

INSPECTION REPORT

NORTH DUFFIELD PRIMARY SCHOOL

North Duffield, Selby

LEA area: North Yorkshire

Unique reference number: 121455

Headteacher: Mrs E Ward

Reporting inspector: Mr G D Timms
21038

Dates of inspection: 25-28 February 2002

Inspection number: 196616

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and junior
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Mortimer
Date of previous inspection:	30 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21038	Mr G D Timms	Registered inspector	Mathematics Information and communication technology Art and design Design and technology Physical education Foundation Stage Equal opportunities	What sort of school is it? How high are standards – the school's results and pupils' achievements? How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9958	Mr T Page	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?
21552	Mr P B McAlpine	Team inspector	English Science Religious education Geography History Music Special educational needs	How good are the curricular opportunities offered to pupils? Provision for pupils' spiritual, moral, social and cultural development.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the village of North Duffield, near Selby in North Yorkshire. The area has altered over recent years and at present is a mixture of smaller privately owned houses and larger commuter belt housing. The school has 133 pupils on roll and is smaller than most primary schools. The children's attainment on entry to the reception year is broadly in line with that found nationally, although their skills in number and knowledge of mathematical language are below that expected. Skills in personal, social and emotional development, and in communication, language and literacy are above those expected. Numbers are stable at present and the school is becoming more popular locally. The level of pupil mobility is not significant. The pupils are organised into mixed age classes due to the small numbers in each year group. At the time of the inspection there were 20 pupils on the register of special educational needs, a proportion that is below the national average. The proportion who get extra support through statements of special educational need is well above average. The pupils' special needs include learning, emotional and behavioural difficulties. There are no pupils from minority ethnic backgrounds or who have English as an additional language. The percentage of pupils entitled to free school meals is well below average.

HOW GOOD THE SCHOOL IS

North Duffield School is a good, effective school, which has improved greatly since the last inspection. The leadership of the headteacher and key staff is very good and the quality of teaching is good throughout the school. There has been significant underachievement in recent years and standards are still below where they should be due to the difficult times the school has been through. However, the present management and staff are well placed to continue the present improvements and raise standards further. Overall, the school provides satisfactory value for money.

What the school does well

- The current standards in mathematics, music and art and design are above average throughout the school. In the Foundation Stage, standards in personal, social and emotional development and communication, language and literacy are also above those expected.
- The leadership provided by the headteacher and key staff is very good. The recently introduced management structures in the school are already having a positive impact on learning.
- The quality of teaching throughout the school is consistently good with a significant proportion that is very good.
- Pupils' attitudes towards school are very good. They are interested and involved in their activities and show a genuine enthusiasm for their work.
- The provision for pupils' spiritual, moral and cultural development is good. The provision for their social development is very good and this has a positive impact on pupils' learning.
- The school has a very good partnership with the parents, and they are very supportive of the school.

What could be improved

- Standards in information and communication technology and geography are not high enough.
- The curriculum planning does not specify how the development of skills in the non-core subjects will be taught or assessed.
- The children in reception do not have enough access to outdoor activities or resources appropriate for their physical development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection was in June 1997. The school was found to have serious weaknesses, particularly in the quality of teaching in the junior classes. Since the present headteacher and senior staff were appointed there has been a good level of improvement, although this has yet to be fully reflected in pupils' attainment. The quality of the teaching has been addressed through improved monitoring and support, changes in staffing and further training. The behaviour of the pupils is much better due to staff having higher expectations and the introduction of a new policy, and a rewards and sanctions system. One result of this is much improved attitudes towards school. The curriculum planning is better, especially for the mixed age classes, although there is still a need to match better some of the work set for pupils according to their prior attainment. The governing body has a satisfactory awareness of its monitoring role and of the need for target setting. In addition, the school has successfully introduced a range of local and national initiatives such as performance management and training for information and communication technology. Standards in mathematics, music and art and design have improved.

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				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	C	D	E	well above average A above average B average C below average D well below average E
mathematics	E	D	C	E	
Science	E	E	C	D	

Standards on entry to the reception class are better than expected in personal, social and emotional development and in communication, language, and literacy skills; below expectations in mathematics; and consistent with expectations in the other areas of learning. Good progress in the reception year means that attainment in mathematics catches up with expectations and standards in personal, social and emotional development, together with communication, language, and literacy skills are maintained at above average levels.

After the last inspection, standards in Year 6 fell steeply to a low point in 1999. Since 1999, standards have risen in English, mathematics and science, though dipping slightly in English in 2001. Standards at the end of Year 2 have remained above average as the teaching and management of that key stage has been more settled and of better quality. Since the present headteacher took up the post and changes to the staff in the juniors were made, standards have risen among the older pupils. However, the progress made through their junior years by the Year 6 pupils tested in 2001 was not as good as it should be. When results are compared with those of schools with pupils from similar backgrounds, attainment in science was below average, while in English and mathematics it was well below average. The 2001 national tests for the Year 2 pupils were well above average in reading and mathematics and were above average in writing. The attainment of the Year 2 pupils was the same as similar schools in writing and better than similar schools in reading and mathematics.

The standard of current work shows clear improvement over the 2001 tests and has returned to the same levels in English and mathematics as those at the time of the previous inspection. In the juniors, standards in English, science, religious education, history, and physical education are average; in art and design, music and mathematics, they are above average; in information and communication technology and geography, they are below average. Standards in English are a good improvement in the juniors compared to last year; standards have also risen in information and communication technology and geography, though more is needed. The evidence in design and technology in the juniors is limited. The targets set for the present Year 6 in English and mathematics are sufficiently challenging and based correctly on their prior attainment. In the infants, standards are above average in English, mathematics, music, and art and design. Some of the work in music is of very good quality. Standards in the infants in science, information and communication technology, religious education, design and technology, geography, history and physical education are average. Learning is now good throughout the school. Pupils with special educational needs are making good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils demonstrate genuine enthusiasm for their work and they are keen to do well. The introduction of the house system has been very successful in improving pupils' social development.
Behaviour, in and out of classrooms	Good. No significant examples of misbehaviour were observed and other evidence points to this being much improved.
Personal development and relationships	Very good, overall. Pupils show respect for others and relationships are very good. When they have the opportunity pupils show initiative and carry out tasks responsibly.
Attendance	Very good. Attendance is well above average and pupils' punctuality is very good.

There is no evidence of any bullying and pupils understand the impact of their actions on others. The school does not provide enough opportunities for pupils to take responsibility for their own learning or use their growing basic skills in undertaking more independent tasks or research.

TEACHING AND LEARNING

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

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

The quality of the teaching throughout the school is good. There is no unsatisfactory teaching and this represents a good improvement since the last inspection. The National Literacy and Numeracy Strategies have been successfully introduced and the teaching in these lessons is good. Basic skills are well taught. The teaching of those with special educational needs is good and all pupils have full access to the whole curriculum.

A major strength in the teaching is the good relationships between pupils and staff. This helps create an effective climate for learning and gives pupils the security and confidence to take a full part in lessons. Teachers now have good management strategies and these enable all pupils to take a full and active part in lessons and there is no evidence of any significant disruption to pupils' learning. The planning of lessons has improved and the teaching strategies used are more effective. Teachers use a wider range of methods and their questioning skills are effective in giving pupils opportunities to articulate their thoughts and thus consolidate their learning.

