

INSPECTION REPORT

COLSTERWORTH CHURCH of ENGLAND PRIMARY SCHOOL

Colsterworth

LEA area: Lincolnshire

Unique reference number: 120545

Headteacher: Mr R Burrows

Reporting inspector: Mrs Rajinder Harrison
18059

Dates of inspection: 5th - 7th February 2001

Inspection number: 196382

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Colsterworth CE Primary School Back Lane COLSTERWORTH Grantham Lincolnshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Rose
Date of previous inspection:	04. 03. 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18059	Rajinder Harrison	Registered inspector	Art and design, Music, religious education, equal opportunities.	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught. How well is the school led and managed?
9056	Val Cain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
29688	Mike Brammer	Team inspector	English, geography, physical education, Special educational needs.	
1411	John Good	Team inspector	Mathematics, information and communication technology, design and technology	Pupils' attitudes, values and personal development.
22398	Lynne Wright	Team inspector	Science, history, curriculum for children in the foundation stage.	How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Colsterworth Church of England Primary School is a smaller than average primary school providing a full time education for 160 pupils aged from 4 to 11 years. The majority of the children come from the village and its immediate vicinity, reflecting above average social circumstances. There are no pupils who have English as an additional language. Eleven children (7%) are eligible for free school meals and this is below the national average. There are twenty children (16%) on the register for special educational needs, which is below the national average. Four of these children have statements (above national average). Few pupils leave or join the school other than at the start of the reception class, and generally the school enjoys a relatively stable situation with few people moving in and out of the locality. The attainment of children on entry to the reception class is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school in many ways. Pupils make steady progress within an atmosphere where they are happy and well cared for. They achieve standards broadly in line with average expectations. The teaching is sound with many good features. The time given to monitoring teaching in English and mathematics has had a positive impact on the effective implementation of the literacy and numeracy strategies. The headteacher and staff are supported well by the governors and parents. Attention now needs to focus consistently on raising standards in all subjects. The school provides satisfactory value for money

What the school does well

- Teaching in English and mathematics has improved and is now good.
- Provision for pupils with special educational needs is good and they make good progress.
- The governors provide good support to the school and work hard to fulfil their responsibilities.
- Provision for pupils' social and moral development is good and relationships within the school are very good. As a result, pupils' behaviour is good and pupils have very positive attitudes to their work.
- Provision for extra-curricular activities is excellent and many children benefit from teachers' hard work.
- The school works effectively with parents to promote a friendly, caring environment where pupils are helped to take their place effectively in the community.

What could be improved

- Levels of attainment in science and information and communication technology (ICT) at the end of KS2 are below expectations.
- Assessment of pupils achievements, in subjects other than English and mathematics, is unsatisfactory.
- Co-ordinators' roles, with respect to the monitoring of teaching and learning, are not yet developed fully in subjects other than English and mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since that time there have been a number of improvements.

Teaching in English and mathematics has improved and is now generally good. Teachers have embraced, well, many of the features of the literacy and numeracy strategies. Extended writing at Key Stage 1 is now in line with expectations.

Standards of attainment in science at Key Stage 2 have declined; they were above average at the time of the previous inspection. Because of the time given to the development of teaching in English and mathematics, attention given to other subjects has been limited.

Teaching in information and communication technology has improved, and is now satisfactory at Key Stage 1. The school has not satisfactorily addressed the issues raised in the last inspection report, with regard to ICT at Key Stage 2, and as a result standards have declined. Resources for ICT have improved

but do not fully meet the requirements to support teaching effectively in Key Stage 2. Teaching and standards in design and technology at Key Stage 1 are good but have declined in Key Stage 2, where they are now satisfactory. Music at Key Stage 2 is now satisfactory, having been reported as good in the previous inspection. Teachers' planning is now satisfactory.

Assessment procedures are now good in English and mathematics. However, these good procedures are not extended to other subjects.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	A*	C	E	well above average A above average B
mathematics	B	A*	C	E	average C below average D
science	B	A	D	E	well below average E

**Similar schools with up to 8% of pupils known to be eligible for free school meals.*

The outstanding results achieved in 1999 are mainly attributed to the small and very able cohort of pupils, with no pupils identified as having special educational needs. Whilst standards in 2000 are still not in line with those in 1998, they are broadly similar and relate well to the prior attainment of individual pupils in each year group. The school has maintained a trend for improvement that is broadly in line with schools nationally. Targets set for the school last year were very high and unrealistic when set against pupils' prior attainment. The school now has a firmer grasp on analysing a range of data and is able to forecast more accurately how well pupils will achieve in English and mathematics. Targets are more realistic, and with better monitoring of pupils' individual progress, they are achievable.

The attainment of pupils on entry to the school is broadly average and progress is good in the Foundation Stage. Most children achieve all the early learning goals and are well prepared for Key Stage 1.

At the end of Key Stage 1, standards are broadly in line with national averages for English, mathematics and just in line for science. Standards are below average when compared with similar schools. Handwriting is an issue, in that it is not consistently developed through the school, and is below expectations.

At the end of Key Stage 2, results in English and mathematics are broadly average. They are well below average when compared to similar schools. Because of the lesser attention paid to developing science since the last inspection, compared with English and mathematics, standards in science have declined and are now below the national average and well below when compared to similar schools. Inspection evidence confirms these findings. Booster classes in English and mathematics and the booster club for Key Stage 2 enable pupils who take part to do well. They achieve above average numbers of Level 5's at the end of Key Stage 2. The monitoring of teaching, learning and standards in these two subjects has had a significant impact on tracking individual pupils' progress. This good practice is not extended to science.

Standards in design and technology at Key Stage 1, and in physical education and history at the end of Key Stage 2 are above national expectations. Attainment in ICT is below national expectations at the end of Key Stage 2. Standards in all other subjects are broadly satisfactory. Standards in religious education match those expected by the Locally Agreed Syllabus. Most pupils make satisfactory progress as they move through the school. Progress of pupils with special educational needs is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good.
Behaviour, in and out of classrooms	Pupils' behaviour is generally good and they respond well in most situations, both in classrooms and in the playground.
Personal development and relationships	Relationships are very good. Pupils take on responsibilities willingly.
Attendance	Attendance is very good.

Pupils' positive attitudes are a strength of the school. They enable learning to take place in a friendly, caring environment where all people are treated with kindness and respect.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 quality of teaching is satisfactory overall, and in individual lessons is often good or very good. Sixty seven per cent of lessons seen were good or better, with nineteen per cent of this good teaching being very good. Thirty two per cent of lessons were satisfactory and two per cent unsatisfactory. This represents a marked improvement since the previous inspection, where no lessons were better than good, and nine per cent of lessons observed were unsatisfactory. Teaching is generally good for pupils with special educational needs, and they make good progress.

The teaching for children in the Foundation Stage is generally good, and often very good, and as a result children achieve well. Teaching is satisfactory overall in both key stages, with good teaching seen almost consistently in Year 2 and Year 5/6. Good teaching was seen throughout the school and across many subjects. Relationships are very good and teachers manage pupils well, and this has a positive impact on pupils' response to learning. In lessons where teaching was judged as satisfactory overall, lessons sometimes lacked clear planning, pace was slow, or teachers' expectations of some pupils were not high enough.

Teaching in English and mathematics at both key stages has improved and is now generally good. Time has been devoted effectively to the monitoring and development of teaching and learning in both of these subjects. Teaching of literacy is good and supports learning in other subjects well. Whilst the teaching of numeracy skills is good, teachers do not always put these skills to good effect in other subjects, for example, to support learning in science. Teaching is satisfactory in science at Key Stage 1, but is unsatisfactory overall at Key Stage 2, as investigative skills are insufficiently developed. Teaching in ICT has improved overall since the last inspection, and is now satisfactory at Key Stage 1. However, it is unsatisfactory at Key Stage 2, where elements of the curriculum are not covered appropriately.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for ICT does not meet statutory requirements at Key Stage 2; as a result standards have fallen. With this exception and shortcomings in Key Stage 2 science, the curriculum remains broad and balanced and is satisfactory at both key stages. Curriculum provision for children in the Foundation Stage is good. Provision for extra-curricular activities is excellent and is a strength.
Provision for pupils with special educational needs	Provision is good; effective support from classroom assistants and teachers enables pupils to make good progress. Provision for children with disabilities is good and the school has a good approach to educational and social inclusion.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is good and a strength of the school; provision for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. Procedures for monitoring and promoting attendance and behaviour are good, as are procedures for support and guidance and monitoring and eliminating oppressive behaviour. Procedures for assessing and monitoring academic performance are unsatisfactory except for English and mathematics where they are good.

Parents generally have positive views about the school. The school has effective links with parents and they make a valuable contribution to their children's learning at school and at home. They are provided with appropriate information about the work of the school. However, pupils' reports to parents contain insufficient information in all subjects to explain how well their child is doing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The school achieves its aims relating to providing a happy caring environment. Although the role of co-ordinators is well established in English and mathematics, there are weaknesses in the monitoring and development of several other subjects; the school is aware of this and is in a position to put procedures into place to raise standards in these subjects.
How well the governors fulfil their responsibilities	The governors are very supportive and fulfil their responsibilities effectively.
The school's evaluation of its performance	The systems for monitoring and evaluating test and assessment results are sound; there is insufficient monitoring of teaching in order to ensure pupils achieve high standards in all subjects.
The strategic use of resources	The school makes efficient use of its resources including specific grants and other funding. The principles of best value are applied soundly.

The school has adequate staffing to support effective learning. Resources are generally satisfactory; they are insufficient in science and ICT to deliver all aspects of those subjects effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school and their behaviour is good. Children make good progress. Teaching is good and the school has high expectations of all pupils. The school helps children become mature and responsible. The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> Some parents feel the range of activities outside lessons is limited at Key Stage 1. A number of parents feel they are not well informed about how their child is getting on. Some parents do not feel comfortable about approaching the school with questions or problems. Some parents do not feel the school works closely with them. A number of parents do not feel the school is led and managed well.

