

INSPECTION REPORT

SEDGEFORD FIRST SCHOOL

Hunstanton, Norfolk

LEA area: Norfolk

Unique reference number: 120880

Headteacher: Mrs Margaret Powell-Bowns

Reporting inspector: Michael Raven
3961

Dates of inspection: 1st – 3rd October 2001

Inspection number: 196462

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	First School
School category:	Group 1
Age range of pupils:	4 – 8
Gender of pupils:	Mixed
School address:	Ringstead Road Sedgeford Hunstanton Norfolk
Postcode:	PE36 5NQ
Telephone number:	01485 570997
Fax number:	01485 570997
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Noel Shelley
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3961	Michael Raven	Registered inspector	Mathematics Science Information and communication technology History Physical education Religious education Foundation Stage Special educational needs	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? What should the school do to improve further?
10049	Michael McCarthy	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19765	Pauleen Shannon	Team inspector	English Art Design and technology Geography Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sedgeford First School is a very small village school which caters for 24 boys and girls aged from four to eight years. Most pupils come from Sedgeford and the nearby village of Ringstead, although a few travel from farther afield. All pupils are of white United Kingdom heritage and there are therefore no pupils learning English as an additional language. Four pupils have special educational needs. Attainment on entry varies a lot from one year to the next, because of the very small numbers of children starting school each year. There are currently no pupils eligible for free school meals. In addition to the headteacher, there is only one other part-time teacher. There are also three learning support assistants.

HOW GOOD THE SCHOOL IS

Standards in English, mathematics and science are broadly in line with the national average by the end of Year 2 and by the time pupils move on to middle school at the end of Year 3. Standards in most of the other subjects are also similar to those usually found at the ages of seven and eight, although standards in information and communication technology (ICT) are below expectations. The school promotes very good attitudes and behaviour. The quality of teaching is good overall and no unsatisfactory teaching was observed during the inspection. The headteacher is clear about the priorities for school improvement and how this is to be achieved. However, she is hampered in leading and managing the school because the governing body gives her very little support and the school is short of teaching staff, so she has too much to do. Taking all these factors together, it is judged that the school offers satisfactory value for money.

What the school does well

- Teaching is good.
- The headteacher leads a very committed team of teaching and support staff who work very well together to bring about school improvement.
- It provides well for pupils' personal development and promotes very good attitudes and behaviour.
- There are very good procedures for child protection and ensuring pupils' welfare and safety.
- The school works very well in partnership with parents.

What could be improved

- The role of the governing body in fulfilling its statutory duties.
- Provision for and standards achieved in information and communication technology.
- The school's systems for assessing pupils' attainment and progress, especially in English, science, ICT and religious education.

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. It has made satisfactory improvement on three of the four key issues for action identified then, although not much was done for over two years, until the current headteacher was appointed in 1999. Effective planning systems have been established and schemes of work for all subjects now ensure that pupils' learning progresses smoothly as they move from one year to the next. Some work has been done on developing ICT skills to support pupils' learning in all subjects, but not enough has been achieved and this remains a priority for school improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	B	E	E	E
writing	B	D	E	E
mathematics	D	E	E	E

Key

well above average A

above average B

average C

below average D

well below average E

In the year 2000 national tests and assessments for pupils at the end of Year 2, standards were very low in reading, writing and mathematics, compared to all schools nationally and also similar schools. These pupils had been at the school during the period when there was no substantive headteacher. This meant that the quality of teaching and the curriculum were not monitored and very little progress was made on the issues for improvement identified at the last inspection. This held down standards. In 2001 only six pupils took the national tests. Two of these had a high level of special educational needs and so achieved below the levels expected nationally in reading, writing and mathematics. However, the other four pupils all achieved at least in line with expectations, with some exceeding expectations in some aspects of English. The inspection shows that standards are currently in line with national expectations in English, mathematics and science by the end of Year 2. By the time they go on to middle school at the end of Year 3, standards are also broadly similar to those usually found at this age nationally. In most of the other subjects standards are also similar to those found nationally by the end of Years 2 and 3. In ICT standards are below expectations. Standards fluctuate a lot from year to year, with variations in the abilities of the small numbers of pupils involved. This makes it difficult to detect trends over time. Throughout the school, pupils achieve well in response to the good teaching they receive. They make good progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their lessons and they are keen to do well.
Behaviour, in and out of classrooms	Very good. Pupils behave well in lessons, at playtimes and in the dining hall. There have been no exclusions from the school in recent times.
Personal development and relationships	Very good. The staff set a very good example to pupils in how to get along together.
Attendance	Good. Pupils attend regularly and on time.

TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school and this promotes good learning. No unsatisfactory teaching was seen. The teaching of English and mathematics is good. The basic skills of reading, writing and arithmetic are taught well. Learning support assistants make a very strong contribution to teaching and learning, particularly for the youngest children and the less able. They are very well briefed and prepared for their roles in lessons. Teachers do not do enough to help pupils' knowledge of their own learning, for example, by explaining at the outset what it is they are expected to learn in lessons. The school meets well the needs of all its pupils: boys and girls and pupils of all ability levels, including those who have special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The National Curriculum and religious education are taught in accordance with national guidance and the locally agreed syllabus.
Provision for pupils with special educational needs	Good. These pupils are supported especially well by learning support assistants.
How well the school works in partnership with parents	Very good. The quality of information provided for parents is good and they feel well informed and involved in the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual, moral and social development is good and cultural development is satisfactorily promoted.
How well the school cares for its pupils	There are very good procedures to ensure pupils' safety and well-being. These include very good child protection procedures. Procedures for assessing pupils' attainment and progress are unsatisfactory, except in mathematics.

The quality and range of learning opportunities are satisfactory. The curriculum meets all statutory requirements; it is planned so as to ensure that pupils who have special educational needs have full access to all subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear understanding of the strengths and weaknesses of the school. She capably leads a very committed and effective team of teaching and support staff. Because of teaching staff shortages and the lack of support from the governing body, she does not have enough time to lead and manage the school as well as she would like to.
How well the governors fulfil their responsibilities	Poor. The governing body plays very little part in shaping the direction of the school and monitoring school improvement. The working relationship between the chair of governors and the headteacher has broken down.
The school's evaluation of its performance	Unsatisfactory. The headteacher effectively monitors standards and tracks pupils' progress as they move up through the school. However, she has no time to formally and systematically monitor and evaluate the quality of teaching.
The strategic use of resources	Unsatisfactory. Grants for the education of pupils with special educational needs are used very well to support their learning. However, the governing body is holding in reserve too high a proportion of its budget – ten per cent – and this money is not being spent to support the pupils' education. The school takes care to secure value for money in obtaining goods and services.

The school is short of teaching staff, having experienced great difficulty in filling a vacant full-time post. This vacancy is covered by a part-time teacher. This means that there is only one teacher for the whole school on two afternoons a week. There are three very skilled learning support staff and a good administrative assistant. The accommodation is adequate overall, but toilet facilities are poor. Learning resources are good, except for ICT, where they are inadequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good. 	<ul style="list-style-type: none"> There are too few activities outside lessons.

<ul style="list-style-type: none"> • Behaviour is good. • They feel comfortable about approaching the school with questions or a problem. • The school is well managed and led. • Their children like school. 	<ul style="list-style-type: none"> • The amount of homework is not right.
---	--

The inspection team fully endorses parents' positive comments about the school. The amount of homework is appropriate to the age of pupils. The lack of interesting activities outside lessons is unavoidable in view of the shortage of teaching staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the school varies a great deal from year to year, as there are often very small numbers of children involved – four this year, for example. Broadly, attainment on entry is similar to that usually found nationally at the age of four. Most of the children have skills which are usual for their age in all six areas of learning for children starting in the reception class: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Each area of learning has a number of early learning goals which children are expected to reach by the time they move up into Year 1. Most children achieve this in all six areas of learning.
2. At the time of the last inspection, standards were average in English, mathematics and science by the end of Year 2. In the 2000 national tests and assessments for seven year olds, standards were well below average in reading, writing and mathematics. Compared to similar schools, standards were also well below average. Teachers assessed standards in science to be very low compared to the national average. These pupils were at the school during a prolonged period without a headteacher. There was therefore no clear educational direction and no monitoring of teaching or of the curriculum and this held down standards. In 2001, only six pupils took the tests. Of these, two had considerable special educational needs. The rest of the pupils all achieved at least the expected levels in the tests and assessments in all subjects, and, in some aspects of English, two pupils exceeded the expected levels.
3. Inspection evidence shows that standards in English, including literacy and in mathematics, including numeracy, are currently average by the end of Year 2. The good teaching which pupils now receive is helping them achieve well, so that standards are rising. The inspection found no significant differences between the standards achieved by boys and girls. With such small numbers of pupils, standards vary a lot from one year to the next, with the varying abilities of pupils. This makes it very difficult to detect trends in standards over time.
4. At the time of the last inspection, standards in English, mathematics and science were similar to those usually found nationally, when pupils go on to middle school, at the end of Year 3. The inspection shows that this is still the case, with pupils having knowledge, understanding and skills in all three subjects which are similar to those usually found nationally at this age.
5. By the end of Year 2, most pupils have speaking and listening skills similar to those of most pupils of this age. They discuss enthusiastically their work on pets and other animals. They listen well and offer their own ideas and are able to express their thoughts confidently. Pupils use dictionaries, with help from the teacher or learning support assistant, to find the meaning of unfamiliar words in the stories they are reading. They handle books with respect and care and are able to discuss the title and author of a book they are reading. They use a range of appropriate strategies to work out unfamiliar words. They make use of the context, illustrations and their

knowledge of letter sounds to help them. They use capital letters and full stops correctly in their writing.

