pupils – the current focus being writing. The school plans carefully to teach all subjects of the National Curriculum. The school's programme for personal, social and health education takes appropriate account of sex education, drugs awareness and personal safety and hygiene, taking pride in its participation in the 'Schools for Health' programme. The daily act of collective worship fulfils statutory requirements. The curriculum is greatly enhanced by a good programme of visits to places of interest connected with topics, and the school welcomes visitors who support learning in various subjects. There is also a satisfactory range of lunch-time clubs, which include sporting activities, arts and crafts and information and communication technology. Links with the community are good, especially with the parish church, and the school takes a full part in village activities.
27. The school makes good use of its links with the local cluster of small schools in order to take part in sporting events, and to make the best use of funds for special events, like theatre workshops or book weeks. An effective partnership has been established with the receiving secondary schools to smooth the transition from one stage of education to another.
28. Provision for pupils with special educational needs is good. These pupils, including those with a Statement of Special Educational Need have full and equal access to the curriculum, and extra-curricular activities, including residential visits, are open to all. In work outside the core subjects of English and mathematics, worksheets and teachers' expectations are not always adapted to suit their needs. Their individual education plans are carefully drawn up in consultation with teachers, the co-ordinator and specialist classroom assistant, and with external agencies where applicable. Although the school has no written policy for gifted and talented pupils, some effective identification procedures are in place to challenge and support such pupils, currently in mathematics and sporting activities.
29. Teachers' planning in the long, medium and short term is satisfactory, although lesson objectives in daily lesson plans should be more tightly focused with specific objectives for each group of pupils in each lesson. This would ensure a more effective use of assessment and a greater match of work set to suit individual needs.

30. The school successfully promotes the spiritual, moral, social and cultural development of pupils. Provision for pupils' spiritual development is good. The daily act of collective worship and many lessons provide opportunities for pupils to reflect on their learning and the world about them, and music is used well in assemblies to provide spiritual uplift. Pupils have the opportunity to explore and express their personal feelings in creative writing, including poetry, dance, music and artistic activities. They imagine themselves as other people when writing letters as evacuees in history, and produce thoughtful, reflective writing on man's stewardship of the world in religious education.
31. Provision for moral and social development is very good. From their earliest days in the school, pupils begin to develop a sense of right and wrong, what is and is not acceptable behaviour, and for the most part they conform well. The school and classroom rules are negotiated with classes at the beginning of the school year and are constantly reinforced in classrooms by teachers. Pupils' social awareness is raised by their activities in collecting money for charities at home and abroad and by their discussion of environmental issues in class sessions. The quality of relationships throughout the school is very good and this reflects the good example set by adults. Pupils learn to respect and value the opinions of others, although occasionally a small minority do not quite succeed. Older pupils are given greater responsibilities.
32. The provision for cultural development is satisfactory. There are good opportunities for pupils to understand different religious customs and practices through religious education, and to take part in a good range of western cultural activities; for example, in music. However, while the school has a good range of resources to make pupils aware of non-European cultures these are not given sufficient prominence and emphasis in the life of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The previous inspection report found that all staff contributed to a caring school, in which pupils felt secure and happy in a safe and healthy environment. Most support, guidance and welfare procedures were judged to be satisfactory. Now, they are good and the attendance procedures and the pastoral care of pupils are at a very good level. The present high quality welfare agenda contributes positively to the progress and development of all pupils.
34. The headteacher and staff have a thorough knowledge of all their pupils. Their knowledge is often reinforced by generations of families having attended the school, their close relationship and friendships with parents and their frequent, informal meetings with parents in a totally harmonious atmosphere at either end of the school day. Parents value the school as a village asset with a safe, sensitive and caring environment.
35. Formal monitoring procedures, together with teachers' informal observations and discussions at staff meetings, enable staff to monitor the personal development of the pupils and report knowledgeably to parents. They involve professional agencies, where appropriate, to meet the special educational needs of pupils with difficulties. The school's very good knowledge of each pupil allows it to involve professional agencies, as required, for pupils with special educational needs. The special educational needs provision is good and in-line with current statutory requirements. Parents feel that they are involved in the development of individual educational plans and targets, through termly meetings, and pupils make good progress.
36. The school has a sufficient number of relevant and updated support, guidance and welfare policies, which are augmented by guidance from the local education authority. Policies are implemented consistently across the school and with a good

understanding by all staff. The staff handbook gives good direction to staff for finding the sources of information. The school nurse has a long relationship with the school. She has assisted the winning of a healthy schools award, is prominent at the induction evenings for new parents, and reviews care plans for pupils.

37. Child protection procedures are good. The school is vigilant and communicates the importance of this aspect to parents. The headteacher has received appropriate recent training and staff have received awareness-raising refresher training.
38. The school has adopted a number of measures to encourage good behaviour and has high expectations in this area. Pupils participate in the production of class rules, which are exhibited prominently in the school, although the accent is on pupils developing self-discipline. Rewards and sanctions are used appropriately. To combat poor behaviour the school introduced behaviour books two years ago, but these are now rarely needed.
39. Procedures for monitoring and improving attendance are very good and have been successful in reducing absence to below the national average. Contacting parents on the first day of a child's absence has been particularly effective in this respect and has produced a consistently good performance level over the last four years. The school requests a first day response from parents, which is a successful strategy that has reduced unauthorised absence to minimal levels. Parents are made aware of their statutory obligations, and both pupils and parents are determined to attend school punctually, at the start of the day. However, the incidence of parents requiring holidays within the term is high, despite the school's best efforts.
40. Health and safety procedures are good under the guidance of an enthusiastic governor, who supports the headteacher effectively in carrying out her co-ordinator duties. The school is a safe environment for all pupils and staff. Staff are very vigilant of the safety implications of restricted playground space, and safety rules are well displayed.
41. The school has satisfactory policies and procedures to assess pupils' academic and personal development. These are applied in a consistent manner across the school. The position is similar to that reported at the time of the previous inspection. Information gained from assessment procedures to identify areas for development is effective in English, mathematics and science, but there are few formal procedures in other subjects to help teachers to accurately determine where curriculum planning needs to be modified or developed further.
42. Procedures for assessing pupils' attainment and progress in English, mathematics and science are good. Individual assessment sheets track pupils' attainment and progress from their level of attainment on entry into reception through to the end of Year 6. Much of this information is based on the outcomes of school and National Curriculum tests and assessments and these are particularly effective in English and mathematics. Analysis of the data leads to the compilation of individual targets for each pupil. The strength of this process lies in the way the targets are shared and agreed amongst teachers, pupils and parents, with parents agreeing to play their part in helping their children to achieve them. Targets are generally well judged and achievable and help teachers and pupils to determine the content and purpose of lessons. In some cases at Key Stage 2, the targets set are not high enough and more could be demanded of pupils of all abilities. Overall, the procedures are effective in providing a means for teachers to check the rate of pupils' progress at regular intervals.