Inspection findings support most of the parents' positive views. Of the things parents would like to see improved, the inspection team agrees that reports to parents do not provide parents with sufficient information about how well their child achieves in all subjects. The team considers that the range of extra curricular activities is excellent for the size of the school, and the number of activities open to pupils in Key Stage 1 is similar to other schools. The school has satisfactory procedures in place for parents to raise issues and ask questions. Parents are kept appropriately informed about the work of the school and many help regularly in classrooms and on visits. Leadership and management of the school are sound.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards on entry to the school are broadly average. Standards may fluctuate from year to year because the school cohort size is generally small. Overall standards are in line with expectations for the end of the Foundation Stage and at the end of both key stages. The key issue from the previous inspection has been addressed and standards in writing, at Key Stage 1, are now in line. When pupils leave the school at the end of Key Stage 2 standards are broadly in line with national averages in English and mathematics, and below average in science. When compared to similar schools, standards and test results at the end of Key Stage 2 are well below average. Although some monitoring of teaching and learning has been done in English and mathematics, overall it remains insufficient to support the raising of standards in other subjects. Progress is satisfactory, and often good at the end of the key stages because of the good teaching in Year 2 and Class 5.
2. Since the previous inspection good quality teaching has been maintained in the reception class and children make good progress. Children enter the Foundation Stage with very similar and overall average attainment in language and mathematical development. Most of the children in the present reception year are summer born and this is reflected in their test score. By the end of the reception year most achieve the early learning goals appropriate for children of their age.
3. Pupils who have been identified as having special educational needs make generally good progress. Suitably challenging work is provided in most classes, although where lessons lack pace, these pupils, like all others, sometimes do not make satisfactory progress. Where teachers' expectations are not high enough, the quality of pupils' written work is sometimes minimal and carelessly presented. Pupils are generally supported well in classrooms and receive plenty of individual help. This enables them to work on topics largely similar to the majority of the class and to remain fully integrated with their peers. When appropriate, individual support is provided, especially with literacy and numeracy skills and this also encourages good progress.
4. For the majority of pupils, standards in literacy and numeracy are above national expectations at both key stages. Pupils are encouraged to listen and respond to a range of situations, and are confident from an early age to present ideas. They further develop these skills through reading, for example, in history, where they are asked to consider material and form their own opinions. Throughout the school, pupils of all abilities are making good progress in developing number skills and applying them in mathematics lessons. Well-planned daily mental mathematics sessions make a strong contribution to pupils' confidence and ability to handle numbers. The successful introduction of the numeracy strategy has helped to raise pupils' levels of attainment. However, they are given insufficient opportunities to use them to support learning in other subjects.
5. Targets set for the school in 1999 for English and mathematics were very high and unrealistic when set against pupils' prior attainment. Insufficient attention had been paid to monitoring individual pupils' progress in order to inform the target setting process. The school now has a firmer grasp on analysing a range of data and is able to forecast more accurately how well pupils will achieve in English and mathematics. Targets are more realistic, and with the school's better monitoring of pupils' individual progress, they are achievable.
6. By the end of both key stages, standards in English are in line with those expected nationally and pupils make satisfactory progress. Despite fluctuations in the end of key stage tests, standards since the last inspection have improved broadly in line with the national trend. In the year 2000, although national test results for pupils aged 11 were well below average in comparison with similar schools, they were close to the average for similar schools when compared with pupils' attainment at the age of seven. At the end of Key Stage 1, the numbers of pupils achieving Level 3 in reading and writing are above average. Similarly at the age of 11, more pupils achieved Level 5 in English than the national average. Pupils with special educational needs make good progress. They are well supported in the classroom.

7. Standards in speaking and listening are satisfactory at the end of both key stages. Interesting introductions to lessons stimulate discussion and debate, and generally pupils are confident in voicing their views and opinions. Standards in reading are satisfactory. Emphasis is placed on providing a good grounding for the development of reading skills and lower attainers are well supported and given extra practice. Higher attaining pupils read fluently and with confidence.
8. Pupils' attainment in writing is satisfactory. Pupils of all abilities make good progress. High attaining pupils write with an increasingly lively style while average and below average attaining pupils make their meaning clear but often do not produce the same quantity and quality of work as might be expected. However, standards of handwriting throughout the school are below expectations. Letter formation is often poor and few pupils achieve a fluent, joined up style which is used consistently across the curriculum.
9. In the Year 2000, all seven-year old pupils achieved at least Level 2 in the national tests for mathematics, but a lower than average proportion of them reached Level 3. Overall the school's performance in the tests was close to the national average. When compared with the results achieved by pupils in similar schools, pupils' levels of attainment are well below average. Over the three-year period since 1998, pupils' performances have varied from year to year, but overall they have been close to the national average.
10. At the end of the last school year, pupils achieved standards in the tests for mathematics at the end of Key Stage 2, that overall, were close to the national average, but with wide variation in individual performances. A well above average proportion of pupils achieved Level 5, but the percentage reaching Level 4 was below the national average. When compared with similar schools, based upon previous attainment, the school's performance in the tests is in line with the national average. Over the last three years, results have generally been close to average values but have varied considerably between years. In 1999, the group of pupils in Year 6 achieved results that were very high and placed them in the top five per cent of the country. In that year there were only 13 pupils in the group and none of them had special educational needs. In each of the last three years boys have consistently out-performed girls in the end of key stage tests. Inspection findings indicate that overall levels of attainment at the end of both key stages are in line with those found nationally. These findings are similar to those reported at the time of the last inspection. Pupils with special educational needs are well supported and this enables them to make good progress, particularly in understanding and using numbers.
11. The 2000 end of Key Stage 1 teacher assessments in science showed that although four out of every five pupils achieved at the expected level this was well below the national average and that for similar schools. However, attainment at the higher levels was well above the national average, and above that for similar schools. The work of this cohort, who are now in Year 3, does not reflect these judgements and teacher assessment is inaccurate. The lack of formal systems for assessing pupils' achievement and progress does not help the teachers at either key stage to make well-informed judgements. Inspection findings indicate that most pupils at Key Stage 1 achieve at the expected level and are making satisfactory progress. Results of the national assessments for pupils at the end of Key Stage 2 showed that achievement was below the national average, and well below the average for similar schools. Numbers of pupils achieving Level 5 were below the national average. When compared to the attainment of these pupils at Key Stage 1 the school's performance was also below average in comparison with similar schools. The inspection findings are similar; pupils' attainment is below national expectations. They make sound progress in building their factual knowledge, but their skills in the experimental and investigative aspects of science are weaker and, in some classes, very little of this type of work is completed. This indicates a significant decline in standards since the previous inspection, when standards were judged to be above average.
12. In information and communication technology (ICT) by the age of seven, the majority of pupils achieve standards that are in line with national expectations. This represents good progress since the last inspection when standards were described as being below average. This improvement has resulted from a combination of good teaching, better resources, clearer identification of learning objectives and a focus upon developing the appropriate skills. However, the school has not satisfactorily addressed the issues raised in the last inspection report, with regard to the provision

for pupils in Key Stage 2. As a result, standards have fallen, and by the time pupils leave the school, their attainment overall is below that expected nationally. This unsatisfactory attainment results mainly from a lack of curricular provision rather than pupils' ability to achieve the required standard.

13. Pupils achieve standards in line with those expected in the Locally Agreed Syllabus for religious education. Assemblies and productions such as at Christmas, reinforce well some of the teaching and learning that goes on in lessons, and regular opportunities are given to support pupils' spiritual awareness.
14. In other subjects, standards are at expected levels at both key stages in art and design, geography and music and pupils' learning is satisfactory. This matches the judgements of the previous inspection. In design and technology, the majority of pupils generally make satisfactory progress in both elements of designing and making at both key stages. The interest and enthusiasm for this subject from both teachers and pupils encourages the good standards achieved at Key Stage 1, an improvement since the previous inspection. Good standards seen in the previous inspection at Key Stage 2 have not been maintained, reflecting the insufficient time given to monitoring teaching.
15. Pupils' learning in history is good at Key Stage 2 and pupils attain standards higher than those expected for pupils of a similar age. The clear enjoyment and enthusiasm for the subject is highlighted by the range and quality of curriculum support teachers offer through visits and from visiting speakers to the school. Teachers' expectations are generally challenging especially of the higher attaining pupils. Standards have been maintained since the previous inspection. At the end of Key Stage 1, standards in physical education are in line with expectations and pupils make satisfactory progress. At the end of Key Stage 2, standards are above national expectations and all pupils make good progress. This is similar to the judgement of the last inspection. Swimming, dance and gymnastics are strengths and extra-curricular sporting activities make a significant contribution to the overall standards achieved by the good numbers of pupils who participate.

Pupils' attitudes, values and personal development

16. All pupils, including children in the Foundation Stage, enjoy school and have very positive attitudes. Parents confirm that their children like coming to school and that they are expected to work hard. Almost all pupils concentrate well in lessons and during acts of collective worship. For example, even the youngest children listen quietly during the reading of stories and during the musical and dance performances that featured in whole school assemblies during the inspection. Older pupils have developed very good work habits. They work willingly for long periods in order to complete pieces of extended writing in English or pictures in art or models in design technology. Throughout the school, pupils are eager to please and react promptly to instructions. For instance, during mental mathematics sessions they respond quickly to the rapid flow of questions and are totally involved in the activity. They all join enthusiastically in these activities and show delight in their own and other pupils' successes.
17. Behaviour in and around the school is good and parents support this view. Pupils move around the school sensibly and show consideration for other groups of pupils who are still working. In the playground, pupils mix well, with older pupils taking care of younger children. They play together sensibly and are mindful of each other's safety. Behaviour in class is usually good and teachers are skilful at managing pupils with challenging behaviour patterns. Almost all pupils know that oppressive behaviour is wrong and they view such instances seriously and responsibly. During a personal, social and health education lesson the teacher encouraged the young pupils to talk about things they could do to make other pupils happy or sad. They then reflected upon anything that they had done to someone else which had made the other person sad. The pupils' response to this activity was very good and their comments showed that they have respect for other pupils' feelings. There have been no exclusions and reported instances of bullying are rare. These findings reflect the very diligent and caring work of the whole school staff.