6. In mathematics, most pupils order numbers to 100 correctly on a number square, filling in missing numbers in the sequence. The most able pupils order numbers beyond 100, for example, completing the sequence 480 to 520, counting on in fives. All pupils measure in metres and estimate which things around school, such as the whiteboard and their desks, are more than or less than a metre in length. Pupils with special educational needs tackle all this work with the rest of the class and, through suitably modified tasks, they are able to experience success.
7. In science, most pupils know about healthy eating by the end of Year 2 and that a balanced diet is best for good health. They examine their own teeth and use reference books to find out more about the differing purposes of different teeth.
8. Standards in ICT are below national expectations by the end of Year 2 and also by the end of Year 3, when pupils move on to middle school. Standards were in line with national expectations at the time of the last inspection, although not enough use was made of ICT to support learning in the other subjects of the curriculum. The expectations of what pupils can do have increased with the introduction of the revised National Curriculum and the school has failed to keep pace with these. Standards are too low because there are many problems with the school's computers and the staff have had too little training.
9. Standards in religious education meet the expectations of the locally agreed syllabus by the end of Years 2 and 3. No judgement was made at the time of the last inspection. In art and design, geography, history and music, standards are similar to those usually found nationally at the end of Years 2 and 3, as they were at the time of the last inspection. No judgement was made about standards in design and technology at the last inspection, but they are now similar to those usually found by the end of Years 2 and 3. As no lessons were seen in physical education, as at the time of the last inspection, it is not possible to make a judgement about standards.
10. Pupils who have special educational needs have individual education plans which set out clear learning targets. They are well supported in lessons and, through some limited withdrawal from classes, are helped to make good progress towards these targets.

Pupils' attitudes, values and personal development

11. The high standards noted at the time of the previous inspection have been maintained. Strong personal relationships between the staff and the local community provide a solid foundation on which is built a structure of mutual respect and care. Pupils are eager to come to school and respond enthusiastically to their daily activities. They display confidence and self-esteem and the very good relationships across the age groups reflect favourably on the older pupils, who undertake increasing responsibilities as they progress through the school.

12. Pupils interact very well with adults and with each other and a significant number demonstrate a high level of understanding and concern for other pupils, frequently intervening to help on their own initiative. Such acts are commonly recognised by the lunch and playground supervisors by the instant award of a 'merit sticker'. The head teacher and other staff members routinely have lunch with the pupils and their presence promotes good eating habits and a social interaction entirely appropriate to mealtimes.
13. Pupils were keen to show their work, enter into conversation and express pride in their school. In class they were well focused, listening and responding well to the teacher and learning support assistants and showing a high degree of perseverance. Their very good behaviour clearly reflected the values of co-operation and care that the school successfully promotes. The school successfully uses a wide range of reward schemes to encourage effort and celebrate achievement. Carefully selected tasks encourage a sense of responsibility in pupils as they move through the school and successfully develop their sense of duty towards the younger children.
14. Attendance at the school is good. The registers and registration procedures are sound and meet statutory regulations. The school's attendance procedures were recently audited by the Local Education Authority and fully met the required standards.
15. Overall the school promotes very good attitudes, values and personal development. It has clear behaviour policies and effective reward measures that underpin its ethos of providing a sound education in a secure and caring environment.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall, as it was at the time of the last inspection. In about nine out of ten lessons teaching was good or better. The proportion of good or better teaching is greater than that usually found nationally in primary schools. No unsatisfactory teaching was observed. In all, fifteen lessons were observed. The scrutiny of work in pupils' books also supported the judgement that teaching is good, showing, for example, some good marking which helps pupils know what to do to improve. Good teaching is leading to good achievement, so that pupils make good progress in their learning. This is resulting in rising standards, so that they are better in English, mathematics and science than they were in the most recent tests and assessments for which national comparisons are available – in the year 2000.
17. The teaching meets the needs of boys and girls equally well, so that there are no significant differences between them in the standards they attain. In both classes there is a two year age span and this presents a particular challenge for teachers in meeting the needs of all pupils, especially in literacy and numeracy. On two afternoons each week the whole school is taught by the headteacher. This means that she is catering for an age span of four years, with the youngest children in school being only just four. Teachers take care to match tasks closely to the varying needs of pupils. Very good use is made of skilled learning support assistants, especially in meeting the needs of the youngest children and those who find learning more difficult. In this way, the needs of all pupils are well met, so that they all make good progress in their learning. Pupils who have special educational needs are well supported and helped to make good progress towards the appropriate targets set for them in their individual education plans.

18. The children aged four, in their reception year, are taught well. Learning support staff give them invaluable help as they settle in and learn the routines and expectations of school. The teaching of English, including the basic skills of reading and writing, is good. Some very good teaching was observed in drama, as the headteacher took the whole school, very well supported by learning support staff. The basic skills of arithmetic are taught well, as are the other elements of mathematics, such as shape, space and measures. The teaching of science is good, even though the headteacher has to oversee the work of all the pupils. The teaching works well because the skilled learning support staff are carefully briefed about their roles, especially with the youngest children in reception and those in Year 1. Despite there being only one teacher for the whole school, pupils make good progress in science because of the good teaching and support they all receive. The teaching of ICT is unsatisfactory because teachers do not have enough skill to teach this subject and they are further hampered by inadequate resources, so, for example, the new software donated by parents cannot be loaded onto the computers for technical reasons. For these reasons, pupils are not learning ICT skills as fast as they should, resulting in low standards by the end of Years 2 and 3. The teaching seen in religious education was good and this was true also in one of the two history lessons. The one lesson seen in music was satisfactory. In art and design, design and technology, geography and physical education, no judgement can be made about teaching, as no lessons were observed.
19. Teachers have a good knowledge and understanding of the National Literacy Strategy and this enables them to teach the basic skills of reading and writing effectively. Pupils respond with interest and concentrate closely, so that they make good progress in their learning. For example, in a lesson seen with the youngest children in school, they were helped to develop good knowledge of the sounds of letters as they listened to a story. They were encouraged to identify initial letter sounds and match these to pictures and words. Teachers make good use of what pupils already know to extend their learning. For example, in a Year 2 lesson the teacher used questioning well to check what pupils already knew about letter sounds. She then built on this knowledge well to extend their learning, as they identified phonemes in the text being studied. The teacher's good subject knowledge meant that she was able to explain things clearly and help pupils to understand. This was seen, for example, as she used some of the technical language of grammar to explain about adjectives. Good support and tasks carefully matched to their needs mean that those who find learning more difficult, including those who have special educational needs, take a full part in lessons and make good progress towards the literacy targets set for them in their individual education plans.
20. The National Numeracy Strategy is used well to promote the basic skills of number. Teachers take care to set tasks which are appropriate for pupils' different ages and abilities, so that they are all able to make good progress in their learning, and experience success. This is especially important where classes contain a wide range of ages and abilities. Pupils with special educational needs are helped to take a full part in lessons through the posing of carefully chosen questions. In a Class 1 lesson the youngest children counted up to five 'compare bears' reliably and matched numerals to the number of objects they had counted out. In the same lesson, Year 1 pupils counted bears up to 20 and some could match these to the appropriate numerals, for example one boy correctly counting out 16 bears and matching these to the number 16. In a Class 2 lesson, the least able threw three dice and calculated

the total thrown. The average pupils threw three dice and subtracted the total from 20. The most able threw five dice and subtracted the total from 50.

21. Teachers plan their lessons well, setting out clearly what pupils will do and what they are intended to learn. This was seen, for example, in a Class 2 lesson on addition and subtraction. The lesson plan clearly identified what each of the age and ability groups of pupils were to do and what they would learn. This represents an improvement since the last inspection, when teachers were not clear about the learning intentions for lessons. However, teachers miss the opportunity to help pupils have an understanding of their own learning because they do not explain to pupils at the start of lessons what it is they are meant to learn. This is true in all subjects, not just mathematics.
22. Teachers achieve a good balance between whole class teaching, when pupils work on mental and oral tasks, and group activities. They bring the class back together again at the end of lessons to check on, consider and consolidate what has been learned.

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

23. Curriculum provision is satisfactory. It includes all the subjects of the National Curriculum and religious education and personal, social and health education. It is generally broad and relevant to the pupils' interests, meeting the statutory requirements for the curriculum and collective worship. There is appropriate attention to sex education for older pupils within the science programme and within time allocated to personal social and health education. This also includes appropriate reference to drug misuse. The quality and range of learning opportunities are generally satisfactory and the provision and support for pupils with special educational needs and for pupils' personal and social development are good. The curriculum provided for the children in their reception year prepares them successfully to make a start on the National Curriculum. The school also prepares the children well for the next stage of their education, when they leave the school at the end of Year 3.
24. There have been improvements in the curriculum since the last inspection. All the required policies are now in place, although these are in draft form and have yet to be adopted by the governing body. The school's policies appropriately include equal opportunities, special educational needs, multicultural education and provision for pupils who are gifted or talented. The homework policy ensures that pupils have homework for literacy and numeracy, together with some opportunities for undertaking work based on the topics they are learning. The national literacy and numeracy strategies have been successfully implemented. The way the curriculum is planned and delivered means that literacy and numeracy skills are used effectively to support other subjects of the curriculum. Most of the curriculum issues identified in the school's post-inspection action plan have been addressed. The school has completed a long-term curriculum plan with a two-year cycle. This ensures those older and younger pupils who are taught together have an appropriate curriculum. History and geography are now taught in half-termly blocks, and this helps pupils to remember and practice their skills regularly. Schemes of work for science and design and technology are now fully in place. Most of these improvements have occurred during the last two years, following the appointment of the new headteacher. However, the provision for ICT, which was a key issue at the time of the last

inspection, remains unsatisfactory. In most subjects, pupils are not able to take much advantage of ICT to enhance their learning.

