

INSPECTION REPORT

DAME TIPPING CE PRIMARY SCHOOL

Havering-atte-Bower, Romford

LEA area: Havering

Unique reference number: 102327

Headteacher: Miss V Morris

Reporting inspector: Mr P B McAlpine
21552

Dates of inspection: 10-13 June 2002

Inspection number: 196506

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and junior |
| School category: | Voluntary controlled |
| Age range of pupils: | 4-11 |
| Gender of pupils: | Mixed |
| School address: | North Road Havering-atte-Bower Romford Essex |
| Postcode: | RM4 1PS |
| Telephone number: | 01708 745409 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr D Rowland |
| Date of previous inspection: | 23 June 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------|----------------------|---|--|
| 21552 | P B McAlpine | Registered inspector | English Science Information and communication technology Art and design Design and technology Physical education Equal opportunities Special educational needs | What sort of school is it? What should the school do to improve? The school's results and pupils' standards? How well are pupils taught? How well is the school led and managed? |
| 9505 | D Haynes | 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? |
| 23454 | C Cressey | Team inspector | Mathematics Geography History Music Religious education English as an additional language Foundation Stage | How good are the curricular and other opportunities offered to pupils? Spiritual, moral, social and cultural development |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is rurally located and is the smallest in the local authority area. Currently there are 98 pupils, all of them full-time. The number on roll has not varied significantly since the previous inspection and there are few surplus places. The pupils are organised into four mixed-age classes. They come from the village of Havering-atte-Bower, nearby villages, and estates on the edge of Romford. The proportion of pupils eligible for a free school meal is five per cent; this is well below average. Only three per cent of the pupils are on the special educational needs register, which is very low; one pupil has a statement of special educational needs. One pupil is Turkish and speaks English as an additional language. There are no refugees or Travellers. The attainment of the pupils on entry to the Reception Year is broadly average. In most years, about 80 per cent of the children enter the Reception Year with typical or better attainment for their age. Pupil mobility, the proportion joining or leaving the school other than in the Reception Year, is very high; in the 2000-2001 school year, almost a fifth of the school population changed. The headteacher has been in post less than a year has a sizeable weekly teaching commitment; there is an acting deputy headteacher. Two teachers have been appointed since the previous inspection; one of them was appointed at the start of the present school year and is from overseas.

HOW GOOD THE SCHOOL IS

Effectiveness and the quality of education provided are satisfactory. Academic standards have risen since the previous inspection and almost all pupils attain the expected national level at the ages of seven and eleven in reading, mathematics, and science; this is an achievement of note. The Foundation Stage gives children a very good start to their educational career and pupils throughout the school excel in mathematics. Standards in writing and information and communication technology, however, are not as good as they should be in the juniors and the more able pupils in this key stage are underachieving in reading and science. The teaching is satisfactory, with pockets of high quality, but the lack of success with the more able pupils reveals shortcomings that must be remedied. The leadership of the new headteacher is good and she is setting a clear educational direction to the work of improving the school where this is necessary. Taking all of these factors into account, together with the above average cost of educating a pupil in such a small school, the educational value for money is satisfactory.

What the school does well

- Standards in mathematics are high and the achievement of pupils in this subject is very good throughout the school.
- Provision in the Foundation Stage is of high quality and the pupils in the Reception Year make very good progress.

What could be improved

- The achievement of the more able pupils in Years 3 to 6 in reading and science.
- Standards and achievement for all pupils in Years 3 to 6 in writing and in information and communication technology.
- The amount of teaching that is of good or better quality, especially in Years 2 to 4.
- The provision for pupils with special educational needs.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in June 1997. Since then, standards in the core subjects have improved, though the extent is variable between subjects. There has been excellent improvement in mathematics and satisfactory improvement in English and science. The school received a national achievement award in 2001 and has improved its overall ranking in the local league tables from near the bottom a few years ago to within the top three in 2000 and 2001. The National Literacy and Numeracy Strategies have been introduced and curriculum 2000 has been implemented successfully and these partly account for the improvement. There is more teaching that is satisfactory or better than at the previous inspection but there has not been enough improvement in the amount of good or better teaching. In relation to the important issues from the previous inspection, improvement was slow initially but has picked up in the last year. Curricular planning is now firmly based on nationally prepared schemes, with appropriate allocations of work to different classes. This, however, has all occurred in the past year and the benefit is not yet showing in test results. In practice, there is still not enough provision of work at different levels for pupils with different attainment and more work is necessary here. Management roles and responsibilities have been clarified and some training has been provided. The school development plan is now a useful document. Overall, improvement since the previous inspection has been satisfactory.

STANDARDS

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

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

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

Over the past three years, the performance of the eleven-year-olds has been much stronger in mathematics than in English or science. Even so, almost all of the eleven-year-olds in 2001 attained the expected national level in English, mathematics, and science. This was better than the majority of schools and much better than the previous inspection. The eleven-year-olds' results were considerably higher in reading than in writing. Only in mathematics, however, did a significant proportion of the eleven-year-olds exceed expectations in 2001; the proportion doing so was exceptionally high. In English and science, very few eleven-year-olds attained highly and the more able pupils underachieved in these subjects; this is reflected in the table in the similar schools comparisons. The achievement of average and low attaining eleven-year-olds was satisfactory in reading, mathematics, and science but not in writing. At the age of seven, the results in 2001 were well above average in reading and writing and above average in mathematics. The early indications of the results for 2002 are that standards have been broadly sustained at both age groups. The targets for 2001 for English and mathematics were exceeded and the school is on course to meet its targets for 2002.

Current standards at the age of eleven are well above average in mathematics and average in English and science overall. The more able junior pupils are underachieving in English and science. Standards in writing have improved but are still not as good as reading. At the age of seven, standards are well above average in reading and mathematics, above average in science, and average in writing. Throughout the school, standards are average in design and technology, geography, and history. Standards in art and design are above average in the juniors; the evidence in the infants is limited. Standards in information and communication technology are average in the infants but not as good as most other schools in the juniors. The evidence in music and physical education is too limited for judgements to be made. In the Foundation Stage, standards are above average in each of the nationally agreed areas of learning and the children's achievement is good.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Typical of the majority of pupils of primary school age. Pupils are enthusiastic about school. Attitudes to learning are generally positive. |
| Behaviour, in and out of classrooms | Satisfactory. Pupils generally understand right from wrong. No bullying or oppressive behaviour was seen. There have been no exclusions. |
| Personal development and relationships | Typical. Most pupils are beginning to understand that their behaviour can have an impact on others. They are courteous and tolerant of others and show respect towards property. |
| Attendance | Below average. There is very little unauthorised absence but authorised absence is high. Punctuality is satisfactory. |

Relationships between pupils are good and there is very little squabbling or falling out.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|--------------|--------------|
| Quality of teaching | Very good | Satisfactory | Satisfactory |

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

Teaching is satisfactory overall but inconsistent in quality between the classes. The picture is not as good as the typical school nationally. Some teaching is of high quality. The bulk is satisfactory but not always as inspirational, motivating and challenging as it needs to be. Satisfactory teaching is meeting the needs of most pupils but not those with potential for high attainment. Teaching in the Foundation stage is very good. Teaching is good in mathematics and satisfactory in English, science, history, and geography. Teaching is good in art and design in the juniors but no teaching in this subject was seen in the infants. Teaching in information and communication technology is often good in the infants but ineffective in the juniors. Teaching in religious education is satisfactory in the juniors; no teaching was seen in the infants. No teaching was seen in design and technology, music or physical education.

Teaching in the Foundation Stage is very well planned, prepared and taught, often making excellent use of resources and providing fully for the needs of high, average and low attaining pupils through well-chosen questions and clear explanations. Teaching in mathematics is invariably motivating and effective throughout, with much that is high quality in Years 5 and 6 and in the Reception Year. Strong emphasis is placed on mental mathematics and other basic skills. The teaching in English and science meets the needs of the average and low attaining pupils, in the main, but is not sufficiently challenging the more able pupils in the juniors. This is also the case in geography, history, and religious education. The methods for teaching phonics are satisfactory but those for promoting comprehension skills are not always effective in the juniors. In writing, expectations of reasonable accuracy in grammar, spelling, punctuation, and handwriting are not consistently high. The methods for teaching information and communication technology are inefficient in the juniors. In Years 1 to 6, class assistants, who work mainly with low attaining pupils, are not always well briefed by teachers and this is restricting their effectiveness. In a few lessons, teachers tolerate noisy and inattentive behaviour for too long and this reduces the efficiency of the lesson.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Typical of the majority of schools. All National Curriculum subjects are taught and statutory requirements are met. Curricular planning is satisfactorily based on nationally prepared schemes of work. |
| Provision for pupils with special educational needs | Not good enough. Pupils are not screened consistently for special educational needs. Specific needs are not adequately recognised in lessons and individual education plans lack specific, measurable targets. The recently revised policy is satisfactory but not implemented effectively. |
| Provision for pupils with English as an additional language | Satisfactory. Arrangements are in place to assess needs and to seek additional help from the local authority when this is necessary. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Typical of the majority of schools. A reverent atmosphere is created for collective worship and relevant statutory requirements are met. Pupils are effectively taught right from wrong. Satisfactory opportunities are provided for pupils to contribute to the school community. Pupils are learning about their own culture and the diversity of British life and other cultures. |
| How well the school cares for its pupils | Typical. The arrangements for child protection are satisfactory. There is a proper regard for health and safety. Assessment arrangements are satisfactory. |

The curriculum for pupils in the Foundation Stage is very well implemented. The National Numeracy Strategy is effectively implemented. The National Literacy Strategy is being implemented but guided work is not always followed effectively. The programme of study for information and communication technology is not taught in sufficient depth in the juniors. The policy of teaching science, geography, and history through broad topics is sometimes leading to pupils' knowledge and understanding in these subjects being too shallow. Assessment arrangements are effective in monitoring the attainment and progress of pupils in core subjects but are less effective in the non-core subjects. Senior management and the coordinator of provision for pupils with special educational needs are aware of the

shortcomings and working to remedy them. Parents' views of the school are good. Links with parents are satisfactory and the impact of their involvement on the work of the school is typical. The quality of the information provided for parents, including the annual reports on pupils' progress, is satisfactory overall. Arrangements for homework are satisfactory. A policy to combat racism has not yet been written but is being compiled.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Overall, the leadership and management are satisfactory. The headteacher's leadership is good. She leads strongly by example and is very willing to take responsibility. She is supported loyally by others with management responsibility but their experience, expertise and effectiveness varies; this aspect needs development. Teamwork is established and the staff united. |
| How well the governors fulfil their responsibilities | Typical. Governors are committed and enthusiastic. They are adequately involved in the work of the school and relevant statutory requirements are met. |
| The school's evaluation of its performance | Formal systems are only just being established. Arrangements have been established this school year to observe teaching, check sample of pupils' work, and analyse data; this is good practice. |
| The strategic use of resources | The processes used when planning school developments are satisfactory. Priorities are relevant and achievable. Governors have a satisfactory long-term view of the development of the school. Finances are properly managed. |