18. Relationships in the school between pupils, children and all adults are very good. At lunchtime, supervisors and teachers ensure there is a sociable and friendly atmosphere in each classroom. Pupils eat their packed lunches sensibly and there is a buzz of happy conversation. They enjoy one another's company and talk enthusiastically about school life. Older pupils give valuable help during the lunchtime period and respond positively to the tasks they are given. Pupils' personal development is very good. In physical education and practical lessons, they work well in pairs and small groups and give very good support to one another. Throughout the school, they share resource materials and equipment sensibly and take turns willingly. For example, pupils in Year 1 worked well in a group of four listening to an audio-tape in a matching activity. They supported one another very well and indicated when someone had missed covering a picture on their card.
19. Pupils throughout the school act responsibly. As they progress through the school they show increasing maturity in appreciating one another's comments, for example during discussions in personal, social and health education lessons. They sing hymns in whole school assemblies enthusiastically, but there is calm and silence during moments of prayer and reflection. In classrooms they are given various jobs to help the teacher and are expected to tidy up at the end of lessons. They respond very well to these opportunities with the result that little time is lost during the changeover from one subject activity to another, particularly in the junior classes. Pupils show a real commitment to supporting the excellent range of extra-curricular activities. They enjoy participating in dance and music festivals and sharing their performances with parents and the community.
20. Levels of attendance are very good and are above the national average. During the period of the inspection attendance levels fell due to wide spread illness in the local community. Unauthorised absence is rare and parents understand their responsibility to inform the school of reasons for absence and usually do so promptly. Pupils arrive at school on time, and lessons start promptly. The high levels of attendance have a positive effect on pupils' rates of progress and levels of attainment.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is satisfactory overall throughout the school, and is often good or very good in individual lessons. Only one unsatisfactory lesson was observed and the key weaknesses here were lack of pace and challenge to maximise pupils' achievement throughout the lesson. This is an improvement from the previous inspection where nine per cent of teaching was unsatisfactory. Sixty seven per cent of lessons seen were good or better, with nineteen per cent of this good teaching being very good. This is a marked improvement from the previous inspection where no such high quality teaching was observed. Teaching is generally successful in helping pupils with special educational needs to make good progress.
22. Teaching in the Foundation Stage was good in the lessons seen and is good overall resulting in children making good progress. The teacher plans well and is sensitive to the needs of all the children. Positive interactions within the whole class encourage all children to contribute. Support staff manage children's learning in small groups well, and help them to make good progress. From planning it is evident, over the course of a year, children have appropriate opportunities to experience all the learning areas in the Foundation Curriculum.
23. Teaching in English and mathematics at both key stages has improved and is now generally good. Teachers have embraced, well, many of the features of the literacy and numeracy strategies and, with clear focus on teaching specific skills, pupils enjoy these lessons. Teaching is satisfactory in science at Key Stage 1, but is unsatisfactory in the effective development of investigation skills at Key Stage 2. Teaching in ICT has improved, and is now satisfactory at Key Stage 1 but not so at Key Stage 2 where elements of the curriculum are not covered appropriately. In history, good teaching at Key Stage 2 is greatly enhanced by the range of 'hands on' experiences pupils are given access to and this is a good feature. Teaching in design and technology is good at Key Stage 1 but has declined in Key Stage 2, where it is now satisfactory. Similarly, teaching of music at Key Stage 2 was good at the time of the last inspection and is now satisfactory. No

teaching was seen of physical education at Key Stage 2 but from pupils' good achievements in swimming, dance, sporting activities and gymnastics, teaching of these elements is good, and good teaching has been maintained.

24. Teachers' planning is generally satisfactory, but expectations in a good number of lessons, do not consistently challenge all pupils enough. Higher attaining pupils are not always sufficiently challenged in some classes, but when teaching is very good and expectations are high, these pupils make good progress. In some classes at both key stages, work is sometimes not planned in sufficient detail or with appropriate rigour and challenge to match the learning needs of all pupils. An example of this was the science lesson seen in Year 5/6, where pupils of all abilities did the same work, and assessment was based largely on how well they did this. The provision for booster sessions in English and mathematics is good and here work is closely matched to pupils needs thus enabling them to make good progress. The pace in a number of lessons is not urgent, resulting in some pupils making slow progress. Planning for the use of ICT has improved since the previous inspection but still remains unsatisfactory and inconsistent across the school. In addition, whilst teachers generally carry out informal assessment as lessons proceed, planned opportunities for formal assessments are limited in the main to English and mathematics. In the majority of lessons observed, few examples of assessment opportunities were identified in teachers' planning. Teachers rely on their informal on-going assessment to ascertain what pupils have learnt. Recording pupils' progress is inconsistently managed, although, in those lessons where plenary sessions are effective, useful information emerges to inform future planning. A number of parents expressed concern that they received insufficient information about their children's progress. The inconsistency with which progress is recorded is a significant weakness across the school.
25. Literacy and numeracy are generally taught well and teachers use appropriate strategies to plan lessons where pupils learn effectively. Teachers use story and poetry to good effect in developing pupils' skills in use of language to express feelings and emotions. Where the pace is too slow, or the work too difficult or too easy, some pupils become disinterested and occasionally this results in restless behaviour, as was seen in a numeracy lesson in Year 1. Literacy skills are developed satisfactorily in other subjects. For example, pupils' evaluations of the Greek gods and their place in Greek society sparked off some interesting and articulate discussions where pupils reflected on the feelings of people at the time. The starts of the lessons are generally managed well, and teachers involve pupils effectively through a range of participation activities including recitations, games and puzzles. A vivid example was seen in a mathematics lesson in Year 5/6, where 'rap' chanting became an effective learning medium. Pupils' skills in numeracy are not always effectively applied to other subjects, for example, data handling in science and geography, and measuring to fine tune design work in technology. The teaching of ICT, whilst broadly satisfactory at Key Stage 1, is unsatisfactory at Key Stage 2. The statutory requirements are not fully met and teachers do not make appropriate use of ICT to support learning across the curriculum. Teachers' knowledge is still sometimes insecure in this area, and the school has limited resources at the present to improve standards.
26. Where teaching is good or better, pupils are managed well, lessons are brisk and challenging, and led by enthusiastic teaching. Work in these lessons is generally well matched to pupils' needs and support staff are used to good effect in helping individuals and groups of pupils to make appropriate progress. For example, the good art lesson seen in Year 4/5, enabled the pupils to explore pastels and colour mixing, modelling their work on inspiration from a wide range of celebrated artists. Through this approach, they were encouraged to apply prior learning, observe closely features from good artists, and evaluate their success against what they had set out to achieve. Many were thrilled with their efforts and excited by further things to try to improve the quality of their work. In a good numeracy lesson in Year 2, the teacher applied very skilful questioning strategies to help pupils recall prior learning and link this to new work on number. These good lessons are typified by teachers sharing with pupils clear learning objectives, work being planned to suit the different ability levels appropriately and time given to summarise the learning. In these same lessons, teachers have reasonably high expectations, as seen for example, in a Year 5/6 history lesson, where the teacher encouraged skills of drawing from evidence to form views. In this lesson the teacher's own interest and enthusiasm for the subject sparked pupils' enjoyment and enabled them to learn well. Where teachers' knowledge of the subject is

sound and they are confident in appropriate teaching strategies, lessons are effective. Where this confidence is lacking, for example in the numeracy work in a Year 1 lesson, progress is slow. The good or very good teaching seen, almost always, at the end of Key Stage 2, urges all pupils to try their best, produce good quality work and evaluate their learning. These high expectations enable the majority of pupils to make good progress, and higher attaining pupils are persistently challenged to extend their learning independently.

27. Pupils' relationships with each other and with staff are generally very good. Where the best teaching occurs, and where particularly good relationships have been built, as in Year 6, pupils demonstrate real security in presenting their ideas and answer without any fear. As a result, their powers to express emerging thoughts improve as they gain confidence, working independently or in groups. Teachers value pupils' contributions and encourage them effectively to extend their knowledge and skills and become confident learners. Teachers' ability to inspire such confidence is good and, when combined with high expectations of both the quality and quantity of work pupils produce, progress is good. In some classes teachers do not set high enough standards for pupils to do their best. The quality of pupils' writing and presentation is sometimes inaccurate and careless, and often this goes without written remark.
28. Teaching is generally appropriate to help pupils with special educational needs to make good progress. The effective use of individual education plans and effective deployment of classroom assistants, which is reviewed regularly, ensure pupils receive consistent support. Although little reference is made to the learning objectives of pupils with special educational needs in teachers' weekly planning, teachers know their pupils well and generally ensure their learning needs are addressed appropriately as they work around the classroom.
29. An additional valuable resource which teachers make maximum use of is the number of parents who help in the school. They are especially useful in supporting practical activities, producing resources, and giving pupils opportunities to read aloud and be listened to effectively. The wide range of provision of 'hands on' experience provided by visitors to the school, or pupils' visits to places of interest, enriches considerably pupils' learning, for example in history and music.

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

30. At the time of the previous inspection the school provided a broad and balanced curriculum which complied with the requirements of the National Curriculum. At present the curriculum for ICT does not meet statutory requirements as there is no equipment for monitoring, and control technology is not taught adequately across the school. With this exception, the curriculum remains broad and balanced and the school has plans to ensure that all the requirements of Curriculum 2000 are met. The school's aims do not express a commitment to providing a rich and stimulating curriculum. The curriculum for the children in the Foundation Stage is good and supports teaching well. It is of satisfactory quality at Key Stages 1 and 2, with the exception of that for ICT and science at KS2, which are unsatisfactory.
31. The time allocated to the teaching of literacy is high and reflects the school's action in addressing the key issue from the previous inspection to raise standards of pupils' writing at Key Stage 1. In addition, time allocated to providing a writers' workshop for all pupils in Year 5 and 6 is paying dividends. However, insufficient time is spent on encouraging pupils to apply the skills taught in handwriting lessons to their work across the curriculum, and standards in handwriting are low. The school has worked hard to introduce the numeracy strategy fully and time has been spent well in mental mathematics' sessions to improve standards. In science, at Key Stage 2, the curriculum narrows, so that, although pupils' science knowledge is developed to a satisfactory level, the development of their skills is incidental. This leads to the underachievement of many pupils and low standards overall. The geography and history curricula benefit from the use of the local area, and in history, visits and visitors help to make the subject more meaningful. Physical education is enhanced by the wide diversity of sports provided in lessons and within an excellent extra-curricular programme. In art and music, a narrow range of experiences is offered, as there is a lack of opportunity to explore other cultures.

