

INSPECTION REPORT

GRIMOLDBY PRIMARY SCHOOL

Grimoldby, Louth

LEA area: Lincolnshire

Unique reference number: 120684

Headteacher: Mr David Shepherd

Reporting inspector: Mr G W Cooper

23647

Dates of inspection: 11th – 13th June 2002

Inspection number: 196361

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Foundation

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Tinkle Street,
Grimoldby
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Lincolnshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr B N Harper

Date of previous inspection: 7th July, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	G W Cooper	Registered inspector	Science Music Physical education Religious education Provision for pupils with special educational needs	Information about the school The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9039	B Eyre	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
12658	M Beardsley	Team inspector	English Provision for pupils with English as an additional language	How good are the curricular and other opportunities offered to pupils?
11611	J Hall	Team inspector	Mathematics Information and communication technology Art and design Design and technology	How well are pupils taught?
11419	P J Underwood	Team inspector	Areas of learning for children in the Foundation Stage History Geography Equality of opportunity	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grimoldby Primary Foundation School serves the village and community of Grimoldby, near Louth in Lincolnshire. Two hundred and eight boys and girls attend the school. Assessments made on joining the school show average attainment across a wide range of knowledge and skills. The vast majority of pupils come from a white British background. There are no pupils learning English as an additional language. A small proportion of pupils is entitled to a free school meal. An average number of pupils are registered as having special educational needs. However, more pupils than is usual have a statement of special educational needs.

HOW GOOD THE SCHOOL IS

The effectiveness of Grimoldby Primary is satisfactory. Standards are broadly in line with the national average. The school's trend in standards is in step with the national trend of improvement. Teaching and leadership and management are good. Despite above average running costs, the school provides satisfactory value for money.

What the school does well

- Relationships are very good: adult with adult, adults with pupils and pupils with pupils.
- Standards in mathematics are above average towards the end of Year 6: the national strategy for teaching numeracy has been implemented very well.
- Very good provision is made for activities out of normal lesson time and for the moral and social development of pupils.
- The school knows all its pupils well and takes good care of them. Their level of attendance is very good.
- Parents take a very positive view of the school. They contribute a great deal to the quality of learning.
- Teaching and learning and leadership and management are good.

What could be improved

- Standards achieved in writing tasks across the curriculum through the intellectual and creative input of pupils, especially that of higher-attaining pupils.
- The way the skills of learning support assistants are used during the introductions to lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in June, 1997. Satisfactory improvement has been made since then. Improvements in school performance include better teaching and standards that are rising in line with national standards. Following the expectations of the previous report both the curriculum and assessment procedures are better. Statutory requirements are now met and the oversight of the work of the school is improved. The details of some key issues for action from the previous report are still to be successfully resolved.

STANDARDS

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

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

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

The table shows that results of National Curriculum tests in 2001 match or are better than the national average for all schools by the end of Year 6. Compared with the results of schools in a similar social and economic setting, mathematics is well above average but science is well below average. The school's five-year trend of results is upward but inconsistent from year to year. There is no marked difference in the results of boys and girls. Fewer pupils than usual attained standards below the expected level for their age but equally fewer attained above the expected levels possible in English and science. The results of tests by the end of Year 2 in the same year show attainment well below average for schools nationally in reading and below average in writing and mathematics. Teacher assessments show that standards were below average in science. When writing and mathematics are compared with similar schools, attainment is well below average. Reading is within the lowest five per cent of similar schools nationally. At this age there is a significant difference in the attainment of boys and girls; girls do better than boys. Again, fewer pupils than might be expected gained the higher levels possible. Over time results are improving for this age group but very slowly. The school has a good reputation for supporting pupils with special educational needs. A feature of the school is the number of such pupils joining at times other than the usual time of starting school. This has an effect on the overall standards of the school. The school sets targets for eleven year olds. The 2001 targets were considerably exceeded. Targets for 2002 are much more challenging. Pupils are on track to meet their targets.

The work of pupils in Years 1 and 2 seen during inspection matches the standard expected for pupils of their age in all subjects of the curriculum. This is an improvement since the previous inspection. The strongest work seen was in mathematics. The national strategy for numeracy has been implemented very well. The weakest work was in writing. Pupils do not consistently use the skills they acquire in literacy lessons, although the literacy strategy is well established. In other subjects of the curriculum, there is sufficient coverage of what is expected. However, pupils do not have sufficient consistent opportunity to make a strong creative and intellectual contribution to their work. Some tasks, especially those based on commercial worksheets, fail to stretch pupils of all abilities. The work of pupils in Years 3 to 6 matches the standard expected for pupils of their age across the curriculum, except in mathematics, where standards are above those expected. Higher standards in mathematics are the result of confident teaching and very good implementation of the National Numeracy Strategy.

Children in the Foundation Stage enter the school with a wide range of skills and knowledge. Overall, their attainment is at the level expected of children of similar age. They make good progress. They are on course to match or exceed the learning goals for children of similar age.

Pupils make steady gains in their learning throughout the school. They make satisfactory progress overall, attaining standards that match those expected for their age. Progress is good in mathematics. Pupils with special educational needs make satisfactory progress in Years 1 and 2 but good progress overall in Years 3 to 6. By the time they are eleven, many of these pupils are matching or close to matching the standard expected for their age. Achievement is satisfactory overall, although some pupils are ready for greater challenge through more demanding work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils come to school ready to learn. They enjoy their school life.
Behaviour, in and out of classrooms	Good. Pupils are almost always well behaved in class and at play. One or two have not acquired the mature skills of others.
Personal development and relationships	Very good. Pupils get on well with adults and with other pupils. This helps them to learn effectively.
Attendance	Very good. The school's attendance record is well above the national average.

TEACHING AND LEARNING

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

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

The teaching of English and mathematics is good. The school has implemented the national strategies for literacy and numeracy effectively. As a result, pupils acquire a good range of basic skills in English and mathematics. Good teaching is to be found in all year groups in the school. However, teaching is strongest in Years 4, 5, and 6. It is here that progress speeds up and that pupils learn best. Lessons are brisk and purposeful. Pupils concentrate well and get through a good volume of work. A particular strength of most year groups is the way teachers manage pupils well. Pupils have good opportunities to concentrate, show interest and to try hard. They make very good use of the time available. Pupils with special educational needs make sound progress throughout the school. This progress picks up pace in the later year groups. Some pupils ready for a greater degree of challenge. Tasks based on worksheets inhibit the use of pupils' efficient basic skills. Good use is made of the skills of learning support assistants when they work directly with pupils. However, best use is not always made of their time.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Legal requirements are met. Thorough planning supports the needs of individual lessons. There is good enrichment to the curriculum through visits out of school, visitors into school and a very good range of activities out of school hours.
Provision for pupils with special educational needs	Good. Systems are efficient and effective, helping pupils to make sound progress throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There are particular strengths in the school's provision for moral and social development. Staff are consistent in the teaching pupils receive. Little emphasis is placed on education for a diverse society.
How well the school cares for its pupils	Good. The school knows its pupils well. It is a safe environment. Systems for assessment support the progress pupils make.
How well the school works in partnership with parents	Parents have a very positive view of the school. Overall the partnership with parents is good. There is room to improve the information parents get about their child's progress and about what children are expected to learn next.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and staff have a very clear idea about what they want the school to be like and they are successful in meeting their aims. Some areas of delegation are held on a temporary basis at present because of recent staff changes. The school has sufficient teaching and learning support staff who are well deployed. The school has no formal strategy for measuring the effective use of the principles of best value. However, it does observe those principles in making important decisions on behalf of the school.
How well the governors fulfil their responsibilities	Satisfactory. Some governors are very frequent visitors and know the school well. Governors are very committed to the school. A plan is needed for the regular and systematic review of policies.
The school's evaluation of its performance	Good. The implementation of national strategies for performance management is supporting the school's knowledge of its own strengths and areas for development.
The strategic use of resources	Good. The school spends money wisely and makes good use of all its resources. The accommodation is good and well maintained. Learning resources are adequate overall, in good condition and easily accessible.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour in the school is good and children like coming to school. • Teaching is good, the school has high expectations of pupils and they make good progress. • The school is well managed and parents can approach the school with questions or problems. • Children are well supported in their personal development and the school provides interesting activities outside lessons. 	<ul style="list-style-type: none"> • The range of information about how children are getting on and the working relationship between school and home. • The amount of homework given.

The inspection team agrees with the very positive views of parents. Behaviour is good and children confirm that they enjoy school. Teaching is good and pupils make satisfactory progress, although more can be expected of some pupils. The range of activities outside lessons is very good. The team agree that pupils are well supported in their personal development. Leadership and management ensure a healthy and safe learning environment for pupils. Although the team agrees with the minority of parents who believe that information about progress and the work expected of pupils could be improved, nevertheless, the school is approachable to parents. Homework is given on Monday to be given back on Friday. The team has insufficient evidence to comment on how satisfactory this arrangement is. There is good guidance on homework in the school prospectus. There is a home and school agreement, which outlines the home, and school partnership in this matter. A home and school diary exists to raise any concerns about homework. One or two parents raised questions about unresolved bullying issues. These have been discussed with the school. Overall the school is quick to deal with such matters.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of National Curriculum tests by the end of Year 6 in 2001 show attainment that matches the national average in English, is above the national average in science and well above average in mathematics. The standards achieved are affected to some extent by a proportion of pupils identified as having special educational needs and by the relatively large number of pupils with special educational needs who join the school at times other than the usual time. Those who are on the special needs register or who join the school later, having attended other schools, make good progress and exceed the levels initially predicted for them the nationally expected level. School trends fluctuate a great deal from year to year. Variation such as this is not unusual although it is inconsistent across different subjects tested. Overall, there is a trend of improvement that matches the national trend of improvement. Improvement in mathematics is much more rapid than in other subjects. There is very little difference in the attainment of boys and girls and there is no consistent trend of difference. When comparisons are made with similar schools nationally, attainment in English is average and attainment in mathematics is well above average. Similar schools' comparisons for science show attainment that is well below average. Although all pupils attained the level expected for their age, fewer than in most schools gained the higher levels possible.

2. The results of national tests and teacher assessments at the end of Year 2 in 2001 show attainment below the national average in writing and mathematics and well below average in reading and science. There is a consistent trend of difference in the attainment of boys and girls over the last three years. Although both boys and girls attain standards that are below the national average, girls perform better than boys do. In all areas tested, more pupils than is usual nationally do not reach the expected level for their age. Results in reading have declined over a five-year period. Over time, other results are improving but at a rate slower than the national rate of improvement.