There are still some aspects of the teaching in need of further development. The lesson planning is still based largely on pupils' ages rather than their attainment and this results in work sometimes being too hard for the less able and not sufficiently challenging for the more able. The recently introduced individual target setting needs to be given a higher profile and used more consistently throughout the school. The marking of pupils' work does not sufficiently show what they have done well or what they need to do to improve. The teaching assistants provide good levels of support.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum contains all statutory requirements and is broad and balanced.
Provision for pupils with special educational needs	Good. All pupils are effectively supported and have full access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. The pupils' spiritual, moral and cultural development is good and their social development is very good. The school now has a productive and supportive ethos, in which all pupils are valued.
How well the school cares for its pupils	Satisfactory. The procedures for improving behaviour have been very effective. Assessment arrangements are satisfactory.

The school has a very effective partnership with the majority of the parents. They recognise the improvements in the school and value the education their children now receive. The planning needs to take more account of how pupils are to develop their skills in the non-core subjects. A good level of extra-curricular activities, visits and visitors enriches the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff demonstrate very good leadership that is correctly focused on raising standards. The management of the school is good and the recently introduced structures are proving effective.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a better understanding of their strategic role and the need to hold the school to account.
The school's evaluation of its performance	Good. The analysis of test results is being used effectively to target teaching at weaker areas in some subjects.
The strategic use of resources	Satisfactory. The range of finance and grants available for the school is used appropriately and the school management plan provides a good basis for future spending.

Staffing levels are good. The accommodation has been improved but is still limited in some classrooms and the hall. Playgrounds are small and the reception pupils have no outdoor class area easily and regularly accessible. There are not enough books in junior classes for sharing in literacy lessons and for group reading. The information and communication technology resources have been improved but more are needed to provide pupils with enough access to computers. The school makes a good attempt to ensure best value in all aspects of its work.

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 school expects children to work hard and achieve their best. • The school is well led and managed and has improved over the last two years. • Their children like school. • The school helps children to become more mature and responsible. • Parents would feel comfortable about approaching the school with problems or concerns. • Behaviour is good. 	<ul style="list-style-type: none"> • They would like better information about how their children are getting on. • They feel that the amount of homework provided is sometimes inappropriate.

The inspection team agrees with the parents' positive views about the work of the school. In addition, the provision for homework is broadly typical of primary schools. Parents receive some good information about how their child is getting on at parents evenings but the written reports are not very full and do not contain sufficient about the progress made and the standards achieved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start in the reception class, inspection evidence and the baseline assessment of pupils early in the year, indicates that standards in number and their knowledge of mathematical vocabulary are below that expected for their ages. In their personal, social and emotional development, and in their communication, language, and literacy skills, the majority are above the standards expected. The children's knowledge skills and understanding in the other areas of learning are broadly in line with those expected. By the time they reach the end of the reception year it is clear that good progress has been made and attainment in number and mathematical vocabulary has caught up with the other satisfactory areas, and standards in personal, social and emotional development, together with communication, language and literacy skills have been maintained at an above average level. Overall, the provision for children in the Foundation Stage has remained at the good level found at the last inspection.
2. Throughout the rest of the school the picture is more complex. At the time of the last inspection, serious weaknesses were discovered in the quality of teaching in the junior classes although standards overall were judged to be average. The effect of the poor teaching, together with evident weaknesses in the management of the school, led to a steep fall in standards by the end of Year 6, especially in 1999, when a high proportion of the cohort had special educational needs and behavioural problems. Since that time standards have risen, though dipping slightly in English in 2001. Standards at the end of Year 2 remained above average as the teaching and management of that key stage was more settled and of better quality. Since the present headteacher took up her post, and since the staff changes that have transformed the junior classes, standards evident during the inspection are clearly improving and the school is now well placed to build on this and raise standards still further in the future.
3. The national test results for the Year 6 pupils in 2001 showed improvement in mathematics and science, although a fall in English. The overall trend is below that found nationally over the last five years, but this is due to the steep fall in standards in 1999, and to significant differences in the cohorts due to their small size, where one pupil often represents over 5 per cent of the final results. When compared with schools nationally, standards in English were below average, while in mathematics and science they were average. However, the progress made by these pupils through the junior classes was well below that expected, due to the poor quality of the teaching, and they did not achieve the levels that could have been expected of them. When the results are compared with those of schools with pupils from similar backgrounds, attainment in science was below average, while in English and mathematics it was well below average.
4. The 2001 national tests for the Year 2 pupils showed that in reading and mathematics standards were well above average, while in writing they were above average. These results are part of a trend of above and well above average results, which provide a clear indicator of how the good teaching in Years 1 and 2 has built on the reception class achievements. It also highlights the underachievement that has historically been evident in the junior years. When compared with the results of schools with pupils from similar backgrounds, their attainment was broadly average in writing and above average in reading and mathematics.
5. The current standards in the school, as judged by the inspection evidence, show clear improvements over those from last year's tests and have returned to at least in line with those found at the last inspection. This is due to the improved quality of teaching, the better planning in the core subjects and the much improved behaviour and attitudes of the pupils. Attainment in Years 1 and 2 is above average in English, mathematics, music and art and design. Some of the work in music is of very good quality. Standards in these year groups in science, information and communication technology, religious education, design and technology, geography, history and physical education are broadly in line with those expected. This represents improvements in English, the information and communication technology curriculum and provision, and in art and design. In the junior classes, standards in English, science, religious education, history and physical education are broadly in line with those expected. In art and design, music and mathematics, standards are above average by the end of Year 6. There was not enough evidence to make a secure judgement about standards in design and technology. Attainment throughout the junior classes is below average in information and communication technology and geography. In information and communication technology, this is due to the older pupils not having the previous experiences necessary to develop their computing skills to an appropriate level. The present quality of the teaching and the improvements to resources and teacher training are likely to have ensured that this is no longer the case. In geography, pupils have a limited knowledge and understanding of places and not enough opportunities are provided for pupils to develop their learning of basic geographical principles.
6. Throughout the school, pupils with special educational needs are making good progress. Most of the pupils with special educational needs are experiencing difficulty with literacy, a few with numeracy. Most are a year or more behind

expectations but are catching up. The support provided is well directed at specific skills, such as phonics, and this is leading to quick and systematic progress. Good use is made of both nationally prepared and commercially prepared programmes of phonics and other basic literacy skills and these are helping to make learning systematic and rigorous. Pupils with statements of special educational needs are all making satisfactory or better progress and are attaining standards that are not far behind expectations for their age.

7. The standards in literacy and particularly numeracy by the end of Year 6 are rising and the achievement of the pupils over time is improving. Learning in lessons is now good throughout the school in all subjects. The achievement of the oldest pupils over the four junior years still reflects earlier weaknesses in teaching and the curriculum and is unsatisfactory overall but achievement in the shorter period of the past year only is satisfactory, reflecting recent improvements to the teaching. Basic skills are used in different subjects. For example, numeracy skills are used in science and geography lessons and literacy skills in writing in most subjects. The use of information and communication technology skills is still underdeveloped. Teachers have yet to provide enough opportunities for pupils to apply their skills in independent learning and in research projects; teachers are aware of the need for more of this type of work.