32. The previous inspection found that whole school and termly teaching plans lacked the rigour to make clear the expected levels of pupils' attainment in each year group. With the exception of English and mathematics this remains the case. Curriculum plans for the other subjects are not consistently rigorous in providing a framework that guides the development of pupils' knowledge, understanding and skills and do not sufficiently support any initiatives to raise standards.
33. The quality and range of the curriculum for children in the foundation stage are good. It is very carefully and very effectively balanced so that they have opportunities to learn through structured play activities as well as through more formal methods. The very good relationships and the good use of resources in a stimulating environment promote the development of all the children very positively, and gives them a good start to learning in Key Stage 1. The way in which most work is linked to an overall theme gives activities added excitement and focus.
34. The curriculum provides equal access for most pupils, especially those with special educational needs, who learn mostly alongside their peers, carrying out the same activity. However, for some pupils, equality is not ensured. The learning experiences and expectations depend upon the route they take through Key Stage 2, as Year 4 and Year 5 pupils are split into different classes, and some are with younger pupils, whilst others are with the oldest pupils. Curriculum planning does not take sufficient account of the needs of different year group pupils in the same class. This reflects the findings of the previous inspection.
35. Extra-curricular provision in the school is excellent and much credit is due to the hard work and commitment of teachers. The wide range of clubs that take place at lunchtimes and after school offer all pupils opportunities to extend their learning in many ways. Activities include gymnastics where pupils can work for awards, art club, disco dancing, football, netball, country dancing, choir and other musical groups, French and a Year 6 booster club. This extensive range is received enthusiastically and many pupils attend a number of activities. Older pupils support younger ones and the family atmosphere the school creates is commendable. Curriculum provision is further enhanced by pupils visiting places of interest, both locally and further afield. Pupils benefit greatly from residential experiences in Year 3/4 and Year 6 and speak of these events with lively enthusiasm. Visitors to the school add a further good dimension to pupils' learning.
36. Community links are a strength of the school. Many parents and helpers are involved in the life of the school on a regular basis. The 'tree for life' project has successfully seen the pupils engaged in vital environmental work in the community and parents have assisted in this for many years. Pupils give concerts, attend festivals, entertain the elderly and regularly collect for a range of charities and all of these give them opportunities to consider their wider role within the community. Sporting links are successfully pursued and good use is made of the local area for work in history, geography and religious education.
37. The school makes good provision overall for the pupils' spiritual, moral, social and cultural development. The provision for the pupils' spiritual development is satisfactory. The pupils' growing awareness of their spirituality is developed positively in collective worship and religious education, and sometimes in other forms of experience and expression, such as poetry writing and art. The 'tree for life' project illustrates the pupils' respect for the earth. Provision for the pupils' cultural development is satisfactory overall. The school takes many opportunities to promote a good awareness of local culture through local studies and visits. Story, music and art give the pupils a good understanding of western European culture. There are limited opportunities for the pupils to experience other art forms, such as Aboriginal art styles and the musical forms of African music. Curriculum plans show very little awareness of the potential for promoting an awareness of the values and traditions of other cultures in everyday learning situations. There are few images around the school to illustrate and celebrate the diversity of our country's culture.
38. Provision for pupils' moral and social development is good. They are taught about right and wrong and are made aware of what is acceptable and unacceptable behaviour. There is a clear behaviour policy which expects consideration of others as essential. As a result, relationships are very good. All children are expected to work well together, both in lessons and in extra-

curricular activities, and generally the expectations are high. For example, pupils' behaviour during their visit to the swimming pool was very good. There are opportunities to take responsibilities and many children assist in tasks around the school. For example, older pupils regularly help younger ones at lunch times and new pupils are taken good care of. Assemblies, circle time and other activities encourage pupils to reflect on their impact on others. Staff are good role models and ensure excellence and good manners are acknowledged through class rewards and school trophies. Parents strongly praise the positive attitudes and values the school promotes.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school continues to provide good quality care for all its pupils. Staff are caring and committed and know their pupils well. They work hard to develop pupils' self esteem and promote very good relationships. As a result the pupils enjoy learning and are confident young members of the community when they leave school. Parents confirm that their children like school and attendance is consistently above the national average. The monitoring of attendance is good and unauthorised attendance is rare.
40. The provision for pupils' health and safety is supported by satisfactory procedures for first aid and the site is clean and well maintained. Parents are kept fully informed of any incidents that occur during the school day. Child protection procedures are well established, and the school seeks support and advice from outside agencies appropriately. The procedures for the identification and assessment of pupils with special educational needs are good. The school uses a range of methods including baseline assessment when children enter the school and teachers' on going assessments. Information is used to identify special needs and to set targets in the individual education plans from as early as the Foundation Stage. Facilities for pupils with disabilities are good and ensure their full integration in the work of the school.
41. Procedures for monitoring and promoting good behaviour are well established and this coupled with good attendance ensures pupils have appropriate opportunities to learn effectively. During the inspection no inappropriate behaviour was observed and pupils work and play well together. The school has sound procedures for dealing with serious incidents should they arise and parents are kept informed as necessary. A small number of pupils sometimes present challenging behaviour and these pupils are generally well managed. Good behaviour is encouraged through circle time, assemblies and through the house system. Trophies are keenly sought for kindness and endeavour as well as academic achievements.
42. Careful baseline assessment is used positively to plan suitable activities for the youngest children. It is used again later in the year to assess the progress they have made in the reception class, giving the teacher a good measure of her effectiveness. The regular processes for assessing what the children know, and how well they are learning, are good across all aspects of the Foundation Stage curriculum.
43. Throughout the rest of the school, procedures for assessing pupils' achievements and monitoring their academic progress are unsatisfactory overall. In English and mathematics they are good; there is a consistent approach to the formal testing and recording of what the pupils' know. Good quality marking helps the pupils to improve their strengths and work on their weaknesses. Records are carefully kept and give the teachers a clear view of any areas where curriculum plans need strengthening. However, this rigour and practice does not extend to the other subjects of the curriculum. Although there is some testing of science knowledge at the end of Key Stage 2, in all other subjects assessments are informal. No records are kept in a format that enables teachers to check on individual progress. Marking, although supportive of pupils' efforts, does not help them to understand how well they are doing or give teachers a measure of the progress their pupils are making. As a result, reports to parents do not give an assessment of pupils' achievement and learning in subjects other than English and mathematics. In these subjects the quality of reporting is good. Apart from in English and mathematics, co-ordinators have no secure way of knowing standards in their subjects and so cannot take informed decisions on how to improve them. There are no systems for pupils to write their own termly, personal targets for subjects and so they are

largely unaware of how they learn, what they are good at and what they need to do to improve. The school has started to track the progress of individual pupils and year groups by analysing the results of tests and assessments. This work is still at an early stage but the school has recognised the need to develop more systematic use of this information to inform teaching and focus on raising standards of specific cohorts as necessary. The situation remains largely unchanged from that at the previous inspection.

44. Pupils with special educational needs are more carefully supported and monitored and this good practice enables many of them to make good progress. Relationships with outside agencies are good, but the school has been in a difficult position because of the extended absence of the special educational needs links teacher. Progress is reported through regular review meetings. Individual education plans are in place but could be written so that the targets and the criteria for assessment are more easily measurable.
45. Because staff know their pupils well, procedures for monitoring their personal development remain informal but are good. Day to day guidance and support are good and the school promotes good personal health and social education programmes. Children receive appropriate sex education and drugs awareness, and time is given for pupils to ask questions both during lessons but informally as well. The school's work on the 'tree for life' project enables pupils to think of their responsibilities in a more global context. The many clubs and extra curricular provision at lunchtimes and after school provides good opportunities for teachers to be with children in less formal situations. This time is valuable in promoting pupils' social development and supports the very good relationships they have with each other and all adults.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents expressed mainly positive views of the school and are satisfied both with what the school provides and achieves. Over 60% of parents completed the questionnaire and twenty attended the parents' meeting. Parents are most pleased that the school expects their children to work hard and to achieve their best; that their children like school and that teaching is good. The inspection team agrees with their views. A significant number of parents expressed concern about information on their child's progress; this is a valid concern.
47. Communications with parents regarding general issues are good. The prospectus is clear and there are regular newsletters detailing events, curriculum evenings and parents' meetings. However, reports to parents are unsatisfactory presently, confirming parents' concerns. Clear subject information is given on pupils' achievements in English and mathematics. For these subjects, strengths, weaknesses and areas for development are highlighted appropriately. Science and other subjects are generally reported on in a descriptive fashion, explaining work covered and pupils' attitudes. Targets, however, are frequently too general, for example, 'to continue good work' but do not explain how or why. The reports do not offer any opportunity for parents to write comments on the content of their child's report, nor for any self-assessment by the pupils. Reports for children in the reception class are good. For pupils with special educational needs, the school fulfils its obligations to consult parents at every stage and also has good informal contacts with parents.
48. Pupils benefit from the many parents who help in school on a regular basis. They help in class, hear pupils read and accompany them on trips. A thriving Parents' Association holds regular social and fundraising events that are supported well by the community. Money raised through their good efforts has added considerably to the school's resources. Items purchased to support the curriculum include resources for ICT, the playground and equipment for the children in the reception class.
49. Most parents have signed the home/school agreement. They support their children at home with reading, spelling and other homework appropriately. The reading diary provides a good message relaying service between school and home, and a number of parents make good use of this facility. Whilst parents had mixed views about the levels of homework children receive, inspection findings indicate the homework children have is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management by the headteacher, supported appropriately by his deputy, are satisfactory. The quality of education provided is broadly satisfactory and improving. In conjunction with all the staff, the headteacher has continued to sustain a caring, supportive environment that ensures the school retains its identity as a friendly community, where effective learning and pupils' personal development are nurtured. This enables pupils to feel valued, confident and important members of the community, a vital element of the school's aims. There is a commitment in the very detailed school development plan to improve aspects of the school and its work. Some issues highlighted in the previous inspection have been appropriately addressed, for example long term planning has improved and is now satisfactory. This is supporting effectively the improvements in teaching standards. However, the school development plan fails to emphasise the promotion of high standards consistently in all subjects.
51. Establishment of co-ordinators has resulted in all subjects now having clear policies and schemes of work which support the overall effective teaching seen. However, some management responsibilities have not been put into practice effectively. The school has not yet developed good processes to review strengths and weaknesses in subjects other than in English and mathematics, in order to identify appropriate strategies for continuous improvement. Co-ordinators are not sufficiently engaged in the monitoring of teaching, learning and standards to determine priorities for development in their subjects.
52. Monitoring of teaching by the headteacher and the deputy are proving helpful in identifying some areas for improvement, but mainly in English and mathematics. Here teaching is now good, and good assessment procedures are in place to support the raising of standards. Time has been used effectively to support the development of English and mathematics. Other teachers with management responsibilities rarely monitor planning of their subjects. Whilst supportive of colleagues informally, they have few opportunities to observe teaching and monitor pupils' work. There has been little time given to lead curriculum development and raise the status of subjects in order to improve pupils' performance. Good practice is not being spread effectively, with teachers learning from each other. Consequently, the means by which attainment can be raised have yet to be identified. Where such interactions have taken place, for example in English and mathematics, through work on the literacy and numeracy strategies, improvements have begun to impact on standards. A shared commitment to the raising of standards in other areas of the curriculum is not currently evident.
53. The school development plan details satisfactorily priority areas for development and there are good links to financial planning. The systems established for setting targets are well established and the governing body is appropriately involved. The targets for English and mathematics are challenging, as opposed to predicting outcomes. The co-ordinators for English and mathematics analyse external test results and effective use is made of the data in planning the curriculum programme. These two co-ordinators have opportunities to monitor classroom practice, but this does not extend to other subject co-ordinators.
54. The governing body provides good support for the school and fulfils its statutory duties. It is effective in shaping the direction of school through the formulation and monitoring of the school development plan. It has an appropriate committee structure and individual governors take their responsibilities seriously, visiting the school regularly. The governing body has a clear view of the strengths of the school but is uncertain about areas that need development.
55. The school's priorities are well supported through its financial planning. The governors' finance sub committee contributes to the school development plan. The sub committee is aware of the need to plan well ahead to ensure that spending priorities are appropriate. Best value is looked for. Financial administration is sound and specific grants are used properly for their designated purpose.
56. Staff and governors have attended training sessions to prepare them for the introduction of performance management. A policy has been agreed and targets will be finalised in the near