3. The work seen during inspection is rather better than National Curriculum standard tests suggest. In the work of seven year olds, standards match national expectations in all subjects. These better standards are because of strong teaching with the current Year 2 class and good implementation of national strategies for teaching the basic skills of literacy and numeracy. Pupils acquire knowledge of important elements of writing through their literacy lessons and when completing exercises most get right answers. However, they do not transfer their literacy skills into extended pieces of writing. Insufficient writing opportunities restrict the use of skills learned in literacy lessons. Mathematics and science show a distinct improvement over test results. In mathematics, the National Numeracy strategy is having an impact on pupils' acquisition of basic number skills. The curriculum is well planned to provide a balance across all aspects of learning in mathematics. In science, there is evidence of a thrust towards the acquisition of practical investigational skills and a style of task design that motivates pupils and makes them think. There are some good examples of the use of literacy and numeracy skills in a range of subjects across the curriculum. However, learning opportunities are reduced when the activity for all pupils requires completion of a worksheet from a commercial scheme of work.

4. In the work of eleven year olds, standards largely reflect the results of National Curriculum tests, although the level of skills acquired is rather better than results suggest. Standards match national expectations in all areas of the curriculum except mathematics, where they are above the level expected. Pupils make effective use of their speaking and listening skills. They read expressively. They do not make sufficient use of the basic skills they learn in literacy lessons. In mathematics, the National Numeracy strategy has been

implemented very well and is quickly improving standards. Pupils identified as having special educational needs make good progress and many attain the standard expected for their age.

5. In religious education, by the end of Year 2 and Year 6 pupils attain standards that match the expectations of the locally agreed syllabus. In all age groups, they study aspects of Christianity and a range of other religions. Although there is evidence of work across all areas of the Agreed Syllabus, knowledge of aspects of Christianity is stronger than knowledge about a range of religions. Progress is satisfactory.

6. Targets for the attainment of eleven year olds are set as required. Targets for 2001 were exceeded by a wide margin. The targets for 2002 are much more demanding but pupils are on course to achieve them. There are no pupils in the school who are learning English as an additional language. Although there is some test evidence of differences in attainment between boys and girls when they are seven, this difference is not obvious in lessons or in the work sample seen. Since the previous inspection, standards have improved overall. While the school's trend of improvement in standards is in line with the national trend, the improvement is relatively slow.

7. Assessment when children start school indicates attainment that is about average for children of similar age. Children in the Reception classes get off to a good start in their learning, making sound progress. Those who have particular learning difficulties make good progress. Children in the Foundation Stage, that is those children in the Reception year group, are on course to achieve and often exceed the learning goals for children of their age in all the areas taught.

8. Overall throughout the school, given attainment on entry to school, pupils make satisfactory progress. Achievement is satisfactory. Pupils on the school's register of special educational needs make good progress overall. This progress intensifies in Years 4 to 6.

Pupils' attitudes, values and personal development

9. The attitudes of the pupils to the school, their personal development, relationships and attendance are all very good. Their behaviour is good. These high standards have been fully maintained since the last inspection. The pupils are well motivated and with few exceptions they are well mannered. They respect each other's feelings and collaborate well with each other and their teachers. They are inquisitive and relish opportunities to assist in the running of the school. The inspectors were impressed by the spontaneity with which they expressed appreciation when adults helped them to solve problems.

10. Standards of behaviour are good, often very good. There are simple but effective classroom rules. The school's behaviour policy contains the right balance of rules and guidance to enable shortcomings to be addressed in a supportive manner. The majority of parents are clear in their view that behaviour management in the school is good. The inspectors noted carefully a few critical remarks made. They believe that these have arisen because of genuine misunderstandings. Discussions were held on these matters with appropriate members of staff who have expressed a genuine desire to resolve any outstanding issues. There have been no exclusions in recent years.

11. Pupils' very good personal development is secured by the high level of support all adults give to the pastoral interests of the pupils. The school has a well-deserved reputation for its ability to integrate pupils who find the classroom environment difficult. This has an impact on standards overall. Teachers, support staff and administrators are sensitive to individual family circumstances. These are addressed with appropriate discretion. This very good provision is supported by the opportunities pupils have to experience what it is to undertake responsibilities. The youngest children are trusted to carry messages to the office.

They assist in the organisation of classrooms with confidence. Older pupils undertake progressively more involved responsibilities such as setting out apparatus for physical education lessons. On the Thursday assembly, where success and effort were celebrated, pupils from several age groups entertained their colleagues by readings, recitals and music. Others had choreographed and rehearsed a dance routine that had been prepared unaided by adults. Pupils take an obvious pride in their school. There is no graffiti or litter. Clearly they enjoy what the school offers them because they attend very regularly and speak of the school with affection.

12. Attendance is very good. Pupils and parents value good attendance. There is no problem with either unauthorised absence or lack of punctuality.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The overall quality of teaching is good. Two lessons were judged to be very good and no lessons were judged to be unsatisfactory. About three lessons in every four seen were good. The school has improved the quality of teaching since the previous inspection.

14. The quality of teaching for children in the Foundation Stage is good. The school is doing well to bridge a temporary staffing difficulty. This means that children are given continuation in their learning experiences. Teaching ensures that children are well managed. They are given good opportunities across the full range of early learning goals despite the fact that some planning for the Foundation Stage lacks precise focus on the 'stepping stones' (National guidance containing a detailed step by step analysis of the Foundation stage curriculum).

15. Teaching of English is good. Teachers are secure in their knowledge of the National Literacy Strategy. Teachers plan their lessons well. They ensure that pupils' knowledge, skills and understanding are built on progressively year on year. Objectives for learning are clear, giving the lessons focus. Every opportunity is used to extend pupils' language skills. Teachers' subject knowledge and teaching expertise are good. For example, they model reading aloud very well. Pupils learn well from this and then read very expressively. Basic skills are well taught generally. The work that pupils with special educational needs do is usually matched to their previous attainment, allowing them to work independently where appropriate. Sometimes worksheets are too difficult for them. There is sometimes insufficient challenge in the writing activities set for younger pupils, and so their progress is slower than it should be. Teachers' marking of work shows some inconsistency. Some marking is very helpful with comments and suggestions for improving work. Other marking is more cursory.

16. Teaching in mathematics is good overall, with some very good teaching observed in Year 4. The National Numeracy Strategy has been effectively implemented. It has had a positive impact on teaching, learning and attainment since its introduction in the school. Teachers have a thorough understanding of the numeracy guidance. They use it well to inform their planning. Where teaching is very good, the teacher has high expectations of what pupils should achieve. Pupils are engaged in a wide variety of stimulating activities that encourages them to work independently and solve their own problems. Through skilled questioning, prompting and discussions and a wide range of teaching methods, teachers ensure that all pupils have full access to the curriculum and make good progress in their learning.

17. Science is well taught generally, with some very good teaching over time implied where older pupils show well-developed skills in scientific enquiry. Good learning is most obvious where pupils use their practical skills to solve their own problems. However learning is less effective where teachers have relied on worksheets. In these cases, pupils are not always challenged with work that matches their abilities. The way in which teachers mark

pupils' work is sometimes very helpful with comments and suggestions for improving work. However some marking is more cursory and there is an inconsistency from class to class. Insufficient lessons were seen to make an overall judgement on the quality of teaching of information and communication technology (ICT). Nevertheless, from the standard of work seen and discussions with pupils it is evident that teachers have a good knowledge of the subject which give pupils confidence in tackling their work. The preparation of teaching materials and tasks match both the pupils' needs and the requirements of the national curriculum. Through effective planning, teachers give pupils relevant opportunities to use and develop their ICT skills in a range of other subjects. For example, in a lesson in year 4, pupils enhance the covers of pop-up books they are making in a design and technology project. In a geography lesson judged to be very good in Year 4, the teacher demonstrated good subject knowledge and a very good relationship with the class. Consequently, pupils were very well motivated. They were very keen and confident to participate in pointing out various rivers and mountain ranges on a world map.

18. The quality of teaching throughout the school is good. Teachers know their pupils well and have established good working routines, which enables pupils to feel secure. This promotes good behaviour in most classes and subjects. The way in which teachers manage pupils in the classroom is a strength of the school. Teachers have high expectations of the attitudes that pupils should have to their work and have established very good working routines. Pupils' interest and concentration is very good throughout. The teaching of pupils with special educational needs is good among older pupils and good support is given in lessons. The needs of the very small number of pupils from ethnic minority backgrounds are well met by the teaching. These pupils learn as well as most pupils in the school.

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

19. The curriculum is well planned and delivers a broad and balanced education to pupils of all ages. Legal requirements, including those for the teaching of religious education, are met. The school has a policy that plans for the education of children in the Foundation Stage. This is an improvement since the last inspection. Planning for the Foundation Stage during autumn term does not yet focus clearly on the new Foundation Stage curriculum and its related 'stepping stones'.

20. The curriculum for pupils in Years 1 to 6 is good. It fully meets statutory requirements and provides a good range of learning opportunities for all pupils. Each term, there are detailed plans for topics that are based on nationally agreed guidelines for the different subjects, as well as the Lincolnshire syllabus for religious education. All subjects have both a policy document and a scheme of work based on government guidelines, adapted to meet the needs of pupils in the school, which ensure that pupils develop their skills and knowledge systematically. This is an improvement since the last inspection. All curriculum policies have been reviewed recently.

21. Planning for literacy and numeracy is good. The strategies for teaching literacy are effective; however, the strategies for teaching numeracy have a very positive effect upon standards. The school is looking into ways in which literacy can be made even more effective by developing literacy across the curriculum.

22. The curriculum is enhanced by a good range of educational visits such as to Gainsborough Old Hall, Lincoln, or further afield, to London. There is a residential visit every other year for older pupils, which, last year, was to France. Younger pupils visit garden centres, and the seal sanctuary. Every year, the choir sings carols for the elderly at various homes in Louth. People from the community come into school to talk to the pupils, providing good links with the community. For instance, when pupils in Year 5 were doing a topic on

Water, a visitor from the Alford Drainage Board came into school to explain about their work, which was then followed up by a visit to the sewage works. An engineer came in to help pupils understand the use and importance of cams in their design and technology work. The range of extra-curricular activities is very good. They include various music clubs, dancing and sporting activities, and are well supported by pupils. The chess club is particularly noteworthy, its members having had much success in local and national championships, a worthy tribute to the hard work of the staff involved.