Pupils' attitudes, values and personal development

8. Pupils' attitudes are very good, and consistent throughout the school. This represents a significant improvement on the findings of the last inspection. Pupils enjoy coming to school and describe it as being "one hundred per cent friendly". Many take part in the wide range of activities that the school provides and they contribute to the smooth running of the school, taking pride in the recently introduced house system. Most settle to their tasks and activities quickly, and respond sensibly when given the opportunity to work independently.
9. Behaviour is good, both in classrooms and around the school. This is underpinned by the mutual respect that exists between pupils and adults. Substantial improvement has been made since the previous inspection and the school has expended a lot of energy appropriately on improving pupils' behaviour. This has resulted in a more settled ethos that has produced an effective learning environment. No exclusions have been recorded in the past two years.
10. Personal development and relationships are very good. The immature behaviour seen at the last inspection has disappeared. Pupils of all ages respond well to the house system and work together with a common purpose. The 'buddy' reading scheme brings the whole school together; older pupils feel valued as they help younger ones with their reading, they provide very good role models, and are looked up to by younger pupils. This contributes to a family atmosphere in the school where pupils are considerate to one another and precludes them from adopting any kind of oppressive behaviour. There are examples of spiritual and evocative writing on display, which clearly demonstrate pupils' sensitivity for feelings, and the impact they can have on others.
11. Pupils also have a good awareness of people outside the immediate school community. They support the local veterans' association by taking part in the Remembrance Day service, the 'Over Sixties' are invited to school concerts, and a very wide range of charities is supported. Pupils also enjoy learning about people from other backgrounds, especially from visiting speakers, and appreciate that they may have different values and beliefs. A good indicator of the pupils' enthusiasm for school is the well above average attendance rate, which has improved further since the last inspection, and their very good punctuality.
12. Overall, pupils are good at taking the initiative and accepting personal responsibility. This is particularly evident outside formal lessons, where opportunities are sometimes limited because of very direct teaching methods. Throughout the school pupils take a responsible attitude in keeping their classrooms tidy, and they readily take on small responsibilities such as being a register monitor. As pupils get older they assume a much wider range of responsibilities. They help with the smooth running of school assemblies by operating equipment, they put out resources, they are responsible for administering the collection of promotional tokens and the collation of house points, and provide a break time tuck shop service. They also edit a termly newsletter. Older pupils were observed offering spontaneous help by setting up sports equipment for an after-school activity, and worked with mature attitudes which ensured that the task was effectively completed.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The overall quality of the teaching is good. The amount of satisfactory or better teaching, 100 per cent, is higher than in the majority of schools. The amount of good or better teaching, 77 per cent, is broadly similar to that presently found in most primary schools nationally. Twenty-one per cent of the teaching is very good or excellent. These figures represent a clear improvement since the last inspection, especially in the junior classes. In 1997, only 77 per cent of the teaching was satisfactory or better and only seven per cent very good or excellent. This improvement has been achieved through

staff changes, training, better monitoring and evaluation of teaching, the introduction of the National Literacy and Numeracy Strategies and the improved management structures and very good leadership of the present headteacher. Teachers throughout the school are now working more closely together as a team and this is enabling the curriculum planning to build more effectively on what has been taught before.

14. In the Foundation Stage the teaching is at least good in all lessons and very good in a third of them. This positive picture has been maintained since the last inspection when the teaching of the under fives was also found to be a successful part of the school's provision. The planning is of good quality and the fact that the children have two teachers during the week does not hinder their learning; in fact, the combined expertise and skills of the two members of staff are of positive benefit. For example, one has particular skills with art while the other has expertise in physical development and dance. Assessment is good and teachers are very aware of their children's learning. Continuity is provided by the very capable nursery nurse who works very effectively with groups of children to support and extend the learning they have made in whole class sessions. Her use of puppets is a particular strength and focuses the children on the main learning purpose very effectively. Together the staff provide a secure, happy and productive learning environment.
15. Throughout the rest of the school the quality of teaching is good. The last inspection found that there were serious weaknesses in the teaching in the lower junior classes. This issue has been very successfully addressed and the climate for learning in the school has been transformed. Through a range of measures, including extra training as well as staff changes which have resulted in good and able teachers being appointed, the staffing in the junior classes is now resulting in good teaching and much improved learning for pupils. In particular, the school has addressed the behaviour management problems that beset it during and after the last inspection. Teachers now have very good management strategies and these enable all pupils to take a full and active part in lessons and there is no evidence of any significant disruption to pupils' learning. Relationships between adults and pupils are very good and have a positive impact on learning.
16. The headteacher introduced a rigorous monitoring policy after her appointment. This enabled any weak teaching to be highlighted and support offered. The planning of lessons is good and the teaching strategies used are more effective and are now good. Teachers use a wider range of methods such as, for example, whole class, group and individual teaching. Their questioning skills are effective in giving pupils opportunities to articulate their thoughts and thus consolidate their learning. Resources are well prepared for lessons.
17. The teaching and the support for pupils with special educational needs are effective and of good overall quality. Learning support assistants have been well trained and are very experienced. In a good lesson providing early literacy support, the assistant used a puppet to retain the pupils' attention and to systematically teach them about medial vowel sounds. By the end of the lesson, all in the group were confidently identifying the medial sound in question when listening to words and were able to write short words using the chosen vowel. Work in lessons in core subjects is well directed to meet specified needs, though this is not always the case in non-core subjects. Good use is made of outside agencies. Relationships between the support assistants and the pupils are very good and this is helping to motivate pupils.
18. Although the quality of the teaching has much improved, the school has also recognised that there are still areas in need of further development. For example, the lesson planning is still based largely on pupils' ages rather than their prior attainment and this results in work sometimes being too hard for the less able and not sufficiently challenging for the more able. The recently introduced individual target setting needs to be given a higher profile and used more consistently throughout the school. This will give pupils a better idea of what they are learning. The marking of pupils' work does not sufficiently show what they have done well or what they need to do to improve. Homework provides satisfactory opportunities to extend or consolidate the learning in the classroom.
19. Teachers have attended a range of training and the school correctly recognises this as important for the development of teaching skills. Recent training has focused on the National Numeracy Strategy and on the more effective use of computers. The mathematics teaching has clearly benefited from this input and the information and communication technology training is still on-going but has already had a positive impact on the teaching. The teaching of basic skills in literacy and numeracy is very good. This is giving pupils a very sound grounding so that the evident improvements in the teaching will be able to extend and enrich the curriculum as pupils get older. The teaching assistants provide staff with very good levels of support. They take small groups of pupils to teach basic skills or to reinforce classroom learning. They support the pupils with special educational needs effectively and they work well alongside teachers in classrooms with groups or individuals.