The headteacher has made a good start. She is aware of strengths and weaknesses and is effectively working to raise standards and improve the school. Performance management is properly established and starting to be effective. The school development plan is of good quality and relevant to school needs. Governors are appropriately correcting a sizeable budget overspend caused by building work. Best value principles are not always applied as rigorously as they should be, particularly to areas of the budget where expenditure is traditionally high. Staffing is satisfactory but some teachers have not received enough training in the National Literacy and Numeracy Strategies or in information and communication technology. The accommodation is cramped and lacks a hall. Resources are satisfactory in all subjects except English, where there are deficiencies for the older pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> The general standards in English, mathematics and science. The mature behaviour of most pupils. The good leadership and management. | <ul style="list-style-type: none"> The level of challenge for the more able pupils. The effectiveness of the homework arrangements. The information provided about pupils' progress. Links with parents. |

The inspectors agree with parents about standards in mathematics, which are high, but think that standards in English and science could be higher. Inspectors agree with parents about the mature behaviour of most pupils and about the good leadership of the headteacher. They also agree with parents that the level of challenge for the more able pupils could be higher, particularly in English, science, geography, history, and religious education. Homework arrangements and links with parents are satisfactory and typical of the majority of schools. On balance, the inspectors agree with parents that the arrangements for providing parents with information about pupil progress could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Current standards among eleven-year-olds are well above average in mathematics and average in English and science overall. Almost all of the eleven-year-olds are on course to attain the expected national level in these subjects but the proportions set to exceed expectations varies significantly and this accounts for the differences in standards between subjects. In mathematics, the proportion exceeding expectations is about a third whereas very few are likely to do so in English. In science, factual knowledge is relatively good but skills in experimental and investigative science are not as advanced as the typical school. Current standards at the age of seven are well above average in reading and mathematics, above average in science, and average in writing.
2. In other subjects, standards throughout the school are average in history, geography, and in design and technology. Standards in art and design are good in the juniors; the evidence is too limited in the infants to make a judgement. In information and communication technology, standards are average in the infants but below average in the juniors. Standards are average in religious education in the juniors but the evidence is too limited to make a judgement in the infants. Although average, standards could be higher in history, geography, and religious education. There is insufficient evidence in either music or physical education to make a judgement. In the Foundation Stage, standards are above average in each of the nationally agreed areas of learning and most pupils are on course to attain the goals for early learning before the end of the Reception Year. Pupils on the register of special educational needs are making only slow progress. The one pupil with English as an additional language is making good progress.
3. The small number of pupils in each cohort means that caution should be exercised when interpreting test results, especially when looking at one set of results in isolation from other data. Taking into consideration the pupils who exceeded the expected national level as well as those who attained it, the 2001 test results for eleven-year-olds were well above average in mathematics, average in English, but below average in science. Nearly every eleven-year-old in 2001 attained the expected national level in English but only because their performance in reading was much better than in writing; all of them did so in mathematics and science. Almost half of the eleven-year-olds exceeded the expected level in mathematics but only one did so in English and science. These relative differences between subjects were also found in the results for eleven-year-olds in the previous four years and at the time of the previous inspection. Nevertheless, improvement since the previous inspection has been satisfactory overall because now almost all pupils attain the expected national level whereas fewer than half were doing so five years ago. The very early indications of the eleven-year-olds results for 2002, supported by the inspection findings, are that the high standards in mathematics have been sustained; standards in science have improved; performance in English is similar to 2001.
4. When the results from all of the core subjects are combined, the overall trend of improvement in results at the age of eleven has been quicker than the national trend. The school has managed to increase the proportion of pupils attaining the expected level to a point where almost all of them do so, and this is good. Looking at the subjects individually, the best improvement has been in mathematics, where standards have risen from well below average in 1997 to well above average in 2001; this improvement is excellent. Standards in English have improved from below average to average; improvement here is satisfactory but the overall result is masking poor improvement in writing. The targets for English and mathematics were exceeded in 2001. The targets for 2002 are appropriately challenging and the school is on course to meet them. In science, standards in 1997 were well below average and they were well below average in 2001, reflecting a lack of high attainment. This level of improvement in science is not enough and is unsatisfactory compared to the national picture but, to be fair, the proportion attaining the expected level has been doubled since the previous inspection.
5. Stronger, more effective teaching in mathematics than in English and science in the juniors is causing the relative differences in performance between these subjects. The eleven-year-olds tested in 2001 had previously done very well in the tests in 1997 at the age of seven, especially in reading, which in 1997 was their best subject. Between 1997 and 2001, the achievement of the eleven-year-olds was excellent in mathematics; every pupil made the nationally expected amount of progress and two-thirds of them did much better than expected. Their achievement in reading over the same four years was satisfactory overall but not as strong as in mathematics. Those with low or typical attainment in reading in 1997 went on to attain the expected level in 2001. However, all of those who exceeded national expectations in reading in 1997 did not repeat their above average success in 2001, showing significant underachievement in this aspect among the more able eleven-year-olds, about a quarter of the year group. The picture of achievement in science is very similar to that in

reading. The picture of achievement in writing is very poor. In 1997, every seven-year-old attained the expected national level in writing; four years later, at the age of eleven, only a third did so and the results in writing in 2001 were very low for the eleven-year-olds compared to most other schools. The school has rightly identified writing as a priority for improvement.

6. At the age of seven, the results in 2001 were well above average in reading and writing and above average in mathematics. In 2000, the results were in the top five per cent of schools in reading and writing and well above average in mathematics. Test results at the age of seven have improved significantly in the core subjects since the previous inspection. In 2001, every seven-year-old attained the expected national level in each subject tested and nearly half exceeded expectations in reading, a fifth in writing and a third in mathematics. Compared to their baseline assessments when aged four, when no child had high attainment on entry and a quarter were below expectations, their achievement by 2001 was excellent in reading and writing and very good in mathematics. The early indications of the results for seven-year-olds in 2002 are that relatively high standards have been sustained and that almost all of these pupils have made the expected amount of progress since the age of four. Although satisfactory, the achievement of the current seven-year-olds is not as strong as it was in the previous two years.
7. The results at the age of seven in reading and writing have, for several years, been better than schools with pupils from similar backgrounds; in mathematics at this age group, the results have been consistently comparable to similar schools. At the age of eleven, similar school comparisons, particularly measures of educational value added, are clouded by the number of pupils leaving or joining after the age of seven. In broad terms, the eleven-year-olds are doing considerably better in mathematics than are those pupils with similar backgrounds in other schools but not so well in English or science because too few of them exceed the expected national level. Measures of educational value added, once allowance is made for pupil mobility, clearly show that the substantial majority of pupils make the progress that they should over the junior years in all of the core subjects but that a significant minority of more able pupils underachieve in English and science. The lack of high attainment in these subjects is not because few pupils enter the school with above average attainment. The school is successfully demonstrating that high attainment can be achieved at the age of seven in all subjects and in mathematics at the age of eleven.
8. Boys are doing better overall, particularly by the age of eleven. There was no difference in attainment between boys and girls in mathematics at the age of seven in 2001. In reading, the typical seven-year-old girl in 2001 was almost a year ahead of the typical boy; in writing, the typical girl was about three months ahead. In mathematics in 2001, both boys and girls were typically a year ahead of boys and girls nationally whereas in English there was no significant difference between the school and the national picture. In science, eleven-year-old boys did about as well as boys on average nationally but the typical girl was about six months behind. The differences in academic performance between the genders vary from year to year but the results since 1997 indicate that, overall, the eleven-year-old girls in particular have underachieved in science. In mathematics, results since 1997 show that the eleven-year-old boys have significantly outperformed the girls.
9. Only a few pupils are on the register of special educational needs. Their needs and attainment varies. Individual education plans do not contain specific, short-term objectives and, for this reason, are imprecise tools for measuring the progress of pupils with special educational needs in relation to the difficulties faced. Other assessments and records, together with their work this year, show that the pupils on the register of special educational needs have not made enough progress and this is unsatisfactory. The pupil with English as an additional language is making good progress.
10. The achievement of the pupils in non-core subjects varies between the year groups. It is good in the Reception Year and satisfactory in all subjects in Years 1 and 2. Achievement in Years 3 and 4 is not always as good as it should be. In Years 5 and 6, achievement is good in art and design and satisfactory in the other subjects except information and communication technology, where achievement is unsatisfactory. In information and communication technology, the junior pupils have gaps in their knowledge and are not acquiring a sufficiently broad or consistently in-depth knowledge of the programme of study. The teachers have had recent training in using computers and their confidence is improving. The methods used to teach the subject are, however, ineffective in the juniors and this is why achievement is unsatisfactory for all pupils. In each of the non-core subjects, achievement is satisfactory for the average and low attaining pupils but is mixed for pupils who are more able. In art and design, the more able pupils are achieving well. In geography history and religious education, the more able pupils are underachieving in the juniors, mainly because they have insufficient opportunity to work independently or to research a topic in sufficient depth.

Pupils' attitudes, values and personal development

11. Enthusiasm for school is good and this has been sustained since the previous inspection. Attitudes are satisfactory and contribute to a calm, positive environment within the school. This is particularly evident in the Reception Year where children show no reluctance to leave their parents and engage with activities quickly. Older pupils are keen and most of them settle readily into the daily routine without undue prompting from adults. During lessons, most of pupils concentrate well and show a willingness to learn. This was particularly evident during a religious education lesson in Years 3 and 4 where the pupils were eager to contribute with their recollections of an Old Testament story. Year 6 pupils described a recent religious education lesson as 'great' as they have learnt much more about other faiths and cultures and have particularly appreciated recent changes made to the curriculum.
12. Parents' appreciate highly the Christian values and standards the school offers. They think that the school is helping their children become mature and responsible and inspectors agree with this. The school's Christian aims and values are reflected in the general expectation that pupils will be kind and tolerant towards each other and will behave well at all times. Pupils show considerable respect and nearly all of them understand the impact of their actions on others. The school is an orderly community. There is no evidence of vandalism or graffiti. Learning resources and property are treated well. No bullying or other antisocial behaviour was seen. There have been no exclusions during the reporting period. The overall behaviour of pupils in the classroom and around the school is satisfactory. In some classes, behaviour is consistently good, reflecting the teacher's class management skills. In a small number of lessons, however, a few pupils sometimes behave in a manner that distracts others from their work. Pupils relate well to each other and can work effectively with a partner and in small groups. Nearly all of the pupils show the teaching and non-teaching staff a natural, informal courtesy. This was evident in the skipping club held before the start of the school day where both boys and girls enjoyed skipping with both teachers and other school staff. Children accept the responsibilities offered. Year 6 pupils help in assemblies and others help in classrooms with set tasks. Attendance for the reporting period is unsatisfactory being well below the national average and within the range of the bottom ten percent of schools across the country.