future. Careful planning has resulted in the school being well placed to benefit from the introduction of this initiative.

57. The staff are a committed and hard-working team. Teachers are appropriately qualified to meet the needs of the curriculum, and some have particular expertise, for example in English, science, music, art, and history. Although teachers pursue a range of training to enhance their skills, the main focus in the past few years has been on literacy and numeracy. There are weaker areas of expertise such as ICT and religious education. The teachers are all long-serving, giving the pupils a stable learning environment. Teachers and skilled support staff share a clear and common purpose in supporting the pupils' learning, and they do so effectively. The relatively small size of the school means that new members of staff are quickly integrated into the staff team. Daily routines are well established and help is always close at hand. Although a mentor is allocated, the whole staff team accepts responsibility for supporting new colleagues. The high quality of relationships throughout the school makes induction of new staff a simple task.
58. The school's resources and accommodation are generally adequate. Resources for history are good and good use is made of visits and visitors. Resources in science and ICT are insufficient and limit elements of teaching at Key Stage 2. The recent establishment of the computer suite has enabled progress in ICT to take shape to a satisfactory level at Key Stage 1. Whilst the hard playground is small, its use is effectively managed. The school is regarded as a focal point in the village and social events regularly feature on site, attended by parents of pupils in the school and others from the community.
59. Most pupils enter the school with knowledge and understanding which is broadly in line with that expected for their age. The school promotes good behaviour and very good relationships. The school excels in extra-curricular provision largely due to hard work and commitment from all teachers. Teaching has improved since the previous inspection and pupils make generally satisfactory progress. Capacity for improvement is sound. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve levels of attainment in ICT and science at the end of KS2 by:
 - **ICT:**
 - ensuring that pupils experience all areas required for the National Curriculum
 - giving pupils more frequent opportunities to consolidate and use newly acquired skills and knowledge by making more effective use of the computer suite
 - introducing procedures for assessing pupils levels of attainment and tracking their progress in acquiring skills
 - extending the use of ICT to support pupils' learning across the curriculum
 - **Science:**
 - ensuring that a greater emphasis is given to investigative and experimental work;
 - introducing procedures for assessing pupils levels of attainment and tracking their progress in acquiring skills
 - improving the level of resources to meet curriculum requirements effectively
- (2) Develop effective assessment procedures matching those found in English and mathematics for all other subjects and use these systematically to achieve targets that are being set for year groups and individual pupils.
- (3) Enable subject co-ordinators to have the same opportunities, as seen for English and mathematics, to monitor standards of teaching and learning and share best practice and expertise regularly.

In addition to the issues above, the school should consider the following when drawing up its action plan:

- Improving the quality of pupil reports to parents, so pupils' achievements in all subjects are identified clearly and targets for improvement set.
- Ensuring pupils in split year groups have similar experiences as they move through the school.
- Identifying more curriculum opportunities for raising pupils' awareness of the multi-cultural nature of society.
- Developing a consistent approach to teaching handwriting and ensuring expectations of all pupils are high in all subjects for the quality of their written presentations.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	66

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19	48	31	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	160
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	15
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	13	15	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	13
	Girls	13	13	15
	Total	23	23	28
Percentage of pupils at NC level 2 or above	School	82 (82)	82 (86)	100 (82)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	10
	Girls	13	15	12
	Total	23	27	22
Percentage of pupils at NC level 2 or above	School	82 (82)	96 (82)	79 (82)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	13
	Girls	8	7	10
	Total	20	18	23
Percentage of pupils at NC level 4 or above	School	77 (100)	69 (92)	88 (100)
	National	70 (68)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	13
	Girls	8	7	10
	Total	20	18	23
Percentage of pupils at NC level 4 or above	School	77 (100)	69 (100)	88 (100)
	National	70 (68)	72 (69)	80 (75)

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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	145
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	22
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	77.75

Financial information

Financial year	1999-2000
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	£
Total income	278 656
Total expenditure	288 176
Expenditure per pupil	1 747
Balance brought forward from previous year	13 760
Balance carried forward to next year	4 240

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	157
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	2	1	1
My child is making good progress in school.	35	56	7	2	0
Behaviour in the school is good.	39	48	4	1	7
My child gets the right amount of work to do at home.	29	49	8	7	5
The teaching is good.	51	39	5	0	5
I am kept well informed about how my child is getting on.	29	41	26	3	0
I would feel comfortable about approaching the school with questions or a problem.	57	29	11	2	1
The school expects my child to work hard and achieve his or her best.	57	40	1	1	1
The school works closely with parents.	26	45	15	3	11
The school is well led and managed.	41	38	14	2	5
The school is helping my child become mature and responsible.	44	45	4	1	5
The school provides an interesting range of activities outside lessons.	40	47	8	2	2

Other issues raised by parents

Some parents feel the range of activities outside lessons is limited only at Key Stage 1.

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

60. Since the previous inspection, good quality teaching has been maintained and children now make good progress in the reception class. Children start school at the beginning of the year in which they become five. At the time of the inspection there were twenty children in the foundation stage, in the reception class, most of who have had some experience of playgroup. The class teacher has a good relationship with the playgroup and she gets to know the children and their needs before they come to school. This enables all children, but especially those with special educational needs, to get the support they need right from the start. Parents are given good information about the school's work and so a good partnership is established from the outset. The children enjoy school, join in activities happily and confidently and are often excited by what they are learning. This is due largely to the very good support offered by the class teacher and the classroom assistant, who form a very effective team.
61. There is a narrow range of attainment on entry to the reception year and overall it is average for the age of the children in language and mathematical development. Most of the children in the present reception year are summer born and this is reflected in their test scores. However, good quality teaching across all areas of learning enables all children to make good progress so that most achieve the early learning goals appropriate for children of their age. Curriculum themes are planned well and the children quickly become interested and involved. They are enthusiastic learners. Good analyses of what children can do, and what they find difficult, enables the teacher to provide what they need next to help them to learn well.

Personal, social and emotional development

62. Nearly all the children enter the reception year with the personal and social skills expected for their age. By the time they move to Year 1, they have made good progress and have achieved the early learning goals. The children respond to the teacher's high expectations that they will do their best and work hard at all times. They often become absorbed in what they are doing so that they concentrate and remain on task for lengthy periods, such as when they prepare a meal for the giant in the 'giant's castle'. Adult praise is measured and encouraging so that the children's confidence grows and they expect to succeed in school activities. They choose readily an activity to pursue and plan what they want to do, tidying up well after themselves, often without being asked. The teacher plans many occasions when the children can experience being part of the class group, through games, songs and sharing books and stories. Most children are still at the age where they tend to play alongside each other but activities are carefully planned to encourage co-operative play in the 'giant's castle'. This develops their conversational and negotiating skills. The teacher's care for them is mirrored in their care for each other, such as when they award each other stickers for positive contributions to the class. They express their feelings confidently and are invited to do so on many occasions, such as responding to stories or in their excitement at seeing how their beans have grown.

Communication, language and literacy

63. As a result of very good planning and very effective teaching, the children make good progress in communication, language and literacy. They enjoy listening to stories and will often choose to listen to taped stories. Adults take care in the language they use so that they are constantly extending the children's vocabulary. Many sessions such as 'plan, do and review' encourage the children to listen carefully and think through what they want to do. Registration and lesson introduction times are often used to give the children a chance to talk at length about things that interest them. The classroom is a good literacy environment, with signs and labels to explain and inform, but this is mostly the teacher's writing. Many children are beginning to make good attempts at writing their own stories independently, showing their knowledge of correct sentence formation and some letter sounds, for example 'snwt isd' (Snow White is sad). Their handwriting shows increasing accuracy and control and they trace and extend increasingly complex shapes. Nearly all the children treat books correctly, turning the pages independently and following the

words, recognising many beginning and end sounds. They often use the pictures to 'read' the story. Most children achieve all learning goals in this area of learning by the end of the reception year.

Mathematical development

64. Mathematics is taught well and, by the end of the reception year, children achieve what is expected for their age. Many opportunities are planned for them to think mathematically and to use their growing understanding of number concepts in every day situations. They count the seeds in their pots accurately and lay the correct number of places at the 'giant's table'. They add one and two, to numbers up to twelve and can identify the fewest and the most. They are beginning to use positional language such as above, below and in between correctly. Most count confidently up to twenty, but less so down from twenty. They are making good progress in learning to count reliably up to twelve everyday objects and are beginning to join groups of objects together to get a total number.