23. The equality of access and opportunity is generally good. The school has good policies to ensure that all pupils receive their full entitlement of the school's provision. This includes the needs of those pupils from minority ethnic backgrounds. The school is aware of the difference in performance between the boys and the girls in Years 1 and 2, and is taking steps to improve the performance of the boys. Provision for pupils with special educational needs is good. Teachers plan their work to ensure that pupils work at an appropriate level towards the targets set for them. However, some higher-attaining pupils are not being challenged enough in English and science, and therefore, do not make the progress of which they are capable.

24. Provision for personal, social and health education, including sex education, is good, and covers appropriate topics according to the particular stage of development of the pupils. The local policeman comes into school to talk to older pupils about drugs and alcohol misuse, and younger pupils visit the local health centre as part of their health education, thus reinforcing the links between school and community.

25. The school has established good partnerships with the local secondary schools and the special schools. As well as good curriculum liaison, there are good pastoral links. Year 6 pupils have opportunities to visit the schools in the summer term to ensure as easy a transition as possible.

26. The provision for pupils' spiritual, moral, social and cultural development is good overall and has been maintained since the time of the last inspection. Provision for spiritual development is good. Assemblies and religious education lessons make a good contribution to spiritual development, and the school meets the requirements for a daily act of worship. Religious education provides knowledge of other religions as well as Christianity, but there are significant gaps in pupils' knowledge about other religions. In personal and social education, pupils are given the opportunity to reflect upon the world around them and what is important to them. For instance, in Year 1, pupils write 'My teddy is precious because....' In Year 4, they write poems entitled 'My Future'. One pupil wrote, '...try with all my might/To keep the world clean and bright'. The way in which teachers create relationships within the classroom also has a positive impact on developing pupils' spirituality. Teachers build self-esteem by valuing pupils' ideas and bolstering their confidence.

27. Provision for pupils' moral development is very good. Adults working in the school make very good role models and clearly promote moral values. The staff show respect for the pupils in their dealings with them. This encourages pupils to respect each other. Teachers and learning support assistants are consistent and fair in their handling of pupils. This is a strong feature of the school, and pupils clearly know right from wrong. Pupils are encouraged to take responsibility for their actions, for instance by developing their own rules for behaviour in the playground. Care for the environment is also a prominent feature of the work of the school. For instance, in Year 6 on a 'Tree of the Future', pupils wrote comments on the importance of protecting and caring for the natural world. One pupil wrote, 'We are made to look after the earth, not destroy it'.

28. Provision for pupils' social development is very good. Pupils are expected to perform tasks such as sharing out resources and tidying up after themselves in lessons. Older pupils

prepare the hall for assemblies; others come into school early to help teachers prepare for the day. They are encouraged to work together co-operatively and are given many opportunities to do so in lessons, as well as in team activities in physical education. Teachers' lesson plans show that they are encouraging social development, for instance, through an awareness that stereotypes can be challenged and boys and girls should have equal opportunities. They use fiction and role-play to develop the social skills of the pupils. They engender an atmosphere in the classroom where pupils can flourish, and feel confident to be discerning and make their own judgements. Visitors into school such as the NSPCC and the local Dogs' Home helps pupils to develop a social conscience, as witnessed by the many fund raising efforts they undertake. The school provides many opportunities for pupils to broaden their understanding of the community, for instance through the programme of visits, and the concerts they perform for the elderly. The residential visits play an important part in building social skills and developing pupils' independence.

29. Provision for pupils' cultural development is satisfactory. The pupils explore their own culture through a study of the local history of the village, by visits to museums and other places of local interest, and through games and sporting activities. They are introduced to the work of western artists, such as Monet, and they learn about western musical culture. The curriculum ensures that pupils gain some knowledge of other cultures. They learn about different religions, such as Islam and Hinduism in religious education. Pupils in Year 5 make Indonesian shadow puppets in art and design, and batik paintings based on the plains of Africa. In geography, they learn about life in an Indian village. There is the beginning of a collection of ethnic musical instruments. However, they have had no first-hand experience, such as visits to a mosque or temple, or visitors from the ethnic community into school, to broaden their understanding of different cultures thus preparing them for life in a multi-cultural and diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The provision for the health and safety of the pupils is satisfactory. Consequently the school is a safe place in which to learn. It has effective procedures to ensure that monitoring and promoting pupils' personal development. This is done very well. Provision for the care of pupils has been maintained since the previous inspection. Staff put considerable emotional commitment into the work they do. The questionnaires returned by parents confirm that they believe that the school is helping their child to become mature. A small minority of parents wrote to say that the school is indifferent to some individual concerns. These remarks are surprising. The inspection evidence confirms that the school takes very seriously its duty to ensure safety and pastoral care.

31. The code of conduct and behaviour policy provides a secure platform to ensure that positive behaviour is promoted. The parents who met the inspectors at the parents' meeting said that their children are ready and willing to come to school and that there is a good atmosphere for learning. The very few parents who expressed critical views about behaviour management appeared not to be aware of the schools' behaviour policies or how they can redress their grievances. The school has a policy to meet these needs. Parents have to ask for a copy from the office and this can be off-putting. A number of observations were made to suggest that communications between home and school could be improved. The inclusion of the grievance procedure in published material is a possible positive step in this direction. The behaviour of a few pupils presents challenges to the teaching and support staff. These are generally managed well so that pupils' behaviour and attitudes improve as they progress through the school. The behaviour and general helpfulness of the oldest pupils can hardly be faulted.

32. The personal social and health education programme includes a suitable amount of time for pupils and their teachers to discuss what constitutes acceptable behaviour. The

school prides itself on its ability to include pupils of all abilities, including those who have behavioural, emotional or mobility problems. The school is fully committed to the creation of a climate for learning in which all pupils feel equality valuable and receive their full educational entitlement. They do this very effectively. Induction arrangements for all pupils to the school are good.

33. The school's child protection co-ordinator manages this important matter well. The necessary training has been undertaken to ensure a full understanding of the latest code of practice. All adults are aware that they must inform the child protection co-ordinator about relevant issues. However no recent formal training has been undertaken to inform staff about how to recognise the signs and symptoms of abuse. Health and safety, including first aid and medication arrangements are secure. Additional training has been undertaken to ensure that staff are able to cope with unusual medical conditions, such as allergic reactions. The safety policy is a comprehensive document and risk assessments are conducted at the prescribed intervals. However the policy needs amendment to reflect the responsibilities and relationship it now has with the local authority. First aid, fire evacuation and safety procedures for outings are good.

34. The procedures to ensure that pupils have appropriate support and guidance are good. Staff are alert to individual need. They keep detailed notes about individuals to ensure that pupils are supported appropriately. The information contained in the annual reports does not include information about future learning goals.

35. Procedures for promoting and improving attendance are fully explained in the information parents receive; their effectiveness is to be seen in the very good attendance of the pupils. Registers and admission records are maintained in compliance with the regulations. The amount of holidays taken by pupils during term time is lower than is generally seen.

36. The procedures for assessment are good. The staff know the pupils well. They use the information they gain from their observations and assessments of pupils' work to plan further work. Data from the various test results, including initial tests on entry to the Reception year, national tests for Year 2 and Year 6 pupils and the optional tests taken by Years 3, 4 and 5 are analysed to highlight weaknesses. Teachers adjust their planning to take account of this. Pupils' progress is tracked across the school with expected levels of achievement given and checked against end of year tests. The pupils also have individual targets in mathematics and English that are amended once achieved. The quality of teachers' marking is inconsistent and where it is weaker does not make it clear what is effective in the work or what could be improved. This is an area for improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The parents have very positive views of the school. The amount of support they provide via the parent/teacher association is exceptional. The overwhelming response from the parents who met the registered inspector or who completed questionnaires confirms that they have confidence in the school and the values that it promotes. Parents would like to have better information about the progress that their children are making. A small minority says that matters of concern are not addressed with the seriousness they deserve. The school has maintained its partnership with parents since the previous inspection. Aspects of the questionnaire for parents show improvement in their response.

38. The annual reports parents receive at the end of the summer term are of indifferent quality. They are too brief in the amount of information they contain and contain too few specific examples of what has been learned or what the next targets for learning are. A good feature is the provision for pupils' evaluative comments to be attached. There are three

formal occasions each year when parents and guardians can discuss the progress their child is making. Discussions with the teachers confirm that they are aware that some parents would like the time made available to be longer. However, their greater concern is that some parents do not attend these meetings at all, and that this distresses the child affected. Some parents are unable to visit the school during the day because they are working. Some of these parents say that information about school activities comes out too late for them to make arrangements to attend. The school sends out newsletters at intervals but there is no arrangement in place to inform parents systematically about the topics that to be studied in the ensuing term.

39. The school brochure and governors annual report are produced as a combined document. They provide the full range of information required by law; but the governors with specific responsibilities do not write a report to explain what they have done during the year or what the future plans for the school are. Consequently it is not possible to assess their understanding of the challenges the school is facing. The inspectors drew to the attention of the governors the need to conduct formal reviews of school policies at appropriate intervals. Curricular policies have been reviewed recently. Others have not been reviewed.

40. The school brochure refers to the procedures available to a parent who has a grievance. The details have to be obtained via the school office. This arrangement presumes that a parent feels confident to ask for this. The brochure does not inform the parents of the arrangements it has to ensure that children are protected from harm. Although this is not a statutory requirement, it is increasingly the case that schools explain how Child Protection, Safety and Welfare arrangements are managed to reassure parents that the school is a safe place in which to learn.

41. The contribution of parents who assist the school in the classrooms or in running the Parents and Friends Association enriches the educational experience of the pupils. They bring both expertise and considerable additional funds into the school. One example is to be seen in the adventure playground facilities. This equipment was found by a parent who organised volunteer parents to dismantle it where it was located. Then they modified it and reassembled it in the playground. This is protected by a CCTV system that is also funded by the parents. The teachers find time to socialise with parents at the commencement of the school day. This gives them a good opportunity to discuss routine matters. The relationships parents have with each other confirm that they share a strong sense of belonging with the school. Informal discussions with them confirm that they approve of the standards the school promotes.