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

20. The quality of learning experiences is good in the main in both the infants and the juniors and a broad curricular range is provided. There are, however, aspects for improvement in terms of progression and relevance for older pupils, particularly in information and communication technology, history, and geography. The curriculum is now consistently planned and taught throughout the school and this is a good improvement since the previous inspection. The strategies for teaching literacy and numeracy, including basic skills, are effective. All National Curriculum subjects and religious education are taught. Collective worship meets statutory requirements and the quality is good. Satisfactory provision is made for sex education and drugs education, mainly through science, religious education, and personal, social and health education. Personal and social education is now a regular and effective part of the curriculum. Good arrangements are made to enrich the curriculum through extra-curricular activities.
21. The length of the taught week is longer than the minimum recommended and this is good practice. The time that is allocated to subjects is consistent with national recommendations. The organisation of the school day is good and allows sufficient time for all aspects of the curriculum to be taught in Years 1 to 6.
22. The long term planning is based on national guidance and nationally prepared schemes of work in all subjects. These are providing an element of direction to teachers on what should be taught and when. The planning, however, is basic and is not always helping teachers to extend pupils' skills in an orderly and systematic manner. A two-year rolling programme of topics and units of work adequately takes into account the need to avoid repetition in the curriculum in mixed age classes provided there is consistency in allocating year groups to classes. The school, however, is not always able to achieve consistency as year groups vary in size. Currently, for example, Year 2 pupils are divided between an infant and a junior class; another class contains both upper and lower juniors. This means, for example in history, that pupils in Years 2, 3, 4, and 5 are learning about Henry VIII and the Tudors and that there is the potential for some of the pupils to be taught this unit again in two years. This is not a major problem if the skills that are taught increase in complexity as pupils get older. The current planning, however, does not organise the progression of skills sufficiently in the non-core subjects. All of the pupils who are learning about Henry VIII know about his wives but the older pupils are not learning sufficiently to use dates to plot the changes in that period, nor how events at that time influenced the people's lives.
23. The medium term planning is consistent in quality throughout the school. It is detailed and effective in the core subjects of English and mathematics. Planning in the other subjects is not sufficiently detailed and does not always identify the specific skills that are relevant to the different year groups or to pupils with different attainment and this is sometimes leading to lessons where the most able are not stretched and the least able struggle.
24. The curriculum for the Foundation Stage includes all of the nationally agreed areas of learning but there is insufficient provision for learning through physical activity outdoors. Good emphasis is placed in the Foundation Stage on communication and on literacy and numeracy.
25. The provision for pupils with special educational needs is good overall. The work of the learning support assistants is efficient and effective, enabling most of those with special educational needs to make good progress in relation to their difficulties. This is particularly the case where pupils have trouble with literacy. The support assistants are very well trained in early literacy support strategies and in teaching basic phonic skills and work very effectively with the pupils. Individual education plans are satisfactory in quality, in the main, although some of the objectives written into them are not specific enough to enable progress to be measured effectively. The school has a policy for pupils that are gifted and talented that is not yet fully embedded in the culture of the school. Pupils in the past have been identified as outstanding in some way and have been supported through links with partner institutions. The teachers, however, have not agreed between them what level of attainment constitutes giftedness and this should be remedied. Currently, three pupils have attainment that is significantly more than two years ahead of expectations in reading and writing. The teachers are aware of this but the school does not have a register of gifted and talented pupils, nor individual education plans for them.
26. The provision for personal development, including spiritual, moral, social, and cultural development is good overall. A satisfactory programme for personal, social and health education enables pupils to learn about drug misuse, for example, and how to respond to bullies. Pupils are given good opportunities to develop responsibility. Most of the older pupils have designated tasks to do. There is a well-developed house system, with house captains and team points, which helps promote teamwork and collective responsibility. Teachers act as very good role models and help, by their example, the pupils to learn how to respond appropriately to others and to show courtesy and respect.
27. The provision for spiritual development is good. The pupils have the opportunity to learn about Christianity and other major world religions through systematic teaching in religious education lessons. Collective worship meets requirements and provides opportunities for pupils to learn about themselves and others. In a good assembly, for

example, a visitor spoke to the pupils about his interest in church organ music, its part in developing his beliefs, and introduced them to a small range of religious music. The provision for moral development is good. Pupils are effectively taught right from wrong and this is much improved since the last inspection. Expectations of good behaviour are clear. The rules that guide conduct have been established through discussion with pupils and firmly link misbehaviour to its effect on others. The provision for social development is good. Pupils learn to work as a team member and to develop relationships with others through the 'buddies' scheme and through performances for various community organisations. Provision for cultural development is good. There is a well-organised programme to introduce pupils to different major world religions and to learn about the countries and the peoples who follow these religions. The well thought through programme for collective worship introduces pupils to various minority ethnic groups. A recent visit from a representative of the Islamic community took place. Pupils learn about locations abroad such as, for example, a village community in India.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. Overall, the school provides a satisfactory level of care for its pupils. This is similar to the judgement made at the time of the last inspection when the school was found to have effective procedures. The personal support and guidance offered to pupils, especially the promotion of good behaviour, is now much more effective, but the management of aspects of health and safety is less rigorous. Issues raised during the inspection, which have been notified to the school, indicate a lack of awareness of potential dangers and brings the effectiveness of risk assessment into question. The recently updated health and safety policy is not very clear in establishing accountability. Governors' meetings minutes show that, whilst there have been passing references to specific defects and vandalism, there is no record of any regular grounds and premises inspection.
29. Despite these shortcomings, staff are caring and know the pupils well. Child protection procedures follow locally agreed guidelines and staff are fully aware of their responsibilities. Appropriate safety checks are carried out and recorded, the accident book is regularly monitored, and the school pays due regard to a healthy lifestyle, not least by its extra-curricular sports activities. Effective support for personal safety is provided through the personal, social, and health education curriculum.
30. The systems for identifying pupils with special educational needs are good. Various tests are used to screen year groups for possible special needs, backed up with further testing where necessary. Records, including the register of special educational needs, are properly maintained although very few records are kept of dates that parents are informed or of their views at that time, and this should be remedied. Progress is tracked using the individual education plans and this is satisfactory.
31. The school has effective procedures for supporting good attendance. Registers are clearly marked and completed daily. The headteacher identifies any concerns and the educational welfare service is contacted for support whenever it is needed. Personal development is monitored well. The behaviour support programme, the house system, and sharing successes in circle time or Friday assemblies, are good mechanisms that are used in the thorough monitoring.
32. The promotion of good behaviour is built on very firm foundations. The school consults parents, and the local education authority on a range of issues, and works effectively with them. Pupils are clear about the school's behaviour expectations with a succinct list of rules posted in every classroom. There is an effective hierarchy of rewards and sanctions, and corporate responsibility through the house system, and these have caught the imagination of the pupils. Success and achievement are celebrated. Mutual respect between pupils and adults has improved since the last inspection, especially in the junior classes and this is due in part to better teaching. Pupils with identified behavioural difficulties are sensitively supported with individual programmes to raise their confidence and self-esteem. Good relationships, and the absence of oppressive behaviour, stem from the productive opportunities for pupils of different ages to work together.
33. Educational support for pupils is satisfactory. Baseline testing establishes their attainment on entry to the reception class. Statutory assessment tests at seven, and optional testing for eight, nine, and ten year olds provide benchmarks, and identify areas of relative weakness. This information is supplemented by class teachers' running records, which are updated termly, and notes are entered in pupils' individual assessment booklets. Teachers keep satisfactory records in the core subjects and for the children in reception. However, they are at an early stage in devising ways of tracking progress in the non-core subjects and in using assessment information in planning work based on pupils' prior attainment rather than their ages. Marking is inconsistent but where it is used best, such as with the children who are under five, it has a positive impact on curriculum planning and target setting. Provision for pupils with special educational needs is good, overall, so that they make similar progress to that of other pupils. Higher attaining, and gifted and talented pupils have benefited from extension opportunities provided by the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. Parents express very positive views about the school and indicate that they are very satisfied with what the school provides and achieves. All of those who returned their pre-inspection questionnaires agreed that their children like school, that teaching and behaviour is good, that the school expects its pupils to work hard, that their children are helped to become mature and responsible, and that the school is well led and managed. A very small minority of parents were less happy with how well they were informed about their children's progress, the range of activities outside lessons, and homework expectations. Inspectors agree with parents' positive comments. In addition, the evidence shows that the range of extra-curricular activities is good, and that homework expectations are typical for primary school children.
35. Information about pupils' progress was found to be variable across the school but is often too brief to be fully informative. Whilst there is succinct evaluation, there is little reference to curriculum coverage or indications of pupils' attainment in a national context. Parents do, however, have the opportunity to discuss progress at the twice yearly meetings, and can talk informally to teachers after school. Daily involvement through homework diaries and reading records is also variable, and less rigorous for older pupils, which reduces the scope for parents to be fully involved in their children's education and be of assistance in raising standards. On a more general level, all parents are sent a letter detailing topics that are to be covered each term.
36. Despite the quality of the reports, the effectiveness of the school's links with parents is very good. The major problems identified at the last inspection have been quickly and successfully overcome because parents have been involved and their views have been valued. Effective consultation and friendly persuasion have resulted in bringing the school community together. School uniform has been introduced, behaviour has improved, and staffing has become stable. Parents have been kept informed of all significant issues and have worked hand in hand with the school to achieve considerable improvements.
37. The information parents receive when their children start school is good and helps prepare pupils for the school day. The prospectus is a very full document, presented professionally, and written in a lively style. The governors' annual report meets most statutory requirements although there is insufficient information on the provision for pupils with disabilities. There are regular communications with parents to keep them up to date with what is going on the school, and parents' information boards inside and outside the school building which carry additional information about the school and events in the community.
38. Home/school agreements have been signed by over ninety per cent of parents, and it is clear from the progress made to date, and the good attendance of their children, that they fully support the school. This is further confirmed by the comments of many parents who praise the leadership of the headteacher. Approximately eight parents regularly help in school hearing readers, or with art and design and design and technology. Others help with extra-curricular activities and many others support sports teams through their presence at matches. There is a small core of 'Friends' who meet regularly and organise fund raising and social events. The money raised is used effectively to extend the school's resources and help provide visits and trips at a reasonable cost.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The headteacher provides a very good, clear educational direction to the work of the school and her leadership has been very effective in inspiring others and in dealing with some of the difficult issues of the past four years. The school's aims and values, especially the desire to turn the school into a 'smiling' school, are reflected in the day-to-day life of the school very successfully. The management of the school is good. The present structure is new and is still being bedded in but subject leaders have a sound understanding of where there are weaknesses and how they can be successfully addressed. The senior management team meet regularly and have been effective in creating a changed ethos in the school since addressing the issues of pupils' behaviour and attitudes. Support staff also have the opportunity to meet regularly and have named line managers; this has a positive effect on the communication in the school and their role is held in high esteem by the governing body as well as the staff.
40. At the last inspection the school was found to have serious weaknesses. Although these were mostly relating to the quality of teaching they reflected on the management structures existing in the school. Since that time there have been significant changes to the staffing, including the appointment of a new headteacher and of a number of new teachers for the junior classes. These changes have been very beneficial and have been instrumental in turning the school around so that it now provides a good standard of education for its pupils. The present headteacher and senior managers are very enthusiastic about the school and the positive nature of the changes they have initiated.