43. Assessment data is used effectively in English, mathematics and science to identify three groups of differing attainment and to vary activities to suit the needs of individual pupils in these groups. However, in other subjects of the curriculum, procedures are largely informal. Teachers incorporate their own assessment tasks into lessons and use their extensive professional knowledge of each pupil to make assessments of their achievements at the end of each year. This is partly effective in planning termly and daily lessons that match national requirements for each age group, but over time leads to inconsistent levels of challenge for pupils of different abilities, and for higher attaining pupils in particular. For example, this is evident in pupils' past work in geography and history, where there is very little variation in the activities tackled by lower, average or higher attaining pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The previous inspection report indicated that many parents contributed to the life of the school and most parents felt well informed about the activities of their children. However, there were three areas of significant dissatisfaction - homework, the quality of information on pupils' progress, and behaviour. The school has worked hard to listen to parents and has reacted positively to their criticisms. Although fewer parents returned questionnaires than at the last inspection, the meeting for parents was well attended. The views expressed show a high level of interest and support for their children's education. Overall, they indicate a good level of satisfaction with the school. They are extremely approving of the values and attitudes and the standards of work, and all parents feel that their children like school.
45. The school has very effective links with parents. Informal communications at either end of the school day are a strength of the school. Parents are welcomed into the school, and teachers and parents have a strong mutual trust, which gives pupils confidence and security. The headteacher welcomes parents at the start of the day and all staff are easily accessible if there are problems. Parents and staff get on well together and parent governors are also frequently in school.
46. The impact of parents in the school is considerable. A significant number of parents play an important role within the school, and are ready to accompany outside visits. The three parent governors who have been elected in competitive elections, are committed and enthusiastic for the future well-being of the school, and have a thorough knowledge of its strengths and weaknesses. The school association has a long serving Chairperson and dedicated committee raising substantial funds for the school; it organises a stimulating agenda of events for parents, pupils and the local community.
47. Overall, the quality of information for parents is satisfactory. The prospectus provides all the essential information, apart from the required figures for attendance, and conveys the essential ethos of the school to prospective parents, but has a minor statutory omission on attendance. The annual governors' report to parents is a good statutory document containing very comprehensive data on the school. The mission statement and aims of the school specifically refer to the family unit and parents' involvement in a partnership, and to an open-door policy. The newsletters are very informative and give working parents an insight into the ethos of the school. Annual reports to parents are satisfactory. They give reviews of pupils' abilities in each subject of the National Curriculum, but do not describe their achievements in relation to past targets or set future targets.
48. The growth of the educational partnership is a good feature of the school. The headteacher is well aware of the value of parental involvement, particularly in solving problems. Parents are very well supported when their children begin in the reception

class and are soon made to feel part of the school community. From a good beginning, they support the school well, and almost all parents have signed the home-school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership by the headteacher is good. Governors are well informed and play a full part in the life of the school. They fulfil their statutory duties well. This is very much the same picture as at the time of the last inspection. The school has made satisfactory progress in addressing most of the shortcomings indicated in the last inspection report. Schemes of work for all subjects of the National Curriculum and religious education are now in place. These reflect recent national guidance. Teachers now plan appropriately in all the areas of learning for children under six years of age. Standards in information and communication technology have improved and a good provision of hard and software is now available to support teaching and learning in this subject. Pupils now confidently use reference books and information and communication technology to investigate topics. Some effective initiatives have been made to increase the challenge for higher attaining pupils, particularly in mathematics, through the introduction of 'master classes' and by promoting a greater variety and challenge in pupils' writing in English. However, in some lessons across most of the subjects in the National Curriculum, insufficient attention is given to carefully matching tasks to the different abilities within the classes and in ensuring that all, particularly the higher attaining pupils, are fully stretched by their work.
50. The headteacher and the co-ordinators in English and mathematics have had appropriate opportunities to visit classes to look at the quality of teaching and learning. In the case of English this practice has promoted effective initiatives to improve the content and quality of pupils' writing. However, this approach has not been widely used, in part because of the fact that most of the teachers are engaged on a short part-time basis and have specific teaching commitments during that time. The school has identified, as a priority for the future, to use some grants and other funds available, for teachers' professional development, to enable all co-ordinators to have appropriate opportunities to visit classes on a planned basis, to look at the quality of teaching and learning taking place and the success of initiatives they are pursuing.
51. The headteacher provides a strong pragmatic lead to the school; she has a good sense of what should be priorities for improvement, and these are carefully and thoroughly addressed. Despite a significant teaching commitment, the headteacher ensures that the day-to-day administration of the school is effective and that the financial management is efficient. The headteacher has successfully promoted and maintained a positive ethos of care and concern, which is reflected well in the constructive way teachers work well together and in the close links that are evident between the school, the governors and families of the pupils who attend it. The leadership ensures that the school's aims and objectives are lived out in its daily activities.
52. The school is soundly placed to improve further and is on course to meet the targets it is setting for itself. As part of this process the headteacher assembles a considerable amount of information from national assessments and other reliable data to analyse the progress that individual pupils are making, and is in the early stages of utilising information and communication technology to assist in this. There are thorough arrangements to review teachers' performance. This is used effectively to help pupils to achieve standards that are appropriate for them in the National Curriculum assessments at the ages of seven and 11; for example, through particular initiatives in mathematics and writing. Arrangements for the induction and support of newly qualified teachers are appropriate and effective.

53. The school's written policy for special educational needs meets the requirements of the new code of practice. Provision is good and managed effectively by the headteacher who is also the co-ordinator for special educational needs. All monies allocated for supporting pupils with special educational needs are used appropriately. The governor responsible for special educational needs is both knowledgeable and very supportive. The special educational needs assistant with particular responsibilities for supporting pupils with statements is well qualified and experienced in helping those with a wide range of learning difficulties. Resources are good and books to read are appropriate to the pupils' age and experience. Accommodation is generally good, but the buildings are not entirely accessible to pupils with physical disabilities.
54. The governing body is well informed about the life of the school and takes an active interest in it. For example, they visit classes to look, for example, at the progress the school is making in information and communication technology. There are agreed ways of how these visits should be conducted and of the different roles and responsibilities of governors and the headteacher. These arrangements do much to cement the positive and purposeful relationships, which exist between the governing body and the teaching staff. Governors are appropriately involved in deciding the priorities for the school development plan that is well constructed and looks appropriately at the predicted needs of the school over a full year period.
55. Governors have a good understanding of the importance of finding the best value for money in their purchases. However, systems are not in place for them to review regularly the impact of these spending decisions in terms of their educational outcomes.
56. The school's finances are carefully managed, overall, and the latest financial audit found financial management to be efficient. However, the school spends a high proportion of its income on providing a generous ratio of teachers to pupils. In the reception class, for example, there are eight full-time pupils to one teacher who has regular support from a teaching assistant. The consequence of this policy is that only a limited amount of the budget is available for other purposes. Nevertheless, the school is well resourced for teaching and learning except in the provision of a hall for gymnastics and movement in physical education. It is a bright and stimulating environment for pupils. Colourful displays of pupils' work clearly indicate the value their teachers attach to it.
57. Pupils enter the school with average levels of basic skills. Overall, they make satisfactory progress and generally achieve at least the levels expected of them. Taking the overall sound quality of teaching, the positive way the school is managed and the progress pupils make, set against the high level of income per pupil the school receives, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The governing body, headteacher and staff should:

- (1) put in place arrangements to help all teachers to plan their lessons carefully to provide an appropriate level of challenge for all pupils, particularly higher attaining pupils, and make them all fully aware of what they should learn in the time available;
(Paragraphs 22, 29, 43, 50, 84, 90, 108, 109, 114, 132)
- (2) strengthen procedures to enable all governors to judge the success of their long-term objectives and spending decisions in terms of the educational outcomes achieved.
(Paragraph 56)

MINOR KEY ISSUE

- Give greater emphasis to the richness and diversity of the different cultural traditions that make up modern society.
(Paragraphs 32, 95)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	-	5	10	10	-	-	-
Percentage	-	20	40	40	-	-	-

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

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)	57
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9

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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	N/A	N/A	N/A	N/A

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	V
at NC level 2 or above	School	N/A	N/A	N/A
	National	N/A	N/A	N/A

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 2 or above	School	N/A	N/A	N/A
	National	N/A	N/A	N/A

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	N/A	N/A	N/A	N/A

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A	N/A	N/A
	National	N/A	N/A	N/A

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A	N/A	N/A
	National	N/A	N/A	N/A

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

PS. Because only ten pupils sat the national assessments at the end of Year 2 and the same number sat the national tests at the end of Year 6, it is inappropriate to publish the results of national assessments and tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	57
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)	3.6
Number of pupils per qualified teacher	15.83
Average class size	14.25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	48.25

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	208,118
Total expenditure	207,017
Expenditure per pupil	3,185
Balance brought forward from previous year	6,093
Balance carried forward to next year	7,194

Recruitment of teachers

Number of teachers who left the school during the last two years	0.3
Number of teachers appointed to the school during the last two years	0.3
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	57
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.	69	31	0	0	0
My child is making good progress in school.	53	47	0	0	0
Behaviour in the school is good.	19	59	16	3	3
My child gets the right amount of work to do at home.	28	53	16	3	0
The teaching is good.	50	50	0	0	0
I am kept well informed about how my child is getting on.	25	50	25	0	0
I would feel comfortable about approaching the school with questions or a problem.	50	38	13	0	0
The school expects my child to work hard and achieve his or her best.	47	50	3	0	0
The school works closely with parents.	31	53	13	3	0
The school is well led and managed.	31	53	13	3	0
The school is helping my child become mature and responsible.	44	50	3	0	3
The school provides an interesting range of activities outside lessons.	9	16	56	19	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. The school makes sound provision for children up to the age of six. By the age of six all are ready to begin the National Curriculum. A total of eight children attend the reception class on a full-time basis. Children begin school in the September following their fourth birthday. Arrangements for the admission of new children are thorough and include a detailed analysis of each child's level of development. Children enter the reception class with a range of abilities. On average they have moderate levels of basic skills. The school now plans thoroughly to provide an appropriate curriculum for these children.

Personal, social and emotional development

60. Staff make the children feel safe and valued. Children are confident and some show a strong sense of independence. They share, help each other and get on well together. They know what to do when beginning the day and are able to settle quickly to work or to select from a choice of activities. Teachers have high expectations of children and organise tasks well for them to make independent choices. Relationships between adults and children are positive and children benefit significantly from the very good ratio between adults and children. As a result, they speak confidently to adults and respond openly to questions from their teachers.

Communication, language and literacy

61. Children enter school with average speaking and listening skills. They listen to each other in small groups as they work on tasks such as describing the animals on 'Old MacDonald's Farm'. The teachers place appropriate emphasis on developing children's speaking, listening and literacy skills in all lessons and children make good progress so that by the end of this stage of their education, all are ready to begin the National Curriculum. The quality of teaching in this area is sound. The teachers' planning, calm and purposeful relationships with children, and an appropriate range of resources and setting, all help to encourage the children to learn and concentrate well.
62. Children are making expected progress in learning to read. They handle books with respect and enjoy looking at pictures. They join in when familiar stories are read. They are able to recognise words and some read appropriate material confidently. They use pictures and their knowledge of the sounds that letters make, to help them to work out the meaning of words. In learning to write, nearly all copy words and phrases with well formed and legible letters and give growing attention to spacing, capital letters and full stops.

Mathematical development

63. Children make sound progress in this area of learning and by the age of six are well on their way to begin the National Curriculum in mathematics. There is an appropriate balance of tasks set by the teacher and a good range of mathematical activities from which to choose.
64. The quality of teaching is satisfactory. Teachers try successfully to encourage children to think about the sequence of numbers and use a suitable range of aids to demonstrate this. Children are able to match small numbers and objects accurately together. They are able to count up to ten and beyond. They understand that the order of numbers is important and are able to record when numbers are out of sequence.

Children know the language of mathematics such as 'round', 'circle', 'square', 'rectangle', 'short' and 'long'. They know the properties of simple shapes.

Knowledge and understanding of the world

65. Children make sound progress in their knowledge and understanding of the world. They are well supported by teachers and their assistants. They have good opportunities to understand about changes in materials and in understanding changes of cycles in seasons and the weather. Children recreate situations in their role play. They learn how to use simple tools and are beginning to understand how to use the controls on a computer, for example, to draw and colour a picture.
66. Children show an understanding of families and of growing and living things; they have good opportunities to build models with a range of construction materials, and to learn to cut and stick.

Physical development

67. Children develop their physical skills appropriately in the classroom and in the newly completed outdoor play area. This is an improvement since the time of the last inspection when facilities and resources for this area of learning were more limited. The school still lacks a hall for physical education lessons and for children to begin to learn how to move to and interpret music and how to use a large space. However, they now have a good range of large play equipment and wheeled toys to use in a safe play area, which is adequate in size for the small number of children who use it at any one time. They ride and play with confidence and good co-ordination. They move about well in the classroom and work with increasing perseverance in tasks requiring co-ordination, for example cutting, drawing, fitting things together and balancing objects. The quality of teaching and support in this area is satisfactory and pupils are given appropriate opportunities to develop their control of larger and finer movements.

Creative development

68. Nearly all make satisfactory progress in creative development and are well on their way to be ready to begin the National Curriculum. The quality of teaching in this area is satisfactory. The teachers plan a stimulating range of creative activities. Children have regular opportunities to paint, draw and make collages using different textures and colours. They are able to mould and make three-dimensional models with recycled materials and construction sets. There are good opportunities for role play, which the children take up enthusiastically. They learn a variety of songs and sing well. They have good opportunities to listen to music and to experiment with untuned percussion instruments.

ENGLISH

69. Pupils' standards in English by the ages of seven and 11 are average overall and similar to those reported at the time of the previous inspection. As a result of the successful implementation of the National Literacy Strategy and a major focus by teachers, the quality of pupils' writing has improved significantly since the previous inspection and is a strength at both key stages. Each year, only a small number of pupils take the National Curriculum tests at the end of Years 2 and 6, therefore, comparisons with the performance of all other schools and similar schools nationally are unreliable. However, results do show variations from year to year and these, when placed in context with school data, show that pupils, including those with special educational needs, make satisfactory progress when matched against their level of attainment on entry into school.