42. The school has good arrangements in place to ensure that the parents of children with special educational needs are both consulted and informed. Children with emotional or learning difficulties are looked after well and the school is able to accept pupils with mobility problems and this includes the necessary toilet facilities, although they need modification to ensure compliance with the latest regulations.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. Leadership and management are good overall. The headteacher brings a good sense of purpose to the school. In working towards the aims of the school he is well supported by all staff working in the school. They share a strong commitment to the well-being and progress of pupils. The school runs calmly and smoothly. There are high expectations of manners and respect where all staff set a good example and this reflects in the way pupils conduct themselves. There are effective strategies for delegation of responsibilities. Given the size of school, some members of staff have a number of responsibilities and they are carried out well. Staff manage subject areas efficiently with the responsibility given to them. The role of special educational needs coordinator is well managed. Although the school's policy for

special educational needs has yet to be reviewed, good progress has been made in implementing the new Code of Practice. The register of special needs is maintained efficiently. A member of staff takes responsibility for collating and interpreting assessment information and this is done very efficiently.

44. The governors know the strengths of the school well. Many are regular visitors. This puts them in a strong position to make well-informed decisions on the school's behalf. They are also involved in development planning and in identifying the spending priorities. They receive a good level of regular and relevant information about the school. They are less well informed about areas for development, for example about what needs to be improved following national tests. Although policies are presented to them as a matter of routine, some policies are in need of urgent review. All curriculum policies have been reviewed recently.

45. In seeking to resolve the key issues for action following the previous inspection, the school has dealt efficiently with most of the points made then. Some elements of those key issues are still not fully resolved. For example, more can be expected of some pupils to raise attainment overall. While there is a policy for children in the Foundation Stage, planning for Early Years has not yet fully taken account of the most recent guidance for children of this age. There is more consistent implementation of policies and the introduction of performance management has supported the school in monitoring, evaluating and development of teaching and learning. However, monitoring has not yet fully brought about the development of consistent practices in teaching what is planned, in marking and in the giving of homework. It has led to a security and consistency in the way the school approaches lessons, especially those in literacy and numeracy.

46. The school development plan is comprehensive and detailed. It identifies 'key objectives' over a period up to March, 2004, includes the cost of objectives, success criteria and areas of responsibility. However, the priorities are general and there is no plan to develop work in the Foundation Stage. Although the plan is useful in pointing the general direction of the school, priorities are insufficiently sharply focused to drive improvement. It does identify when objectives have been achieved. Through this, the plan is subject to review. Funding – including specific grants – is administered efficiently. The school's current financial contingency is a little higher than recommended. However, the amount held in reserve is earmarked for specific development. It is clear where specific grants have been used, for example, for providing computers and training for staff, and for the provision of support for special educational needs and in providing learning support assistants in classrooms. However, evaluation of the benefits of spending is informal rather than a precise measurement of cost effectiveness. Good use is made of new technology. The school's computer suite is used well. Efficient and effective school administration is well supported by the use of computers.

47. The school is a good provider of training for students on work placements. This includes strong links with local teacher training establishments and placements for other students. It has not been necessary to introduce a newly qualified teacher to the profession in recent years. When this is necessary the school ensures that new teachers are mentored and receive the appropriate opportunities for training and classroom observation. The school has a suitable number of qualified and experienced staff. Permanent teaching staff are well deployed. Two temporary staff support the school in its need to cover vacancies. Learning support assistants give invaluable help in classrooms, frequently but not always in supporting pupils with special educational needs. However, their skills are insufficiently used when not well deployed during introductions to lessons. The accommodation is good. The headteacher and governing body have been astute in securing improvements to the building. It is well maintained and looked after. Learning resources are adequate and easily accessible for efficient use. The school has no library at present: it has been converted into a computer suite. Part of the school development plan is to modify the building to enable the provision of a library.

48. Provision in leadership and management has been maintained since the previous inspection. Some aspects of management, for example, monitoring teaching and learning and ensuring provision of the whole curriculum have improved. Satisfactory use is made of the principles of best value. The school consults in seeking to improve its provision. It takes competitive tenders before large spending commitments are made. It has yet to make the most of all available data in challenging itself to higher standards. Overall, despite costs that are higher than those of most schools, given the standards achieved and the provision it makes, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. The headteacher, governors and staff of the school should:

- (1) plan tasks in all subjects that make full use of pupils' literacy skills, ensuring good use of their intellectual and creative potential, especially that of the higher-attaining pupils;
(Paragraphs:
- (2) make greater use of the skills of learning support assistants, widening their responsibilities and giving them a more involved role, especially during long introductions to lessons.
(Paragraphs:

Minor issues:

- Ensure that policies are reviewed and updated at appropriate intervals
(Paragraphs:
- Review planning for the Foundation Stage so that learning objectives are more closely related to the Early Learning Goals and the 'Stepping Stones' of the early years curriculum, particularly in autumn term plans
(Paragraphs:
- Develop further the way the school communicates with parents through annual reports on pupils' progress and the way in which parents find out about what is being taught
(Paragraphs:

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	25	9	0	0	0
Percentage	0	6	69	25	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about three percentage points. Of the lessons seen, three were not graded.

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)	208
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	41

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	18
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.7
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
	2001	20	10	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	23	25	28
Percentage of pupils at NC level 2 or above	School	77 (83)	83 (83)	93 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	23	27	25
Percentage of pupils at NC level 2 or above	School	77 (77)	90 (87)	83 (77)
	National	85 (84)	89 (88)	89 (88)

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

Where the number of boys or girls in the year group is ten or fewer the individual results are not reported.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	13	13	13
	Total	27	28	28
Percentage of pupils at NC level 4 or above	School	90 (81)	93 (77)	93 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	13	13	13
	Total	28	28	28
Percentage of pupils at NC level 4 or above	School	93 (69)	93 (85)	93 (85)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	201
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	27
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	203

FTE means full-time equivalent

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	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.

Financial information

Financial year	2000/2001
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	£
Total income	440 452
Total expenditure	426 333
Expenditure per pupil	2 132
Balance brought forward from previous year	20 777
Balance carried forward to next year	34 896

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	5	0	0
My child is making good progress in school.	53	39	8	0	1
Behaviour in the school is good.	54	44	2	0	0
My child gets the right amount of work to do at home.	33	49	12	4	1
The teaching is good.	49	39	8	0	4
I am kept well informed about how my child is getting on.	34	43	15	8	0
I would feel comfortable about approaching the school with questions or a problem.	71	22	4	3	0
The school expects my child to work hard and achieve his or her best.	68	28	3	0	1
The school works closely with parents.	43	40	10	8	0
The school is well led and managed.	61	28	5	2	3
The school is helping my child become mature and responsible.	57	40	2	0	1
The school provides an interesting range of activities outside lessons.	45	43	6	0	5

Other issues raised by parents

A small number of parents raised issues about the resolution of behaviour issues. These have been discussed with the school whilst respecting the anonymity of those raising the points.

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

50. Provision for the children in the Foundation Stage is in two mixed-age, Reception and Year 1 classes. They are admitted to school in the September of the year of their fifth birthday. All children attend full time from the onset. The majority of children have had pre-school experience, usually in the Nursery housed on the school site. It is rare to admit a child who has not had some experience of pre-school education. There is very good liaison with the Nursery. These children use the school hall for physical education, eat their dinners in school, join in weekly assemblies and towards the end of the summer term spend half a day in school with their Reception teacher.

51. The provision for children in the Foundation Stage is good. The curriculum is based initially on the nationally agreed six areas of learning and in practice gives the children a broad and balanced range of experiences. The Reception Year is effective in providing challenging activities that are directly designed to help children progress towards the nationally agreed early learning goals. The overall attainment, according to the initial assessments, completed within the first few weeks of the autumn term, is average. However, many of the children come to school with good speaking and listening skills already developing partly because of their Nursery education. Children's social skills are more varied.

52. The teachers provide a range of activities to encourage children to play together and to mix with the older children in their classes. Praise and encouragement are effective in promoting positive behaviour and personal and social development. Day-to-day assessment is used effectively so that daily lesson planning ensures that set tasks provide sufficient challenge. All adults have very good relationships with the children and this has a positive effect on their learning. The teachers and classroom assistants are enthusiastic and have high expectations; the children rise to these. Parents are encouraged to be involved in their children's learning and to listen to them read each night. The majority of parents do this, resulting in children making good progress with their reading. Within the teaching the school has managed a vacancy successfully. The temporary teacher's work has ensured continuity of experiences for the children. Since the previous inspection provision has been maintained, although aspects of planning are better.

Personal, social and emotional development

53. Teaching is good in this area and the majority of children have already achieved the early learning goals. Children enjoy school, are enthusiastic about learning and are well behaved. Occasionally children forget to put up their hands to respond to a question, and call out the answer. They are beginning to develop independence and confidence. This reflects the teaching and its encouragement to achieve that is consistently reinforced by all the adults in the classrooms. Children are beginning to develop an understanding of the needs of others, particularly in play and group activities. Adults provide good role models; they treat the children and each other with courtesy and respect and children know they are valued. Children are beginning to grow in self-reliance in taking responsibility for their own actions, for example tidying up and getting changed for physical education. They are encouraged to share, take turns, help each other and wait patiently. Examples of this were seen when children shared a construction kit, the tools they were using with the play dough and when they waited to talk about their experiences at the seaside. Teachers make sure there is a range of activities available to help the children develop a positive attitude towards learning.

Communication, language and literacy

54. Children develop and broaden their use of language well and all have already achieved and many have exceeded the expected level for entry to Year 1 in speaking and listening, before the end of the Reception Year. The majority of children have also achieved the early learning goals in both reading and writing and some are working towards the targets in the National Curriculum for pupils in Year 1. For the literacy sessions the age groups are taught separately so that all the Reception children are together. The teacher plans well-organised lessons and tasks pitched at an appropriate level. Communication skills are encouraged throughout and children's speaking and listening skills progress well. This is evident in many classroom activities. The teacher provides time for the children to share experiences and work during discussions on the carpet after each session. Children listen and respond to the teacher's questions and to the contribution of others. The majority of children know their letter sounds and recognise rhyming words. All children have made an enthusiastic start with reading and enjoy sharing books with adults. They listen attentively to stories, often joining in the familiar parts. For example, when the teacher was reading 'Walking through the jungle', the children took great delight in repeating the words they knew. This they did with a good sense of expression, something rarely heard in a Reception classroom. All children recognise a few words but the higher-attaining readers have begun to sound out unfamiliar words for themselves. They use the pictures in their books to help them answer questions about the story and handle books with confidence and pleasure. Children know a variety of fairy stories and nursery rhymes, which they retell or recite with enthusiasm. Most children read regularly at home to their parents. A reading record book provides a useful link between home and school. In their writing the higher-attaining children are beginning to write simple stories for themselves, using sentences and the occasional full stop. The average-attaining children still need support to give them confidence to write a sentence. Most children can write their name although letter formation varies greatly from well-formed letters to letters that are just recognisable.