25. Planning for literacy and numeracy lessons is good. Teachers identify clear learning intentions and plan appropriate activities at different levels for pupils of different ages and abilities. Detailed planning for the times when all pupils from the age of four to eight come together for geography, history, science and drama lessons is particularly effective. The headteacher appropriately monitors planning to check for full curriculum coverage and the smooth progression of pupils' learning from one year to the next.
26. The amount of time available for learning each week is satisfactory for pupils up to the age of seven, but is slightly below the recommended time for the eight year olds. The school is aware of this and has begun to address this by providing some additional lesson time for the older pupils. The balance of curriculum time, whilst acceptable, is slightly uneven. More time is allocated than in most schools for developing pupils' personal and social development. The time allocated for science is slightly lower than that found in most schools but this has not affected the delivery of the planned science curriculum.
27. The school's aims place an emphasis on all pupils enjoying equality of opportunity and access to all learning. The curriculum provided is inclusive and all children are able to take part in everything offered. When pupils are withdrawn from classes for extra support, great care is taken to ensure that they do not miss out on any learning.
28. Provision for extra-curricular activities is satisfactory, even though there are generally no clubs or activities beyond the school day. Some parents feel there are too few extra curricular activities. However, the school has made great efforts to overcome this. There are regular links with other local schools and pupils take part in a range of community sports, drama and musical activities. The school has recently begun two weekly sessions before the start of the school day for reading activities in the library and these have been well attended. Parents are very positive about the impact of the annual residential experience for Year 3 pupils. These three days provide good opportunities to further develop pupils' design and technology, history, science and English skills.
29. The community makes a satisfactory contribution to the pupils' learning, for example, through visitors from the church and police. The school has good relationships with partner institutions. These include events with local schools. The school also hosts the pre-school group and the parent and toddler group in the school hall. These provide a good exchange of expertise and resources, to the benefit of both the school and the other institutions.
30. The school makes good provision for the pupils' spiritual, moral, social and cultural development. This is an improvement from the time of the last inspection, when moral and social provision were good and spiritual and cultural provision were satisfactory. Collective worship complies fully with legal requirements.
31. Provision for pupils' spiritual development is good. The school has its own school prayer and assemblies provide appropriate moments for quiet reflection. Assemblies also value pupils' out-of-school achievements. Pupils sing a hymn or say a prayer at each assembly and opportunities for daily prayer and reflection take place throughout the day. Pupils regularly visit local churches for times of celebration with the local

community. Pupils have appropriate opportunities to reflect on issues that affect their own lives. A good example of this was when younger children discussed a family pet having recently died. The class teacher handled this with sensitivity. The geography curriculum provides opportunities for pupils to consider the impact on the planet of individuals and countries. Topics such as 'Ourselves' help younger pupils develop a growing sense of themselves as unique. Examples were seen in lessons that provided special moments, for example, during a particularly effective drama session. All the children in the school were taught drama together and the atmosphere created was very special.

32. Provision for pupils' moral development is good. The school is an orderly and purposeful community in which adults provide good role models. School and class rules are displayed throughout the school. The school has a home-school agreement, which sets out the school's expectations from the time children start school. Parents support the school well in its expectations for appropriate behaviour. The school's updated behaviour policy includes appropriate rewards for good behaviour in all aspects of school life. Weekly reward assemblies reinforce good behaviour. The school has good procedures to deal with any anti-social behaviour such as bullying, racism or name-calling. Pupils are given clear moral direction, as all staff consistently encourage good behaviour and respect. From an early age, pupils are encouraged to consider what is right and wrong and the school has planned time when pupils can discuss personal and moral issues. Teachers use Bible stories and stories with moral themes as discussion points. Pupils have a growing sense of world and social issues such as poverty, fairness and environmental protection. The school has a tradition of fundraising for charity and this encourages pupils to think of others less fortunate than themselves.
33. Provision for pupils' social development is good. Children are given good help in settling in when they first start school. The school's inclusive atmosphere means that pupils care for and respect one another. In all lessons pupils are encouraged to share resources, take turns and work together co-operatively. Most pupils help each other in lessons. Older pupils are encouraged to help younger ones and there is a very caring atmosphere within the school. Adults contribute well to the creation of a warm sense of community in this very small school. Pupils have many opportunities to take responsibility, such as being class helpers, organising class equipment and helping to develop the school's own environmental area. The school successfully creates a climate in which pupils want to work and play together. Out-of-class activities include opportunities to mix with pupils from different schools, for example, local area sports, swimming and field events and country dancing take place at a local high school. Pupils have good opportunities to use their musical and dramatic talents when performing in the local community. The Year 3 residential trip to Holt Hall gives the older pupils opportunities to mix with different children and adults. Pupils have appropriate opportunities for independent research and are encouraged to use the school library to get information for their topics. However, there are not enough opportunities for pupils to use computers for independent research. There is some provision for older pupils to use their personal initiative, for example, they are encouraged to suggest ideas for fund raising, which include suggestions for charities.
34. Provision for pupils' cultural development is good. The curriculum provides pupils with regular opportunities to become aware of their cultural heritage and to appreciate European and non-European cultures. The school is also aware of the need to ensure that pupils have a wider view and understanding of the many cultures in Britain and throughout the world. Displays around the school include good quality

photos of people from different cultures and backgrounds, including a welcome poster in over 20 different languages. The school's programme of religious education includes factual knowledge about different faiths and belief systems, for example, Class 1 pupils were very positive and interested in what they had recently learnt about a Jewish religious festival.

35. The school organizes a range of events to increase the pupils' appreciation of culture, for example a drama production with a science theme. Pupils have appropriate opportunities to perform in assemblies and plays and some perform in the community. During music lessons, pupils learn about a number of composers and listen to a wide range of music from around the world. Pupils learn about different countries, times and cultures in history and geography. The English curriculum, through its wide provision of stories and poetry, helps pupils to have a wider knowledge, understanding and appreciation of the world. Good quality books for art include some about artists from around the world, although the artists studied are mainly European. The range of fiction and non-fiction books in the library is good and helps raise pupils' awareness of the major cultures present in contemporary Britain and throughout the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school provides a very good level of welfare, sound health and safety arrangements and secure child protection measures. Learning in a secure and caring environment is central to the ethos of the school.
37. The school shows a vigorous commitment in the care of its pupils, with sound and comprehensive procedures for ensuring their protection and welfare. The headteacher is the named person for child protection purposes and she is appropriately trained in the procedures to be followed under the Children Act and local authority guidelines. The school's child protection policy is clear and meets legal requirements. The head teacher initiates regular staff training on child protection issues, reviews the position of pupils thought to be at risk and stresses that child protection is a whole-school task and not the sole responsibility of the designated person. In her role as the child protection co-ordinator she encourages all her staff to be observant and sensitive to the physical and emotional condition of pupils and to report immediately any concerns they may have.
38. The health and safety policy of the school is well met in practice. A regular health and safety review is made of the premises and matters of concern are promptly acted upon. Fire notices are clear and fire drills and evacuation procedures are regularly rehearsed and recorded. The caretaker makes regular checks to ensure the school building and outside areas are secure and free from hazards. First aid provision is good, with all staff members trained to a nationally recognized standard. The school has appropriately placed first aid boxes.
39. There are good measures for promoting pupils' attendance. Recognition of good attendance is appropriately acknowledged. Monitoring attendance is sound. Teachers and support staff have a good knowledge of their pupils, an awareness of their family circumstances and a policy of following up unexplained absence. The administrative assistant keeps good attendance records. Registers and registration procedures meet statutory requirements. The attendance rate is above the national average.

40. The school places great importance on caring for its pupils in both personal and academic matters. Parents are in general agreement that the school has a pleasing atmosphere. They know that it helps their children effectively to become more mature and responsible. Parents feel that the school offers a caring environment, free from bullying and other oppressive behaviour. This helps their children to make good progress educationally and many parents expressed pleasure at the increase in the confidence and self-esteem of their children. Assemblies and personal and social education lessons are used effectively to reinforce the school's core values of good behaviour and care for others.
41. The open door policy of the school offers parents the facility of early contact with the teaching and support staff in matters of concern and provides further reassurance of the high level of care that the school provides. Overall, the school ensures a very good level of welfare, health and safety and child protection through a highly motivated and caring staff.
42. The school's systems for assessing pupils' attainment and progress are unsatisfactory. The headteacher has begun to analyse the results of the national tests and assessments taken at the end of Year 2. She uses this information appropriately to monitor achievement by different groups, including girls' and boys' performance and the performance of pupils with special educational needs. Action is then taken to support pupils who may be underachieving or need additional support. The school has begun to gather samples of pupils' work in English, mathematics and science. This is helping to build up a picture of individual pupils' progress over time and identify any gaps in understanding. However, the school has correctly identified the need to improve the assessment of attainment and progress in all subjects except mathematics, where it is already good.
43. The school has appropriate plans to revise its assessment procedures for English. It has already developed useful assessment systems for science, based on advice from the local education authority, but these are not yet in use. The school has adopted good assessment procedures for mathematics. Because assessment arrangements are not systematic enough and records not detailed enough in most subjects of the National Curriculum, staff are unable to make much use of the information gathered to help plan future work and raise standards.
44. Appropriate records are kept of the progress made by the children in the reception year, matched to the early learning goals. The staff keep records of the pupils' reading and writing skills but they are not in enough detail to ensure pupils cover all the aspects necessary.
45. Analysis of pupils' work shows that the school's marking policy is generally being followed. The marking of pupils' work is regular and accurate and provides pupils with helpful comments that show them how to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The good relationships between the school and parents that were noted at the last inspection have been resourcefully developed and are now very good. The parents' meeting, their response to the questionnaires and discussions with them show a very high level of satisfaction with the way the school cares for and educates their children. They consider that the openness of the staff, their helpfulness in both academic and personal matters and the strong bonds they have with them have

created a mutually supportive environment. Inspectors' findings confirm this positive view. The concern expressed by a small number of parents about the information they receive on their children's progress was not well founded.