HOW WELL ARE PUPILS TAUGHT?

13. The teaching is satisfactory but with some significant aspects for improvement. None of the teaching is unsatisfactory but only 45 per cent of lessons are good or better in quality; this is much less than is found on average nationally and not significantly different to the time of the previous inspection. The quality across the school is inconsistent between classes and subjects and is leading to variations in the pace and quality of learning for pupils between year groups and particularly for the more able pupils between subjects. Senior management is aware of this and is acting to reduce inconsistency and raise the quality of teaching so that it is more in line with the majority of other schools. The teaching in the Reception Year is of very good quality. The overall quality of teaching in mathematics is good, with half that is very good. The teaching in English and science is satisfactory but does not always have high enough expectations or consistently meet the needs of the high attaining pupils. The picture is similar in other subjects except art and design, where the teaching is generally good in the juniors, and in information and communication technology where it is often good in the infants but unsatisfactory in the juniors. In a few lessons, short periods of pupil inattention and noisy behaviour diminish the quality of learning; they do not prevent the basic objectives of the lesson from being achieved, at least by the substantial majority, but do prevent pupils from excelling.
14. The teaching in the Foundation Stage is very effective and gives pupils a good start to their education. There is an appropriate balance between shared activities, teacher directed and independent activities. Literacy and numeracy skills are mainly taught through shared sessions and these are very well managed so that the needs of high, average and low attaining pupils are all fully met and learning is quick.
15. Where teaching is very good, the pupils are eager and well motivated by the methods used and by the enthusiasm for the subject generated by the teacher. In a very good mathematics lesson in the Reception Year, the teacher made the learning both challenging and great fun through clever use of simple resources. Counting skills were extended by using a washing line with numbers to 20 hung on the line. The four-year-olds were expected to count forwards and then backwards to increase the challenge. Removing some of the numbers from the washing line and asking children to identify those that were missing increased further the challenge. Immediately following this activity, the teacher used a bag and put 10 objects into it. She then removed some of the objects and asked the children to work out how many were left, which was very challenging but retained the pupils' absolute concentration throughout.

16. Where lessons are satisfactory, the substantial majority of pupils make reasonable progress in relation to the learning objectives. The work, however, is generally pitched at one level, meeting the needs of those whose attainment is broadly average. Low attaining pupils usually receive support from class assistants and this enables them to keep up. Those with potential for high attainment, however, often find the work undemanding. Although they achieve the lesson objectives, they are capable of achieving much more, especially in English and science. Explanations by teachers are generally clear but too much reliance is placed on simply telling pupils things, which is a valid approach in certain circumstances, without making enough use of questioning to engage pupils intellectually, explore their understanding and to challenge those who are more able. The strategies for holding the attention of the pupils and for managing their behaviour vary in effectiveness and, in Years 3 and 4, are not good enough to keep pupils on task all of the time. This slows the pace of learning and, although pupils know what they are doing, and objectives are usually achieved, the breadth and richness of learning are reduced and no one truly excels.
17. Teachers are mostly in tune with pupils' progress during lessons and provide support where misconceptions arise. The use of formalised assessments, however, particularly those using National Curriculum attainment levels, is not firmly embedded in the culture of the school. The headteacher is improving this aspect rapidly but the depth and use made of analysis of assessments when planning lessons are very much in their infancy and not yet consistent throughout the school. The teachers have, this year, started to use individual targets for pupils; again, use is inconsistent. Pupils do not have enough knowledge of these targets and of their learning and this should be remedied. The practice of sharing with the pupils the learning objectives for the lesson is being followed by some but not all of the teachers. Where it is followed, pupils' learning is improved because they know what they are aiming for during the lesson. Targets are not shared at the outset of lessons. The arrangements for homework are typical of most schools although not enough challenge is provided in reading homework for the more able pupils.
18. Learning is quickest in the Foundation Stage and in mathematics in Years 5 and 6, where it is very quick. Learning in mathematics is never less than satisfactory and is generally good throughout the school. Learning in information and communication technology is too variable; it is satisfactory, often good, in the Foundation Stage and in Years 1 and 2 but is too erratic and unsatisfactory overall in Years 3 to 6.
19. Learning for pupils with special educational needs is mixed and, at times, unsatisfactory. In lessons, pupils with special needs are not always provided with work at an appropriate level and sometimes struggle to complete it. The few pupils that are on the register of special educational needs, including one with a statement, receive regularly extra support from class assistants. This support is mostly of satisfactory quality, helping them to understand the work that they are doing but, as with other forms of teaching, is frequently too general in nature, helping with broad lesson objectives but not directed sufficiently towards these pupils' very specific needs. At times, the teacher insufficiently briefs class assistants on their role and this is leading to an inefficient and inappropriate use of their time.

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

20. The school provides a broadly based curriculum covering all subjects of the National Curriculum; this is consistent with the previous inspection. Satisfactory curricular planning and nationally prepared schemes of work have been introduced in all subjects and this is a good improvement since that time. Although there remain weaknesses in the curriculum in science and in information and communication technology that were identified at the last inspection, the recently appointed headteacher has made some significant improvements in a short time. The National Literacy and Numeracy Strategies are providing a secure framework for teaching and learning in these subjects. A range of initiatives is being implemented to provide extra support for the lower attaining pupils. These include booster classes and additional literacy lessons.
21. Policies and schemes of work based on nationally prepared guidelines have recently been put in place and these provide an adequate framework for teaching and learning. The school is working closely with the local education authority to adapt the schemes of work to help meet the needs of mixed age classes and the different levels of attainment within them. These are not yet fully operational in all classes and work is not always well matched to learning needs. As at the last inspection, there is a heavy reliance on the use of photocopied worksheets and, overall, pupils do not have sufficient opportunities to apply their skills, knowledge, and understanding independently. The use of broad topics to teach science and the non-core subjects is too often leading to these subjects not being taught in sufficient detail and to skills, knowledge and understanding not always being systematically built on; this should be remedied.

22. Strategies are in place to make the best use of teachers' subject knowledge and expertise in science, art and design, and in religious education. These strategies are also used to address the insecurity and reluctance of some teachers to teach religious education and music. Although there are considerable benefits for some pupils, these strategies are leading to too much movement of pupils between classrooms and to some pupils being taught by teachers who are inexperienced in their age group. There is an urgent need for training to be provided so that all teachers become secure in teaching all subjects of the National Curriculum and religious education to the age groups for which they are responsible.
23. The provision for pupils with special educational needs is underdeveloped. The pupils with special needs do not experience a curriculum that is significantly different from the other pupils but their specific needs are not fully recognised in lessons. Individual education plans are written for some pupils with special needs; these plans lack specific, measurable targets and are not an effective tool for charting the small steps in learning that are necessary for these pupils or for measuring the progress they make. The policy for special educational needs has recently been revised. It is satisfactory but is not implemented effectively.
24. The curriculum provided for children in the Foundation Stage is very good. The Reception Year provides children with a broad range of stimulating and exciting activities that are very suitable for their age and promote well the nationally agreed early learning goals.
25. Arrangements for pupils' personal, social, and health education remain satisfactory. There are agreed policies for sex and drugs education in place and time is made available within lessons to develop these areas in ways that are appropriate for the ages of the pupils. There is adequate regard for equality of access and opportunity.
26. The staff gives generously and enthusiastically of their own free time to provide the pupils with an appropriate programme of extra-curricular activities. These are open to boys and girls, are well attended, and are available at lunchtimes or before or after school to ensure all pupils have a chance to take part. At present there are no inter-school competitive sports available but the teachers are looking to develop links with other small schools to ensure pupils benefit from competitive sport. The use of visitors and visits effectively promote pupils' interest and extend their knowledge and understanding. Museums, places of worship, local interest centres, and farms are among the planned visits that are used effectively to support and enrich subjects, such as history and geography for pupils.
27. An understanding of what it means to belong to a community is developed adequately through Internet links with children in America and Spain. The local police and health workers are invited into school to promote positive attitudes and behaviour and to extend pupils knowledge and understanding of their locality.
28. The school has positive links with other schools and groups. Links with local playgroups and nurseries ensure children's entry into school is a positive experience. Before pupils transfer to the secondary school, information on pupils' progress is exchanged and pupils are able to enjoy time at their new school to familiarise themselves with the routines and the staff to ensure a happy and secure transfer. The schools' links with the local schools enhance teachers' skills and improves the learning for pupils.
29. The school's provision for spiritual, moral, social and cultural development is satisfactory and has been largely maintained since the previous inspection, with a few improvements. The school's values and principles are apparent throughout the whole school and have a positive effect on the quality of the relationships in most lessons. Provision for spiritual development is satisfactory. Assemblies provide pupils with appropriate opportunities to consider important issues such as poverty, the effect of natural disasters, and the importance of caring. Music, flowers, and candles set a reverent atmosphere for worship and there are moments for quiet reflection and prayer on the issues discussed. The whole school shares personal, national and international tragedies, successes, and celebrations. Provision for moral development is satisfactory. Unacceptable behaviour is dealt with in the context of how it affects other people. In assemblies, issues such as kindness, friendship and caring are taught through stories and parables. Pupils have opportunities to learn about issues of pollution and poverty as part of their history and geography lessons.
30. Provision for social development is satisfactory. The pupils are aware of their responsibilities to the school and their local community. They have opportunities to develop responsibility and self-confidence through the routines and structures in place, such as answering the telephone and preparing for assemblies. However, within lessons there are too few opportunities for pupils to work either collaboratively or independently. The organisation of some classrooms limits collaborative working and much of the teaching is over directed.
31. Provision for cultural development is satisfactory and improving. The new headteacher has a strong commitment