Mathematical development

55. The teaching of mathematics is good, with a range of activities to support learning. As in literacy all the Reception children are taught as a group and not in the mixed classes. Attainment is average and many children have already achieved the early learning goals and are working towards targets in the National Curriculum for children in Year 1. They count confidently to 10 or 20 and to 100 in tens. They work out simple addition sums and the higher-attaining children know their number bonds to 10. Children can devise their own addition sums to make 10 or 20 depending on their understanding and knowledge of number. They know the names of two-dimensional shapes and have made patterns using a variety of shapes. The children have estimated how much a container will hold and then checked their estimates. Appropriate vocabulary is used, such as bigger smaller, narrower and wider. Most children understand what 'one more than' means. However there are a very small number of children who write their numbers backwards and find number recognition difficult.

Knowledge and understanding of the world

56. Teaching is at least satisfactory and often good and all the children are on course to achieve the early learning goals; many have already done so. For this area of the curriculum the Reception children are taught in mixed age classes so work planned has a bias towards the National Curriculum for Year 1. The exception is science, which is taught in separate year groups. Children show curiosity in their surroundings and explore and investigate and ask questions. They enjoy a topic about the seaside and looking at a collection of shells from different parts of the world. Magnifying glasses are provided so they can examine the shells in more detail. Children demonstrate an understanding of how we hear sounds, knowing that the air vibrates to carry the sounds. Over the year a variety of topics have been covered, including 'healthy eating' and 'ourselves'. A simple graph of eye colour was part of this topic. A topic about toys, old and new has helped the children to begin to appreciate the difference

between past and present. They have also been into the village, comparing new buildings with old and looking at what they find there. A visit to the local garden centre was an essential ingredient to a topic about plants. Christmas and Easter have been part of the work in religion as has celebrations such as Divali and Hanukah. There are opportunities for children to use the computer, as the work sample shows, although no child was observed using the computer during the inspection period. A variety of visits out of school and visitors who have relevant experiences to share with the children enhances the curriculum and motivates the children to learn.

Physical development

57. The children are on course to achieve the expected levels in this area by the end of the Reception Year. The teaching is always at least satisfactory and sometimes better. The children have developed good spatial awareness and body control. They run to the beat of a drum, varying the speed of their movement and changing shape as required. Most children can throw and catch a ball. Fine motor skills to control a pencil or cut out accurately with scissors are developed well. There are opportunities for children to develop their manipulative skills through colouring, writing in the role-play area, cutting out and using the small sized construction kits. The majority of children can cut out reasonably carefully along the lines. Pencil control is improving as many children write carefully formed legible letters.

Creative development

58. The teaching in this area is good and many children have already achieved the early learning goals. Children enjoy a range of experiences with colour mixing, collage, printing and appliqué. The children have produced an interesting appliqué of the pond in spring and a collage on a plate of a healthy meal. A challenge to the children has been observational drawings of flowers: some of the examples on display show how carefully children have looked at the plants. Children enjoy music, listening attentively to 'The Ugly Duckling' and talking about the song afterwards. They all joined in and sang a number of nursery rhymes with interest and enthusiasm. They have begun to explore untuned percussion instruments and the sounds they make. The role-play area in each classroom is changed to complement the topic: in one classroom it is an aquatic centre, the other a seaside shop.

59. Overall the quality of teaching in the Foundation Stage is good. Staff have a good knowledge of the needs of the children in this stage and of the curriculum. The teachers and support staff are enthusiastic and have a very good relationship with their classes. At the beginning of the year lessons are planned against the early learning objectives. Evidence of planning from the autumn term shows scant use of these objectives. However as the majority of children have already achieved many of the early learning goals the planning objectives now reflect the Year 1 and 2 curriculum. This is more successful and effective. A good range of activities and effective use of questioning extend the children's learning. The adults work as a team within the classroom and the children benefit from this consistent approach. However there are times when the support staff could be used more effectively. In the group activities children are well supported but during sessions on the carpet the adults are not always involved in the children's learning. Expectations are high of the children's involvement in activities. They respond well to these expectations. For example they tidy up when asked and line up sensibly for assembly or at lunchtime. Attractive wall displays, some of which are children's work, provide a bright and interesting environment where learning is encouraged. The standard of provision is good and has been maintained since the last inspection.

ENGLISH

60. In the 2001 National Curriculum tests towards the end of Year 2 standards in reading were well below the national average and very low compared with those of pupils from similar schools. Standards in writing were below the national average and well below average in comparison with similar schools. These results represent a dip in what had been a steadily rising trend, mainly because of the difference between the performance of the boys and the girls. Over the past four years the girls' results have shown a steady improvement in both reading and writing, whereas those of the boys have remained fairly static.

61. The results of the tests towards the end of Year 6 show that the school's performance in English was above the national average, and close to the average for similar schools. There was no difference between the performance of the boys and the girls. These results indicate a significant improvement on pupils' prior attainment. An analysis of the results shows that pupils of lower and middle attainment made the best improvement. Nearly every pupil reached or exceeded the national expectation of a level 4. Higher-attaining pupils did not make as much progress, and as a result, progress overall was satisfactory.

62. The school has restructured the timetable to give more time to reading. This appears to be bearing fruit, as this year's National Curriculum predictions, as yet unconfirmed, indicate that a greater proportion of seven-year-olds will gain the higher levels, thus improving standards overall. The school has also targeted writing as a priority for development, but the benefits of this will take longer to make a full impact upon standards. The work seen during the inspection confirms this improvement, and standards in English overall are average at both key stages. Pupils with special educational needs make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6 towards the targets in their individual programmes.

63. Standards of speaking and listening are above average throughout the school. Pupils of all levels of attainment listen well to the teacher and to each other. When the teacher is reading to them, they listen carefully and recall details from the text. Most pupils are articulate, speak clearly and in good English, whether it is recounting an experience or giving explanations. A lower-attaining pupil in Year 4 gave a very good explanation of why the school has a particular rule. In Year 6, pupils were able to summarise concisely the main points in each paragraph of an article about watching television. Pupils also have a pleasing tendency to engage easily and without self-consciousness in conversations with teachers and other adults. They talk about the books they have read and why they enjoyed them. They use their language skills well in other subjects, too, and are encouraged to discuss and converse from early on in their school life. Teachers have built into their lessons opportunities for developing speaking and listening skills. Hence, in geography, for instance, younger pupils are encouraged to talk about their holidays in different parts of the world. In a class assembly, older pupils gave a clear, fluent account of how a parachutist saved his friend's life.

64. Standards in reading towards the end of Year 2 are above average. A strong feature of reading in the school is the enthusiasm shown by the pupils for their reading and the expression with which they read. This was evident in a group of pupils in Year 1, whose reading of the play 'The Gingerbread Boy' was quite outstanding for pupils of this age. Even pupils who have not quite mastered the fluency of reading aloud, still read with good expression. There are a few pupils experiencing some degree of difficulty and require much help, as they have not yet developed effective strategies for tackling new words. Standards in reading towards the end of Year 6 are average, but the extra time devoted to reading is having a positive impact on standards in reading in the earlier years, particularly in Years 4 and 5, where standards are above average. Generally, pupils of all levels of attainment have satisfactory book skills. They know the difference between fiction and non-fiction, although some younger pupils do not always understand the terms, and they know how to use the contents page and the index to find information. However, the lack of a library in the school is

undermining pupils' ability to understand how a library is organised. For instance, few knew that fiction books are stored alphabetically according to author. Their research skills are developing, sometimes through other subjects, as they learn to formulate questions to which they find the answers either on the Internet or in books. For instance, in geography, Year 6 pupils choose their own area, such as the Himalayas, to research.

65. Standards in writing are below average. In Year 2, some of the higher-attaining pupils write at length with an increasing degree of confidence. Although their grammatical structure and use of capital letters and full stops are reasonably accurate, they use only a limited range of punctuation, and simple sentence connectives. Thus, their writing is not as well developed as would be expected of higher-attaining pupils. The work of middle- and lower-attaining pupils is less accurate; spelling and punctuation are not yet secure, although simple sentences are usually correctly punctuated. They sometimes write their own stories, for example, when writing an adventure for Pooh Bear and Piglet. Handwriting and spelling are below average. Although pupils write neatly in their handwriting practice books, this does not transfer to their day-to-day writing. There is evidence that handwriting has improved throughout the year, but there is still room for improvement. By Year 6 standards in writing are average. There is a broad range of writing in Years 4 and 5 with some good examples of extended, imaginative writing, such as 'Red Riding Hood in Space' that shows a marked improvement in paragraphing skills, but the opportunities for more ambitious writing in Year 6 are more limited. Pupils are beginning to extend their writing skills in other subjects, for instance in a Year 5, in history lesson, pupils write letters from Carter, describing the opening of the tomb of Tutankhamun; however, these opportunities are not yet fully exploited in all subjects by all teachers.

66. The quality of teaching is never less than satisfactory and good overall. Because pupils respond well to the effective teaching, learning is also good. Teachers plan their lessons well, with clear objectives for learning, which gives the lessons focus. They use every opportunity to extend pupils' language skills. They examine and discuss new words; they make links with other subjects; and they constantly remind pupils of what they have learned previously. Consequently, pupils not only acquire new skills and knowledge, but they also practise and develop further what they have already learned. Teachers encourage pupils to extend their answers, or choose better words, thus developing their thinking as well as their language skills. Their subject knowledge and teaching expertise are good. For instance, when they are reading either from the 'big' book, or from the group reader, they model reading very well, and pupils instantly pick this up, then read very expressively. Basic skills are well taught, and work is suitably modified to allow pupils with special educational needs to be able to work independently when necessary. However, on occasions, there is insufficient challenge in some of the writing activities set for younger pupils, and so their progress is slower than it should be. Teachers manage their pupils very well, and generate a friendly, but industrious atmosphere in the classroom. Teachers' marking of work is inconsistent, inasmuch as some is very helpful with comments and suggestions for improving work, whilst some is more cursory. Teachers set targets for pupils that are written in their exercise books, but there is little evidence of these being followed up by pupil or teacher.

67. Pupils behave very well in lessons. They are interested in what they are doing and show very positive attitudes to their work, which makes an important contribution to their achievement. In most lessons they work independently during the group work section of the lesson, and the relationships between pupils and with their teachers are also very good. The result is an ethos in lessons where pupils expect to work hard and teachers are able to encourage them to do their best.