70. Inspection evidence indicates that pupils in the present Years 2 and 6 are attaining standards above the national expectation in writing and reading. Standards of speaking and listening, grammar, punctuation, spelling and handwriting are in line with expectations. Pupils with special educational needs achieve well and make good progress as a result of the effective support they receive from teachers and classroom assistants in lessons.
71. Speaking and listening standards are average. Teachers are successful in encouraging pupils to use imaginative and interesting words and correct vocabulary and this is a characteristic of most literacy and other lessons. For example, a teacher taking a small group of Years 3 and 4 pupils for information and communication technology insisted on pupils using correct terminology. Other opportunities are also used; for instance, when a teacher was observed asking pupils to tell her words that best described the way she expected them to walk to assembly. One pupil responded well with 'Impeccably'. These methods benefit pupils' writing and make a significant contribution to the standards achieved by pupils when they write stories and poems. However, opportunities are missed to extend pupils' speaking skills further. Teachers sometimes dominate whole-class sessions at the beginning and end of lessons and pupils do not have enough opportunities to participate. Discussions at the ends of lessons are sometimes very short and not enough time is given to these for teachers and pupils to talk together about what has been learned or achieved. Pupils generally listen well to teachers and each other, particularly in assemblies, on school trips and visits, and at story time.
72. Reading is well taught throughout the school and, as a result, pupils achieve well and make good progress. Pupils receive a good start to their learning in Year 1, where teachers build successfully on the enthusiasm for books and reading generated in the Foundation Stage. Pupils are regularly encouraged to use books as a source of reference and, through regular use of the school library, soon develop a secure understanding of how to use the contents and index sections of books. By the age of seven, pupils read confidently and with a good understanding of story lines, characters and meaning. In Years 3 to 6, pupils' interest in books and reading is successfully maintained and, by the age of 11, pupils read fluently, identifying words they find difficult and working them out for themselves without seeking help. Many read with expression and obvious enjoyment. Teachers achieve this by using literacy lessons to promote interest in different styles of writing and the way authors generate humour, sadness and excitement in their work. For example, Years 1 and 2 pupils were observed listening to and reading favourite poems. The teacher's effective use of questions encouraged pupils to think of reasons why they liked certain parts of the poems and helped them to gain a greater insight into, and enjoyment of, poetry and interesting ways to use words in their own poems.
73. Pupils achieve well and make good progress in writing at both key stages. This is the result of a major focus on writing over the last two years, prompted by identification, through analysis of assessment data and work samples, of weaknesses in pupils' performance. The main strength in pupils' writing is the quality of the content. In Years 1 and 2, pupils develop the ability to write quickly and freely on first drafts of stories, accounts and poems. They use interesting words and phrases and are beginning to develop a simple, but effective, structure to their writing with a beginning, a middle and an end. They use their imagination well in poetry writing, such as poems about Flower, the dragon. This is because teachers have successfully encouraged pupils to get their thoughts down on paper without worrying unduly about spellings, as work is often reviewed and improved afterwards in order to produce final, accurate drafts. The quality of the content of pupils' writing is enhanced by the interest teachers generate amongst pupils for reading; for instance, through the organisation of book weeks, bedtime reading weeks and visiting authors.

74. Between Years 3 and 6, teachers build successfully on the good progress achieved by pupils in Years 1 and 2 by broadening the opportunities pupils have to write in different styles and for different purposes. Standards of writing are above average in all year groups, characterised by imaginative use of words and phrases and interesting ideas. For instance, a Year 3 pupil wrote an imaginative story called 'The Scientist', as well as using the rhythm of words well in a 'Frog Music' poem. Year 4 pupils rewrote well-known stories in modern formats, with one higher attaining pupil producing an amusing version of a fairy story, called 'Little Green Riding Hood' set in the world of wrestling. Pupils in Years 5 and 6 used the style of well-known authors and poets effectively to write different endings to works, such as 'The Listener' by Walter de la Mare.
75. Although the content of pupils' writing is often good, the standard of pupils' basic grammar, punctuation, spelling and handwriting varies considerably and is average overall. The final versions of pieces of writing are invariably neat and accurate, but prior to the completion of these, standards are not always equal to the quality of the written content. This is particularly evident in the presentation of work, where handwriting, particularly in Years 3 to 6, is sometimes careless and untidy. Very few pupils use a joined script and pupils do not transfer skills learned in handwriting lessons to their written work.
76. Pupils with special educational needs benefit from good support in lessons from their teachers and classroom assistants and make good progress. Close individual attention, activities based firmly on the requirements of pupils' individual education plans and effective use of praise and encouragement to raise pupils' self-esteem help pupils to achieve well. Higher attaining pupils generally receive sufficient challenge in their tasks, but opportunities are missed over time for these pupils to take part in special activities or projects to use their well-developed skills more creatively.
77. The quality of teaching and learning is satisfactory overall. In the most effective lessons, teachers use the very good relationships they have with their pupils to create a calm working atmosphere. This leads to good levels of concentration, effort and productivity by pupils. For example, pupils' past work shows that they complete a considerable amount of English work each term as a result of their good attitudes, interest and motivation. Pupils benefit from the teachers' effective use of writing frames to organise pupils' thoughts and ideas. These usually take the form of worksheets with labelled boxes or spaces that help pupils to write notes or short sentences about particular aspects of the task. In this way, pupils learn from an early age to organise their thoughts and structure their writing, using paragraphs. In Years 3 to 6, pupils were observed writing material for a book to record their visit at the beginning of the week to a country life exhibition in the grounds of a nearby stately home. Teachers in both classes had prepared very helpful writing frames for pupils to use and these helped them to move on quickly with their task and focus on the main events of the day in their writing. Pupils made good gains in their ability to recount events as a result.
78. The subject curriculum is broad and balanced and provides pupils with a satisfactory grounding in the basic skills of English. Teachers' plans are very thorough and reflect effective use of the National Literacy Strategy to focus on the skills requiring improvement. This has been very successful in improving the quality of pupils' writing, and a focus on spelling, using suggestions in the National Literacy Strategy guidelines, is also having a positive effect on pupils' standards. Teachers make some use of other subjects to promote literacy skills, but opportunities are missed for pupils to practise skills in subjects such as science, geography, history and religious education.

79. The subject co-ordinator provides good leadership. She has led staff successfully in the implementation of the National Literacy Strategy and is now helping them to use the guidelines more creatively to suit the needs of pupils. The curriculum and pupils' work are reviewed on a regular basis and opportunities to see her colleagues teach helps the co-ordinator to establish a good understanding of pupils' strengths and areas for improvement. The co-ordinator is particularly effective in managing the implementation of assessment procedures to gather information about pupils' achievements. A wide range of school and national tests and assessments are used well to look ahead to see if planning needs to be modified in order to raise standards further. The range of resources is satisfactory and good use is made of the school library to promote pupils' reading skills. However, book corners are unattractive. The use of information and communication technology is satisfactory and helps pupils to gain confidence in drafting and amending work directly on the computer, and to access research materials on the Internet.