47. The school has a very good range of links with parents that help pupils learn and assist their personal development. An extensive range of meetings, both formal and social, together with an active Friends of Sedgeford parents' association, ensures regular and useful contact between staff and parents and between the parents themselves. Additionally, the association provides financial assistance to the school through its fund-raising activities. The social links are numerous and diverse: bingo, country dancing, barbecues and outside visits, together with established links to the local church in its principal celebrations, in which pupils take active roles.
48. The school places great importance on the involvement of parents in its life and work. This is an appropriate priority in the school's development plan. Parents help in practical ways, such as coming into school at the start of some days and hearing pupils read – a helpful and popular new initiative to include parents in the work of the school.
49. The information that the school provides for parents is good. The school's brochure, newsletters, the comprehensive written annual reports and regular contact underpin a commitment by the headteacher to provide helpful information.
50. The provision of good, clear information, together with the close relationships that are a strong feature of the school, ensure strong links between the school and parents. The school's work in partnership with its parents is very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher provides good leadership, but she is hampered in the fulfilment of her role because the shortage of teaching staff and the lack of support from the governing body mean that she has too much to do. She has a clear understanding of the strengths and weaknesses of the school and the priorities for school improvement. These are appropriately reflected in the school improvement plan, which is, however, in draft form because it has not yet been adopted by the governing body. This plan details a number of appropriate priorities for school improvement, including the raising of standards in literacy and numeracy and ensuring that the governing body fulfils its statutory responsibilities. The headteacher leads a very effective team comprised of one part-time teacher, three learning support assistants and an administrative assistant. They co-operate very well together in managing and teaching the whole curriculum and have a clear and convincing commitment to school improvement. The provision for pupils who have special educational needs is effectively managed by the staff in co-operation and appropriately overseen by the headteacher.
52. Because there are not enough full-time teachers, the headteacher must spend most of her time in the classroom, indeed teaching the whole school on two afternoons each week. This means that she has no time to monitor and evaluate the quality of teaching with a view to improving its quality and so raising standards. This represents a deterioration since the last inspection, when the then headteacher was able to monitor teaching because there were more staff. However, the headteacher does monitor planning to check for the smooth progression in pupils' learning as they go up through the school, from reception to Year 3.

53. The headteacher has established an effective system for tracking the progress of pupils as they move through the school. She collects and analyses information on children's abilities when they start school (the "baseline assessment"), their performance in national tests and assessments at the end of Year 2 and test results in English and mathematics at the end of Year 3. Pupils' responses to tests in English and mathematics are carefully analysed to reveal strengths and weaknesses in their learning and so identify what needs to be taught more effectively. This information is not yet used, however, to set individual targets for attainment in English and mathematics, which many schools find helpful in focusing attention on raising standards.
54. The day-to-day administration of the school and its budget is effective and appropriate use is made of information and communication technology in running the school.
55. The role of the governing body is poor. The working relationship between the long-standing chair of governors and the headteacher has effectively broken down and this is having a detrimental effect on the work of the school. Governors are not playing their part in shaping the educational direction of the school and have had no real involvement, for instance, in the current school improvement plan, which has been produced by the headteacher more or less single-handed. They have failed to play an active enough role in advising the school on spending its budget, with the result that too much money remains unspent in the current year – about ten per cent of the total this year and even more last year. Governors have been over cautious in authorising the spending of money, so that the pupils are not benefiting fully from funds allocated to support their education.
56. The day-to-day administration of the school and its finances is efficient and things run smoothly. Monitoring of the school's budget is competently undertaken by the school secretary. Regular and accurate updates on the budget are regularly provided for the headteacher and governors. The headteacher ensures that purchases of goods and services are made only after careful consideration of the quality and costs, in order to ensure that the school gets best value for money. Financial controls are rigorous and effective.
57. Few governors keep in close touch with the school, although there are notable and welcome exceptions. For example, one governor is a regular visitor and makes a very important contribution to assemblies and pupils' musical education. The school felt particularly unsupported by the chair of governors in the run up to the inspection. The governing body has also failed in its responsibility to monitor progress on the action plan from the previous inspection, with the result that little was done for over two years and little progress has been made in developing pupils' skills in ICT.
58. The teaching staff, together with the learning support assistants, form a highly competent and well motivated team who work together to achieve the school's academic and behavioural objectives. Morale is very high. Relationships are very good and mutual respect and assistance make a significant contribution to the development of the pupils' personal development. The learning support assistants appreciate their inclusion in lesson planning and pupil management. Their skills and experience provide valuable teaching and pastoral support to the school. However, the school is short of a full-time teacher, having experienced great difficulties in recruitment. This impedes the headteacher in the fulfilment of her management role,

particularly since she is unable to find time to monitor and evaluate the quality of teaching.

59. Classrooms, corridors and the assembly hall have attractive and imaginative displays of pupils' work. They are clean and bright and enhance the welcoming ambience of the premises. Both internally and externally, the school presents a clean and well-maintained appearance that reflects well on the efforts of the caretaker. Her regular checks of the building and its grounds together with the prompt attention given to any defects safeguard the pleasing appearance of the premises.
60. The location of the staff toilet, a single open-top facility that adjoins those of the pupils, with shared washing arrangements, is wholly inappropriate and quite unacceptable. There is a lack of suitable storage space for a range of equipment, teaching materials and statutory archive requirements.
61. The school's learning resources are good overall. The library has a good range of high quality books, many helpfully reflecting the diversity and richness of a broad range of different cultures. Resources for English and mathematics are good. There is a sufficient number of computers for the pupils, but some are outmoded and the usefulness of the newer machines is seriously limited by the nature of their operating systems and their inability to accept generally available software.
62. Overall, the school provides a stimulating and well-maintained learning environment that the pupils respect and which contributes significantly to their progress and personal development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education offered and to raise standards the governing body, headteacher and staff should now:

- (1) Urgently see that the governing body fulfils its statutory responsibilities, working in close partnership with the headteacher to :
 - decide the policies for the school
 - help in drawing up the school development plan
 - decide how to spend the school's budget
 - monitor standards
 - monitor progress on the school's post-inspection action plan (paragraphs 55, 57)
- (2) Improve the provision for ICT, further develop staff skills in teaching ICT, and so raise standards (paragraphs 8, 57)
- (3) Further develop systems for assessing pupils' attainment and progress, especially in English, science, ICT and religious education. (paragraphs 42, 43)

In addition to these key issues for improvement, the school should also attend to the following minor weakness:

- Help pupils to have a better understanding of their own learning, for example by explaining to them at the start of lessons what they are expected to learn. (paragraph 21)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	12	2	0	0	0
Percentage	0	7	80	13	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	24
Number of full-time pupils known to be eligible for free school meals	n/a	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	5

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.2	School data	0.1
National comparative data	5.2	National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	15
Percentage of pupils at NC level 2 or above	School	71 (81)	71 (88)	88 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	15	11
Percentage of pupils at NC level 2 or above	School	71 (81)	88 (88)	65 (88)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. The numbers of boys and girls achieving National Curriculum Level 2 and above have been omitted, because there were ten or fewer of each taking the tests..

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	24
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	1.7
Number of pupils per qualified teacher	14.1
Average class size	12

Education support staff: YR – Y3

Total number of education support staff	3
Total aggregate hours worked per week	56

--	--

FTE means full-time equivalent.

Financial information

Financial year	2000-01
----------------	---------

	£
Total income	145017
Total expenditure	138449
Expenditure per pupil	3741
Balance brought forward from previous year	14460
Balance carried forward to next year	21028

Recruitment of teachers

Number of teachers who left the school during the last two years	1.3
Number of teachers appointed to the school during the last two years	0.4

Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.7
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	24
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	79	21	0	0	0
My child gets the right amount of work to do at home.	47	32	16	0	5
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	58	37	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	63	32	5	0	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	74	21	5	0	0
The school provides an interesting range of activities outside lessons.	16	37	26	16	5

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

63. The provision for children at the Foundation Stage – in their reception year – is good. The curriculum is appropriately planned to cover all six areas of learning for children of this age: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. The good teaching and support they receive means that the children achieve well and make good progress. By the time they go up to Year 1, most of them reach the early learning goals in all six areas of learning and some exceed them. All the early learning goals of the six areas of learning for children of this age are appropriately planned for and children make good progress.