68. The school has made satisfactory progress since the last inspection, maintaining standards in most areas, with some improvement in reading. The co-ordinator provides good leadership to the staff. The curriculum is well planned and monitored. Together with the

assessment and procedures for recording of progress, this has led to a more consistent and informed approach to the planning of work. Pupils with special educational needs are well supported. The teachers understand their needs very well; consequently, they make good progress towards their targets.

MATHEMATICS

69. Towards the end of Year 2, the standards pupils achieve match those expected nationally in mathematics. Towards the end of Year 6 pupils achieve standards that are above those expected nationally, which represents an improvement since the previous inspection report. Whilst higher-attaining pupils still attain fewer higher levels at seven years of age in national tests than is usual in most schools, there has nevertheless been an upturn in pupils' attainment overall in the three years since 1999. This is clearly linked to the effective introduction of the National Numeracy Strategy in the school from that time. This is demonstrated by the continuing trend of improvement over the last three years in national tests.

70. The majority of pupils in Year 2 accurately add coins of various denominations together mentally and record the results, with some pupils correctly placing their answer on a number line. A minority of pupils devise their own problems, number line and solutions when working with money. Pupils in this year group understand the properties of simple shapes and use appropriate language such as 'vertices' and 'curves' when describing the shapes. Higher-attaining pupils devise their own, more complex shapes and accurately describe their properties.

71. All pupils, including those pupils with special educational needs and those from different ethnic backgrounds, make good progress as they move through the school. In a Year 4 lesson on measurement, most pupils had a clear understanding of how to measure in metres and centimetres, rounding their measurements to the nearest metre. They worked independently to measure, record and organise their work when calculating the width and length of the school field and corridors. Some pupils in this year group demonstrated a high level of independent thinking when they responded to the teacher's questions in a mental calculation exercise. They worked out how long a journey would take in minutes and hours, rapidly adding and subtracting the stages of the journey in response to the questions. They confidently described their mental calculation methods to the class. Year 6 pupils, in a lesson on measuring angles, used a full circle protractor to draw, accurately, acute and obtuse angles, using the appropriate mathematical language. Almost half of these pupils accurately measured angles up to a full circle, correctly identifying reflex angles. Pupils' books and folders show that they record their work in a systematic way and they have completed a very substantial volume of work across all the appropriate programmes of study.

72. Teaching in mathematics is good overall and this gives good support to pupils' learning. There is good evidence of rising standards. The National Numeracy Strategy has been effectively implemented and has had a positive impact on teaching, learning and attainment since its introduction in the school. Teachers have a thorough understanding of the numeracy guidance and use this well to inform their planning. In the best teaching, skilled questioning, prompting and discussions and a wide range of teaching methods ensure that all pupils have full access to the curriculum and make good progress in their learning. In a good lesson introduction on rounding numbers up or down, pupils in Year 2 make good progress in understanding the appropriate rules. The teacher constantly reinforces the rules throughout the session, encouraging pupils to repeat them as they answer a question. The good relationships that have been established in this class give pupils the confidence to participate fully in discussions and to attempt to answer questions without being afraid to be wrong. In a very good lesson in Year 4, pupils concentrated very well as they worked out journey times, adding and subtracting mentally in response to rapid and sustained

questioning. The teacher had high expectations of what pupils should achieve. Pupils are engaged in a wide variety of stimulating activities that encourage them to work independently and solve their own problems. The very good subject knowledge of the teacher clearly gives pupils confidence in their learning and understanding. Teachers have high expectations of the attitudes that pupils should have to their work and have established very good working routines. Consequently, pupils have very good levels of concentration interest and effort. They settle quickly to their tasks without time being wasted, and behaviour is good.

73. The subject is managed well. The co-ordinator has a thorough grasp of the issues involved and has a clear picture of future development. Assessment procedures have been developed substantially. Strategies such as pupil tracking, targets and a range of tests give teachers a very good picture of individual pupils' attainment and progress as they move through the school. Regular monitoring of planning and teaching helps to give the subject manager a coherent picture of the subject, which helps to ensure that the progress of pupils is consistent.

SCIENCE

74. Standards attained in science are broadly in line with the standard expected for pupils nationally towards the end of Year 2 and Year 6. The school has maintained standards since the previous inspection. This is better than the results of teacher assessments for seven year olds in 2001, which indicated a standard of attainment well below average for schools nationally. At that stage, insufficient pupils gained the expected level for their age and fewer than in most other schools gained the higher levels possible. The improvement in the work seen during inspection is the result of a review of the curriculum and the purchase of a commercial scheme of work to support lessons. As a result, better coverage of the curriculum and a renewed sense of purpose in practical and investigative work have lifted standards. All groups of pupils, including those with special educational needs are making better progress and more pupils are now working to their potential. In the National Curriculum tests for eleven year olds in 2001, pupils attained results in line with the national average. All pupils gained the expected Level 4 in their tests. However, because comparatively few gained the higher-level 5, the schools results are well below average when compared to similar schools. Although science results vary a great deal from year to year, there is an identifiable trend of improvement over five years. However, results have never quite matched the high standard attained in 1999. Again, the evidence of the work seen during inspection indicates attainment rather better than the test results. In most classes and year groups, teachers are promoting strong investigative and practical skills that make pupils think for themselves. The scheme of work is ensuring good coverage of the curriculum. However, in some cases, the use of worksheets inhibits pupils' creative and intellectual input and does too much for them. Given attainment when pupils start schools, they make satisfactory progress and achieve broadly in line with expectations.

75. Pupils in Year 1 enjoyed their walk around the school grounds to identify the source of difference sounds. They understood that the singing of the birds was drowned by the noise of a pneumatic drill but that the bird song was still there. One pupil asked the question 'Does the wind make a noise?' and this was a question returned to and pondered over during the week. Finally the same pupil returned to school and said to the teacher 'It is the vibration in the leaves when we hear the wind'. Pupils began to recognise that the intensity of the sound changes, as the listener gets further away from the source of the sound. Pupils in Year 2 sorted a wide range of toys according to the type of force needed to move them. They found out that most of the toys required a push or a pull. A good feature of their sorting was that they had a category for 'not sure' and this category formed the basis of a great deal of discussion. One toy that demonstrated the use of centrifugal force intrigued pupils and they wondered why the figures on the toy were drawn outwards as it spun. While they were keen to investigate the phenomenon, no one was able to give an explanation for it. While these

pupils in Year 1 and 2 are beginning to make and record observations, they did not have the opportunity to hypothesise and predict. In the work seen in pupils' books there is more emphasis on scientific methods such as fair testing and prediction. Good coverage of all aspects of the curriculum ensures standards that match expectations. Teachers make sure that pupils with special educational needs are included in their questioning and have tasks suitable to their needs. As a result, these pupils make the progress expected of them.

76. Pupils in Years 3 to 6 cover a great deal of work, much of it in some depth. However, again a predominance of worksheets obscures pupils' true potential. There is some very strong evidence of practical and investigative work, best seen in the books of Year 4 pupils. These pupils are beginning to show a very good understanding of how to conduct a scientific investigation, what a fair test is and how to predict and test predictions. Although work in all other years is practically based, the work in Year 4 best illustrates a growing confidence in scientific methodology. The curriculum is well covered in all year groups. This shows that the scheme recently adopted by the school is having a beneficial impact. Work in all year groups shows signs of closely observed investigations, some good use of scientific vocabulary and the recording of data. However, there was little work in pupils' books to show the use of computers, either for research or for the collection and interpretation of data. There is effective use of numeracy and literacy skills, especially where worksheets are not used. In the lessons seen, Year 4 pupils sorted animal and plant life by criteria of their own devising. As the lesson progressed, pupils found increasingly refined ways to sort, for example, earlier in the lesson some pupils sorted by the category 'Those creatures that live/do not live in water'. They later found that they could re-sort by those that live in salt water and those that live in fresh water. Year 5 pupils studied a wide range of seeds as they learned about the dispersal methods used by plants. During the lesson they clarified their understanding of wind dispersal, rolling and explosion. Year 6 pupils demonstrated their knowledge of conductivity and circuitry by designing a pressure pad burglar alarm.

77. The teaching seen was good overall. Teachers are confident in their use of subject knowledge. This is another benefit of the scheme of work recently adopted. Most teachers understand how to lead practical work. Where the teaching is best, pupils are very clear about the learning objectives and how to manage their work. Teachers are consistent in managing pupils well so that as much time as possible is spent positively. Pupils are interested in what they are learning. They listen well to teachers' introductions to lessons. Often the introduction checks on what has been learned previously with some skilled questions. Occasionally the teacher asks questions that explore what pupils already know. Some teachers ask the type of questions that make pupils think and reason. Lessons are best where the teacher discusses its learning intentions with pupils and returns to these objectives from time to time with a summary of what has been learned at the end of the lesson. Good behaviour is a characteristic of lessons. Even when pupils are actively involved in lessons and discuss animatedly in groups, the activity is purposeful and well directed. Where there is additional adult support in the classroom, learning support assistants interact well with pupils, especially those with learning difficulties. However, their time is not well used when they are not involved in introductions to lessons. There are some inconsistencies in lessons and in the work seen. There is little obvious homework to be seen and some parents have a concern about this. Some teachers encourage pupils to make good use of their literacy skills. Lower-attaining pupils, including those identified on the school's register of special educational needs, find worksheets too difficult to complete and, as a result, work is occasionally left unfinished. Some marking is cursory and at times work is not marked at all. There was no evidence during the inspection of computers being used to support learning.

78. The curriculum for science is good. A sensible policy points the direction for the work. The new scheme of work gives good support to teachers, although some rely heavily on it. The close study of scientific phenomena gives good support to the spiritual, moral, social and cultural development of pupils. Their personal development benefits a great deal from

science lessons. There are valuable strategies for assessing the progress of pupils and for analysing the results of national tests. There has been some good use of test data in deciding what needs to be done to bring the curriculum up to date and to correct identified weaknesses. Because the subject is well managed, the school is well placed to capitalise on recent progress. This is especially the case in ensuring that higher-attaining pupils are sufficiently challenged and in eradicating the inconsistencies that still exist in the teaching. Opportunities to see teaching in different classes has helped identify the major developments needed and these are in hand. The subject manager is aware of the other adjustments necessary. Overall the school's achievements are improving in line with the national rate of improvement. Recent spending on resources is bringing about positive changes in the way the curriculum is managed by all staff.