MATHEMATICS

80. Standards in mathematics at the end of Years 2 and 6 are above average. This is the same picture as at the time of the last inspection. In the 2001 National Curriculum assessments for seven-year-olds, pupils' attained average results when compared to schools nationally and below average results when compared to schools considered to be broadly similar. In the 2001 national assessments for 11-year-olds results in mathematics were well above average when compared to schools nationally and above average for schools considered to be broadly similar. When these results are compared to how these children attained in the national assessments when they were seven years of age, four years previously, their attainment is above what would have been reasonable to expect of them. The trend of improvement since 1997 has been erratic but overall in line with the national trend. However, care should be taken when analysing these results because of the small size of the year groups who took the tests. The effect of one pupil; for example, attaining well or below the expected level is considerable.
81. Within Years 1 and 2 pupils are able to order numbers within 100 and are able to recognise odd and even numbers accurately. They are able to measure using non-standard units and are able to recognise simple sequences in a series of numbers. They are able to recognise and add simple fractions. Within Years 3 to 6, pupils are able to calculate using metric measures and form a good understanding of the relationships between percentages and fractions. They multiply large numbers confidently and accurately using different strategies to do so. They are making good use of different types of graphs and are beginning to use information and communication technology to interpret data, to represent information they collect; for example, about shopping habits and favourite pets. By the age of 11 many are aware of the probability theory and are aware of patterns in the number system; for example, by studying some of the work of Pascal. They have a good understanding of geometric shapes and the qualities of different triangles. Generally, pupils make good progress in their lessons, in part through the effective way in which the National Numeracy Strategy is taught, but also as a result of the careful way in which work is chosen so that the activities are interesting. These activities often prompt pupils to think things out for themselves. The highest attaining pupils have opportunities in Years 5 and 6 to experience additional challenge through 'master classes', which help these pupils to achieve well in the end of Year 6 National Curriculum tests. The quality of teaching is good overall. Where teaching is good, the lessons are carefully planned to meet the needs of the National Numeracy Strategy. The short-term objectives of the lessons are made clear so that the pupils are made well aware of what is expected of them in the time available. The brisk pace of learning is maintained by the introduction of new and stimulating activities so that when the teacher says this is a 'quick game' pupils are

eager to play it and they find the lessons fun. Both the teachers and the pupils share in the enjoyment of the challenges. The teachers warmly recognise individual pupils' efforts and ensure that all pupils, including those with special educational needs, are fully involved in the lessons.

82. Where teaching is satisfactory, but has some weaknesses, the lessons start purposefully and pupils are eager to learn. However, the lessons lose initial pace and purpose because too much time is spent in detailed explanations. As a result, pupils begin to lose interest and the highest attaining pupils are not sufficiently challenged.
83. The quality of marking is good and sets out clearly what pupils need to do to improve. These targets are closely linked to the detailed analysis that the school makes of pupils' attainment and progress using national and non-statutory assessments regularly. There are appropriate arrangements for the setting of homework, which is set regularly. The regular homework consolidates and extends the work done in class.
84. The subject is co-ordinated effectively and the numeracy governor has worked closely with the co-ordinators and teachers to judge the success of the national numeracy initiative. Planning has improved to increase the challenge for the higher attaining pupils in Years 5 and 6. The range and quality of resources and materials in mathematics are good. They are carefully stored and are readily to hand to support learning well.

SCIENCE

85. During the inspection no science lessons were observed because it was not a focus of the curriculum. However, from a scrutiny of pupils' work, teachers' plans and by talking to pupils and teachers, it is clear that standards in science are above average at the end of Years 2 and 6. This is the same picture as at the time of the last inspection. In 2001, teachers assessed pupils by the age of seven as having standards above those found in schools nationally. In the 2001 tests for 11-year olds standards were average when compared to schools nationally and below average for schools considered to be broadly similar. In 1998 results were well above average when compared to schools nationally. Between 1999 and Year 2000, results were average for schools nationally. However, care should be taken when analysing the results because of the small number of pupils who took the tests. From a scrutiny of other information it is clear that in 2001 pupils in Year 2 achieved standards at least in line with what could reasonably be expected of them.
86. By the end of Year 2 pupils have a good understanding of how to group objects according to their properties. They are able to distinguish between reversible and irreversible changes. They have a good understanding of how plants grow and what they need to become strong. They know the names of the main parts of the human body and their functions. They are aware of the importance of 'healthy living'. Pupils are beginning to understand how an electrical circuit works.
87. By the end of Year 6 pupils have a secure understanding of how to conduct a 'fair test'. They know how to predict sensibly what might happen in an experiment and to test their predications against what actually happened. They understand and are able to measure forces; for example, when pushing and pulling an object. They know that when heat is applied to iron the forces that hold it together are strong and so it must be heated to a very high temperature to loosen and break these down. Older pupils in Year 6 have a good understanding of the role of micro-organisms when considering a healthy diet. They know that food chains play an important part in the survival of plants and animals and are able to classify plants and animals into groups according to their characteristics.

88. All pupils, including those with special educational needs, are well supported in their work and make at least satisfactory progress. Teachers plan carefully and give particular emphasis to developing pupils' knowledge and understanding of the subject. They assess pupils' work carefully. However, when planning a series of lessons teachers do not give sufficient emphasis to making sure that all pupils, including the higher attainers, are challenged fully.
89. The co-ordinator provides a positive lead to the subject and has good subject knowledge. In the short time the co-ordinator has been in post a careful review of the resources has been undertaken and appropriate priorities for development have been identified. Resources are of a good quality and quantity, are well stored and readily available.

ART AND DESIGN

90. Standards are broadly in line with national expectations in Years 2 and 6, with some examples of above expected performance in Years 3 to 6. Standards have improved significantly since the last inspection. Strengths include the work based on the studies of famous artists and their achievements, such as Lowry, Matisse and Van Gogh, and close observational drawing in the junior classes. Good use is made of the sketchbook in Years 1 and 2 for the development of skills. These skills are given less emphasis in Years 3 to 6. Pupils do not have enough opportunities to undertake three-dimensional work.
91. Years 1 and 2 pupils look closely at objects, using magnifiers competently to pick out detail in what they wish to draw. They use pencils, crayons and paint, with increasing dexterity and confidence to mix and blend colours carefully to make the desired shade. The shading exercises in sketchbooks show the development of these skills. Pupils make good attempts at the close observational drawing of natural objects; for instance, leaves, pine cones and chestnuts, and some make a very good try at reproducing Van Gogh's chair. They have also tried their hand as a class at reproducing Joseph Wright's 'An experiment with a bird in an air pump'. They successfully used their colour mixing of cool colours to produce winter landscapes, studying the effects of light and shade after their visit to a gallery's 'Light' exhibition.
92. Years 3 and 4 successfully make papier mâché masks and produce paintings stimulated by the European traditional tale, 'The Lady of Stavoran'. They work collaboratively to produce leaf collages on the theme of autumn. Years 5 and 6 pupils describe accurately flowers they are studying before they make good attempts at reproducing them in paint and watercolours. They make their own choice of materials to use, giving sensible reasons; for example, a very fine brush for small details, then watercolours and a larger brush for a bigger area of colour. One or two produced work that was above average. Much work is done on the lives and work of famous European artists; for instance, on Van Gogh, Lowry and Matisse. Pupils use their knowledge of perspective in painting of the parish church and of the school building. They successfully make Egyptian collars with cloth and paste, paint silk to make Easter cards and make repeating patterns based on Indian prints.
93. Art is used well to support learning in other subjects; for example, history, geography and religious education, and the use of computers in art is developing satisfactorily. Good opportunities are offered for fostering the knowledge and appreciation of the work of famous European artists. However, the work of non-white, non-European artists is underemphasised.