Personal, social and emotional development

64. Children start school with personal and social skills which are broadly similar to those usually found at this age nationally. However, this varies a lot from year to year with the changing abilities of the very small numbers of children admitted – as few as four this year. Their emotional development is also similar to most children of this age. Teaching is good and learning support assistants give very valuable support to children's development, so that most children reach the early learning goals by the time they go up to Year 1 and some exceed them. The teacher and learning support assistants miss no opportunity to promote children's personal and social development. They create a very harmonious, safe and welcoming learning environment. Most of the children have experienced some form of pre-schooling. This helps them to show respect for others and behave appropriately in class. Their pre-school experience and the very good support provided for them ensure that the children settle into school routines quickly. They come into the classroom in the morning confidently, separating from their parents and carers with ease and looking for their friends, eager to get on with their work and learn. Teachers and learning support staff make clear their high expectations of good behaviour and getting along with others and this encourages the children to behave well and respect boundaries. They respond well to adults and other children and very good relationships are quickly established, with the adults setting a very good example of care and respect for others.
65. The children soon become good at working with little or no adult help, seen, for example, as they complete their literacy or numeracy tasks and go off independently to work on the computer or build with the construction apparatus. Timely intervention from an adult supports these activities well and encourages the children to share resources. They are given some good opportunities to take responsibility, proudly wearing their helper badges and confidently setting off to take the register to the office after registration. They are encouraged to be independent in personal care, for example taking themselves to the toilet and washing and drying their hands afterwards. The children are encouraged to get their own coat on at playtime and take it off and hang it up when they come back to the classroom. They roll up their sleeves in preparation for working with the play dough and they wash their hands afterwards. From their earliest days in school, the children recognise the importance

of sitting quietly in assembly. They say, "Good morning" to everyone and sing and join in the prayers with enthusiasm and enjoyment.

Communication, language and literacy

66. Children start school with skills in communication, language and literacy which are broadly similar to those usually found nationally at the age of four. By the end of their reception year most of the children achieve the early learning goals relating to speaking and listening and reading and writing. Teaching in this area is good, ensuring that the children are well placed to meet the challenges of the literacy hour when they move up to Year 1.
67. From their earliest days in school, children are encouraged to take a full part in class discussions. Informal talk is encouraged when children are involved in independent activities, such as building towers and they have good opportunities to join in songs and rhymes. They concentrate well when listening to stories and teachers give them all good opportunities to be actively involved, for example by allowing them to lift the flaps in a book being read to them to reveal the next bit of the story. Teachers and support staff give clear instructions and use appropriate vocabulary to help the children understand and the children are able to follow simple instructions accurately. By the end of the Foundation Stage, the children can express their thoughts and feelings clearly.
68. Opportunities to develop the early skills of reading are good. The children are encouraged to share and read books together. Stories are a regular feature of the day. There is a strong emphasis in story sessions on the enjoyment of reading, with humour and involvement a very positive feature. The children know how books work – that print carries meaning and that we read from left to right and from the front of the book to the back in English. By the end of the Foundation Stage most children read simple books confidently. They generally achieve the early learning goals relating to reading and some exceed them.
69. From the start, the children are taught the names and sounds of letters and how to write these and they are encouraged to write whenever the opportunity arises, for example to label their work. Some of the youngest children can already write their name well when they have been in school for only a few weeks. The teaching of writing is good, with learning support assistants giving the children very good support in the development of these skills. By the time they enter Year 1, all the children understand that words fit together to make sentences and that the first word of a sentence begins with a capital letter. By the end of the Foundation Stage most children reach the early learning goals for writing and some exceed them.

Mathematical development

70. The children's mathematical skills are similar to those usually found at this age when they start school at the age of four. By the end of the Foundation Stage, most have reached the early learning goals for mathematical development and some have exceeded them, as a result of the good teaching they receive.

71. The children experience a full range of mathematical activities, including counting, matching and shape work. The main emphasis is appropriately on counting, ordering and using numbers. As well as activities focused specifically on mathematics, teachers provide a range of mathematical opportunities in other tasks and the everyday routines of the school, for example, counting the number of children present at registration. Most of the children recognise the numbers one to five. They can count up to five objects, matching them correctly with the number. Most recognise a circle, a square, a triangle and a rectangle and can describe some of their properties in simple terms, such as the number of sides and the number of corners. The most able know that the sides of a square are all the same length.

Knowledge and understanding of the world

72. This wide area of learning includes scientific, technological, geographical and historical knowledge. Most children start school with knowledge and understanding of the world which is similar to that usually found at this age nationally. They are taught well, so that most reach the early learning goals by the time they go up to Year 1. The children are helped to develop appropriate early skills in ICT, so that by the end of the Foundation Stage they can use the computer mouse with reasonable skill and accuracy to manipulate and control images on the screen. Some appropriate use is made of ICT to support the children's learning in other subjects, for example they use a computer program on letter sounds to help their reading and one on shapes to reinforce their learning in mathematics. The children learn about how animals move and they make good models in clay to show moving joints. They are beginning to gain an understanding of history, as they identify similarities and differences between old and new, for example comparing some of the features of old and new teddy bears. The children are given good access to an appropriate range of resources, including sand, water and construction kits. With the appropriate intervention of an adult they are able to develop their scientific knowledge and understanding. For example, when playing with water they start to learn about capacity as they pour the water from one sized bottle to another.

Physical development

73. Children start school with large and small muscle control and skill which is usual for their age. They are taught well so that they make good progress, most reaching the early learning goals by the end of their reception year. There are opportunities for outdoor play every day when the weather is fine, either using the trikes and scooters or the adventure playground. The play equipment is good and safe and lends itself to a range of independent activities with associated opportunities for social and imaginative development. The children use space well and teachers and support staff ensure that they work safely. On entry to school, the children move around the classroom with due regard for others. They line up well, without bumping into others. When using the apparatus in the adventure playground they show good body control and use space well, turning, climbing, balancing and jumping well and with due regard for their own and others' safety. They are skilful in peddling the wheeled toys and the variety of equipment available contributes positively to the children's enjoyment as they develop their physical capabilities. The children are given an appropriate range of opportunities and resources to develop their small muscle skill and co-ordination. In painting, drawing, making and writing tasks, the provision of appropriate tools such as paint brushes, pencils, scissors and glue sticks ensures that control is developing satisfactorily. When building with the construction apparatus,

children fit pieces together skilfully and take them apart, adapting their constructions with care.

Creative development

74. Creative development includes artistic and musical activities and dance and drama. The children start school with levels of creative development which are similar to those usually found nationally at this age. They are taught well, so that, by the time they start in Year 1, most of them reach the early learning goals and some exceed them. The children print circles and squares in connection with their mathematical learning about shape. They also roll out play dough and enjoy shaping it into circles, squares and triangles and cutting them out. They paint both freely and to illustrate stories they have heard, for example Goldilocks and the Three Bears. They paint good portraits of their friends. Children sing pleasantly and join in happily with the songs sung by the whole school in assembly and the number rhymes, such as "Ten Fat Sausages" and "Ten Green Bottles" sung in class. They enjoy using the musical instruments to accompany their singing. There are good opportunities for the children to develop their imagination, for example through dressing up and role play and as they play with the farm and act out the story of Goldilocks.

ENGLISH

75. At the time of the last inspection in 1997 standards were in line with the national average by the end of Year 2. They were also similar to those usually found nationally by the end of Year 3, when pupils leave to go on to middle school. The inspection confirms that standards are similar to those found during the previous inspection. In such a small school, standards fluctuate a lot from year to year with the changing characteristics of small groups of pupils. In 2000 national test results in reading and writing were well below the national average. These pupils had suffered by being at the school when there was no permanent headteacher. No monitoring of the curriculum or of teaching took place at that time, and standards suffered as a consequence. In 2001, only six pupils took the tests. Of these, two had marked special educational needs and did not reach nationally expected standards. The other four pupils all reached at least the expected levels for their age, and some exceeded these in spelling. The school's results show there are no significant differences between the standards achieved by girls and boys in English and this was also confirmed by the inspection.
76. Pupils are encouraged to listen to the teachers carefully and to express themselves clearly and confidently. The school places an appropriate emphasis on promoting pupils' social development and provides additional time for pupils to discuss issues and to listen to each others' views and opinions. This enhances their speaking and listening skills. The mixed age classes also provide good role models in communication for the youngest pupils in each class. There are good opportunities for pupils to improve their oral skills in lessons. They are encouraged to answer questions and to explain what they are doing and to review their learning at the end of the lessons. Speaking and listening skills in Class 1 are well developed and the teacher skilfully uses a range of strategies to increase the younger children's confidence. The use of drama is a strength of the curriculum. A weekly session is planned with all the pupils from the age of four to eight. A very good drama lesson which was observed encouraged pupils of all ages to develop different story endings and use their own imaginative language. By the end of the lesson all pupils had made good progress and the youngest children had made very good progress.