ART AND DESIGN

79. The attainment of pupils towards the end of Year 2 and Year 6 matches the standards expected nationally. This is an improvement in the attainment of seven-year-olds since the previous inspection report.

80. Pupils in Year 1 make polystyrene and card blocks that they use to print a repeating pattern of their own choice. The finished pattern is displayed in a frame that they have decorated with a variety of pasta shapes. Year 2 pupils develop their printing skills well by using a visit to a local marine centre as a basis for exploring the variety of patterns they have seen and selected to make repeating pattern prints. Pupils, including those pupils with special educational needs make satisfactory progress as they move through the school. A strong feature of pupils' work is the consistent development of their observational skills. Pupils in Year 2 use a small frame to select parts of a William Morris pattern. They discuss and comment on the way lines and shapes have been used in flower and plant patterns. Most pupils understand how to move the frame around the illustration and attempt an observational drawing of their final selection. Year 5 pupils make detailed drawings of a Czechoslovakian marionette. They pay particular attention to the fabric and use the tones of a pencil well to analysis its structure. Pupils in Year 6 develop their understanding of body movements and actions by carefully observing and drawing a variety of poses. They comment on their ideas and discuss with each other the best approach to use in their drawings. Pupils have many opportunities to develop their skills in other media such as clay and textiles.

81. There is insufficient evidence to make an overall judgement on the quality of teaching. However the implication from the standard of work seen and discussions with pupils is that teachers have a consistent approach to planning the work that pupils do. This helps to ensure that pupils build on their skills progressively as they move through the school. This is best seen in the thread of observational work running through the school. In the lesson seen, Year 6 pupils were enthusiastically involved in their work on recording a sequence of actions in a movement of the body. The teacher draws pupils into the mood to mentally visualise a body falling, by phrases such as, 'Close your eyes', 'You're falling', 'How would your limbs react?' and 'Quietly think'. The teacher participates and leads at the same time, giving pupils the self-confidence to speak their thoughts freely.

82. The management of the subject is good. The subject manager has a good knowledge of the subject and supports other teachers well. The aims, ideas and intentions of the art and design curriculum are communicated well to other teachers. This is best shown in the way pupils develop their skills in observational drawing consistently as they move through the school. There are good assessment procedures and pupils' work is monitored in each year to provide information that helps teachers to plan, share ideas and have a common view of standards.

DESIGN AND TECHNOLOGY

83. The attainment of pupils at the end of Year 2 and Year 6 matches the standards expected nationally. This is similar to the findings of the previous inspection report. Pupils, including those pupils with special educational needs and those who come from minority backgrounds make satisfactory progress as they move through the school.

84. Pupils in Year 1 use a construction kit to build a model based upon a visit they have made to a local marine centre. They talk about their work, describing the functions of various parts, saying 'The people watch from here,' and 'This is where the water goes'. Other pupils use a variety of types of silver paper to make a large-scale picture of a mermaid. Year 2 pupils make individual model vehicles from dowelling and card. They study how to make an axle so that the wheels revolve properly by constructing an axle on a stand. Pupils use design sheets effectively. They draw what they want to achieve, labelling the separate parts needed. Effective evaluation sheets show that pupils recognise what they have done well and understand how their work could be improved. Pupils in Year 4 demonstrate their design skills when making a purse from fabric. They carefully draw their designs and include measurements. They make decisions about the kind of stitching and materials to be used. Year 5 pupils continue to build on their design skills successfully. They make puppets, musical instruments and cook bread, in each case careful design and their opinions and judgements of their completed work form an integral part of the learning process. The oldest pupils in the school explore their own ways of joining materials. Experiments with joints for wooden strips and straws demonstrate how they generate their own ideas and modify their work as it progresses. They make hats from card for the Mad Hatter from 'Alice in Wonderland', which are carefully designed and drawn before they begin. There are good links between this subject, ICT and the use of literacy and numeracy skills.

85. There is insufficient evidence to make an overall judgement on the quality of teaching. However the implication from the standard of work seen and discussions with pupils is that teachers have a methodical approach to planning the work that pupils do. The emphasis on the way pupils should design and evaluate their work at each stage helps to ensure that pupils build on their skills progressively as they move through the school. In the lesson seen, the pupils built successfully upon previous knowledge and work by continuing their puppet making. The teacher prepared resources and planned well for the lesson that ensured that pupils could begin their work immediately, making the best use of the time available. A good foundation for learning had clearly been established over previous lessons, which enabled pupils to understand clearly what they were doing and what their aims were.

86. The management of the subject is good. The subject manager supports other teachers well and the aims, ideas and intentions of the design and technology curriculum are communicated effectively to other teachers. This is best shown in the development of pupils' design and evaluation skills progressively as they move through the school. A portfolio of pupils' work, which is kept by the subject manager, is a particularly useful reference for all teachers to share ideas and have a common view of standards.

GEOGRAPHY AND HISTORY

87. During the inspection there were few opportunities to observe the teaching of history or geography, because the subjects are taught in half termly blocks. One history lesson was seen in the infants but no geography lessons. Two geography lessons were seen in Years 3 to 6 but no history lessons. Evidence of attainment in these subjects was obtained from work scrutiny, teachers' planning, talking to pupils and the subject manager. Standards in both history and geography towards the end of Year 2 are in line with expectations. Standards have been maintained since the previous inspection. Pupils are beginning to recognise differences between past and present. They demonstrated their knowledge of the Great Fire

of London and the differences in buildings then compared to the present. They remembered that Samuel Pepys had written a diary about the fire. They compared hospitals today with the one Florence Nightingale found and improved. Much of the recording was written in the pupils' own words. Towards the end of Year 6 attainment is also in line with expectation as the pupils' develop a better understanding of historical research and use of evidence. Pupils talked about the Ancient Greeks and what they had done; theatre, Olympic games, life style and myths. They are becoming more aware of sources of evidence and how to utilise them as a method of research. The pupils in Years 3 to 6 have covered topics ranging from Ancient Egypt to the Victorians and World War II. Work scrutiny showed a plethora of work sheets rather than pupils' own writing: opportunities are missed for recording in their own words to extend literacy skills. However, Year 6 pupils said they do their own research to answer the work sheets but this is not clearly evident from the work sample.

88. Attainment in geography towards the end of Year 2 and Year 6 is also on line with expectations. The seven year olds recognise the difference between a town and where they live. They have drawn maps of the school and made a chart of the weather. They are aware that England, Scotland, Wales and Ireland make up the United Kingdom but were unsure of the capital cities. The teaching strategy, 'Where in the world is Boris Bear?' helps the pupils appreciate where to find other countries. He goes on holiday with pupils and sends postcards to the class that describe the location. Because of this the children knew that Spain was hotter than England – 'because 'it is nearer the equator', according to one child. The fictional Island of Struay had been studied as a different location and the pupils talked about the landscape, transport and life on the island. This was a good link with literacy.

89. In Years 3 to 6 pupils have looked at weather and climate, with particular reference to the difference in temperature at the bottom and top of a mountain. Pupils in Year 3 and 4 are presently studying Chembakoli, a small village in southern India. In Year 5, pupils produced a topic concerning the water cycle whilst those in Year 6 investigated mountains. They were encouraged to design their own topic and questions to explore through a variety of methods such as books, Internet and CD-ROM. Some of the written evidence showed how much research the Year 5 pupils had done to produce the topic. However in Year 6, there was little written evidence available, although the pupils talked about their project and how they had found out about the effects of tourism, the history of the area and the landscape.

90. Pupils make satisfactory progress across the school, developing the relevant skills of research and historical enquiry and similarly in geography. All groups of pupils including those with special educational needs make satisfactory progress.

91. Pupils enjoy both history and geography, particularly when they can participate in fieldwork or visit historical sites and gain first hand experiences. The subjects excite them, although the infant pupils seem more enthusiastic about history. The older pupils especially enjoyed the French visit with its geographical basis. They take pride in their work: some of the topic folders were very well presented and neat. In the lessons seen, pupils were attentive and responded with interest to the teachers' questions, being keen to demonstrate their knowledge. This is a good support to the quality of learning.

92. Only one history lesson was observed in the infants and none in Years 3 to 6 so it is not possible to judge the quality of teaching. The quality of teaching in geography is varied. Teachers' very good relationships with their classes motivate the pupils to learn and give them confidence to respond. Effective use is made of questioning to extend and reinforce knowledge and understanding.

93. At present there is no subject manager for either history or geography but the head teacher is filling the role until the end of the year. The schemes of work provide appropriate coverage and development of relevant skills. A range of visits to historical sites and museums, nearby towns and the local environment give the pupils first hand experiences that enhance curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Towards the end of Year 2 and Year 6 the attainment of pupils matches the standards expected nationally, which is similar to the findings of the previous inspection report.

95. Pupils in Year 1 use a paint program on the computer to create their own pictures such as 'My village'. They successfully use clipart of houses together with line, shape and colour effects independently. They understand the use of a floor robot that increases their knowledge of how a device responds to simple instructions by moving across the floor. Year 2 pupils collect and enter data on topics such as the number of cloudy, rainy or sunny days. They enter this information into the computer and produce charts of the results. Higher-attaining pupils write their own interpretations of what the results mean.

96. Pupils, including those with special educational needs make good progress as they move through the year groups. In a design and technology lesson in Year 4, pupils make good use of their ICT skills to make their own pop-up books. They successfully manipulate the colour, size, style and size of text to enhance the book cover. These pupils also use their word processing skills to order the sentences in a poem on the computer screen, using the cut and paste functions. Pupils in Year 6 plan carefully to present an animation on video for the younger pupils in the school. They understand the use of a camcorder in recording single frame sequences of clay objects that are altered each time to represent movement and change. They understand that information that they collect on such topics as the frequency of pupils' choices of favourite films, sports and drinks may be represented in graphical form such as pie charts. When carrying out this task, most pupils make appropriate use of a spreadsheet and higher-attaining pupils interpret their findings from their pie charts. Pupils throughout the school are given many opportunities to apply their ICT skills and knowledge when studying other subjects: for example, they use the Internet and CD-ROMs when researching topics in history and geography and use programs to draw mathematical shapes on-screen. The increasing use of dedicated ICT lessons gives pupils good opportunity to use their literacy and numeracy skills.