Knowledge and understanding of the world

65. The children enter the reception class with sound knowledge and understanding of the world. Well-planned teaching links stimulating experiences to the topic theme so that the children's curiosity is kindled and sustained and they make good progress, attaining the early learning goals by the time they finish in the reception class. Through the theme of Jack and the Beanstalk they plant beans and watch them grow, recording the stages in a bean diary, naming the root, stem, seeds and leaves correctly. They remember past events and build up a passage of time by diaries of their own events and by linking 'then' and 'now' at opportune moments. The teacher showed the children her school diary book from when she was six. They acquire a sense of place by walking around the village and getting a sense of what it is like to be part of that community. Children learn quickly how to control the cassette player and acquire confident mouse and keyboard skills to help their learning in English and mathematics. They make models from sand and play-doh, learning how these materials behave in the process.

Physical development

66. The children make good progress in their physical development through good teaching. In the hall, the children learn to roll a ball accurately to a partner and bounce balls to each other with confidence. They practise catching and dropping balls and using their feet carefully to dribble a ball. The outdoor area is equipped with large wheeled toys, but it is too small to enable the children to have a variety of interesting experiences. A good range of games, toys and construction kits helps the children to develop their hand and eye co-ordination and fine body control and by the time they enter Year 1, most have achieved the early learning goals for this area of learning.

Creative development

67. To encourage their creative development, children paint and draw to illustrate many aspects of their learning. They draw to illustrate their news and make careful, close observational drawings of cut fruit. Their use of colour and materials is confident and controlled. The pictures of Snow White's dwarves silhouetted against a bright colour wash background were very striking and showed a good sense of space and attention to detail. Music is a regular feature of classroom routines and many sessions include a song or rhyme. Role-play features prominently in lesson plans to stimulate the children's imagination. They enter wholeheartedly into role and sustain it for some time. They achieve the expected level of development by the time they leave the reception class.

ENGLISH

68. By the end of both key stages, standards in English are in line with those expected nationally and pupils make satisfactory progress. Despite fluctuations in the end of key stage tests, standards

since the last inspection have improved broadly in line with the national trend. Pupils with special educational needs make good progress. They are well supported in the classroom.

69. At both key stages, standards in speaking and listening are satisfactory. Pupils are taught to listen carefully from an early stage and this has beneficial effect on their general behaviour and learning. In Year 1, pupils listened to a tape and matched well the sounds to pictures on a card. Where good teaching occurs, and where good relationships have been built, as in Year 5/6, then pupils are secure in presenting their ideas. One higher attaining pupil looked at 'treasure trove', and talked of 'a golden girdle that could bring immortality'. As a result, their powers of expressing emerging thoughts improve steadily.
70. By the age of seven, standards in reading are satisfactory. Emphasis is placed on providing a good grounding for the development of reading skills, and lower attainers are supported well and given extra practice. Pupils of average attainment read accurately, observing sentence punctuation and know what the book is about. Higher attaining pupils read independently and with understanding, and use their knowledge of a contents page to retrieve information quickly. By the age of eleven, standards continue to be satisfactory. Higher attaining pupils read fluently and with confidence and discuss poets like Michael Rosen and Brian Moses, whose work they enjoy. Average attaining pupils understand the significant points of a passage they are reading and retrieve information well, including from the internet. Lower attainers do not have such positive attitudes towards reading but, at their own level, read accurately and with understanding. Teachers encourage and support less confident pupils sensitively, thus helping them make satisfactory progress.
71. By the age of seven, pupils' attainment in writing is satisfactory. Pupils tackle a range of different types of writing, including imaginative stories, poems, letters and prayers. Pupils of all abilities make good progress. Higher attaining pupils write with an increasingly lively style, while average and below average attaining pupils spell common words correctly and make their meaning clear. At the age of eleven, attainment in writing is satisfactory. Pupils are given opportunities to write in a wide range of styles, which includes poetry, arguments for and against controversial issues, telling a familiar story from an unfamiliar viewpoint and finishing off Leon Garfield's 'The Wedding Ghost'. Above average attaining pupils have a sound grasp of sentence structure, handle punctuation confidently and accurately and use a good range of vocabulary. Average attaining pupils have a good vocabulary but are let down by indifferent punctuation and a limited use of connectives. Below average attainers make good use of similes but do not manage to finish all their work. Throughout the school displays of pupils' work are used well to stimulate imaginations, and children are reminded gently of what they can achieve by learning from others.
72. Standards of handwriting throughout the school are below expectations. Letter formation is often poor and few pupils achieve a fluent, joined up style which is used consistently across the curriculum.
73. The quality of teaching is good overall and varies between very good and satisfactory. Teachers implement the literacy hour successfully. Pupils with special educational needs are well supported by classroom assistants and make good progress. Where teaching is good or very good, teachers are confident in their understanding and implementation of the literacy strategy and have good subject knowledge. In a lesson for Year 4/5, pupils respond to the teacher's brisk pace and realise that there is a pattern of rhyming couplets in 'Escape at Bedtime' by R.L. Stevenson. In Year 5/6, the teacher's subject knowledge extends the pupils' learning. In 'The Owl and the Pussycat' by Edward Lear, teacher's skilful questioning enabled pupils to understand the structure of the first verse and one pupil noticed the internal rhymes without being asked.
74. Pupils' response to teaching is generally good. They concentrate as listeners, both on what the teacher has to say and on the comments that other pupils make. At times, when teaching lacked pace and challenge, for example a literacy lesson in Year 3/4, pupils became restless and inattentive. As a consequence, the progress some made was slow. In lessons like this, teaching sometimes does not sufficiently meet the learning needs of different ability groups, and the shared reading activity was too long to hold the interest of many children.

75. The co-ordinator has a good understanding of what the school needs to do to achieve further improvement. Teaching has been monitored and teachers have received formal feedback. Assessment is carried out well, and end of key stage tests are analysed effectively. The curriculum is enriched through activities including book weeks and visits from authors and storytellers. There are few links to information technology evident in pupils' work and, in a number of lessons during the inspection, use of computers is not planned.

MATHEMATICS

76. In the Year 2000, all seven-year old pupils achieved at least Level 2 in the national tests, but a lower than average proportion of them reached Level 3. When compared with the results achieved by pupils in similar schools, pupils' levels of attainment are well below average. In the same year, pupils at the end of Key Stage 2 achieved standards in the tests that were broadly close to the national average, but with wide variation in individual performances. When compared with similar schools, based upon pupils' prior attainment, the school's performance in the tests was in line with the national average.
77. Inspection findings indicate that, overall, levels of attainment at the end of both key stages are in line with those found nationally. However, in both Year 2 and Year 6, there are pupils who will reach standards that are above average for their age, but in each year group there is a similar proportion of pupils who are unlikely to achieve average levels of attainment. These findings are similar to those reported at the time of the last inspection. Pupils with special educational needs are well supported and this enables them to make good progress, particularly in understanding and using numbers. Higher attaining pupils are identified, but in some classes they are not faced with challenging tasks consistently. Nevertheless, by the end of each key stage almost all pupils are achieving standards that are a true reflection of their ability in mathematics.
78. The numeracy strategy has had a positive impact upon the quality of teaching and learning and, consequently, upon pupils' rates of progress and levels of attainment. The strategy has given structure to the scheme of work and ensures that pupils are building upon previous learning experiences as they progress through the school. Lessons are well planned and clear learning objectives are shared with the pupils. All pupils know what is expected of them and they try hard at all times to do their best. They have very good attitudes and they join enthusiastically in the quick-fire question and answer sessions at the start and end of lessons. Teachers have friendly, supportive and encouraging teaching styles and they value the contribution pupils make to lessons. During the inspection, the quality of the teaching was never less than satisfactory and it was good overall.
79. Inspection evidence indicates that a number of pupils in the present Year 2 class are well placed to achieve Level 3 by the end of the key stage. This represents a significant improvement upon last year's results and shows the success of identifying higher-attaining pupils at an early age and planning for their needs. During a lesson observation, this group of pupils subtracted 10 confidently and accurately from a given number, and explained how they would subtract or add 11 or 14. They know the multiplication tables of two, four, five and ten and apply this knowledge well in practical activities. In checking their answers they use a number square effectively and in their conversations they use the appropriate mathematical language. Almost all pupils in the Year 2 group have a sound understanding of place value to 100 and are confident in subtracting 10p and 20p from totals up to £1. In talking about previous work they can name common two and three-dimensional shapes, tell the time and understand the terms clockwise and anticlockwise. The higher-attaining pupils show good knowledge and understanding of halves and quarters, and explain the importance of units in recording lengths, weights and volumes.
80. In the present Year 6 group, the levels of attainment are average for the majority of pupils. They have, however, an above average knowledge of number in regard to place value, percentages, decimals and fractions. They understand the impact of multiplying and dividing by 10, 100 and 1000. The majority is able to increase and decrease numbers, using a combination of addition, subtraction, multiplication or division, in a one, two or three stage process. Higher-attaining pupils in this class are very well catered for. In normal classroom activities they are presented

with challenging tasks that are well matched to their needs. When withdrawn from the class for additional support, they are equally well challenged and achieve standards that are well above average.

81. Throughout the school pupils use a developing range of mathematical language when talking about their work and explaining their strategies. Through teachers' effective questioning, they improve their speed and accuracy in mental arithmetic. Teachers generally pitch their questions well to promote the learning of pupils of different ability levels, but in some classes teachers miss opportunities to extend the learning of higher-attaining pupils. The very good relationships established throughout the school are a feature of all mathematics teaching. Teachers make good use of praise to motivate pupils and this encourages pupils to contribute and has a positive impact upon learning.
82. Pupils in the Year 5/6 class use their ICT skills well to analyse data and produce a balance sheet for a school trip. Scrutiny of their previous work showed that very effective use has been made of these skills in their work on mean, mode, median and range. High quality graphical representations of data have been produced and they have good recall of the processes involved. In other classes in Key Stage 2, although there was some evidence of data processing, insufficient use is made of ICT to support pupils' learning in mathematics.
83. Assessment systems are developing well and these are helping teachers to plan work that builds upon pupils' prior knowledge and is well matched to their needs. External test results are analysed and used to identify pupils' strengths and weaknesses. Teachers are making effective use of this data to adapt the scheme of work in order to eliminate weaknesses and build upon strengths. The programme for the current Year 6 group has been revised to give more emphasis to solving mathematical problems written in prose. Inspection evidence indicates that this focus is improving pupils' ability to analyse the written word, identify the problem and calculate an answer. Pupils' annual reports for parents are detailed and give a clear indication of what the individual child has achieved.
84. Co-ordination of the subject is good. Systems for monitoring teaching and learning have been established and these are proving to be effective in sharing the good practice that is in the school. Areas for development are identified appropriately. The introduction of the numeracy strategy was sensibly managed and it is having a positive effect upon the educational experience on offer to pupils. Resource materials are satisfactory in quality and quantity and they are used effectively to support pupils' learning.