77. Standards in reading are average by the end of Year 2 and by the end of Year 3 they are similar to those usually found nationally at this age. By the age of seven, average and above average pupils read with good expression, interest and understanding. They have a sound knowledge of some authors and most understand how to locate information from non-fiction texts. They are able to read silently and recall events from the books they are reading. Less able pupils are occasionally hesitant but all have some useful strategies to read previously unknown words and they make few errors. While pupils read competently and have satisfactory comprehension skills, they do not always read with enthusiasm from the books they have chosen. Less able pupils have good strategies for approaching unfamiliar words, such as using initial sounds and checking the pictures for information. The standard of reading of many pupils in Year 1 is good. Most pupils in Year 1 are confident and read with expression. They are also well challenged in their guided reading within the class sessions. The teacher has high expectations and provides interesting activities and, as a result, some pupils achieve higher levels than expected for their age. The most able understand what an index is and can locate specific information, for example about animals.
78. Pupils chose books from a range of graded, colour coded books, which include books at a higher level to extend the most able pupils. However, on occasions pupils select books to read at home that are not sufficiently well matched to their ability. The shared books and texts for guided reading in class are generally pitched at the right level for the pupils.
79. From a very young age, children are encouraged to use the school library and select books to support their schoolwork. The way the books are organised means that most pupils can access the information very easily and quickly, including very young children and pupils with special educational needs. The library is attractive and very much at the heart of the school. The school demonstrates that it values pupils' work by including the books they have written themselves in the library. There is a good selection of books for independent readers, comprehension books, play scripts, dictionaries and big books for shared reading. The range of books in classes and in the library prepares pupils well for living in a multicultural society.
80. Standards in writing are in line with the national average by the end of Year 2. They are similar to those usually found nationally by the end of Year 3. Writing is mainly sound, signifying satisfactory achievement for the majority of pupils. Scrutiny of last year's work shows that pupils had a thorough grounding in basic skills, but the range of writing activities was not as broad as it should have been. The school is aware of this and has widened the writing opportunities planned, particularly for the older pupils.
81. Pupils are developing their handwriting skills satisfactorily. From an early age, children are taught to form their letters correctly and by the end of Year 2 most pupils' handwriting is neat, correctly formed and the right size. Pupils in Year 3 have a satisfactory grasp of punctuation and grammar. Their work is usually neat and well presented, with handwriting that is legible and joined up. Regular spellings are set for homework and this is reflected in their work, as most spellings are accurate. Pupils are encouraged by staff to take pride in their work and the marking comments made by teachers are helpful, giving them good advice on what they need to do to improve. Pupils are generally given enough time to finish their written work and older pupils have extra time to undertake some extended writing activities and opportunities to re-

draft their work. Although the emphasis has recently been on basic skills, the school is now working on increasing pupils' imaginative writing. For example, in a good lesson seen in Class 2, the teacher encouraged the Years 2 and 3 pupils to be creative and experiment with words. By the end of the session, the pupils had extended their use of expressive adjectives and created some imaginative phrases such as, "in the deep, dark, cool blue pool."

82. The school provides many good opportunities for other subjects to contribute to pupils' literacy skills. Correct subject language is encouraged, particularly in history and religious education. The school also enriches the English curriculum by providing regular opportunities for all pupils to perform in public. The three-day residential visit to Holt Hall for Year 3 pupils also includes opportunities to experience drama and role-play as part of their history project on the Romans.
83. Too little use is made of ICT to promote pupils' learning in English. Pupils make some use of word-processing, for example in listing their spellings, but their poorly-developed skills and problems with the machinery mean that the contribution of ICT to English is very limited.
84. Teaching is good overall and this promotes good learning. The teaching of drama is very good. English lessons are characterised by good planning for the different groups of pupils, including those with special educational needs, so that activities are carefully matched to their needs, enabling them all to make good progress. The teaching of the basic skills of literacy, such as learning the names and sounds of letters, is careful and systematic. A strength is the work of the learning support assistants, whose skilful interventions mean that the youngest children and those who have special needs make good progress in their learning. There are some aspects of teaching which could be improved in order to continue to raise standards in English. Sometimes higher attaining pupils in Year 3 need more challenging work. Whilst teachers give pupils time at the end of the lesson to consider what they have learned, they do not systematically share with pupils at the beginning of lessons what they are expected to learn. Assessments of pupils' attainment and progress do not focus sharply enough on the requirements of the National Literacy Strategy or on what pupils need to do to achieve the next level in their learning.
85. There has been satisfactory improvement in the subject since the last inspection. The National Literacy Strategy has been effectively introduced and the school is widening the range of writing opportunities. The emphasis on drama is helping to raise standards in speaking and listening and in further developing pupils' creativity.
86. The management of English is satisfactory. The new subject leader is well supported by the headteacher and currently much of the organisation and management are appropriately shared. The headteacher monitors the planning and the work of the pupils.

MATHEMATICS

87. Pupils in Years 2 and 3 attain standards expected for their age in numeracy and all other areas of mathematics: algebra, shape, space and measures and data handling. This picture is similar to that at the time of the last inspection. The year 2000 national tests and assessments for pupils at the end of Year 2 showed that standards at that stage were well below the national average and well below those achieved by similar schools. This is because these pupils were at the school at a time when there was no

headteacher, so that teaching and the curriculum were not monitored and as a result standards suffered. The results of the year 2001 tests, for which there are not as yet any national comparisons, showed that most pupils achieved the expected levels, with only the small number of pupils with marked special educational needs falling below expectations. Inevitably, standards fluctuate a lot from year to year because there are so few pupils involved; there can be as few as four pupils in a year group. This makes it very difficult to detect trends in standards over time.

88. There are no significant differences in the performance of boys and girls. Pupils with special educational needs are supported well by both teachers and learning support staff and they are helped to make good progress. Teachers match tasks well to the needs of all pupils and the most able are helped to make the most of their abilities.
89. By the age of seven, most pupils work out money problems set in a practical situation, for instance in shopping, spending £4 and £6 and working out how much was spent altogether. They subtract to work out how much change they should get, for example if they have 8p and spend 5p, how much will they have left? They use a combination of coins to total to a given amount, saying, for example, that $5p + 1p = 6p$ and that $2p + 2p + 2p$ comes to the same amount. Pupils identify simple fractions of regular two-dimensional shapes, for instance shading in halves of squares, circles, triangles and hexagons and one quarter of a square or rectangle. They recognise hexagons and diamonds and can describe their properties accurately. They describe half a circle as "a semi-circle".
90. Teaching is good in both classes and this promotes pupils' learning well. The lessons seen in both classes were taught well and the good quality of teaching is also reflected in the work seen in pupils' books. Learning support staff are deployed very effectively and give very good help, especially to those who find learning more difficult. In this way, these pupils are helped to have equal access to the full mathematics curriculum along with their friends and make good progress. Lessons are planned well, setting out clearly what pupils will do and what it is intended they should learn. However, not enough is done to give pupils a clear understanding of their own learning. Teachers miss opportunities to explain to pupils at the start of lessons what it is they are going to be learning. Questions are carefully targeted to enable all pupils to join in, including those with special educational needs. A good balance is achieved between whole-class teaching and group tasks well matched to the age and abilities of pupils. Care is taken to draw the class together again at the end of lessons to consider and consolidate what has been learned.
91. Too little use is made of ICT to support pupils' learning in ICT. This is partly because there are problems with loading the appropriate software, which the school has acquired, onto the computers, but also staff lack sufficient training and confidence. In this respect, things have not improved since the last inspection.
92. Pupils make some use of their mathematical skills in other subjects, for example creating a class time line in history and counting how many of each of the different types of teeth they have, in science lessons. Mathematics is managed by the headteacher, part-time teacher and support staff in close co-operation. Although planning is helpfully checked regularly to ensure full coverage of the National Numeracy Strategy and the smooth progression in pupils' learning, the headteacher has no time free to monitor and evaluate the quality of teaching and this is a weakness.

93. Improvement since the last inspection has been satisfactory overall, although this is not true in respect of the use of ICT. The National Numeracy Strategy has been adopted and this gives teachers good guidance on what to teach and when, and ensures a balanced mathematical diet for pupils.

SCIENCE

94. In the year 2000 teachers assessed standards in science at the end of Year 2 as well below average. In 2001, all but the pupils with high levels of special educational needs reached the levels of attainment expected nationally in most aspects of science, although pupils' investigation skills were weak. The inspection confirms that standards are better than they were in the year 2000 assessments and that they are in line with the 2001 results, with most pupils reaching expected levels. In Year 3, pupils reach standards in science which are similar to those of most pupils of their age nationally. Investigation skills are being appropriately developed. Standards are now similar to those found at the time of the last inspection. They fluctuate from year to year with the changing abilities of the small numbers of pupils in each year group making it difficult to discern trends over time.
95. By the end of Year 2, most pupils know about the need for and components of a healthy diet. They know that foods belong to different groups. Activity foods give plenty of energy and we call these starches. They know that these include bread, pasta, potatoes and rice. They know that some foods, such as sweets and other things with lots of sugar give a burst of energy, but that they can cause tooth decay. Pupils know that fatty foods, such as oil, butter and margarine, also give us energy but more slowly. They understand that meat, fish, milk, eggs and pulses help the body to grow and repair itself. Pupils know that they have milk teeth and that these are gradually replaced by adult teeth, but that adult teeth are not replaced if they are lost. They enjoy looking at and feeling their own teeth as they learn about the different functions of incisors, canines and molars. Opportunities for investigation are better than they have been in the past and this is raising standards in this aspect of science. For example, the youngest pupils plant grass seeds and sunflowers and investigate their growth and development. They learn that seeds need water to germinate and grow. They plant sunflowers and learn about their development, observing them for example, at three days, one week, six weeks and so on.
96. The quality of teaching is good, even though the headteacher has to take the whole school for science at the same time. This is efficiently and effectively managed through the careful deployment of learning support staff who work very well, particularly with the youngest pupils, in Class 1. The headteacher has good subject knowledge and understanding. This was seen, for example, in a Class 2 lesson on teeth, where her good grasp of the subject enabled her to explain clearly the different functions of different types of teeth and the dangers of too much sugar in the diet. This helped pupils understand clearly and so promoted good learning. Tasks are well matched to the needs of pupils across the full age and ability range in the two classes, so that they are all able to learn and make good progress. A lesson seen with the youngest pupils made an important contribution to their physical and creative development as well as their scientific knowledge and understanding, as they constructed clay models of animals to illustrate how they move. Talking among themselves and with adults about what they were doing and learning also made a valuable contribution to their communication and language skills. Lessons are well prepared, with good resources, such as mirrors so that the pupils can look at their own teeth. There are good opportunities for pupils to research and find things out for

themselves, for example using good textbooks to find out more about the nature and functions of teeth. However, there is too little use of ICT for such purposes, as the appropriate software cannot presently be loaded onto the school's computers.