97. There is insufficient evidence to make an overall judgement on the quality of teaching. However the implication from the standard of work seen and discussions with pupils is that teachers have a good knowledge of the subject which give pupils confidence in tackling their work. The preparation of teaching materials and tasks match both the pupils' needs and the requirements of the National Curriculum. In the lesson seen, pupils demonstrated very good working habits. The teacher had provided a variety of interesting activities that engaged pupils' interest well. They worked independently and productively whilst the teacher moved between groups and rooms.

98. The subject manager is enthusiastic has a good knowledge of the subject and has worked hard to develop ICT throughout the school. There have been improvements in the way teachers monitor pupils' work within the subject since the previous inspection. For

example, comprehensive assessment procedures have been introduced, which help to ensure the progression of pupils' skills and understanding through the school. A portfolio of pupils' work is kept which is a particularly useful reference for all teachers to share ideas and have a common view of standards. Resources are good and used effectively to enhance pupils' learning.

MUSIC

99. Attainment in music matches the standard expected nationally of pupils towards the end of Year 2 and Year 6. The school has maintained the standard set at the previous inspection. Very little direct teaching was seen. Planning was analysed and discussions held with staff and pupils. All pupils, including those with special educational needs and those from minority ethnic backgrounds are included in all activities and make satisfactory progress.

100. Pupils in Year 3 pupils talk enthusiastically about their Year 1 and 2 experiences. They remember taking the rhythms of nursery rhymes and making up an accompaniment with percussion instruments to match these rhythms. They have some knowledge of instruments of the orchestra and talk about making drawings about the music they have listened to and discussed with their teacher. They enjoy the songs they sing in assembly. Year 1 pupils sing simple songs from memory, clap the rhythm and copy the rhythm with instruments such as the new 'ocean drum' and the 'rainstick'. They discuss the sounds they hear and associate their early compositions with weather features. Year 2 pupils have a more sophisticated understanding of pulse and rhythm and they learn to discriminate between them. When the teacher claps a nursery rhyme pattern, one pupil immediately identifies not only the nursery rhyme but also the place in the song. When asked how she knew what the words clapped were she answered, 'Because I heard the tune in my head'. Another pupil, asked to explain the difference between a pulse and a rhythm jokingly replied to the teacher, 'You already know'. The teacher did, but wanted to challenge the pupils to explain their knowledge and understanding. The question was pursued and appropriate answers received.

101. Pupils in Years 3 to 6 talk about a range of musical experiences across singing, listening, appraising music and performing their own compositions. They write a form of notation, using symbols so that they can remember and refine the music they have made up. Some perform as a group in assembly. Others are enthusiastic about the music from 'Bugsy Malone' that they are learning. They listen to music like 'The War of the Worlds' and talk and write about how it makes them feel.

102. Insufficient lessons were seen to make a secure judgement about the quality of teaching. Pupils' knowledge implies that teaching is at least satisfactory. Pupils' learning is enhanced by teachers' use of their subject knowledge. In the lessons seen good use is made of teachers' subject knowledge. The lessons seen were well organised and managed. A good hymn practice was seen where there was a strong emphasis on improving the quality of singing through insistent emphasis on singing technique.

103. The school uses a commercial scheme of work to give structure to lessons. It is a sensible response to support those teachers who have little musical background. Its use in the lessons seen did not inhibit the good use of subject knowledge of more experienced teachers. Whole school planning ensures that all pupils get the curriculum experiences to which they are entitled. The school maintains a choir for special purposes, for example, when parents are invited to school for special events or at Christmas when pupils sing for adults in the community. There are also recorder lessons out of normal school hours and a music club. A small number of pupils learn to play a range of orchestral instruments. There is no current evidence of the use of ICT to support learning in music.

104. Music plays a significant part in supporting pupils' personal development. They gain confidence from learning to sing well. They work together in lessons, developing their own early compositions. Listening to music from a range of backgrounds gives support to an understanding of other cultures. The subject manager has, as a priority, further development of this through purchase of more instruments from different ethnic backgrounds. There are school systems for tracking pupils' musical development. The subject manager maintains a portfolio of pieces of pupils work across the age and ability range. The subject is well managed.

PHYSICAL EDUCATION

105. Standards of attainment in physical education match those expected nationally towards the end of Year 2 and Year 6. Standards have been maintained since the previous inspection. Pupils in Year 1 show their agility as they catch and throw the ball. At first some do not succeed but as they practice, performance improves, and, in the end, all are successful. Pupils enjoy working together in teams. Pupils in Years 1 and 2 learn the importance of a 'warm-up' and understand that it is to stretch the muscles in preparation for vigorous activity. They understand that as exercise intensifies the heart rate speeds up to circulate oxygen to the muscles. Pupils experience a good range of activities in games, gymnastics, athletics and dance. All pupils, including those with special educational needs and those from different backgrounds make satisfactory progress.

106. In swimming, almost all pupils achieve the expected standard of 25 metres unaided by the time they are eleven. Pupils in Year 3 show a wide range of physical abilities – some very able and agile, others having difficulty with basic coordination. Some of these pupils find great difficulty in listening and this adversely affects their attainment. Pupils in Year 5 find some difficulty in settling to the task in lessons. However, they are developing appropriate skills in working together on a team task. They are less adept at planning and organising their own work. Pupils in Year 6 are beginning to organise themselves with a minimum of input from the class teacher. This is good preparation for work at the next stage of their education. Many of these pupils achieve standards above those expected. Discussions with pupils across the age range confirm that they experience activities in all areas of the physical education curriculum.

107. In the lessons seen, teaching is good overall. Discussions with pupils confirm that they have been well taught. Teachers plan a good range of interesting activities. They manage pupils well. Even those pupils who find the discipline of lessons hard to acquire finally concentrate and get involved. Good use is made of time and resources. Only where time needs to be spent organising and settling pupils does the pace of lessons slacken. The effective use of teacher knowledge and confident teaching give pupils an impetus in their learning. Most try hard and learn well as a result. A good feature of the work of the school is that all pupils and staff change into appropriate clothing and footwear for the lesson. In discussion pupils know that this is necessary for health and safety purposes. Additionally, they have a good understanding of how to be safe during vigorous activity.

108. At present there is no physical education subject manager. However, although developments are 'on hold' the curriculum is broad and the subject has sufficient direction. The school benefits from good accommodation: a spacious hall and a very good field. Resources are adequate and safe. The subject makes a good contribution to pupils' personal development. They learn to work together well. They know the benefits of regular exercise and this give them an insight into what needs to be done to keep fit and healthy in later life. Teachers acknowledge the effort of all pupils and this raises their self-esteem and gives them confidence.

RELIGIOUS EDUCATION

109. Standards of attainment match those expected of the locally agreed syllabus towards the end of Year 2 and Year 6. Standards have been maintained since the previous inspection. An improvement is that the school now teaches to the expectations of the locally agreed syllabus. Only one lesson was seen during the inspection and judgements are secured on the basis of that lesson, scrutiny of teachers' planning, the work seen in pupils' books and on discussions with pupils. A good volume of work is to be found in the Year 1 and 2 books. Pupils have written their own prayers. They have studied themes such as families and making rules. Year 1 pupils have visited a local church for a simulated baptism ceremony. There are some good pieces of writing on display re-telling the story of Abraham and Isaac. More good free writing tells of the Jewish Shabbat and goes into the detail of the Torah, blowing the Shofar and lighting Shabbat candles. Pupils have also studied Easter and the crucifixion of Jesus. Some of this work is of good quality and pupils are making the progress expected of them. Despite the good volume of work to be seen, pupils had big gaps in their knowledge. For example, although they have studied Judaism, pupils had no idea that Jesus was Jewish and were firmly convinced that only Christians believe in a God.

110. It is a similar picture with pupils from Years 3 to 6. Although the work seen is of acceptable quality, showing the knowledge and insights outlined in the agreed syllabus, there are extensive gaps in pupils' understanding when they discuss their learning. Older pupils have studied Christianity from the point of view of its holy book, the Bible. They have written a prayer. Some of the stories of the Old Testament have been re-told very well, for example, the Daniel story, Noah and the flood and the story of Samuel and Eli. There has been study in Year 5 of Hinduism. However, although the plan for religious education indicates a study of Buddhism in summer term, no work was in evidence. Pupils confirmed in discussion that they had not studied the topic. Year 6 pupils did have some background of knowledge of Islam. However, they could recall no customs or beliefs of those of faiths other than Christianity, and none could offer the names of places of worship or holy books. What pupils did discuss with great vigour and much insight was reasons for studying religious education in school. They were quite clear that they needed to acquire a range of learning so that they could make their own decisions about faith and religious practice in later years. It is important, they stated, that we have an understanding, respect and appreciation of the beliefs and culture of those of different ethnic origins.

111. Only one lesson was seen and that was satisfactory. No overall judgement on the quality of teaching can be made. However, it is clear that although planning for religious education is satisfactory, some of the content has not been taught. Additionally, some of the central understanding expected has not been acquired. Given that pupils see the point of learning across a range of religions it is surprising that their knowledge of different religious practices is scant. A possible reason for this is that many of the tasks consist of worksheets that do little to support the needs of those having difficulty with basic literacy skills and give higher-attaining pupils little opportunity to research and have an intellectual and creative input into their work. Where opportunities are offered for pupils to write independently they gain a wider and deeper knowledge of the subject. Learning in this subject has the potential for a strong impact on pupils' personal development. Discussion with pupils and the quality of some written work show that this is happening to some extent. However, pupils' understanding of the nature of religious beliefs in a multi-cultural society is very limited at present. There is no apparent difference in the attainment of boys and girls. Pupils of different prior attainment make progress at the rate expected. Some tasks do not challenge higher-attaining pupils sufficiently and some tasks are too difficult for pupils struggling for basic learning skills.

112. There is a suitable policy and long-term plan for the subject. This should guarantee the breadth of pupils' learning but not enough is done to monitor what has actually been taught to check that what is planned actually takes place. The school uses the locally agreed syllabus and this is an improvement since the previous inspection. There is a good range of resources available for use in the subject across the religious studied, including source books and objects of religious significance. However, pupils made no mention of handling these objects or of doing their own research from the books available. This, too, has a bearing on lack of depth in pupils' learning. There is no evidence of computers being used to help learning in religious education. Where tasks involve opportunities for independent writing the subject gives support to the extension of literacy skills. The subject is well managed. The subject leader has overseen the planning for the coverage of the agreed syllabus. She has ensured that good resources are available for use. Assessment is supported by the collation of a good portfolio of samples of pupils' work. However, she has not had enough opportunity to monitor and evaluate the delivery of the planned curriculum.