41. One of the major changes has been to avoid the previous divide between the infant and junior parts of the school. There is now a much more cohesive feel to the management and the provision and teachers plan together more effectively. Opportunities, such as the 'buddy' reading, are found for whole school activities. The policy and systems for performance management are appropriate and there is clear evidence of how this has been used to improve the quality of teaching and of widening the view of management. Subject leaders have clear job descriptions and are aware of the priorities for their subjects. A great deal of monitoring and evaluation of the teaching and learning has taken place since the last inspection. This work has focused on the literacy and numeracy lessons and has had a positive impact on standards.
42. The school analyses assessment information in a lot more detail than used to be the case. The staff believe that early intervention with pupils who may have learning difficulties is very valuable. Assessments in literacy and numeracy are used to create extra teaching groups for English work, including specific skills teaching of reading. In addition, the test questions are now analysed to find out where the pupils had weaknesses so that these can be addressed in future years. The targets set for pupils in Year 6 in English and mathematics this year are realistic but challenging, and have been based on the tracking of their progress since Year 2. The management of special educational needs is satisfactory and the teachers and governors have due regard for the Code of Practice. Relevant statutory requirements are met. The governors have delegated the oversight of special educational needs to a governor, who reports to other governors and to parents regularly and appropriately. The policy is of satisfactory quality and easy for parents to read.
43. The governing body is more effective than was the case at the last inspection, being now satisfactory, and is very supportive of the work of the school. Changes to the governors have strengthened it and they are now working satisfactorily to hold the school to account. The headteacher's reports provide good information for governors but many also manage to get into school for some formal and many informal visits. Governors study the school's test results in some detail with the headteacher and a local authority advisor. Minutes provide an appropriate record of meetings and decisions. The governors have decided not to run committees but to do their work as a full governing body. While this does not appear to be hindering the development of the school, it would be wise to keep it under review so that too much time in full governing body meetings is not taken up with detail that would be better debated on a committee. Good use is made of governors with specific talents; for example, a trained accountant does a lot of the financial checking. The chair of governors produces a newsletter for the governors to ensure that they are kept in touch with any new initiatives and requirements. In addition, governors are attached to some subjects and aspects, such as numeracy, literacy, information and communication technology, special needs, and the early years.
44. The school's management plan is a very good detailed document. It contains short-term priorities as well as a longer-term strategic view of the development of the school. All teachers have drawn up appropriate action plans for their subjects indicating a sound knowledge and understanding of development needs. The plans are focused on raising standards and have appropriate success criteria. The plan recognises the importance of pupil numbers for the development planning, especially for a school of this size, and plans are based on the projected numbers for the next three years. There is a good timetable for the review of subjects to ensure that all receive an appropriate focus to keep them up-to-date. The management of the curriculum is at an early stage as the staff have had other priorities since the new management team were in place. However, the planning contains a very good review of how the curriculum needs to be managed in the future. In addition, the plan contains appropriate management and finance detail.
45. The consultation process with parents and pupils is largely informal, although a possible school council is planned. The school regularly compares its results with others during the analysis of test results. There is a strong focus on improvement in the school and the headteacher has set a challenging agenda for all involved. When spending is undertaken, good care is taken to ensure good value for money through the appropriate processes. This all results in the school ensuring best value to a good level in its provision.
46. The school sets and monitors the budget effectively with the support of the bursar and occasional input from the local authority. Governors regularly check printouts of budget figures and take appropriate decisions regarding spending. The headteacher has proved successful in obtaining a number of extra grants and monies and the school has collected a large balance to ensure that the teaching and support staff provision can be maintained for the foreseeable future, and this is having a very positive impact through early intervention with pupils' learning. Spending on resources such as computers has been well monitored to ensure value for money. Subject coordinators are notified of the amounts they can spend but flexibility ensures that opportunities to improve resources are not lost.
47. The accommodation is limited in certain respects. Some classrooms, especially for the older pupils are small in size. This makes work in, for example, information and communication technology difficult. The library area is bright and attractive but is too small for the numbers of pupils. The hall is small and this limits the room for physical education. The hard play areas are small for the numbers of pupils using them at break and lunchtimes. However, the fields are extensive and provide a good basis for activities such as orienteering, as well as team games. Resources have improved in information

and communication technology but are still weak in books for literacy and reading in the juniors. The staffing is good and the quality of the support staff has a positive impact on pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. The headteacher, staff and governing body have worked very hard since the last inspection when the school was found to have serious weaknesses. These have been addressed successfully; a range of local and national initiatives has been introduced and the decline in standards has been halted. To continue the improvements made so far, the headteacher, staff and governing body should:

- raise standards in information and communication technology by: **
 - completing the planned training for teachers;
 - improving the planning and assessment to ensure that there is a clear progression in the learning of skills;
 - identifying opportunities for the use of information and communication technology in other subjects;
 - continuing to improve resources;

- raise standards in geography by improving the range and effectiveness of teaching methods;

- improve the curriculum planning to identify and specify the clear progression of skills in the non-core subjects and to indicate how progress will be assessed;

- improve the opportunities for outdoor education in the Foundation Stage by: **
 - improving the resources for pupils' physical development;
 - providing regular access to outdoor activities.