97. The staff co-operate successfully together in managing science, but there is no monitoring and evaluation of the quality of teaching. Planning is helpfully checked for full coverage of the National Curriculum and to ensure the smooth progression of pupils' learning as they move up through the school.
98. Improvement since the last inspection has been satisfactory. A good scheme of work has been adopted, appropriately based on national guidance, so overcoming a weakness identified then.

ART AND DESIGN

99. The work around the school, including the displays, indicates that pupils are offered a broad and balanced curriculum in art and design skills. This includes collage work, sketching, painting, printing and three-dimensional work. Owing to the timetable arrangements, no art and design lessons were observed during the inspection. It is therefore not possible to make a judgement about the quality of teaching and learning. However, discussions with pupils and staff, together with the work displayed in the current year, indicates that by the end of Years 2 and 3, standards in art and design are similar to those usually found nationally at this age.
100. There have been some satisfactory improvements since the last inspection. The school has adopted appropriate national guidance as the basis of its scheme of work and this ensures that the full National Curriculum is covered. There is a coherent programme for art and design based on a two-year cycle, which ensures progress in the skills and knowledge pupils need for each element of the art curriculum.
101. The focus of the curriculum is appropriately on a balanced programme of developing skills, opportunities for first hand observations and developing pupils' confidence and imagination, using a range of appropriate materials. The curriculum planned indicates that pupils are experiencing a good balance of skills as they progress through the school. Work and planning also show that there are planned opportunities for pupils to practise art and design skills in other subjects, particularly during history, design and technology and religious education lessons. Staff shortages mean that most of the artwork has to be done with all the pupils between the ages of four and eight working together. The school overcomes this difficulty well by detailed planning for the different ages and providing separate topics for different year groups. This ensures that the pupils cover different topics and skills at the appropriate level.
102. This term the reception and Year 1 pupils have begun work on self portraits and Year 2 and Year 3 pupils are investigating pattern. The school's inclusive approach means that all pupils have examples of their artwork on display. This helps to build the pupils' confidence in their own abilities as artists from an early age. The paintings and drawings produced by pupils in Year 1 are at least satisfactory for their age and some are good. There are some imaginative and lively paintings of animals, which show good use of colour and drawing skills. The self-portraits are attractive and show care and appropriate detail. The use of mixed paints to indicate different shades of

skin tones also adds to the pupils' developing appreciation of themselves and others as being unique and different from each other. Discussion with staff about clay animals on display shows that staff have a clear idea of the appropriate level of support and intervention necessary. A learning support assistant showed sensitivity in the way that she supported a younger pupil who was frustrated when making his clay elephant.

103. The work in Years 2 and 3 is similar to that usually found nationally at this age. From discussions with pupils it is clear that they are aware of the purpose of their work this term and they are able to describe their abstract work based on repeat patterns. The school has helpfully used a computer programme to enable pupils to generate their abstract designs. They are enthusiastic about opportunities to use the computer and enjoy artwork. However, Year 3 pupils feel they do not have enough opportunities to paint because they are older. Pupils in Years 2 and 3 have begun to use sketchbooks but this in its early stages. Some older pupils can name artists such as Van Gogh and are aware of the style of work he produced. Pupils usually take their work home at the end of each topic so there is no evidence of work for the school to be clear about the standards pupils are achieving. However, whilst the school does not keep detailed records of artwork, the staff know the individual talents of the pupils well and assess the artwork pupils produce informally. Learning support assistants use their knowledge of pupils' skills to feed back both to the teachers and to the pupils. This helps pupils have an understanding of their own work. The school makes helpful efforts to enrich the art programme in order to make it relevant and interesting. For example, every year the pupils in Year 3 have their art and design curriculum enriched during their three-day residential visit to Holt Hall. They use their art skills as part of their history project.
104. The management of art and design is satisfactorily shared between the staff. The subject leader appropriately monitors planning to check for coverage of the full curriculum and the smooth progression of pupils' learning as they go up through the school. There is no time to monitor and evaluate the quality of teaching. There are assessment records but these are too detailed for the staff to use regularly and the school plans to reduce these to make them more manageable.

DESIGN AND TECHNOLOGY

105. Due to the timetable arrangements, no design and technology lessons were observed. There were no examples of work samples from last year and it is therefore not possible to make a judgement about the quality of teaching and learning by the pupils or the standards achieved. This assessment of the design and technology curriculum offered to the pupils is based on discussion with pupils about their understanding of the curriculum they have experienced, together with discussion with the co-ordinator and analysis of the school's documentation.
106. There has been satisfactory improvement since the last inspection. At that time levels of attainment were below national expectations for pupils by the end of Years 2 and 3. This was because not all the required elements of the National Curriculum were being covered. Pupils were not given opportunities to design, make and evaluate their own models. The school was in the process of developing a two-year cycle of work, which was not yet in place. Provision for design and technology was therefore unsatisfactory. This was an area of weakness identified in the post-inspection action plan. These issues have been addressed and the school has

adopted national guidance, which fully covers all elements of the design and curriculum programme of study required by the National Curriculum. The school has incorporated design and technology into its two-year topic cycle. There is now a coherent programme for design and technology which ensures progress in the skills and knowledge pupils need for each element of the design and technology programme.

107. Teachers' planning for last term and this term shows that the agreed programme is being planned. The pupils in Year 1 made a fruit salad as a part of their healthy eating programme. The planning shows that this contributed to the pupils' appreciation of different cultures as pupils were presented with a range of fruits from different countries. Year 2 designed and attempted to make their own vehicles using simple mechanisms to help them move. Year 3 pupils also made sandwiches, following discussion about the content and types of bread to use. From discussion with pupils in Years 2 and 3, they are unclear about the distinction between art and design and technology. They have, however, an appropriate understanding of why it is important to handle food hygienically, but are unsure about the range of materials and tools they use.
108. The school makes efforts to enrich the design and technology programme by using the local community. For example, during the school's annual sponsored walk in the village, pupils were asked to look closely at the church and to look at any new buildings before the older pupils designed their own buildings at school. Pupils in the current Year 3 remembered their walk and their design work on buildings (from recycled materials brought in from home) with enthusiasm. Every year the pupils in Year 3 have their design curriculum enriched during their 3-day residential visit to Holt Hall. They use their design skills as part of their history project. During their visit in the summer term, the Year 3 pupils made Roman shields from different designs. Armour and helmets were designed at school in preparation for the visit.
109. The co-ordinator appropriately monitors the medium and short-term plans but due to staffing shortages has no opportunity to monitor teaching and learning. There are assessment records, but these are too detailed to be useful and manageable. The school also uses opportunities to develop pupils' designing and making skills in other subjects. For example, during the inspection week pupils designed Viking boats as part of their history work.
110. Difficulties with computer hardware mean that pupils do not currently have sufficient opportunities to use the computer on a regular basis to support their design work.

GEOGRAPHY

111. Due to the timetable arrangements, no geography lessons were observed. There were no examples of work samples from last year and it is therefore not possible to make a judgement about the quality of teaching and the learning by the pupils or the standards achieved. This assessment of the geography curriculum offered to the pupils is based on discussion with pupils about their understanding of the curriculum they have experienced, together with discussion with the co-ordinator and analysis of the school's own documents.
112. There has been some satisfactory improvement since the last inspection. The school now delivers its geography curriculum in half-termly blocks. This is an improvement

since it means that pupils study geography frequently enough not to forget what they have learned in between periods of study. The school has adopted good national guidance as the basis for its scheme of work, ensuring full coverage of the National Curriculum. There is a coherent programme for geography, which ensures progress in the skills and knowledge pupils need for each element of the geography curriculum.

113. Teachers' planning for last term and this shows that the agreed programme is being implemented. The focus of the curriculum is on a close awareness of the local area and developing a wider understanding of the world. Projects planned include studying the local area and the seaside and developing a wider understanding of the world through the travels of 'Barney Bear'. Older pupils study maps and places around the world. The curriculum planned has a good balance between the acquisition of skills and knowledge. The programme also encourages pupils to respect the local environment and to consider health and safety issues.
114. From discussion with pupils in Years 2 and 3, it is clear that they have a satisfactory general knowledge of places around the world and some understanding of geographical language. They use the library to select books about different countries and understand how to use the various maps available. They talk about differences between a town, a village and the seaside and about the features of their own area. Some pupils have an understanding of differences in weather and food in countries such as Spain, America and Africa. This understanding is based partly on schoolwork covered and on holidays they have had. Generally, pupils' knowledge and understanding are appropriate for their age.
115. The school makes good efforts to enrich the geography programme and make it more relevant and interesting by using the local community. For example, pupils are encouraged to look closely at the village when they undertake their annual sponsored walk. Geography skills are also used in different subjects, for example in an English lesson observed during the inspection week Year 2 pupils drew their own map of a pet shop.
116. The co-ordinator monitors the medium and short-term plans but due to staffing shortages has no opportunity to monitor and evaluate the quality of teaching. There are assessment records but these are too detailed for the staff to use regularly and the school plans to reduce these to make them more manageable. Difficulties with computer hardware mean that pupils do not have sufficient opportunities to use the computer to support their work in geography.