SCIENCE

85. At the end of Key Stage 1, inspection findings indicate that most pupils achieve at the expected level and are making satisfactory progress in science. Pupils enter Key Stage 1 with many good quality experiences of science. Pupils in Year 2 have sound knowledge of food types and what is required to eat healthily. They apply this knowledge to planning a menu for a special occasion. They know that there are a variety of ways to keep fit and that medicinal drugs are used at home for particular ailments. They use their knowledge of how to make a complete electrical circuit to light, for example, Rudolph's nose. The books contain too little work that develops pupils' skills in recording their ideas in a variety of ways, including the use of simple tables. Higher attaining pupils are not challenged enough so that they can achieve at higher levels, for example, by using their science knowledge to begin to link cause and effect and to explain their observations.
86. Results of the national assessments for pupils at the end of Key Stage 2 showed that achievement was below the national average, and well below the average for similar schools. Inspection findings are similar; pupils' attainment is below national expectations. They make sound progress in building their factual knowledge, but their skills in the experimental and investigative aspects of science are weaker and, in some classes, very little of this type of work is completed.
87. At Key Stage 2, pupils have secure knowledge of seeds and fruits, how seeds germinate and are dispersed, the life cycle and main organs of a flower and how pollination occurs. They can use

branching sorting diagrams to identify a small invertebrate by its observable features, and apply this process using their own criteria. Most of the pupils in Year 6 know that plants make food in their leaves and get nutrients through the roots. Pupils understand well the properties of light, for example. However, the practical activity associated with this is at too low a level and does not give the pupils the opportunity to develop skills of prediction, or to quantify their observations. Data is not recorded as bar charts or graphs, so they cannot interpret patterns in the data to help them explain what is happening. There are too few opportunities for pupils to make choices of what equipment to use, what questions to investigate and how best to record their findings. The pupils' mathematical skills are not used sufficiently to enable them to record and evaluate data so that they can see trends in results. Information and communication technology (ICT) is not used to support, extend and enrich work in science.

88. In the lessons seen during the inspection, the quality of teaching was sound with some good features. Teachers are well prepared for lessons, know what they want their pupils to learn, and explain new concepts, such as air resistance, clearly, using the correct scientific vocabulary. In some lessons teachers lead discussions well, posing questions to establish the pupils' knowledge and focus their thinking. In one lesson, with older pupils, nearly all questions limited pupils' response and did not allow them to develop their thinking. As a result, pupils' attitudes to science are good only in the more practical lessons where they are active participants, and here they make good progress. From looking at pupils' books and lesson observations it is clear that in some lessons, teachers do not allow enough time for independent activity and pupils are over-directed. Many pupils, but higher-attaining pupils especially, are not sufficiently challenged. The overall impact of teaching, as seen in pupils' work and talking to them, is unsatisfactory. Too little attention is given to the investigative aspects of science, particularly in the planning, and much of it is developed incidentally. There are inconsistencies in the content and quality of work completed by pupils in different classes.
89. Assessment procedures are unsatisfactory. There is no formal system of monitoring pupils' attainment and progress so that work can be matched accurately to pupils' needs. Teachers are unable to make informed judgements as to what standards are, and whether they are high enough and this is reflected in the unsatisfactory nature of the information in the reports to parents. Management of the science curriculum and provision is unsatisfactory. The co-ordinator has no opportunity to monitor the quality of teaching and learning and so does not have an informed view of strengths and weaknesses.

INFORMATION AND COMMUNICATION TECHNOLOGY

90. At the end of Key Stage 1, the majority of pupils achieve standards that are in line with age-related expectations. This represents good progress since the last inspection, when standards were described as being below average. This improvement has resulted from a combination of good teaching, better resources, clearer identification of learning objectives and a focus upon developing the appropriate skills. However, by the time pupils are eleven, the majority are achieving standards overall that are below those expected for their age. This unsatisfactory attainment results mainly from a lack of curricular provision rather than pupils' ability to achieve the required standard. In the limited areas of the curriculum that they do experience, most of them achieve average standards. The school has not addressed satisfactorily the issues raised in the last inspection report with regard to the provision for ICT, and as a result standards have declined at Key Stage 2.
91. At Key Stage 1, teachers allocate a slot in the timetable to teach the skills that are necessary to become competent in the use of ICT at this level. During these short sessions they demonstrate the skill being introduced and make certain that all pupils understand what they have to do. Daily plans give all pupils time to acquire, consolidate and use the skill during the normal class activities, under the supervision of the teacher. Overall, the quality of teaching is good. Teachers have sound subject knowledge and this enables them to give clear and simple solutions to the problems that pupils encounter.

92. The computers and cassette players are in frequent use in Key Stage 1. Pupils have very good attitudes and they work well in pairs and in small groups. They share resources sensibly and this contributes positively to their learning experience. When using the cassette players, they can use the controls correctly to start, stop and rewind the tape. For example, they replayed a part of the tape for a member of the group who failed to identify one of the noises. The majority of the pupils in Year 2 use a mouse correctly to select items from a list and to click onto on-screen instructions in order to make things happen. They change the style and size of font and use different colours successfully. When working with the support assistant, they move text to form a shopping list and print the final version successfully. They talk sensibly about the use of ICT in the home. Most pupils, including those with special educational needs, make good progress across the key stage in developing skills and acquiring knowledge.
93. The computer suite is not used efficiently or effectively. Pupils at Key Stage 2 are given insufficient access to the computers that are linked to the network and they have very little opportunity to use the research facilities. During the short periods of time that they work in the computer suite they receive help from a learning support assistant to complete a task, rather than tuition to develop skills and knowledge. They use the skills that they have developed well, but these are limited to a restricted area of the whole curriculum. At the present time pupils are not able to use e-mail facilities or experience most aspects linked to control technology. In addition, insufficient use is made of ICT to support pupils' learning in other subject areas. This results in the majority of pupils making unsatisfactory progress across the key stage.
94. During discussion, a group of pupils from Year 6 talked confidently about their experiences and showed that they have good awareness of the impact ICT has on their lives. They successfully logged on to the internet and researched the given topic of ancient Greek wars. Pupils have very good attitudes and are keen to learn and develop their skills.
95. The co-ordinator has insufficient time allocated to monitor teaching, learning and standards of attainment, particularly at Key Stage 2. The curriculum does not satisfy statutory requirements at this key stage, and teachers are not planning confidently for the use ICT to support learning in other subjects. The quality of teaching at Key Stage 2 does not enable pupils of all abilities to have opportunities to achieve well. Teachers know their pupils well, but there is no whole school procedure for assessing pupils' attainment and progress. End of year reports contain insufficient detail of the standard pupils achieve in the subject.

ART AND DESIGN

96. Pupils achieve standards in art and design that are in line with national expectations. In the few lessons seen, during the inspection, teaching was good, and pupils were encouraged to recall prior work in order to build on their skills.
97. Effective links were made by the teacher in Year 5/6 to relate the art and design activity to pupils' work in history, and more of this cross curricular learning is being developed. The teacher in the Year 4/5 class gave pupils interesting opportunities to 'borrow' ideas and inspiration from a range of celebrated artists, and the resulting work was of a good standard. In this lesson, pupils focused on use of colour blending applying chalk pastels to create designs related to their topic on 'journeys'. The skilful way the teacher led children into this activity enabled them to settle quickly and work enthusiastically throughout the lesson. In all lessons, teachers helped pupils talk about their work and encouraged them to consider improvements. In the Year 2 lesson, pupils were encouraged to observe their designs carefully before putting paint to paper and this helped them pay greater attention to detail. Where sketch-books are used to encourage pupils to plan and prepare final pieces of work, they can see from previous learning how they achieved specific effects. Pupils use the design facility on the computer to generate, for example, bold patterns or more detailed fine drawings.
98. Pupils' attitudes and behaviour are good. They work hard, try to do their best and enjoy the challenges they experience. They respond well to praise and encouragement and appreciate the support teachers and others provide. Whether working with others or alone, they co-operate well

when sharing resources, and handle, with appropriate sensitivity, opportunities to review each other's work. Pupils set out and tidy away materials and behave sensibly at all times and this very good level of responsibility is nurtured throughout the school.

99. The quality of teaching is satisfactory overall. The school is using an appropriate scheme of work, which provides pupils with a satisfactory range of media to work with. Emphasis on the development of skills is currently limited, but the subject co-ordinator is aware of this and has drawn up an action plan to review teaching and learning. Because teachers have very good relationships with their pupils, they are able to engage pupils well and encourage them to express their own views and ideas. This emphasis contributes very effectively to pupils' personal and social development. The encouraging manner adopted in lessons is generally successful in maintaining pupils' interest and their eagerness to do well. How well pupils achieve in the skills they are learning is not recorded in any systematic way, although portfolios of completed work are kept in most classes. Insufficient attention has been given to the development of the subject in the time since the previous inspection. For example, colour mixing and three-dimensional work is limited. Whilst the range of work covered is broadly satisfactory, and includes some work in line drawing, paint, fabric and collage, the subject has not had a high profile in the school in the recent past. The co-ordinator is very aware of the value of the subject in developing pupils' creative and imaginative skills and has begun to consider opportunities to extend pupils' experiences, for example by mounting, more regularly, the art exhibition to display pupils' work.