to ensuring that pupils become aware of the diversity of British culture and has been successful in developing an enthusiasm and respect for other ways of life in only a short time. Pupils have opportunities to learn to appreciate the richness of their own and other people's culture through assemblies and in subjects such as music, art, geography, and history. Through religious education lessons pupils are now studying the major world religions and all pupils are made aware of important festivals such as Christmas, Divali, Passover, Eid and the Chinese New Year. Topics on the Gambia enrich pupils understanding of a very different way of life developing their respect for other cultures and religions. The school ensures that there are positive images of people of other races, colours, and faiths around the school. Such activities and experiences are helping to prepare pupils well for living in a culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school offers a satisfactory level of care for its pupils. Child protection procedures meet local and national requirements but recent changes to personnel at the school mean that some staff have not been fully trained in this aspect. Class teachers know their pupils very well and respond appropriately when necessary, parents particularly appreciate this.
33. First aid provision is good and children as well as staff have been trained to respond should the need arise. The school nurse and a local police constable visit the school and hold class discussions to raise pupils' awareness of personal health and safety. Year 6 pupils are offered the opportunity to take their cycling proficiency test. The school caretaker and lunchtime supervisors maintain a high level of cleanliness and all aspects of maintenance are attended to promptly. This helps create a safe learning environment and instils high values in the pupils that are reflected in their respect for property and learning resources. The governing body has a high awareness of physical aspects of health and safety and should consider building on this high level of awareness by introducing school specific risk assessments of both the premises and procedures currently in place.
34. The current procedures for monitoring absence and attempting to improve attendance are unsatisfactory. Attendance has fallen since the last inspection. A more detailed analysis of absence patterns is required and an understanding of the underlying reasons for absence. Registers are maintained correctly using a manual system and are returned to the office after every registration. The recording of pupils arriving late is inconsistent. No daily scrutiny of registers is formally made to check for unexplained absences. Attempts are made to contact the parents of any pupil who is absent without notice but not necessarily on the first day of absence, the office staff could become more involved in absence monitoring by having agreed priorities for action for unexplained absence at an individual pupil level.
35. Effective procedures are in place to promote good behaviour and there were no incidents of harassment or bullying during the inspection either in class or when the children were at play. The behaviour and discipline policy has very few rules relying on the expectation of good behaviour; it employs a system of rewards and sanctions that are clearly understood by the pupils. When children are at play the areas are safe and adequate supervision is provided but there was no evidence of play boxes or structured play. When necessary sun hats are available.
36. The assessment arrangements are typical of most schools and are being developed to provide a system to track individual pupil progress. The arrangements are, in part, very new. Optional national tests are used so that when added to the national testing, the attainment of almost all of the year groups is monitored in reading and mathematics. This data is being collated and used to evaluate individual improvement over time and to identify those who do not make enough progress. Assessment is being used to identify pupils for extra support. The arrangements in other subjects are less well developed. Checks on attainment are carried out but these do not always link directly to National Curriculum level criteria and this limits their usefulness in measuring annual progress in non-core subjects.
37. The systems for identifying and for measuring the progress of pupils with special educational needs are underdeveloped and this is unsatisfactory. The pupils are not screened for special educational needs using objective assessments and the general criteria for identification lack clarity; this has the potential for different teachers to interpret the criteria in different ways and for pupils with particular needs to slip through the net. Several pupils have attainment that is significantly below national expectations yet have not been identified as needing school action and this should be remedied.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The partnership with parents is satisfactory; this is substantially the same as at the previous inspection. Parents' views of the school as expressed in the parents' questionnaire, which had a relatively high response rate, and at the parents' meeting are positive. Parents that attended the parent's meeting thought that the school had improved since the last inspection and particularly so in the current academic year. Parents are also pleased that their children like school and that the school provides a sensitive, caring and supportive environment. A home-school agreement and an Internet agreement are in place. Areas of concern to parents centred on the quality and amount of information on their children's progress, the level of challenge for the more able pupils and how closely the school works with parents.
39. The quality of information provided for parents is satisfactory. A school newsletter and calendar celebrates past events and informs of future ones and these represent good practice in communication with parents. The school brochure is clear and comprehensive and meets statutory requirements. Parents are made welcome in school and a small number help in the classroom. Arrangements for consultation with parents over aspects of policy and school developments, however, are undeveloped. The school should consider how to make it easier for parents to contact the school and encourage a stronger and more open relationship with all parents to involve them in policy making and aspects of day to day school life where this is relevant. The annual reports to parents on pupils' progress are hand-written and personal to the pupil and contain adequate details on achievement in all curriculum subjects. There is provision for parents to comment on these reports, which is good practice, but not for the pupil to do so. Nor are there indications of individual areas for improvement, or clear reference to areas of personal development, and these are weaknesses. The timing of the distribution of the annual report on a pupil's progress is too late in the school year and should be brought forward by a few weeks so that all parents have an opportunity to meet teachers and discuss the report before the end of term. Very few meetings have taken place to provide parents with information about the curriculum, for example, to tell them about the National Literacy and Numeracy Strategies; senior management has plans to remedy this.
40. The school benefits from an active Friends association that in conjunction with the school organises fund raising and social activities that include both parents and children; these raise valuable funds and promote community awareness. Building work at the school has been supported by parent involvement and a parent has donated a computer. The school supports local and international charities and makes good use of information to heighten the children's awareness of those less fortunate than themselves.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership and the management are satisfactory overall. The headteacher has made a good start and is leading strongly by example; she is very willing to take responsibility and leads well through the good quality of her own teaching. The educational direction of the school is clear. The headteacher has united her staff, established a shared commitment to improvement and to common goals, and is developing effective teamwork. The headteacher is supported loyally by others with management responsibility; however, their experience and expertise varies and several of the supporting management roles are in the early stages of development and have limited effectiveness at present for this reason. This is acknowledged by those concerned and is in the process of being remedied. Overall, there is a satisfactory capacity to succeed.
42. In the short time since her appointment, the headteacher has introduced and managed effectively a number of significant changes, several of them relating to priorities from the previous inspection which have not been acted on effectively. The headteacher has led a total revision of the curriculum planning arrangements so that nationally prepared schemes of work are being used throughout the school in all subjects where they are relevant; these are being followed in all classes. The headteacher has introduced a system to collate assessment information and use it to monitor the progress of individual pupils; this is a big improvement. The headteacher has set as a main priority the improvement of the provision in lessons for pupils in different year groups and with different levels of attainment. This was a priority after the previous inspection and improvement in this aspect has been too slow until this year; there is still much to do. The headteacher has also begun to develop the roles of others with management responsibility; this, too, was a priority after the previous inspection and improvement since then has, in relation to several of the roles, been too slow. To be fair, changes in staff have contributed to the slow pace of implementation but these changes cannot be entirely held responsible.
43. The governing body fulfils satisfactorily its statutory responsibilities and all relevant requirements are met. There have been several changes to the composition of the governing body since the previous inspection. The current members are enthusiastic and committed to the school. Governors are adequately involved in the life and work of the school and hold it to account to an extent greater than previously. Improvement since the last inspection

in this important aspect has been satisfactory.

44. Formal systems for monitoring and evaluating the work of the school are only just being established. The informality of the existing methods meant, when leadership changed, that the incoming headteacher started almost from the beginning. Performance data is being analysed and used to identify what the school should improve next; this is good practice. The arrangements for monitoring, evaluating and improving the teaching are in their infancy. Lesson observations have been carried out and are mainly linked to performance management; they are not yet as regular a part of the monitoring culture as they need to be. Pupils' work and teachers' planning are checked regularly by the headteacher; this is good practice. Senior management currently has a satisfactory awareness of strengths and weaknesses within the school and is aiming for higher standards, particularly at the age of eleven. The systems for performance management have been properly established and used to identify specific targets for individual improvement. The early signs are that the performance management systems are effective.
45. The school development planning processes are of satisfactory quality. The priorities are to raise standards in writing and science and improve the provision for reading in the juniors; these are relevant to the needs of the school. The development plan has improved in quality and meets the criteria set out in one of the key issues from the previous inspection. The overall quality of the plan is good and this shows satisfactory improvement. The plan clearly sets out the aims of the school, contains a review of progress, establishes core priorities, success criteria, actions to be taken, responsibilities, completion dates, and costs. It is well presented and readable.
46. The governors and the senior management have a satisfactory long-term view of the development of the school. Finances are properly managed. A small number of specific grants and additional funding are made available to the school and these are spent in accordance with requirements. Support staff have been trained and have provided extra help for pupils during the present school year through the additional literacy scheme, early literacy support, and booster classes and are currently preparing to provide support in mathematics through the springboard scheme. Income and expenditure are well above average, reflecting the higher costs associated with small schools. The governors are correcting a sizeable budget overspend from previous years and are on course to create a modest surplus by the end of the present school year. The allocation of the budget to different cost centres is typical of most schools except for the cost of educational support staff, which is relatively high. It is the policy of the governors to obtain estimates from new suppliers before placing an order but they do not review existing expenditure or existing suppliers to ensure that value for money is being maintained. Nor have they yet established in-house systems to measure the effectiveness of high cost centres, such as learning support, to ensure that money is well spent. For these reasons, the governors are not applying the principles of best value as extensively as they might and this should be remedied.
47. There are sufficient teachers. Their training and experience, however, is not always well matched to the age groups and subjects they teach. Two of the teachers do not have enough knowledge and experience of the National Literacy Strategy and this should be remedied. Several staff lack knowledge and experience in information and communication technology; this is reducing the rigour and effectiveness of the provision and should be remedied. The number of support staff is more than is typically found. The procedures for the induction of new teachers are broadly satisfactory, particularly in terms of general support with school policies, but not enough in-service training has been provided for the teacher from overseas especially with the National Curriculum and the two national strategies for literacy and numeracy. The governors do not have a written policy for recruitment and retention of staff but the procedures and practices followed are satisfactory.
48. The accommodation is cramped and far from ideal. Teaching spaces are of a minimum acceptable size and there is very little additional space away from classrooms for small group work. The lack of a hall for physical education and to serve school meals is a significant constraint on the curriculum. A classroom in the oldest part of the school doubles as a hall for physical education. Once a week, tables and chairs are removed from this classroom and the oldest pupils are relocated so that other pupils can take turns to have physical education indoors. A second classroom doubles as a canteen. From about 11:45 every morning the tables have to be cleared and wiped ready for meals, a process that causes considerable distraction. Teachers try very hard to reduce the affect that these limitations to the accommodation have on pupils' learning. Resources are satisfactory in quality, quantity and range in all subjects except English, where there are not enough big books to use during shared reading or multiple copies to use during guided reading.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. The headteacher and her staff, with the support of the governing body, should:
- raise the achievement of the more able pupils in Years 3 to 6 in reading and science to a level that is comparable with their achievement in mathematics by:
 - increasing the effectiveness of shared and guided reading methods, particularly in the juniors; providing further training for teachers in these methods where this is necessary;
 - increasing the frequency, range, purpose and challenge of independent reading in the juniors, including reading homework;
 - improving the resources for reading, especially big books and multiple copies of texts for guided reading, giving priority initially to the oldest and more able pupils in Years 5 and 6;
 - planning in detail the progression of skills development in science and increasing the level of challenge in lessons in this subject for the more able pupils;
 - setting relevant, measurable targets for high attainment in reading and science and reporting regularly to the governing body on progress towards achieving these targets;
(Discussed in paragraphs 63-69 and 79-85)
 - raise standards and achievement for all pupils in Years 3 to 6 in writing and in information and communication technology by:
 - increasing the effectiveness of shared and guided writing methods; providing further training for teachers in these methods where this is necessary;
 - increasing the frequency, range, purpose and challenge of independent writing in English and in other subjects;
 - expecting in lessons in the juniors that, within reason, grammar, spelling, and punctuation will be accurate and that a legible, joined handwriting style will be used at all times in all subjects;
 - writing and implementing a practical and manageable policy for teaching and learning in information and communication technology in Years 3 to 6; the policy should set out clearly the methods to be used and each pupils' minimum entitlement in terms of time using computers and programs to be studied;
 - setting relevant, measurable targets and reporting regularly to the governing body on progress towards achieving them;
(Discussed in paragraphs 63-69 and 94-97)
 - increase the amount of teaching that is of good or better quality, especially in Years 2 to 4, by:
 - identifying, sharing and implementing good practice regularly and consistently in all subjects;
 - helping coordinators to develop a secure vision of good practice in their subject and giving them practical and manageable opportunities to work with colleagues to raise the quality of their teaching;
 - providing relevant training for teachers where this is necessary, paying particular attention to methods and strategies that are effective, including strategies for holding the interest of the pupils and for managing their behaviour where this is relevant;
 - increasing the frequency and rigour of monitoring; setting measurable targets and appropriate time limits for improvement where this is necessary;
(Discussed in paragraphs 13-19)
 - improve the provision for pupils with special educational needs by:
 - implementing effective, manageable procedures for screening pupils annually for special educational needs;
 - improving the quality of individual education plans and including within them a manageable number of short-term, measurable targets for attainment;
 - increasing teachers' awareness of the individual education plans and the use made of the individual plans when setting work for pupils in lessons.
(Discussed in paragraphs 9, 16, 19, 29, and 37)
50. In addition to the main aspects for improvement, the governors should consider including the following minor but nevertheless important issues in their action plan, particularly the first one:
- raising the level of attendance and improving the strategies for monitoring and promoting good attendance (discussed in paragraphs 12 and 34);
 - applying the principles of best value to their management of expenditure more extensively than they do (discussed in paragraph 46);
 - increase opportunities for pupils to participate in competitive sports (discussed in paragraph 26);