*** These issues have been identified by the school and form part of their development planning.*

49. In addition to the above key issues, the governing body should consider making the following minor weaknesses part of their development plan:

- Improving the resources in English to include more 'Big Books' suitable for older pupils and more group readers for the junior classes.

- Creating more opportunities to use research skills and for independent learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	19	8	0	0	0
Percentage	3	18	56	24	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 nearly three 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)	133
Number of full-time pupils known to be eligible for free school meals	1

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	20

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	7	18

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	17	18	18
Percentage of pupils at NC level 2 or above	School	94 (93)	100 (93)	100 (93)
	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	17	18	18
Percentage of pupils at NC level 2 or above	School	94 (93)	100 (93)	100 (93)
	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	9	10	19

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	12	11	15
Percentage of pupils at NC level 4 or above	School	63 (85)	58 (69)	79 (92)
	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	13	13	17
Percentage of pupils at NC level 4 or above	School	68 (77)	68 (69)	89 (77)
	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	132
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.7
Number of pupils per qualified teacher	23.2
Average class size	26.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	98

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	275 928
Total expenditure	264 301
Expenditure per pupil	2065
Balance brought forward from previous year	38 115
Balance carried forward to next year	49 742

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	3.1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	131
Number of questionnaires returned	70

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	70	24	4	0	2
Behaviour in the school is good.	60	39	0	0	1
My child gets the right amount of work to do at home.	54	36	9	1	0
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	59	28	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	17	3	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	64	33	3	0	0
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	71	27	0	0	2
The school provides an interesting range of activities outside lessons.	49	39	9	0	3

Other issues raised by parents

Parents were clear about the improvements found in the provision for their children since the last inspection and the appointment of the present headteacher.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

50. Provision for children in the Foundation Stage, which comprises the reception children in Class 1, is good. This has been maintained since the last inspection. Staff have turned the classroom into a bright and exciting environment for learning, with appropriate areas for children to experience both practical and more academic activities. Although the children have access in good weather to a range of wheeled toys and the playground there is no covered area for regular use and no suitable apparatus for children to climb in and through, to improve their physical skills. The school is aware of this and has plans to address the issue in the future. Teachers try to overcome this shortcoming through the use of the play area in the village and through the use of physical education apparatus in the school hall. Links with the local playgroup are strong and the information provided for parents about starting school is very good.
51. The quality of the teaching is at least good and in a third of lessons it is very good. The teachers have built up very good relationships with children and this develops their confidence and independence. The planning is good and covers all appropriate areas of learning. Two teachers take the class on a part time basis and this has a positive impact on their learning as the two teachers bring their own strengths to the provision. The children also benefit from the very good work of a nursery nurse and the effective support of other adults, support staff and volunteers such as parents and grandparents. The staff produce a very good termly newsletter, which gives parents detail about what topics their children will be covering and reminders about organisational matters, such as allergies children may have, which might affect work on taste, or about resources they can help by providing.

Personal, social and emotional development

52. By the end of the reception year most children will have achieved better than is expected by the early learning goals in this area of learning. Teaching is good. All members of staff act as effective role models and many opportunities exist for children to learn about themselves and how to relate to others in a range of situations. For example, they take part in visits out of school and they have visitors into the classroom who they talk to and of whom they ask questions. They have a lot of opportunities to listen to each other and this is effective in developing good relationship skills. They are happy entering school at the start of the day and routines are very clear.
53. Children take part in whole school assemblies and are aware of their part in the larger school community. They interact well with older pupils in, for example, 'buddy' reading sessions, and they would benefit further from other opportunities for this interaction, such as having lunch with older children. The majority dress and undress themselves quickly for physical education lessons and only a few need help doing this. When taking part in activities such as the use of construction apparatus, children take turns, share and work together very co-operatively.

Communication, language and literacy

54. The majority of the children are likely to exceed the early learning goals in speaking, listening, reading and writing by the end of the reception year and standards overall are good. The teaching is good. An appropriate amount of time is spent as a class reading from big books together and a good proportion of the children read with understanding. They listen well to instructions and the staff put a high focus on dialogue with children to develop good speaking and listening skills.
55. In diary books children write about their experiences. Higher attainers have moved from copy writing to developing their own writing by the end of their first term in school and they can write phonically recognisable words. Less able children have much poorer letter formation skills and still need the support of adults to write their sentences which they then trace or copy. Reading records show a good quantity of books have been read since the children started school. The average and above average children are already achieving the levels expected by the end of the reception year. They read well and clearly enjoy using and looking at books. They can sound out letters correctly to help build unknown words. This work is very effectively supported by a very good weekly session where parents can spend part of the afternoon in school reading with their own child or a group of other children. This gives children an indication of the importance of reading and the enjoyment to be found in well-read stories.

Mathematical development

56. Children's attainment on entry to the school is weakest in this area of learning. However, the good, activity based teaching is very effective and leads to good progress being made so that by the end of the reception year children are achieving at the expected level. Numbers have a high priority in the displays and this helps familiarise children with how

they are written. The staff make very good use of a puppet to encourage all pupils to take interest in and be fully involved in number activities. For example, in one lesson the puppet was used to make deliberate errors in counting on a number line and in guessing children's ages, and they were very keen to help put it right. All can count to 10 accurately. They are confident with mathematical vocabulary such as fewer, less and smallest.

57. They are beginning to calculate with numbers in a range of activities. For example, they use dice to compare numbers and are able to add numbers below 10. They can put missing numbers into sequences and work out one more and one less. Children are able to help create pictograms to show information about pets and they use balances to estimate and then check which of two objects are heavier. A lot of the play activities in the class are targeted at developing children's mathematical skills. They have good opportunities to sort, compare and measure.

Knowledge and understanding of the world

58. By the end of the reception year the majority of the children will achieve the expected early learning goals in this area. The teaching is good with some that is very good. Children have a good knowledge of sources of light and how and why shadows are formed and why they differ in length. They are beginning to understand some of the differences between materials and that how much light passes through can differ. In one very good introduction to the idea of transparency children discussed how the colour of different cellophane papers affected the colour of what they saw. They have a good understanding of the five senses and have had very good opportunities to taste many flavours and touch and describe a range of materials. In the autumn children made a halloween head from a pumpkin, and then made pumpkin pie from the fruit removed. They use computers confidently in a range of activities. In addition, they are able to program a robot with a sound understanding of how it will respond to their instructions. They draw designs before using a good range of construction apparatus to make their models. The higher attaining pupils return to their drawings and make alterations after their practical experiences.

Physical development

59. The teaching is good and children are likely to achieve the early learning goals in this area by the end of the reception year. They move confidently and with a good awareness of others. However, the lack of regular access to suitable apparatus outdoors hinders this work. In a good dance lesson in the hall, children moved to music with confidence and accuracy and they created some strong movements. In a gymnastic lesson in the hall, children moved round, through, under and over the gymnastic apparatus available in the hall confidently. Access to such opportunities, however, is mainly once a week and access that is more frequent is needed. At playtimes, they play with hoops and ropes and again move confidently but with care as they play together. The activities provided in the classroom enable children to develop their manipulative skills effectively. For example, the use of small construction toys, appropriate pencils, scissors, and counting apparatus all helps with this.