94. The quality of teaching and learning is good throughout the school. Strengths include teachers' subject knowledge and enthusiasm and the careful preparation and organisation of lessons. In a good lesson in Year 6, the teacher successfully conveyed her enthusiasm and knowledge of the work of Georgia O'Keefe and pupils were keen to live up to her expectations. The majority of pupils soon became absorbed and concentrated hard, looking critically at their work and amending it as it proceeded. They offered constructive criticism to others to improve the finished product. Teachers move around the classroom, helping pupils to make a choice of colours and questioning effectively to explore attempts at expression, but without interfering in the artistic process and most pupils take great pride in their work. Teachers give good individual demonstrations of the use of media, thus giving pupils the confidence to make their own attempts. The generally good relationships ensure that there are no serious problems in management and discipline, although a small minority sometimes show disrespect to the teachers by making faces behind their backs.
95. The leadership and management of the subject are good, and have been effective in bringing about the good improvement. The role of the co-ordinator is developing satisfactorily except that opportunities are lacking for the monitoring of classroom practice because of a lack of non-contact time. The school is aware of this area for further development. The scheme of work is firmly based on national guidance. The curriculum is enhanced by visits to art galleries, and the school is planning for a contribution from an artist-in-residence. The subject is generously resourced.

DESIGN AND TECHNOLOGY

96. Only one design and technology lesson was seen during the inspection. It is, therefore, not possible to make a full and detailed judgement about the quality of teaching and learning in the subject. There is sufficient evidence from the scrutiny of teachers' planning, pupils' past work, work on display and talking to pupils to make a judgement on standards. By the ages of seven and 11, standards are in line with those expected for pupils of their ages. Pupils of all abilities make satisfactory progress.
97. At the time of the previous inspection, standards were reported to be above expectations by the age of seven and in line with expectations by the age of 11. The reason why standards are judged to be lower at Key Stage 1 than previously is that there is very little recording of pupils' designs or subsequent modifications, or evaluations of the finished product. The position is similar at Key Stage 2.
98. Teachers' planning shows a good range of interesting activities supported by a good quantity and quality of resources. Pupils enjoy designing and making and they find the tasks that teachers plan for them, motivating. This is because projects are linked closely to classroom themes, and this helps to make activities relevant for pupils. For example, pupils designed and made models of equipment they would like to see in the school playground. During a school focus on healthy eating, Year 4 pupils designed a healthy lunch box.
99. Teachers have a good knowledge and understanding of the different aspects of design and technology and lead pupils' learning through direct instruction of some skills and techniques and opportunities for pupils to discover for themselves. For example, in the lesson seen, Years 3 and 4 pupils continued with their work on making containers. Prior to this lesson, they had looked at a variety of containers to see how they were made and decorated, and to establish their purpose. They had practised working with a range of materials, such as clay and papier mâché. These experiences were used well as they designed containers for themselves. During the lesson, pupils worked at different aspects of their designs; for instance, some making and others designing decorations. Pupils benefited from the teachers' good subject knowledge and expertise

and readily went to them for advice and help when necessary. However, there was no recorded evidence to show pupils' original designs and how progress towards the finished products had been evaluated and adjustments made. This means that pupils and teachers had no evidence, other than the finished products, to accurately assess pupils' attainment and progress.

100. Pupils' making skills are satisfactory and they are encouraged from an early age to make products with moving parts. At both key stages, pupils make models with opening, shutting and pop-up parts. They design and make models for specific purposes; for example, homes for birds and animals. Photographic evidence shows that pupils successfully construct models with a variety of fixing and joining techniques.
101. The subject co-ordinator provides satisfactory leadership. She has led a successful review of the scheme of work to make sure that it covers all the required areas of learning and that projects are linked with work in other curriculum areas. For instance, a small group of pupils were seen working under the expert guidance of a parent as they made carrot cookies, following a recipe used during the Second World War. This was a good example of how history and food technology combine to extend pupils' learning. There are no formal assessment procedures, which means that levels of challenge are not always matched closely to pupils' needs.

GEOGRAPHY

102. Only one lesson was seen during the inspection. However, there is sufficient evidence from samples of pupils' past work, teachers' planning and discussions with teachers and pupils to make judgements about pupils' standards. By the ages of seven and 11, standards are in line with those expected nationally. Pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection.
103. In the lesson observed, Years 1 and 2 pupils looked at a range of fresh and preserved fruit and vegetables to see if they could identify the parts of the world from which they originated. In this way, the teacher successfully promoted pupils' skills of geographical enquiry as they looked for clues on packets and tins and then tried to find the source countries in an atlas and on a large wall map of the world. Pupils enjoyed the task and were very pleased when they identified the appropriate countries. They were given very good support in this task by a classroom assistant, who, through well judged help and use of questions, encouraged pupils to read labels carefully and make effective use of the contents and index pages in the atlas, and pupils achieved well as a result.
104. Evidence from pupils' past work shows that teachers successfully combine skills from other subjects in lessons. Effective links with class projects and themes help to make activities relevant for pupils and generate interest and enthusiasm. For instance, in the lesson observed, the class theme was fruit and there were examples of work in information and communication technology and art and design on display in the classroom linked to the theme. During the lesson, some pupils made a fruit salad, using skills learned in design and technology. Good links with art and design, design and technology and religious education were evident in a Years 3 and 4 project on India.
105. Pupils' books do not contain as much written work as might be expected and the standard of pupils' handwriting and presentation of drawings and diagrams is not always neat and tidy. This is partly due to an extensive use of commercial worksheets, which means that pupils are not using their literacy skills often enough; for example, to write about similarities and differences between different localities or to express their views on environmental issues. Pupils' work contains several examples of evidence

gained on trips and visits; for example, to study the River Severn, and these make a significant contribution to pupils' achievements.

106. The scheme of work is based firmly on national guidelines and this helps teachers to plan for the systematic development of pupils' skills between year groups. Teachers liaise effectively with each other when lessons are planned to make sure that pupils in the mixed-age classes do not unnecessarily repeat learning as they progress through the school. This is achieved by a well-managed programme of themes and projects, evident in teachers' plans for the year and for each term. Activities tend to be planned for and this is seen in pupils' past work in the similarity between activities tackled by pupils of differing abilities. As a result, higher attaining pupils in particular do not always receive sufficiently challenging tasks.
107. Individual lesson plans often contain reference to several skills and areas of learning that teachers intend to cover. However, the objectives are not summarised into what pupils are expected to have learned by the end of the lesson in order to help both teachers and pupils to assess what has been achieved.
108. The subject co-ordinator provides satisfactory leadership. She leads reviews of the scheme of work, provides useful guidance to her colleagues as they plan their lessons, and manages and organises resources effectively. Field trips and visits to places of geographical interest are well planned and extend pupils' learning well. She has few opportunities to observe her colleagues teaching and this, combined with a lack of formal procedures for assessing pupils' attainment and progress, means that her knowledge and understanding of strengths and areas for improvement in the subject are limited.