HISTORY

117. The evidence of pupils' work together with the two history lessons observed shows that standards are similar to those usually found nationally by the end of Year 2 and also when pupils go on to middle school at the end of Year 3. This was true also at the time of the last inspection. Too little use is made of ICT to promote pupils' learning, partly because of problems loading the new software onto the computers. In the lesson seen in Class 1 teaching was good and in Class 2 it was satisfactory. The work examined shows that teaching is good overall.
118. The youngest children in school start to gain an understanding of what history is as they consider old and new things, for example old and new teddy bears. They

identify the differences between old and new toys, learning, for example, that many toys were made of wood in the past but that now many are plastic.

119. By the end of Year 2 pupils know about the Viking invasion by sea of Britain and other lands. They know that there were two common types of Viking ships, the longship and the knarr. They know that the Vikings decorated the front of their ships with fierce-looking carvings. Pupils know that the Viking alphabet was made up of letters called runes and that people wrote by carving runes into wood or stone. Teachers have a good understanding of history and this enables them to explain things carefully, to bring them to life, so promoting pupils' learning successfully.
120. The headteacher and part-time teacher manage history effectively and planning is helpfully checked to ensure full curriculum coverage and the smooth progression of pupils' learning. However, there is no systematic monitoring and evaluation of the quality of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards in ICT are below average by the end of Year 2 and when pupils leave the school at the end of Year 3. At the time of the last inspection, standards were in line with those expected for the pupils' ages. The expectations of the revised National Curriculum are more demanding and the school has failed to keep pace with these.
122. Too little use is made of ICT to support pupils' learning in the other subjects of the curriculum. This was also the case at the time of the last inspection and little progress has been made since then. There are two main reasons why standards are too low and ICT is used too infrequently in other subjects: staff lack confidence in teaching ICT because they have had too little training and the school's computers have a number of technical problems which make them unreliable, for example the loading of new software is impossible. Some machines are outmoded and do not lend themselves to the teaching and learning of the full range of skills needed by pupils.
123. By the end of Year 2, pupils have very limited keyboard skills. They are learning that ICT can be used to improve the appearance of text, for example as they use the computer to make shopping lists and to print out some of their stories. They are able to select a capital letter, use the delete key to correct what they have written and use the space bar. However, they are very slow in selecting the correct keys and do so with less confidence than most pupils of their age. Year 2 pupils are not sure how to save their work and print it out. They need help to use the cursor keys.
124. Only very short periods of teaching of ICT were observed – not enough to make a judgement about its quality. Learning support assistants are appropriately deployed so that pupils in Years 2 and 3 can be taught separately, but even so they have to cluster round a single machine and wait their turn at the keyboard. This slows down their acquisition of ICT skills.

MUSIC

125. Pupils attain the standards expected for their age by the end of Year 2 and by the time they leave the school at the end of Year 3. They enjoy music-making. Teaching is satisfactory and pupils, including those with special educational needs, make satisfactory progress. The school has maintained the standards reported at the time of the last inspection. Judgements are based on a combination of the one lesson observed, singing and music making activities during assembly and discussion with pupils.
126. Pupils' singing is generally tuneful and enthusiastic; most join in during the lesson and in assembly sessions. In Class 2, pupils use parts of their body as percussion instruments. They name most of the popular percussion instruments, such as a drum and a tambourine. They handle and use instruments with appropriate safety and care. Pupils know that music gets louder and softer and that it gets higher and lower. They are able to make a steady beat and to create their own simple compositions. Pupils listen carefully to each other and copy simple patterns. They experiment with sounds made so that they are faster or slower, higher or lower. They know that instruments such as cymbals create echo sounds. Most pupils can stay in tune and can stop and start when directed by the teacher. They enjoy the opportunity to share their music and to work collaboratively. They perform in front of the class and each other with confidence.
127. As a result of clear direction by the teacher, pupils make satisfactory progress with their singing as they are taught to listen carefully and respond to taped music. Pupils are able to adapt their singing to create different moods and take turns in singing. During the lesson they could effectively recreate the sense of the contrasting sounds of loudness and quiet when representing a lion's roaring and mice squeaking. They sang, "The Animal Kingdom" with real enthusiasm. They create their own accompaniments and different groups know when it is their turn, because they listen carefully. Pupils from reception onwards enjoy singing hymns in assemblies and help create the right atmosphere for collective worship.
128. The teaching seen in Class 2 was satisfactory. The teacher's planning set out clearly what pupils were to do and what they were expected to learn. The use of instruments and tapes and clear direction, together with good behaviour management, all made learning effective. While the teacher uses correct terminology, the pupils are not always sufficiently encouraged to use the correct musical terms. The teacher dealt well with the different ages in the class but at times some learning activities were not challenging enough for more able pupils. The teacher encouraged the pupils to reflect on the quality of their music and singing and created a positive, calm, yet fun-filled atmosphere. Good class discussion at the end of the lesson meant that the pupils were clear about their learning in the session. However, the intentions of the lesson were not shared with pupils at the start. There is an appropriate balance between pupils enjoying music making and reflecting on their own performance. The teacher encourages the children to see themselves as performers and to listen carefully to each other. The use of atmospheric music tapes also helps reinforce their listening skills.

129. The school has the regular support of a governor who plays the piano and also helps pupils with music-making activities during special productions. This voluntary support has a positive impact on the quality of the pupils' singing and performing. The school provides opportunities for all pupils to perform in public, which they enjoy. All pupils sing for special community events such as Harvest Festival, Easter and Christmas. During productions pupils play musical instruments and perform their own simple compositions. Older pupils also select their favourite songs and hymns at their leavers' assembly, which they perform for the local community in church. There are good links between the English curriculum and the music curriculum during these productions. Music is used well to support dance and drama. All of these opportunities enrich the quality of music provision.
130. These opportunities, together with the range of music from different times and cultures, make a good contribution to the pupils' social and cultural development. For example, pupils are encouraged to consider what countries different instruments come from. They know and can give examples of instruments that have originated from South America and Africa. From discussion with pupils, they are enthusiastic about music and particularly enjoy opportunities to perform in the community. However, their knowledge of composers from the past is limited.
131. Since the time of the last inspection the music co-ordinator has updated the curriculum and has introduced a published scheme of work that adequately covers all the elements required by the National Curriculum. The co-ordinator monitors the medium and short-term plans but owing to staffing shortages has no opportunity to monitor teaching and learning.

PHYSICAL EDUCATION

132. It was not possible to observe any lessons in physical education, so that no judgements can be made about standards or the quality of teaching. This was true also at the time of the last inspection. Planning has improved since then, as an appropriate scheme of work has been adopted to give teachers good guidance on what to teach and when.
133. The scrutiny of this planning shows that the full requirements of the National Curriculum are met through work in dance, games and gymnastics. In Year 2, pupils learn games skills such as throwing and catching which will prepare them to play traditional team games such as netball and rounders when they go on to middle school. In gymnastics they learn to perform a range of actions, developing good body control and co-ordination.
134. Physical education is satisfactorily led by the headteacher and part-time teacher in co-operation, but there is as yet no monitoring and evaluation of the quality of teaching.

RELIGIOUS EDUCATION

135. The one lesson observed, the examination of pupils' work and discussions with pupils show that standards in religious education meet the expectations of the locally agreed syllabus by the end of Year 2 and by the time pupils go on to middle school at the end of Year 3. The last inspection made no judgements about standards. No overall

judgement can be made about the quality of teaching, but in the one lesson observed, teaching was good.

136. By the end of Year 2 pupils know some of the stories told by Jesus and that these are called parables. Most can remember the main features of some of the parables, such as The Prodigal Son and understand that they carry a message, for example about forgiveness. They are also familiar with the story of The Good Samaritan and the houses built on sand and rock. They know about some of the different celebrations of harvest around the world and this makes a good contribution to their understanding of other cultures and faiths. During the inspection there was some very good work on the Jewish festival of Sukkot, when pupils constructed their own light shelters like those made by the Jews in homes and synagogues as they remember the huts or tents made by the Israelites in the desert after leaving Egypt.
137. In Year 3 pupils build on their learning in Years 1 and 2 as they explore Hindu beliefs and practices through studying the festival of Divali. By the end of the year, most pupils know why Divali is important to Hindus. They are familiar with the story of Rama and Sita and know that Divali originated from this story.
138. In the one lesson seen, on stories told by Jesus, good care was taken to ensure that all pupils could join in and experience success. In a clear introduction, the teacher used a picture book effectively to re-tell the story of The Prodigal Son, so that pupils listened quietly and attentively. Group tasks were then set which matched closely pupils' age and ability. Pupils with special educational needs were given good support by the learning support assistant and the tasks successfully encouraged pupils to collaborate together in re-telling the story.
139. The subject is effectively managed by the headteacher and part-time teacher in co-operation. There is no systematic monitoring and evaluation of the quality of teaching.