Creative development

60. The teaching is good and creative activities have a high priority in the reception class. The majority of the children are on line to achieve or exceed the early learning goals by the end of the year. They move well to music and create some imaginative movements in a dance lesson, based on them pretending to be either hunters or hunted animals. Many opportunities are provided for art and this is one of the strongest aspects of the children's work. They create good collages and imaginative paintings. With very good support from the nursery nurse they are able to use papier-mâché to create an island and rocks around a lighthouse. The children explore a range of materials such as clay, and they create sugar mice to live in houses they have designed from recycled boxes and card.

ENGLISH

61. The standard of current work among the eleven-year-olds is average, with potential for it to be higher by the end of the school year. This is an improvement on the test results in 2001, reflecting good improvements in the quality of teaching. The school's target is for 87 per cent of Year 6 pupils attaining expectations, with about a third exceeding them. The target is challenging but achievable. The standard in reading is better than writing. Nevertheless, there has been a good improvement in writing and overall results in English are not likely to be lowered by this aspect to the same extent as happened in 2001. In reading, almost all of the eleven-year-olds are on course to attain the expected national level in 2002, with a third likely to exceed expectations. In writing, close to three-quarters attain expectations but very few exceed them. The achievement of the current Year 6 pupils is better than the eleven-year-olds in 2001 but they need to increase their attainment further to match the above average standards they attained when aged seven. Standards in Years 4 and 5 are above average for the age; there are a small number of gifted writers in Year 5. Standards in Year 3 are average and rising. The standard of current work at the age of seven is above average. Nearly all of the pupils are on

course to attain or exceed expectations by the end of the school year in both reading and writing. Standards in Year 1 are above average overall, although a group of younger Year 1 pupils are not as advanced as expected for their age.

62. The test results for eleven-year-olds in 2001 were below average. About two-thirds of the pupils attained the expected national level, including about a quarter that exceeded expectations. The results were not as good as the previous year, or as good as at the previous inspection, but considerably higher than a low point in 1999. Results in reading were better than writing but not as good as the national picture. Three-quarters of the eleven-year-olds attained the expected level in reading, including two-fifths who exceeded expectations, but only about half attained expectations in writing and few exceeded them. For some pupils, low results in writing dragged down their overall score. The eleven-year-olds tested in 2001 had not achieved well in the juniors when compared to their attainment in 1997, when aged seven, especially in reading.
63. At the age of seven in 2001, the results in reading were well above average; in writing, the results were above average. Results at the age of seven have gradually improved in reading and writing since the previous inspection, in marked contrast to those at the age of eleven.
64. All of the pupils in Year 6 are independent readers. Nearly all can decode unfamiliar words effectively; have good understanding of significant ideas, events, and characters; make inferences and deductions from the text; and can refer to the text when justifying answers. The most able eleven-year-olds can read books of adult difficulty, such as *The Hobbit*, with fluency and expression. Most pupils have well-developed preferences for particular types of stories and for certain authors. Study skills, including the use of an index for research purposes, are satisfactory. Pupils in Year 2 are well launched into reading. They read familiar text fluently and are acquiring the phonic skills to tackle the simpler unfamiliar words.
65. Writing in Year 6 is mostly well organised and clear. Pupils are using complex sentences, with evidence of clauses separated by commas. Nearly all pupils use paragraphs, which is a relatively advanced feature, develop characterisation in their stories, use dialogue, and make good use of adjectives and adverbs. Knowledge of grammar is satisfactory but punctuation, capitalisation and spelling are at times too inconsistent. Few pupils are yet able to adapt the style of writing for different audiences or consciously employ standard and non-standard English as appropriate. In Year 2, nearly all can write several sentences, showing knowledge of full stops and capital letters. The more able seven-year-olds organise their sentences logically and write at a greater length. Handwriting is more inconsistent than is usually found. Spelling is average.
66. The teaching is good and the shortcomings found at the time of the previous inspection have been remedied. In an effective lesson in the mixed Year 4 and 5 class, the teacher's good subject expertise and thorough preparation enabled her to teach the pupils about when to double the final consonant to add '-ing'. Her clear explanations and careful questioning led to all pupils learning this by the end of the lesson. The teachers have a thorough knowledge of the National Literacy Strategy and are implementing it effectively in the main, although a lack of resources is hindering the development of guided reading strategies. Phonics and other basic skills are rigorously taught, with effective support for low attaining pupils. Regular opportunities for independent reading are provided, and the 'buddy' system is used to promote reading between younger and older pupils.
67. The teaching of pupils with special educational needs in literacy is good. Additional support is provided for groups in each year group and this is helping them to catch up quickly with reading and writing skills. In a well-managed session in Year 1, a group of six pupils worked with a learning support assistant to extend their knowledge of letter sounds, and particularly vowels. By the end of the lesson, they were confidently writing and spelling the short words that they had learnt during the lesson.
68. Subject leadership and management are good and the coordinator leads effectively through the example of her teaching. The curriculum is appropriately planned and there is a good level of guidance. The strategies for monitoring the subject are satisfactory and are having the intended impact on the development of teachers. The arrangements for assessment are good and used to track the progress of pupils. Homework is regularly provided throughout the school, mostly in the form of reading at home. Younger pupils take home quick-fire words to learn. Older pupils have writing tasks, sometimes linked to other subjects. Resources are satisfactory in the infants but too limited in the juniors, where more multiple copies of books are needed for guided reading work and more Big Books for shared whole class work.

MATHEMATICS

69. The national test results for 2001 show that seven-year-old pupils were reaching levels that were well above the national average and above those achieved in schools with pupils from similar backgrounds. Eleven-year-old pupils attained standards in line with the national average but well below those in schools with pupils from similar backgrounds. There

was no significant difference between the performance of boys and girls, or of any other groups of pupils. When the eleven-year-olds test results were compared with their results at the age of seven this showed that they had made poor progress over the last four years. The reasons for this have revolved around the poor quality of planning, management and teaching that existed in the school until recently. The results for the seven-year-olds showed that over half of the year group reached the higher levels and all of them attained at least the expected level. However, a high proportion of the eleven-year-olds remained at a level below that expected although a more than average number attained the higher levels.