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 18 |
| Number of discussions with staff, governors, other adults and pupils | 28 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 5 | 3 | 10 | 0 | 0 | 0 |
| Percentage | 0 | 28 | 17 | 55 | 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 five percentage points.

Information about the school's pupils

| Pupils on the school's roll | YR-Y6 |
|---|-------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 98 |
| Number of full-time pupils known to be eligible for free school meals | 5 |

FTE means full-time equivalent.

| Special educational needs | YR-Y6 |
|---|-------|
| Number of pupils with statements of special educational needs | 1 |
| Number of pupils on the school's special educational needs register | 3 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 9 |
| Pupils who left the school other than at the usual time of leaving | 9 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 7.0 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 9 | 6 | 15 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|--------------|--------------|--------------|
| Numbers of pupils at NC level 2 and above | Boys | Confidential | Confidential | Confidential |
| | Girls | Confidential | Confidential | Confidential |
| | Total | 14 | 14 | 14 |
| Percentage of pupils at NC level 2 or above | School | 93 (100) | 93 (100) | 93 (100) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|--------------|--------------|--------------|
| Numbers of pupils at NC level 2 and above | Boys | Confidential | Confidential | Confidential |
| | Girls | Confidential | Confidential | Confidential |
| | Total | 14 | 14 | 15 |
| Percentage of pupils at NC level 2 or above | School | 93 (100) | 93 (100) | 100 (100) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

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

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

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|--------------|--------------|--------------|
| Numbers of pupils at NC level 4 and above | Boys | Confidential | Confidential | Confidential |
| | Girls | Confidential | Confidential | Confidential |
| | Total | 10 | 11 | 11 |
| Percentage of pupils at NC level 4 or above | School | 91 (100) | 100 (100) | 100 (100) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|--------------|--------------|--------------|
| Numbers of pupils at NC level 4 and above | Boys | Confidential | Confidential | Confidential |
| | Girls | Confidential | Confidential | Confidential |
| | Total | 8 | 11 | 11 |
| Percentage of pupils at NC level 4 or above | School | 72 (92) | 100 (92) | 100 (100) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 83 |
| Any other minority ethnic group | 1 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR-Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 5 |
| Number of pupils per qualified teacher | 19.6 |
| Average class size | 25 |

Education support staff: YR-Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 123 |

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

| | |
|--|-----------|
| Financial year | 2001-2002 |
| | £ |
| Total income | 323857 |
| Total expenditure | 316977 |
| Expenditure per pupil | 3138 |
| Balance brought forward from previous year | -14957 |
| Balance carried forward to next year | -8077 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 1 |
| Number of teachers appointed to the school during the last two years | 1 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 98 |
| Number of questionnaires returned | 51 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 31 | 4 | 2 | 0 |
| My child is making good progress in school. | 69 | 27 | 2 | 2 | 0 |
| Behaviour in the school is good. | 49 | 39 | 4 | 4 | 4 |
| My child gets the right amount of work to do at home. | 41 | 49 | 6 | 2 | 2 |
| The teaching is good. | 61 | 33 | 0 | 2 | 4 |
| I am kept well informed about how my child is getting on. | 35 | 41 | 16 | 6 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 75 | 23 | 2 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 57 | 41 | 0 | 0 | 2 |
| The school works closely with parents. | 31 | 51 | 12 | 6 | 0 |
| The school is well led and managed. | 51 | 45 | 0 | 0 | 4 |
| The school is helping my child become mature and responsible. | 51 | 49 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 35 | 47 | 8 | 2 | 8 |

Other issues raised by parents

All issues with general relevance to the inspection have already been identified elsewhere in the report.

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

51. The school's provision for children in the Foundation Stage is in the Reception Year. Since the last inspection, the teaching and learning have improved and are now strengths of the school. The teaching is very effective in providing a wide range of challenging and focused activities to promote the nationally agreed early learning goals in personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development. Stimulating well-structured activities promote early reading, writing, and numeracy skills very effectively and provide children with a good start to their education.
52. The overall attainment levels of most children entering the Reception Year are broadly average. Teaching is very good and this has a very positive effect on children's learning. Most children achieve well and by the time that they move into Year 1 they have made significant gains in their knowledge and skills. This is confirmed by assessments, which show that well over 75 per cent of children are meeting the early learning goals in all six of the nationally agreed areas of learning.
53. The teacher and her assistant have a very secure understanding of what children are expected to know by the end of the Reception Year. Lesson plans and schemes provide a good framework for learning and effectively promote a step-by-step progression to learning. Experiences are interesting and challenging and are focused very closely on what children need to learn. Activities are very well organised and appropriate to promote communication, language, literacy, and mathematical development. All staff use praise and encouragement constructively to promote positive behaviour and personal, social and emotional development. Children are given very clear instructions about what it is they are expected to do. Learning intentions are shared before the start of each lesson and this helps children to understand their tasks well. This has a very positive effect on the good progress children make towards the early learning goals.
54. The arrangements for assessment adequately chart children's progress in acquiring the skills, knowledge, and understanding they need in order to attain the early learning goals. Parents are actively involved in their children's learning through sharing storybooks and through such strategies as allowing the class teddy bear to visit their homes. Parents are kept reasonably informed of their children's learning and are encouraged to build on the activities the school provides.

Personal, social and emotional development

55. Standards are above average. Teaching to promote personal development is very good and the vast majority of children are on course meet the early learning goals before the end of the Reception Year. Children enjoy coming to school and happily leave their parents at the start of sessions. There are well-planned opportunities for children to develop a sensitivity and awareness of their own uniqueness and the wonder of the world around them.
56. Tasks and learning intentions are explained well and children are confident in knowing what is expected of them. Emphasis is placed on helping children to develop an understanding of appropriate behaviour and what is right and wrong. Children are learning to share and take turns in a variety of extremely thoughtful and well-planned situations. Relationships are very positive and children are encouraged to reflect on their feelings, actions and experiences.

Communication, language and literacy

57. Standards are above average. Language and literacy are given a very high priority. Teaching is very good and almost all of children are on course to attain the early learning goals before the end of the Reception Year.
58. Children listen attentively to stories and join in with familiar words and phrases in stories such as 'The hungry caterpillar'. Teachers encourage the children to become confident speakers and they are able to speak clearly, explain ideas and retell events. Emphasis is placed on developing children's thinking skills. For example, in one lesson, encouraging comments and probing questions helped children to explain how a caterpillar 'spins a cocoon' before emerging as a butterfly. Very clearly labelled displays, alphabet and sound friezes and individual name cards help children develop early reading and writing skills. All children are able to recognise and write their own names using letters increasingly accurately. Challenging games and activities systematically

introduce children to letter names and initial sounds. Puppets, such as 'curly caterpillar' reinforce children's understanding of the 'c' sound and encourage them to offer a wide range of words beginning with 'c'. Activities that are carefully organised build on these skills well. Above average children write their own simple sentences using familiar letters, sounds and words and are beginning to use capital letters and full stops. Comfortable book corners promote a love of books and children are learning to handle books with care. Children know about authors and illustrators and all children are reading simple picture books, whilst higher attaining children read books from the reading scheme with confidence and fluency. All children take games or books home on a regular basis to share with family members. This has a very positive effect on children's progress in learning to read. Elements of the National Literacy Strategy are implemented extremely well for children in the Reception Year ensuring they make good progress in early reading and writing skills.

Mathematical development

59. Standards are above average. Teaching is very good and most children are likely to attain the early learning goals before the end of the Reception Year. Through well-planned activities, children explore number, pattern, shape, and measurement. They learn to use mathematical ideas and skills in practical situations, such as when measuring themselves or recording their favourite foods in graph form. Children have opportunities to compare, match, sort, order, sequence, and count using a wide range of interesting games, routines, and experiences. Number lines are all used well to extend children's understanding of number to 20. Higher attaining children can count forwards and backwards and all children write their numbers accurately. Number rhymes develop children's ideas of one more and one less. Children consider size, shape, and position when playing with two and three-dimensional shapes, small toys or emptying and filling containers in the sand and water play area. Elements of the National Numeracy Strategy are implemented with imagination for children in the Reception Year and this has a positive effect on children's achievements and their enjoyment of number.