DESIGN AND TECHNOLOGY

100. By the age of seven, the majority of pupils attain standards that are above those expected for their age, but by the age of eleven, the majority of pupils achieve levels that are in line with expectations. The majority of pupils, including those with special educational needs, make good progress at Key Stage 1, and satisfactory progress at Key Stage 2. These findings are the reverse of those from the previous inspection. All teachers know their pupils well, but there are no agreed procedures for assessing pupils' levels of attainment and monitoring their progress across the school. End of year reports focus upon what pupils have done and do not give a clear indication of what standard they have achieved.
101. Teachers' planning documents show that pupils experience all areas of the statutory curriculum. Throughout the school, lesson plans show that a practical approach is adopted and that due attention is given to designing and evaluating, as well as making. Tasks are often linked successfully to work in other subjects. In the Year 4/5 class, the challenge to design and make a wand for 'Harry Potter' is linked to a literacy activity, whilst in both the Year 4/5 and the Year 5/6 classes' projects involving electricity are linked to work in science.
102. Younger pupils in Years 1 and 2 make good progress in developing the skills required to cut and join materials. In Year 1, pupils have used cardboard boxes and other recycled materials effectively to make a room for a snowman. Pupils in Year 2 designed and made a glove puppet. Their individual designs are displayed alongside the finished glove puppet and show how successful they have been in following their original ideas.
103. Pupils in the Year 5/6 class talk enthusiastically of the arrangements that allow them to devote a whole day to completing design and technology challenges. This timetable arrangement has clearly provided a good educational environment in which to develop skills and gain knowledge. Pupils' comments show clearly that they have made considerable educational and social progress from these experiences. They have good understanding of the need to share ideas, design and identify materials before starting to construct. Pupils have very good attitudes and listen sensibly and maturely to other pupils' ideas and views. Many of them talk about the need to be adaptable, and in some cases the problems encountered during making resulted in a change of plans. They enjoy the challenge of cutting, joining and combining different materials. Some of their waterproof shelters are of a good standard but overall attainment is in line with that expected for their age.

104. The school has adopted national guidelines to support teachers' planning. These are being introduced effectively and the staff work hard to ensure that new learning builds upon pupils' previous knowledge and experiences. The co-ordinator has had insufficient time to monitor teaching and learning, and there is little recorded evidence of how well individual children achieve as they progress through the school.

GEOGRAPHY

105. At the end of both key stages, pupils attain standards consistent with those expected for their ages and make satisfactory progress throughout the school, which is similar to the findings of the last inspection. Pupils with special educational needs are well supported and make good progress.
106. Pupils in Year 1 explore their local area and show that they understand what they see by placing prominent local landmarks in an outline map of the village. They talk about the difference between the streets in their village and the nearby town, and know that this affects the jobs which people do. Pupils in Year 4/5 are aware that Kenya is in Africa and have a good recall of previous work about crops grown in the area of the village, which they are comparing with their own. They have learned a Swahili greeting with great enthusiasm, and enjoy practising this on visitors.
107. Teaching and learning are satisfactory at both key stages. For example, a classroom assistant made notes during a video so that she could support better, at a later time, a pupil with special educational needs. Pupils' attitudes are good throughout. Procedures to assess pupils' learning are unsatisfactory. There are few links to ICT. The co-ordinator's action plan recognises the need to address fully the revised curriculum. Pupils' experiences in the subject have been enriched by visits and by visitors, including a Member of the European Parliament.

HISTORY

108. Pupils make sound progress in history at Key Stage 1 and standards match expectations. At Key Stage 2, the teachers' good knowledge of the topics they teach, and their enthusiasm, enables all pupils to make good progress and the majority achieves standards that are above those expected for their age. This is similar to the findings of the previous inspection.
109. By the age of seven, satisfactory teaching enables the pupils to develop a sound sense of the past and the present, both in their own and other people's lives. They can compare and contrast, in detail, older and more modern toys and say how they have changed over the years, through finding out about the toys their grandparents and parents had, and their own. They use time lines correctly to order important events in their own lives. Through interviewing adults, they find out what holidays were like in the past, and why they bought souvenirs. They have secure knowledge of some events from a long time ago, explain why the Great Fire of London broke out and sequence the events of its course accurately. By the time they are eleven, they have gained a very firm knowledge of some aspects of British history. They have a good grasp of how World War Two affected the lives of ordinary people. Using a wide variety of sources, they build up a vivid picture of what it was like to be an evacuee, and what rationing meant in terms of shopping and cooking. In a very good lesson seen, the oldest pupils demonstrated very good knowledge and understanding of Greek beliefs and religious practices. The teacher used questioning very effectively to establish what the pupils already knew, and used and taught relevant vocabulary well to extend higher attaining pupils. The pupils were challenged to draw conclusions as to why fortifications existed. The good teaching seen in other lessons was characterised by brisk pace and enthusiasm, which drew the pupils into the lesson and made them excited to learn.
110. Pupils are sufficiently interested and confident to ask questions and offer opinions and information from their own experiences and knowledge. The way in which prior learning is linked to new knowledge is a strength of the teaching. The work the pupils produce is well structured, and arguments are pursued logically. As well as gaining information and evidence

from books, videos and CD ROMs, the school has a good range of visits and visitors which breathe life into the history curriculum.

111. As at the previous inspection, assessment systems are informal. There is a need to establish these in order that the school can monitor pupils' progress effectively. Co-ordination of history is unsatisfactory, despite the enthusiasm and knowledge of the co-ordinator, as she has no time allocated to pursue her subject management role.

MUSIC

112. Only two lessons were observed during the inspection and teaching in these was good and very good. Pupils make satisfactory progress and achieve standards that are broadly in line with national expectations. Overall teaching is satisfactory. Pupils are provided with an appropriate range of experiences, including peripatetic instrument tuition, and involvement in music festivals in the locality. The subject co-ordinator is a music specialist and her expertise is suitably deployed in good teaching across a number, but not all, year groups. Her skill and enthusiasm for the subject was evident in a very good lesson where she enabled pupils in Year 4/5 to beat complex African rhythms on drums, keeping good time, as they mastered the skill.
113. In assemblies, pupils have appropriate opportunities to listen to a range of music from different musical traditions and pupils learning to play instruments are encouraged to perform to their peers. Regular recorder groups meet from Year 3 onwards to practise with the co-ordinator, and this enables more pupils to learn performance skills. Performances also take place at regular times in the school calendar, combining music with drama effectively, for example in the Christmas production. In lessons, pupils are given opportunities to listen to and appraise the moods of pieces of music. They are taught about rhythm and beat of music and how these are written down for others to follow. The pupils know a good range of songs and hymns which they enjoy singing. The singing is of a satisfactory quality but insufficient attention is paid to expression, and so sometimes it is not very tuneful. Teachers do not record currently, in any systematic way, how well children achieve the skills that they are learning.
114. The school has an appropriate scheme of work, which is currently being reviewed in line with new guidelines. Greater emphasis is being placed on consistent development of skills and understanding in order to raise standards. The co-ordinator has not had sufficient opportunity to monitor teaching and learning, but is in the fortunate position that she does work with a number of classes and supports colleagues appropriately. There is a satisfactory range of resources, including musical instruments. The music curriculum makes a sound contribution to the pupils' spiritual, social and cultural development, and opportunities for further improving the multi-cultural dimension are being considered.

PHYSICAL EDUCATION

115. At the end of Key Stage 1, standards in physical education are in line with expectations and all pupils make satisfactory progress. The excellent range of extra-curricular activities supports the development of physical education very well, and by the time pupils are eleven, standards are above national expectations. This is similar to the judgement of the last inspection.
116. Pupils in Year 1 show appropriate attainment for their age as they practise bouncing, catching and dribbling with large balls. In a dance lesson they are engrossed in the story and there are some good individual responses to it. Pupils in Year 2 respond well when asked to move like a puppet on a string and interpret music from 'Pinochio'. Pupils from Years 3-6 swim together enthusiastically, enjoy the activity and are pleased with their progress. Higher attaining pupils improve their stroke technique and breathing, while the average attainers work on improving starting off strategies as well as their stroke technique. Pupils just beginning to learn to swim gain further confidence in the water.

117. At Key Stage 1, teaching and learning are satisfactory overall, but individual lessons range from good to unsatisfactory. Where teaching is good, then suitable progression of activities and constant encouragement leads to good learning. Where teaching is unsatisfactory, then the pace is slow and pupils have insufficient opportunity to practise their skills. Teaching in extra-curricular activities is good, and this supports pupils' good progress at Key Stage 2.
118. Attitudes are good overall and pupils are enthusiastic and co-operate well when they work together. A dance, which had previously been performed at a festival, was well received by the whole school when repeated in an assembly. Pupils attend clubs, for example, gymnastics, and persevere diligently to achieve certificates and awards.
119. The good provision for physical education through a very wide range of extra-curricular activities includes football, netball, swimming, hockey, cross-country, athletics, short-tennis, table-tennis and gymnastics. The co-ordinator works hard to support these activities and has forged beneficial links with local clubs. There is no monitoring of how well pupils achieve and this is unsatisfactory.

RELIGIOUS EDUCATION

120. Pupils achieve standards in line with those expected in the Locally Agreed Syllabus. Although very little teaching was observed during the inspection, from teachers' planning and from conversations with pupils about the work they do, it is clear that the syllabus is being followed appropriately. Assemblies and productions such as at Christmas, reinforce well some of the teaching and learning that goes on in lessons, and regular opportunities are given to support pupils' spiritual awareness. Links with the local church are good and pupils make regular visits to look at the buildings and take part in services there.
121. Pupils at Key Stage 1 know a good range of stories from the Bible. They understand that Jesus told stories that had 'special' messages. They learn that everyone is special to God and people have to 'be good' and 'be nice' to each other. Time to reflect is built into the planning, as pupils are encouraged regularly, to think about their feelings. At Key Stage 2, pupils learn about Judaism, Islam and Hinduism and reflect on these in relation to Christianity. Teachers sensitively introduce pupils to learning and understanding the differences between faiths. They help pupils develop an awareness of the importance of traditions and beliefs in people's lives. Pupils at the end of Key Stage 2, show appropriate maturity as they reflect on the impact that religious beliefs have had on society over time. They know that worship takes many forms and ceremonies and celebrations are integral to many religions.
122. Teachers' planning is being revised to bring it in line with the new syllabus and the co-ordinator is auditing resources including artefacts to ensure these are sufficient to support teaching. Insufficient time has been devoted to the monitoring of teaching and learning and there are no specific procedures in place to assess how well pupils achieve.