HISTORY

109. By the ages of seven and 11, pupils achieve standards that are in line with those expected nationally. Teachers plan interesting, well resourced lessons and, as a result, pupils, including those with special educational needs, make satisfactory progress. Standards are similar to those reported at the time of the previous inspection.
110. Pupils in Key Stage 1 make particularly good progress in the development of their skills of historical enquiry. For example, in a lesson for Years 1 and 2 pupils, the teacher had assembled a wide range of artefacts related to work in the kitchen. The resources created immediate interest and excitement amongst the pupils and meant that they were keen to participate in an opening whole-class discussion about the objects. The teacher encouraged pupils to look for clues to help them to draw conclusions about the artefacts' uses in a kitchen and to decide which were the newest and which the oldest. The teacher's subject knowledge, and that of the other adults helping pupils during the lesson, was good and pupils made good gains in their knowledge and understanding as a result. The artefacts were eventually sorted into groups, based on their use, such as whisking or weighing, and pupils recorded some of their ideas in the form of simple diagrams and sentences. Pupils' very good attitudes, concentration, and respect for the artefacts in the careful way they handled them, led to very good quality of teaching and learning throughout the lesson and they achieved well as a result.
111. In Years 3 to 6, pupils make particularly good progress in their knowledge and understanding of facts and details about the periods of history studied. This is because there are a good number of trips and visits to places of historical interest, and visitors to the school, which extend pupils' learning about life in the past. For example, a visitor posing as a Roman soldier stimulated pupils' interest in, and extended their knowledge about, life in Roman Britain. Lessons are well resourced with a wide range of artefacts,

books and worksheets that help pupils in their learning. For example, in a lesson for Years 5 and 6 pupils about life in Ancient Greece, the teacher had provided samples of pottery and school produced worksheets that were effective in guiding pupils' learning about Ancient Greek gods and how people's belief in them affected their daily lives. As a result, pupils made good progress and achieved well.

112. The quality of teaching and learning is satisfactory overall at both key stages. Teachers plan lessons carefully to include opportunities for pupils to look at artefacts, pictures and texts to develop knowledge and skills. However, lesson observations and a study of pupils' past work show that progress over time at both key stages is no more than satisfactory. This is mainly due to the fact that activities are often tackled by all pupils in a class, with little or no variation in the expectations for pupils of differing abilities. This means that higher attaining pupils in particular are not always challenged by their tasks. When more demanding activities are planned for them, these pupils complete the initial whole-class tasks first before moving on to the activities intended to extend their skills and make slow progress as a result. Another reason is that lessons have too many objectives, which do not specify planned objectives. These do not specify what pupils are expected to know by the end of the lesson. This makes it harder for teachers and pupils to evaluate the success of the lesson.
113. Teachers have good subject knowledge and the benefits to pupils are evident in the good general knowledge that pupils have about the periods of history they have studied. For example, Years 5 and 6 pupils showed that they were familiar with many interesting facts about life in Ancient Greece as they talked with their teacher about Greek gods. However, pupils' past work indicates an imbalance in lessons between the teaching of facts and information and the provision of opportunities for pupils to extend their skills of historical enquiry through research, particularly at Key Stage 2.
114. The subject co-ordinator provides satisfactory leadership. She has successfully led teachers in the review of the scheme of work to accommodate new national guidelines. Although the subject has not had a strong focus in the school development plan for some time, the co-ordinator has provided effective support for teachers as they plan their lessons. She has a satisfactory understanding of the strengths and areas for improvement in the subject, but is aware that a lack of formal assessment procedures and opportunities to observe her colleagues teach limit the extent to which she can monitor and evaluate standards and the quality of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards are broadly average in Years 2 and 6 and have improved since the previous inspection. Strengths include: the use of spreadsheets and control technology; the use of CD-ROMs and the Internet for research purposes and pupils' knowledge and understanding of the use of information and communication technology in the world outside school.
116. Year 1 and 2 pupils make good and accurate use of the appropriate vocabulary, explaining clearly what the mouse does and how to access programs on the computer. Most are aware that information can be stored and retrieved electronically and know that the pointer symbol changes to indicate different functions. Although their keyboard skills are rather slow, they are beginning to understand the correct use of shift keys to use capital letters, and they use arrow keys confidently and competently to scroll up and down the menu on a web-site. Most are becoming confident and competent in navigating their way around a CD-ROM, when researching topics. They follow the directions on screen and understand the similarity between a contents page in a book and a menu on screen. They also know that the Internet can hold much more information than a book. Examination of their completed work shows that most pupils

are developing appropriate skills in data handling, interpreting charts and presenting data as tables or simple block graphs. They use their developing word-processing skills to improve the presentation of their work in literacy, and experiment with type fonts. Pupils also use their computer skills to create pictures using a spray tool or a paint program. They use shape tools to support their learning in mathematics.

117. The majority of Year 4 pupils understand the importance of using computers in adult occupations of many kinds. They know, for instance, that computers are used in farming, accounting, the writing of books and for e-mail, and are beginning to understand that keyboard skills are a skill for life. They understand the importance of the correct positioning for the mouse, the keyboard and the chair that they are using because of the implications for health and safety. Most edit, save and print their work independently. Year 5 pupils use computers in control technology, making an electrical circuit to switch a lamp or a buzzer on and off. Year 6 pupils successfully use the control facilities to make repeating patterns and a variety of graphs to support their learning in mathematics and geography.
118. Information and communication technology is used satisfactorily to support learning in other subjects in the specialist suite, but less well used to support learning in the classrooms – the school is aware of this and has prioritised this area for development in the current school improvement plan. Word-processing is mostly copied from existing text, and at least some text should be composed on-screen to improve drafting and redrafting skills.
119. The quality of teaching and learning is satisfactory in Years 1 to 2, and pupils achieve to a satisfactory level. It is good in the junior classes, and occasionally very good. In these lessons, usually taught by the co-ordinator for the subject, pupils make good gains in their knowledge, understanding and skills. Strengths in teaching include subject knowledge and expertise, especially in the junior classes. In the lessons seen, teachers give clear instructions and demonstrations so that all pupils knew what they were expected to do, and some teachers give time targets to ensure that pupils' interest and effort is sustained for the whole session. Class management and discipline pose few problems since pupils enjoy information and communication technology. A lunch-time club is effective in aiding the learning of those pupils who do not have access to computers at home. However, information and communication technology is not yet an integral part of teachers' daily lesson planning.
120. The scheme of work for information and communication technology is very detailed, giving good, clear guidance for teachers. Their recent training and updating of expertise is already having a positive impact on the quality of teaching and learning and is being effective in raising standards. Leadership and management are good and have been effective in bringing about a significant improvement in the quality of provision in this subject. The subject is generously resourced in all its aspects.