Knowledge and understanding of the world

60. Standards are above average. Teaching is very good and the majority of children are on course to attain the early learning goals before the end of the Reception Year. The natural curiosity of young children is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore made and natural materials. Early scientific skills are developed well, for example, when children became engrossed in observing the characteristics of mini beasts such as caterpillars, snails, and spiders. Through the availability of 'dressing up clothes' from other cultures and the celebration of festivals, such as Divali and Christmas, children develop an understanding of their own community and culture and that of other people. They learn about the passage of time through celebrating birthdays, talking about the days of the week and the changing seasons and the weather. Children's skills of cutting, folding and sticking are appropriately promoted. Children are confident in working independently with a wide range of construction toys. They are able to design and make their own models from a range of materials such as wood and junk. The computer and tape recorders are popular choices and children are confident and competent in using different programs to support their learning in mathematics and language and literacy.

Physical development

61. Standards are above average. Teaching is very good and most children are likely to attain the early learning goals before the end of the Reception Year. Despite the lack of indoor space for physical development children's natural exuberance and energy is catered for very well outdoors. A good range of equipment is available on a daily basis and children demonstrate confidence and skill as they balance, climb, and swing. There is a wide range of wheeled toys which children manoeuvre well avoiding other children and planned obstacles. Children are developing good spatial awareness and control as they run, jump, and skip. Children are encouraged to follow instructions and observe other children's techniques to improve their skills. Emphasis is placed on developing children's skills when handling tools, construction toys, and malleable materials and most children competently handle a variety of tools and materials safely and with care.

Creative development

62. Standards are above average. Teaching is very good and the majority of children will meet the early learning goals before the end of the Reception Year. Children enjoy a good range of experiences in art, dance, music, story, and imaginative play. Children don costumes and become family members, shopkeepers, and health workers in exciting and well-resourced imaginative play situations. Structured music lessons and a good range of musical instruments, songs and rhymes help to develop children's understanding of sound and rhythm and pattern. The work of artists, such as Jackson Pollock, develops children's appreciation of different styles and

observational skills and understanding of different techniques and colour are carefully developed and built on. There are many activities available for children to develop their senses through investigating texture, shape, and colour. Staff provide materials with interesting real and made textures from which children can choose to create their own designs. Children work with wood, play dough, clay and junk materials to create interesting two and three-dimensional pictures and models. Sand and water are available for children to explore on a daily basis and the use of these is always stimulating and well planned to extend children's knowledge and understanding.

ENGLISH

63. The proportion of pupils currently in Year 6 who are on course to attain or exceed the expected national level, about 85 per cent, is better than the average but very few are likely to exceed expectations and this means that the standard overall is only average. This is the same overall picture compared to other schools as found at the time of the previous inspection but because more pupils are now attaining the expected level, as indeed they are nationally, improvement since that time has been broadly satisfactory. In reading, the more able pupils are underachieving. Standards in writing are not as good as in reading and quite a few pupils are struggling to attain the expected level for their age; nevertheless, current standards in Year 6 are better than in 2001, reflecting the efforts being made by teachers to raise standards in this aspect. In Year 2, all of the seven-year-olds are on course to attain or exceed the expected national level for their age in reading, with about a third likely to exceed expectations and a further half very close to doing so; this means that standards are well above average overall. In writing, the proportion on course to attain the expected level is about average but few are likely to exceed it.
64. The achievement of the Year 6 pupils compared to their attainment when aged seven is mixed. In reading, the average and low attaining pupils, approximately 80 per cent of the eleven-year-olds, have made the expected amount of progress since the age of seven but the higher attaining pupils have not. This was also the case in 2001, indicating a trend of underachievement in reading among the more able pupils. Records show that the current Year 6 made least progress in reading when they were in Years 3 and 4. They increased their progress in Years 5 and 6 but that increase has not been sufficient for all of them to make up ground lost in the lower juniors. In writing, the achievement of the Year 6 pupils in 2001 was poor compared to the national picture, with only half of the year group making the expected amount of progress between the ages of seven and eleven. In 1997, all of the seven-year-olds attained the expected national level for their age but only half did so in 2001 when aged eleven. In the current Year 6, more of the pupils have made the expected progress since the age of seven than did so last year, showing that the greater emphasis on writing is helping to raise standards. In current work, the eleven-year-old girls are doing slightly better than are the boys, particularly in writing, but the differences are not significant. The very small number of pupils with identified special educational needs make mixed progress with reading and writing and not enough notice is taken in lessons of their individual education plans, partly because the individual education plans are not very specific.
65. Speaking and listening skills are broadly average, with the substantial majority of eleven-year-olds talking and listening confidently at the level expected for their age. A few pupils can talk and listen with assurance in most situations; the substantial majority of pupils are confident in talking in class and group activities. Ideas are thoughtfully developed and events and opinions clearly described. The seven-year-olds are also very confident when talking about matters of immediate relevance and nearly all of them demonstrate awareness of the listener's needs for detail and explanation. The more able seven-year-olds can vary the tone and include good expression in their voice.
66. About nine-tenths of the eleven-year-old pupils have satisfactory phonic skills and can, for example, pronounce longer unfamiliar words when reading demanding text but they sometimes struggle to predict the meaning of these words, reflecting little habitual reference to the text and limited comprehension skills. The most able pupils in this age group can read material of an adult level of difficulty and understand the main themes in stories and the motives of the characters. Those eleven-year-olds with typical attainment generally understand the events in stories but are not always able to infer or deduce a character's mood, for example, or what their motives might be. When reading reference material, limited skills in inferring and deducing the meaning of unfamiliar words from the content of previous and following sentences, for example, can lead to pupils not understanding the main information or the significant facts being communicated. This prevents them making full use of independent study opportunities in other subjects. The more able seven-year-olds are generally fluent, accurate, and understand the main themes and events in stories. The typical seven-year-old can blend sounds and is beginning to tackle unfamiliar words with confidence.
67. In writing, almost all of the eleven-year-olds organise the content logically and appropriately in relation to the purpose for writing. In their stories, there are pronounced beginnings, middles, ends, and significant dialogue

between characters. In letters, opening and concluding statements are pertinent. Most pupils are beginning to use sentences with clauses, varied vocabulary, and adjectives and adverbs. These skills are consistent with the national expectation for the age group. Grammar, such as the consistent use of tense, spelling, punctuation and handwriting, however, are very variable in quality between the pupils and often not as good for the age as they should be. The eleven-year-olds' handwriting style is invariably printed when the expectation is that pupils use a fluent, joined and legible style. Throughout the junior age groups, spelling, the use of capital letters, full stops, and question marks are too often inaccurate. These shortcomings among the eleven-year-olds are not difficult to remedy and largely reflect a lack of consistent expectation by teachers throughout the junior years that pupils will be accurate in their writing. Seven-year-old pupils can write a sequence of sentences and compose short stories. They use a wide vocabulary, spell simple words accurately, and are beginning to use capital letters and full stops consistently.

68. The teaching is satisfactory but not always as inspirational, motivating and challenging as it needs to be. In all lessons, explanations are mostly clear and there is a logical progression to the work. Phonic skills are given good emphasis, especially in the infants, and there is appropriate attention to the structure and organisation of text when writing. In Years 1 and 2, for example, pupils learnt about the 'oa' sound and then looked for words with that particular spelling pattern in them. In Years 3 and 4, the pupils learnt that they could begin their stories by describing either the characters or the setting. In Years 5 and 6, pupils learnt to organise writing in chapters and to increase the suspense by gradually building towards a climatic end. Teachers do not use enough questioning, however, to involve all pupils and to challenge them intellectually. This lack of probing questioning means that shared work often does not fully stretch the more able pupils, who tend to coast through such sessions, and a lack of understanding among the less able can go unnoticed. In guided work, particularly guided reading, much of which is delegated to class assistants, questioning is often too minimal, usually requiring only factual recollection and does not lead regularly enough to pupils having to infer or deduce from the text. For example, when pupils come across words that are unfamiliar, they are too frequently told what the word is, wasting good opportunities to explore with the pupils relevant strategies for deducing or inferring possible meanings.
69. Subject leadership has been affected by changes in staffing. It is currently the responsibility of the headteacher. Leadership during the present school year has been good. The subject is, rightly, a priority for development. Emphasis is being placed on improving standards in reading and writing. The National Literacy Strategy is being implemented; currently, the quality of implementation is only just satisfactory and further training for teachers is necessary. Guided methods have been introduced this year, following the purchase of the necessary resources. New resources, books especially, have been purchased though more needs to be done, particularly to extend the range of multiple copies of books for the older pupils and the higher attaining pupils. Fiction and big books for shared work are not as plentiful or as broad in range as they need to be, particularly in the juniors. Curriculum planning has been updated and the yearly and termly planning is satisfactory although opportunities for writing at length in other subjects have not been clearly identified and this should be remedied. Weekly planning is variable in quality and does not consistently plan relevant work for pupils in mixed-age classes; some teachers do this very well, others do not and their planning is unsatisfactory. Lessons have been observed by the subject coordinator and assessment data analysed; these are giving subject leadership a clear picture of strengths and weaknesses which, in turn, is leading to effective action. The arrangements for assessing and monitoring the attainment and progress of the pupils were introduced during the present year and are of good quality.

MATHEMATICS

70. The standard of current work at the ages of seven and eleven is well above that found nationally and similar to the standards reached in the 2001 tests. In Years 2 and 6, the majority of the pupils, including those with special educational needs, have achieved very well in relation to their attainment on entry to school and, in the case of Year 6, to their attainment in 1998 when aged seven. Pupils in Year 6 have made particularly significant progress when compared to their test results in 1998. Since the previous inspection, attainment at both seven and eleven has improved considerably. At the time of the last inspection, although standards generally were in line with those achieved nationally, few pupils attained the higher levels. This trend has been reversed since the previous inspection and in the 2001 standardised tests, all pupils attained the expected level and almost half the pupils exceeded expectations. The overall trend is of sustained improvement and high standards.
71. The improvements are due to the positive impact of the National Numeracy Strategy, higher expectations among the teachers, improved assessment procedures and consistently good or very good teaching. Pupils with special educational needs and with English as an additional language make very good progress and achieve

standards that are similar to their peers.

72. Pupils in Year 1 have a very good knowledge and understanding of basic number work. Pupils in Year 2 make very good progress with skills in calculations and are able to add and subtract to 100 accurately. Higher attaining pupils are learning to record their calculations in a formal way and learning is extended as they use their knowledge of number to add and subtract numbers beyond 100, such as working out $100+90+80$. Lower attaining pupils understand the place value of each number and use this to order numbers up to 100. Pupils are developing a good understanding of how numbers are used to calculate and solve problems and can, for example, work out the change from £5 if they have spent £1.99.
73. In the juniors, the planning of work builds very successfully on pupils' previous learning. By the time pupils enter Year 6 they have made very good progress in understanding multiples, factors and place values and are very accurate when using the four rules of number. Pupils in Year 6 can apply their knowledge of number and have refined skills in solving problems. They can work with numbers with four digits and sometimes beyond showing a good understanding of how the position of digits affects their value. Higher attaining pupils understand percentages, fractions, and decimals and can add and subtract to two decimal places. Pupils of all attainment levels use their knowledge of tables, fractions, and doubling particularly well to solve challenging problems using money.
74. Throughout the school, pupils benefit from a range of activities and experiences, which support effectively their learning in work involving shape, space, and measures. Year 2 pupils recognise and name two- and three-dimensional shapes identifying their properties with confidence. They measure length and mass accurately and show a good understanding of right angles and symmetrical shapes. Older pupils have confidently mastered a range of measures. Higher and average attaining pupils in Year 6 show a very good understanding of rotational symmetry, coordinates, and understand how to calculate perimeters, areas, and volume using simple formulae accurately. They are becoming very skilled at measuring angles and can work out a formula to calculate the sum total of the angles of differing shapes. All pupils know how to apply their mathematics knowledge to solve problems in practical situations.
75. Numeracy skills are used effectively to develop pupils understanding of data handling. Younger pupils in the infants' make and interpret simple pictograms. By the age of eleven, most pupils interpret graphs, charts, and diagrams very well to explain findings and results. For example, using different forms of graphs, such as straight-line graphs, pie charts, and block graphs pupils displayed information about which was the most popular London attraction for adults and children. The use of information and communication technology to help pupils' learning in mathematics, however, is not sufficiently challenging and does not feature as often as it should in pupils' work.
76. Pupils have very good opportunities to use, consolidate, and extend their skills in other subjects. For example, in science, Years 3 and 4 pupils created graphs to record information about the length of shadows as they changed through the day, while in a Year 6 geography lesson, pupils studied and recorded changes in the temperature.
77. Teaching is good; almost all of the teaching is good, with much that is very good. Teachers have successfully implemented the National Numeracy Strategy. Pupils make good progress in mental mathematics and develop different strategies for working out problems. Most lessons are introduced by a brisk mental and oral arithmetic session. In a lesson in Year 5 and 6, which was taught very well, the teacher made very good use of resources, subject knowledge and challenge to ensure that pupils remained interested, concentrated very well and developed a great curiosity towards their work.
78. The subject is well managed and the coordinator's teaching skills provide a good role model for less experienced staff. The work is well planned to take account of pupils' different levels of attainment. Assessments are built into the planned work and most teachers are very knowledgeable about the level of attainment pupils are working at. The marking of pupils' work is satisfactory and includes some general comments on where pupils have gone wrong. However, insufficient use is made of these assessments to measure the rates of progress of individual pupils and most pupils are unaware of precisely what they need to do to improve their work even further. There are some opportunities for the monitoring of teaching and learning across the school but this is not a regular feature of the coordinator's role. The curriculum is good and enables all pupils to have equal access to the subject. The subject is effectively resourced and allocated an appropriate amount of time.

SCIENCE

79. A substantial number of eleven-year-olds are on course to attain the expected national level for their age but only a few are likely to exceed expectations in experimental and investigative science. Because of this, standards in the juniors are not quite as good overall as in the typical school. This was also the case at the time of the previous inspection. Standards in the infants are above average. There has been a commendable improvement at the age of eleven in the proportion of pupils attaining the expected level since the previous inspection but not in the proportion with high attainment, particularly in relation to skills of scientific enquiry. The lack of high attainment in these skills among eleven-year-olds was the main issue in the subject at the time of the previous inspection and so there has not been enough improvement since then in the subject overall. The junior teachers' expectations of the more able pupils are not high enough and the work is not always challenging or well matched to their learning needs. In the infants, all of the seven-year-olds are on course to attain the expected level for their age and around a third are likely to exceed it.
80. Both the eleven-year-olds and the seven-year-olds have acquired a broad, factual knowledge of life processes and living things; materials and their properties; and physical processes. The eleven-year-olds have satisfactory knowledge of the human body, for example, and can name and identify the position of some major organs such as the heart. They know that the heart rate increases with exercise and understand some of the functions of different human muscles. The eleven-year-olds know that water evaporates when heated and condenses when it cools. They know that some changes, such as water freezing or melting are reversible but that others, such as burning, are not. The eleven-year-olds are beginning to base conclusions on the evidence found and to take account of any patterns discovered in the results of experiments. At the age of seven, the pupils know, for example, that people can vary in how well they see; they know about push and pull forces and which objects might float or sink. They use appropriate terminology confidently and respond enthusiastically to suggestions on how to find things out.
81. Experimental and investigative skills are relatively undeveloped in Years 3, 4, 5, and 6 and this is a major reason for the lack of high attainment in the subject in the juniors. Investigations and experiments are organised by the teachers with reasonable regularity but the level of challenge is relatively low; there is too much reliance on teacher demonstration and not enough opportunity for sustained independent investigation. Pupils in Year 6, for example, have been studying soil and the creatures that live there, potentially a very exciting and rewarding activity. They have conducted simple classifications of the creatures they discovered according to the soil layer in which they were found but little use was made of keys to aid identification and classification by type of creature, little quantification, and almost no use of measurement. In one lesson, the techniques for searching the soil were very superficial and led to many small creatures being overlooked, which weakened the fairness of the comparisons being made.
82. The teaching is varied but satisfactory overall. In a very good lesson in Years 1 and 2, excellent preparation and use of class assistants and teachers in supporting roles led to the learning needs of all pupils being fully met. In this lesson, the Year 2 pupils learnt about teeth and investigated the effectiveness of different toothpaste. The teacher's explanations were very clear. Good use of a model tooth enabled the pupils to see and understand how a tooth is made of different layers and has different parts. An investigation into the cleaning power of different toothpaste had been very well prepared using tiles to simulate the surface of a tooth, with various foodstuffs, including tomato sauce, spread over them. The seven-year-olds realised quickly that some aspects of the investigation, such as the number of brush strokes, had to be the same each time so that the experiment was fair. This lesson brought alive the subject, communicated basic information efficiently, allowed sufficient time for pupils to investigate at length, and enabled them to reach conclusions based on evidence from several sources.
83. Elsewhere in the school, lessons are mainly of satisfactory quality. In lessons of this quality, the substantial majority of pupils, but not all, gain worthwhile knowledge. In a lesson in Years 3 and 4, for example, the pupils learnt about the solar system and the movement of the planets around the sun. By the end of the lesson, nearly all of the pupils knew that the earth orbited the sun and the moon orbited the earth. They knew that it took a year for the earth to orbit the sun and four weeks for the moon to orbit the earth. They could name several other planets and knew which were nearest and furthest from the sun. Much of the teaching in the juniors relies too much on explanations and on telling pupils things without the use of resources to make what is being told more meaningful and interesting. The pupils' books contain work that involves too much colouring, copying of text from a common source, such as the board, and completion of undemanding worksheets. Regularly, all pupils in a class or lesson complete the same tasks; this is inappropriate given the mixed ages and wide span of abilities. The exercise books of low attaining pupils show too many occasions when the tasks are incomplete or have been copied with little understanding.

84. The pace and quality of learning is generally good in the infants. All of the seven-year-olds have made the progress that they should since the age of five. The pace of learning slows in the juniors but is satisfactory for the substantial majority of pupils with typical attainment for their age. The more able eleven-year-olds, however, are underachieving compared to their attainment when aged seven.
85. Subject leadership is shared between two teachers; it is good in the infants but unsatisfactory in the juniors where not enough emphasis is being placed on communicating good practice in teaching and on improving the quality of lessons. Basic curricular management and planning is satisfactory and there is adequate guidance for teachers on what should be taught and when. The arrangements for assessment are typical of most schools. Resources are satisfactory.

ART AND DESIGN

86. Standards are above average in the juniors and this is an improvement since the previous inspection. The evidence in the infants is limited. Almost all of the eleven-year-olds are very competent for their age when drawing from observation and several pupils have very well developed drawing skills. Their representation of shape is particularly good and they are beginning to be aware of the need to represent form. When drawing birds and animals, for example, they pay great attention to detail and are anxious to get the shapes and perspective accurate. They are very willing to explore techniques, such as wax-resist, and have developed sufficient subject vocabulary to talk to each other, compare methods, and evaluate work. Pupils in Years 3 and 4 show great confidence when using paint and are very willing to explore mixed media, such as paint and glue combined. Representational skills in Years 3 and 4 are good. Displayed work in Years 1 and 2 indicates similar good standards to those found in the juniors but no pupils were seen painting or drawing.
87. Teaching is good in the juniors. The evidence is limited in the infants. In a good lesson in Years 5 and 6, well timed, purposeful explanations and demonstrations helped the pupils to understand the basic principles of wax-resist techniques. Ample opportunity was provided for pupils to investigate techniques, draw from observations, and to experiment. Throughout the practical activity, the teacher worked with different pupils and placed strong emphasis on the development of individual skills. Subject leadership and management are good. Adequate curricular guidance is provided by using nationally prepared schemes and units of work and a good curricular overview has been written. There is an appropriate emphasis on three-dimensional work. No assessments are made, however, and a simple, manageable system based on the National Curriculum level criteria should be introduced. Resources are good.

DESIGN AND TECHNOLOGY

88. Standards are average throughout. The evidence is very limited. No lessons were seen because the subject was not taught during the week of inspection. Judgements are based mainly on discussions with pupils about their work. Year 6 pupils have recently studied the design and manufacture of slippers. As part of their project, they dismantled a slipper and found that it was composed of various layers of material. They then designed and made a slipper each, putting what they had learnt into practice. The finished products show good attention to detail and to quality although the pupils cannot recollect any testing of materials or finished products to determine which might be the most suitable. Other work includes model vehicles, devices powered by elastic bands, models in papier mache, soft toys, and food technology. The work indicates a narrow but satisfactory range of materials and techniques, such as those for joining materials, but relatively low frequency and volume of work. The recently introduced curricular guidance is adequate. No assessments of attainment or progress are made and this should be remedied. Resources are satisfactory.