MUSIC

121. Apart from a hymn practice involving the whole school, only one lesson was observed, in Year 2. Standards on these two occasions were at the expected level. In the lesson in Year 2, pupils listened carefully and critically to different sounds. They were able to create and explore low and high sounds and then to use them in an organised way to create musical effects. They were able to create simple melodic patterns. They have a secure sense of 'timbre' and the characteristics of some instruments. They take care when striking their untuned percussion instruments and are beginning to follow simple notation, so that they are able to perform in small groups and as a class, keeping time accurately. Pupils across the school sing tunefully and clearly. They interpret the mood of the music well and enjoy singing together.

122. The co-ordinator has secure subject knowledge and leads the subject positively by example. The scheme of work is well organised and the subject contributes well to pupils' cultural development; for example, there are good, well taken opportunities for pupils to perform in the nearby parish church and in concerts and festivals of children's music. Resources are adequate and include a range of tuned and untuned percussion instruments, which are readily available.

PHYSICAL EDUCATION

123. Standards in physical education are above expected levels at the end of Year 6. Standards at the end of Year 6 in the previous inspection were above those inspected and they remain so. It was not possible to form a judgement about standards at the end of Year 2 because no lessons in this subject in Years 1 or 2 were observed. By the age of 11, all pupils swim 25 metres confidently and many exceed this distance and have well advanced water skills. Standards are above average despite the lack of a school hall and equipment for gymnastics at the school. The school makes well thought-out arrangements for pupils in Years 3 to 6 to visit a leisure centre situated in a nearby town, so that all pupils have good opportunities to experience a wide range of physical activities. They use these facilities purposefully and benefit considerably from the very good resources and teaching, which coaches employed by the leisure centre and the teachers carry out.
124. In Years 3 to 6 pupils prepare themselves thoroughly for exercise. They are aware of the importance of warming up and cooling down. They are able to form a series of complex movements. They move rhythmically interpreting the moves of music artistically; for example, when responding to 'The Blue Planet'. They are able to suggest ways of improving their own performance and that of others. They twist, turn and glide in keeping with the music. They are beginning to learn how to strike a ball accurately and send and receive it in small group activities. They have a secure understanding of the rules of the game they are learning.
125. The quality of teaching is very good. The best lessons are well planned, so that they build systematically on what pupils have practiced previously. Resources are readily available and are of a good quality. The teachers have very good subject knowledge and ability to explain what is expected, simply and effectively. The teachers' own interest and enthusiasm is passed on very effectively to the pupils who copy the examples set assiduously. As a result, the pupils take the subject very seriously, as when rehearsing a dance sequence, and at the same time they find the lessons fun. They make good progress over the length of the lessons and all are very actively involved and work hard. The teachers recognise pupils' achievements warmly beginning by saying; for example, 'The good things were...'. They promote pupils' spiritual appreciation by emphasising the aesthetic side of the activity. The teachers move the lessons on quickly so that pupils are faced with increasing and achievable challenges. Novel ways are employed to encourage pupils to give of their best; for example, in a gymnastics lesson the teacher 'captures' very good examples of movements with a camera. As a result, pupils try extra hard to please and work hard.
126. The subject is well led. The recently appointed co-ordinator has worked hard to maintain the school's high standards in the subject. Although not a specialist, the co-ordinator has attended a range of courses to strengthen her subject knowledge and expertise and works closely with the teachers and coaches at the leisure centre to ensure that lessons are planned systematically and follow the school's detailed scheme of work, which contains extensive guidance; for example, on how and when to develop dance movements such as 'the football dance'. There is considerable emphasis on passing on to pupils the benefits of physical exercise through a 'healthy

schools initiative'. The school is also actively involved in introducing and using a range of 'top sports' activities. Opportunities are given for pupils to be involved in out-of-school sporting activities and teams are organised; for example, in soccer, netball, athletics, cricket and swimming. Some pupils do well at these; for example, by representing their county. Resources for games activities are of a very good quality and quantity and are well used in the hard play areas and on the nearby community playing fields.

RELIGIOUS EDUCATION

127. Standards are broadly in line with the recommendations of the locally agreed syllabus in both Years 2 and 6. This reflects the findings of the previous inspection.
128. Although no lessons were seen in Years 1 and 2, scrutiny of past work and work on display shows that standards are broadly average and that pupils are achieving to a satisfactory level. A particular strength is the good knowledge and understanding of the function of celebration in religious communities, with celebrations of Easter, Divali and the Chinese New Year. Pupils label pictures they have coloured on stories from the New Testament, like the 'Good Samaritan'. They also try to express their thoughts about 'God's wonderful world'. Pupils have made a class book on their visit to the parish church, with labelled drawings of specific features like the stained glass window featuring St George and the Dragon. They know that some books are special to some religious communities and that churches are special places in which to worship. They successfully made puppets for role playing the story of 'The Good Samaritan', and made their own mezuzahs when studying Jewish beliefs and customs.
129. Pupils in Years 3 to 6 have a good range of knowledge about major world religions. Lessons offer opportunities for pupils to reflect on their learning and this makes a satisfactory contribution to pupils' spiritual development. On a visit to the parish church, some Years 3 and 4 pupils recognised the crucifix, but none could name the lectern. A few knew that the church has a season called Lent, but it took a great deal of prompting to arrive at Advent, when looking at the vestments ministers wear at different times of the year. The majority remembered that bread and wine are symbols recalling the 'Last Supper' and the body and blood of Jesus. Years 5 and 6 pupils have been introduced to the concepts of 'zakkat' and 'khalifa' in their study of Islam, and most made sensible and relevant suggestions; for instance, reducing pollution as 'khalifah' and using a smile as 'zakkat'. Very few remembered that great feasts are a feature of Divali, but they understood Hindu and Islamic precepts as being similar to Christian teaching. The examination of pupils' completed work shows a developing knowledge and understanding of Hinduism, Judaism and Islam. Most successfully express their thoughts in reflective writing on war, peace, belief and temptation.
130. The quality of teaching and learning is satisfactory. In the few lessons seen, it was good and most pupils achieved well. Teachers use their satisfactory subject knowledge and understanding to give pupils good explanations of the beliefs they are teaching, and strive to extend pupils' understanding through opportunities for reflection. This ensures that pupils know what is expected of them and they usually concentrate well and work appropriately to finish their tasks. However, teachers do not always ensure that tasks are suited to individual abilities and often all pupils, including those with special educational needs, work at the same level. Teachers' expectations are sometimes too low for the higher attainers, and yet too demanding for pupils of lower attainment who need much support. Teachers generally manage their classes well, but, on occasion, when the lesson lacks excitement and pace, a small minority of pupils become restless and distracted. Teachers question effectively in class, but the marking of completed work is unsatisfactory – much work is completely unmarked, and teachers do not make sufficiently helpful comments to help pupils to improve.

131. The curriculum meets the recommendations of both the locally agreed syllabus and national guidelines and the scheme of work is detailed enough to help teachers to prepare their lessons. The leadership and management of the subject is satisfactory. However, the role of the co-ordinator is underdeveloped in terms of the monitoring and evaluation of classroom practice, since there is no non-contact time for lesson observations. Resources are generous, both books and artefacts.