GEOGRAPHY and HISTORY

89. Standards in both subjects are average in Years 2 and 6 and similar to the previous inspection. However, the more able pupils do not make the progress they are capable of and for this reason, standards are not high enough. This is due to a lack of opportunities for pupils to work independently and to research topics deeply, using a wide range of sources, such as the Internet, books, and artefacts. Learning is often over-directed by the teachers, leaving little time or opportunity for pupils to develop their own ideas. More positively, good use is made of educational visits, especially to the immediate locality. Due to the school's timetable, only a limited number of history lessons were seen. Judgements are based on a scrutiny of pupils' work, teachers' planning, and discussions with teachers and pupils.
90. Pupils in Year 2 show a sound understanding of the history units that they have studied. They know about important characters and events from the Victorian period, such as Florence Nightingale's work improving conditions for those fighting in the Crimean War. The eleven-year-old pupils have a wider historical knowledge and have developed a satisfactory understanding of events and day-to-day lives in civilisations from the more distant past but are not always able to locate these to specific dates or periods. Through their study of topics, such as the Greeks, Tudors and Stuarts the pupils have gained a sound factual knowledge about these periods. They confidently discuss Henry VIII's need for a son and the impact of his divorces on the churches and religion. Pupils can name several different Kings, Queens, and characters such as Charles Dickens and Lord Shaftsbury from the Victorian period. They understand some of the impact these prominent people had on ordinary people's lives and how the impact has continued into the twentieth and twenty-first centuries. Nevertheless, pupils have an insecure grasp of dates and periods and are unable confidently to give the dates of significant events or people, such as the Great Fire of London or the reign of Queen Victoria.
91. In geography, the seven-year-olds pupils know that maps and plans represent a locality and can identify features around their school using appropriate geographical language. A topic on France has introduced pupils to the foods, climate, and housing of a different country. The eleven-year-olds have acquired a sound knowledge of locations near to home and of some that are far away. They can name the continents of the world and can identify major rivers and capital cities. The Year 6 pupils have developed their geographical skills and vocabulary to the extent that they can trace the path of a river, identifying the effects of water on the landscape and peoples lives and use terminology such as 'source', 'meander', 'confluence' and 'erosion'. They have not yet, however, extended their knowledge to the stage where they can see patterns in human or physical processes and how these influence the development of settlements.
92. The teaching in both subjects is satisfactory; no lessons were of better quality. A strong characteristic of the teaching is the good use made of educational visits, particularly the local village with its unique history and geography. This helps to bring both subjects alive for pupils and has a positive effect on their learning. A weakness in the teaching is the over-reliance on work sheets, which limits pupils' independent skills of enquiry. Some tasks lack challenge. For example, in a geography lesson in Year 4, pupils were engaged in colouring in pictures of the earth when work that is more demanding could have been set. Classroom support staff are not used as effectively as they could be. They are often insufficiently well briefed and do not provide appropriate support for particular groups of pupils.
93. History and geography are appropriately coordinated but there is insufficient monitoring of the teaching and learning and not enough effort to develop effective ways of raising standards. During the last year the coordinators have worked closely with the headteacher to implement a scheme of work, which is satisfactory and has the potential to provide pupils of different ages with appropriate opportunities to extend their skills, knowledge and understanding as they get older. These good improvements to yearly and termly planning are not yet fully embedded and weekly plans do not always take into account the needs of the different attainment levels within each class. This lack of differentiated provision results in work sometimes being too easy for the higher attaining pupils or too difficult for the pupils with lower attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Standards in the infants are average and the pupils are making steady progress. Standards in the juniors are varied but below average overall. Class and large group lessons are not timetabled on a regular basis in the juniors and the subject is taught instead through other subjects. The implementation of this arrangement lacks rigour. During the inspection, very little use of computers was made in Years 3 to 6. The time and opportunities that pupils in the juniors have individually to use computers is insufficient for their learning needs or for the programme of study to be taught in full. There has not been enough improvement in the juniors since the

previous inspection. In the infants, sufficient opportunities are provided and pupils are regularly taught in large groups; this is both efficient and effective. Provision for pupils with special educational needs or who have English as an additional language is not differentiated from that of other pupils.

95. In the infants, the pupils are confident users of computers. They have the expected knowledge for their age of the keyboard and are deft users of the mouse to navigate the screen. They can use text, graphic, and data programs to a level that is appropriate for their age, and have had experience of using simple programmable robotic toys. The junior pupils have gaps in their knowledge and experience and are not building sufficiently on skills acquired in the infants. The pupils in Years 3 and 4 were confident users of a program that supported their learning in religious education and demonstrated satisfactory computer navigation skills but their knowledge in other aspects of computing is limited. Pupils in Years 5 and 6 are confident users and have good knowledge and awareness of the Internet. They can, for example, quickly gain access to relevant web pages to support work in other subjects. Several pupils demonstrated how they gained access to the Ordnance Survey web site and located maps to show the sources of different rivers; they could also alter the scale of the maps and zoom in and out. They have satisfactory knowledge of graphics programs. Their word processing skills, however, are basic. They know few of the editing processes and cannot confidently cut or paste work. Their experiences of word processing are limited mainly to copying onto the computer previously hand-written texts; this is both tedious and very inefficient because it prevents pupils making full use of the powerful advantages inherent in word processing for editing and improving the quality of writing. The junior pupils have very little knowledge of spreadsheets, data programs, modelling or control technology; the experiences that they have had have been insufficient to raise their knowledge to the expected level for their age.
96. The teaching in the infants is often good. No direct teaching was seen in the juniors; the use made of computers by pupils in Years 3 to 6 was limited in scope and challenge and it involved too few pupils. The planning in the infants is sufficient to give appropriate guidance and to establish purpose and specific objectives for individual lessons. Weekly planning in the juniors is minimal and insufficiently detailed to promote adequate coverage of the curriculum. Based on this evidence, although direct teaching was not seen, the provision in the juniors is unsatisfactory.
97. Although current standards are not high enough, good efforts are being made by the coordinator to improve the effectiveness of the provision and the subject is well led. Resources have been improved this year and are now good. Money has been sensibly spent to ensure that there are sufficient resources to teach the programme of study in full. Training has been recently provided for teachers in basic computer skills but most of them still lack confidence in applying their new knowledge in the classroom. Consideration should now be given to the methods used to teach the subject, and to lesson organisation, so that the learning is rigorous and challenging throughout the juniors in all aspects of the programme of study.

MUSIC

98. Due to the schools timetable, it was not possible to observe any lessons. The few judgements made are based on singing in assembly and in an extra curricular activity, scrutiny of pupils' work, teachers planning, and discussions with teachers and pupils. Class teachers lack security in teaching music and so the specialist music skills of a member of the school's support staff are utilised to teach the subject throughout the school. This is not ideal as the time available for lessons is limited due to her administrative responsibilities. The school is aware of the need to develop the expertise of other members of staff and has identified training in this area as a priority.
99. Music makes a positive contribution to pupils' spiritual, cultural and personal development and adds to the quality of assemblies. The playing of an appropriate piece of music sets a reverent atmosphere for reflection and worship as pupils arrive for assemblies. All pupils have opportunities to develop their singing skills through songs and hymns. Pupils sing tunefully but with little evidence of expression, phrasing or articulation. The use of taped singing in assembly and in the extra-curricular activities often masks the quality of the pupils' singing and makes it difficult for staff to identify how pupils can improve. The planning is appropriately based on nationally prepared schemes and these provide adequate guidance for teachers on the development of musical skills and knowledge as pupils get older. Teachers planning shows that an appropriate balance is intended between performing, composing and appraising. A number of pupils benefit from the specialist teaching of the recorder and there is a school choir. End of year concerts and Christmas celebrations form part of the provision and these have potential for creating valuable opportunities for pupils to perform their musical skills in front of a wider audience.

PHYSICAL EDUCATION

100. It was not possible to see any lessons because none were timetabled during the inspection and so no evaluation of standards or teaching can be made. This lack of frequent access to physical education lessons is a cause of concern. The planning was examined and teachers spoken to about the planning. A sample of pupils was also spoken to about the subject. The provision is seriously constrained by the lack of a hall. All of the indoor lessons are timetabled so that they all take place on the same afternoon each week. The Years 5 and 6 classroom is cleared of tables and chairs and groups of half-class size take it in turns to use this classroom, mainly for gymnastics; dance is rarely provided. The timetables and pupil comments show that the provision, despite the constraints, is regular, is enjoyed by pupils, and includes swimming, athletics and major sports. However, it is difficult to see how sufficient time in total is given to the subject overall. The yearly and termly planning arrangements that were introduced during the present school year provide adequate guidance for teachers. No assessments of attainment, however, or checks on progress are made and this is unsatisfactory. Even in swimming, where a regular system of awards is operated by the local authority, no attempt is made to collate information about the awards to provide a picture of how well the pupils are doing; this should be remedied. There are very few opportunities for competitive sports and few links for this purpose have been made with other schools; this, too, is unsatisfactory. Some extra-curricular provision is made, though not extensive, and includes football and cross-country running. Every morning before school starts, opportunities are provided for pupils to participate for a few minutes in skipping, helping to raise general fitness levels. The equipment available, including climbing apparatus fixed to the walls in the Years 5 and 6 classroom, is basic but satisfactory. The grassed area is of ample size.

RELIGIOUS EDUCATION

101. Standards in Year 6 are average and similar those at the time of last inspection. The attainment of most eleven-year-olds is broadly in line with the expectations of the Locally Agreed Syllabus. Due to the school's timetable, only one lesson was seen. Judgements are supported by a scrutiny of a very limited amount of pupils' work, teachers' planning, and discussions with teachers and pupils. It was not possible to make a judgement about standards in Year 2 as no lessons were observed and little work was available.

102. The pupils' work shows that standards could be higher, particularly for the more able pupils. During the last year, there have been gaps in pupils' learning due to the inexperience of some teachers and the reluctance of staff to teach all aspects of the curriculum. These weaknesses have been recognised by the school and strategies have been put in place to teach all aspects of the syllabus. There is good evidence from the one lesson observed that pupils' understanding is being developed well. In discussion with the pupils, they reveal a sound knowledge of the subject and are enthusiastic learners who show a mature understanding of the importance of learning about other religions and faiths as well as their own. This is due to the enthusiastic teaching of the headteacher who has taken on the role of teaching the subject in the juniors. Pupils explore symbolism and are learning to value the beliefs, art, and literature that other religions, such as Islam, Hinduism and Judaism, have inspired. They know about the customs, symbols, festivals, holy books, and buildings of major religions. Pupils show sound understanding of their own religion, are familiar with important events and characters in the Old Testament, and can retell the main events in the life of Jesus. However, pupils have little understanding of the effect that religion can have on the moral codes that they and others choose to live by.

103. It is obvious from discussions with pupils that in the past the subject has been taught well. The oldest pupils can remember learning from four and five years ago. However, in the last year there have been significant weaknesses in the teaching and learning which have led to a lack of challenge and little progress being made. Individual lesson plans do not take into account the needs of the different age groups within each class. This has resulted in work sometimes being too easy for the older pupils or in younger pupils not completing their tasks. There are few opportunities for pupils to use a wide range of resources such as books and stimulating artefacts to add interest and spark to the teaching and learning. The Internet, however, has been extensively used to research information about different religions and this is good practice. The present teaching arrangement in the juniors is improving the quality of learning but as yet effective strategies have not been put in place in the infants to ensure that learning is sufficiently challenging and well matched to pupils' ages and attainment levels.