70. Observations made during the inspection confirm that improvements to the teaching and planning in the junior classes are having a positive impact on standards. Pupils at the age of seven and at the age of eleven are likely to attain standards in excess of those expected nationally by the end of the year. There has been a trend of improvement since a low point in 1999, although prior to that time standards had been well above average. The successful introduction of the National Numeracy Strategy has given the school a firm base on which to develop the teaching of the subject. The planning between teachers with pupils from the same year groups in their classes has improved since the last inspection, and this has also been part of the reason for the improvements in standards. Other initiatives have involved the use of local authority advisory staff and the better analysis of test results to see what aspects of the subject the pupils had difficulties with. A particular strength is the way that the monitoring of pupils' work is often carried out by all staff together, and this gives teachers a useful insight into the work and standards achieved by pupils of different ages.
71. In lessons, pupils generally achieve well and make good progress. This is largely as a result of the good and very good teaching provided, as the assessment of children when they start at the school shows that their understanding of number and knowledge of mathematical language are below the level expected for their ages. By the end of the reception year they have caught up with the level expected and this solid foundation is built on successfully as pupils move through the school. The target set for Year 6 pupils to achieve by the end of the year is appropriately challenging given their former levels of attainment.
72. Year 1 and younger Year 2 pupils are able to use effective strategies to add nine and eleven to single and two digit numbers. Year 1 pupils know the days of the week and are able to sequence events of their day into the correct order. They have a sound knowledge of simple two-dimensional shapes. Older Year 2 pupils are able to divide numbers up to 50 using number lines and the higher attainers are able to understand that dividing an odd number results in a remainder. They know vocabulary such as one more and one less and have a sound understanding of money and how to work out change from a pound.
73. Year 3 pupils are able to use reverse operations to find missing numbers in division calculations. Less able pupils use cubes and counters to help them with this concept. Year 4 pupils can add and subtract numbers using strategies designed to aid mental calculation. For example, they can add 18 and 14 through adding the tens first and then the units. Using computer software, they demonstrate a sound knowledge and understanding of the 5 and 9 times table. Pupils checking their own answers using calculators make further use of information and communication technology. In Year 5, pupils are able to use strategies to calculate $39 + 19$ mentally by rounding up and subtracting. They extend their knowledge and understanding further by using similar techniques in subtraction work. Most Year 4 and Year 5 pupils are able to find the fraction of a number through division. Year 6 and older Year 5 pupils understand how to find an area using formulae. They are comfortable with the difference between centimetres and squared centimetres and their learning is effectively extended by the use of this knowledge in solving problems involving irregular shapes that they have to divide into rectangles or squares. The pupils also quickly appreciate the difference between area and perimeter when the teacher introduces this.
74. There has been more systematic monitoring of teaching and this has led to improvements in the quality of teaching since the last inspection, especially in the junior classes. Teachers are more knowledgeable and there is much improved behaviour management, which has led to a better climate for learning and improved pupils' attitudes and enthusiasm for school. In particular there has been a lot of training in the use of the National Numeracy Strategy and other aspects of mathematics teaching over the last twelve months and this is having a clear and positive impact on standards. The school has sent staff to observe leading mathematics teachers in other schools and this has also had a positive effect on the quality of planning and teaching. The quality of teaching is now at least good and is often very good. Teachers have been supported by the sensible purchase of a commercial scheme and this is being effectively used to back up the learning in directly taught, teacher-led lessons. Teachers, especially in the infant classes do not always keep pupils' work dated and tidily stored and worksheets are too often in haphazard order and do not provide a clear picture of pupils' progress. Throughout the school, children are generally grouped by age in the mixed age classes and more opportunities should be found for the provision of work appropriate for pupils' prior attainment as opposed to their age. Even so, in the majority of lessons pupils are provided with challenging enough work.
75. A further strength in the teaching is the high profile teachers give to displays relating to mathematical work or vocabulary. These are an important part of every classroom and raise the profile of the subject in the minds of pupils.

Lessons have very good pace and teachers use good questioning skills to get pupils to articulate the ways they arrive at answers. This consolidates their learning as they make sense of the way they calculate an answer. The marking of pupils' work is inconsistent and focused mostly on the presentation of their work. It does not always give pupils a clear idea of what they have done correctly or how they can improve next time. The school benefits from good quality teaching assistants who support the less able pupils very effectively and help them to make good progress. For example, in Years 2 and 3 the teaching assistant helped keep pupils attentive during the whole class teaching part of the lesson, and was able to help them access the computer software. In Year 4 and 5, the teaching assistant effectively supported pupils with special educational needs helping them to tackle the work set and to make appropriate progress in their understanding. Teachers make good use of the plenary sessions at the end of lessons for both consolidating the learning and for introducing pupils to the next steps. For example, in one lesson the teacher recapped the learning objectives to see how far they had been achieved and made some useful teaching points about the methods pupils could use to show their working. In addition, the extension of the topic to include rounding to 100 was made and this ensured that this part of the lesson had an important impact on the learning.

76. The subject leader has recently left the school. She has left the subject in a position of strength: well-organised, resourced and taught. The subject is being monitored by the headteacher but the school plans to appoint a new coordinator as soon as possible. The regular monitoring and evaluation of pupils' work, teaching and standards needs to continue to ensure that the subject continues its good improvement. The use of target setting for individual pupils has been introduced but this has a higher profile in some classes than others and needs to be taken further to give all pupils a clear understanding of what they need to do to improve.

SCIENCE

77. Standards in Year 2 and Year 6 are average. Standards among eleven-year-olds are higher now than in the 2001 tests, reflecting a trend of improvement since a low point in 1999. Standards, however, are not yet as high as they were at the time of the previous inspection. All of the pupils in Year 6 are on course to attain the expected national level by the end of the school year; about one in five are likely to exceed expectations. The pupils throughout the school are acquiring a broad factual knowledge in life processes and living things; materials and their properties, and physical processes. Knowledge of experimental and investigative science is developed less well, reflecting methods that rely too much on the direct teaching of facts and teacher demonstration. The methods used are reasonably effective but need to be balanced with more opportunities for pupils to devise and carry out experiments for themselves. The achievement of the current pupils is mixed and not good enough for the pupils that are more able. Achievement is, nevertheless, improving.
78. Test results at the age of eleven were average in 2001 and this was a good improvement on the previous year. Results have improved since 1999 when they were very low. The results show that boys were not doing as well as boys nationally, whereas girls were doing slightly better, and girls overall were doing better than the boys, which is different to the national picture. Compared to their attainment when aged seven, the achievement of the eleven-year-olds tested in 2001 was not as good as it should have been. The good pace of current learning shows that the underachievement in 2001 was linked to historical factors such as curricular ineffectiveness rather than the current teaching. The 2001 results were low compared to similar schools.
79. Pupils in Year 6 are extending their knowledge of reversible and irreversible changes. Their work shows that they know about sound and vibrations. They know about pitch and wavelength and have investigated the working of the human ear. Some of their recently acquired knowledge should have been learnt earlier, such as electrical circuits that are in series or parallel, and its inclusion now reflects the teacher's awareness of the need to fill gaps in knowledge before the end of key stage national assessments. Pupils in Years 4 and 5 are acquiring satisfactory knowledge of the major organs of the human body such as the heart and lungs. They know that the heart has two valves and circulates blood that has been oxygenated by the lungs to other parts of the body including the brain. Their books show that they have studied the human skeleton and properties of different bones. Pupils in Years 2 and 3 are developing knowledge of electricity and its uses in the classroom and domestic situations. Previous work shows that they understand human dietary needs and the function of human and animal teeth.
80. The teaching is good overall; all of it is satisfactory or better, with the bulk being good. In a good lesson in the Year 5 and 6 class, demonstration was effectively used to show irreversible changes. The pupils were encouraged to make hypotheses, which were then tested. Note taking by pupils during the demonstrations helped to consolidate learning. In a good lesson in the Year 4 and 5 class, the purpose of the lesson was clearly explained. This good practice ensured that pupils understood what they were doing and why. Explanations were clear and helped pupils to understand the function of the heart in pumping blood around the body and the role blood has in carrying oxygen to muscles and the brain. Effective use of demonstration and models helped the pupils to understand how the heart worked and how the blood became oxygenated. Good emphasis was placed on correct terminology. In the rest of the school, teachers'

subject knowledge is adequate but expertise is variable and not enough is done to provide work for pupils with different levels of attainment or to increase opportunities for independent experiment and investigation.

81. A new coordinator has been in post for about a term. Subject management is satisfactory and the coordinator leads effectively through the example of his teaching. The medium term planning has been revised and resources audited. Arrangements for monitoring have been established and a small number of lessons have been observed, with professional development following. Good practice is shared. The arrangements for assessment are satisfactory. Resources are adequate.

ART AND DESIGN

82. Pupils aged seven and eleven achieve standards that are higher than those expected for their ages. This is an improvement since the last inspection when standards were broadly in line with those expected. Although it was only possible to observe a small number of lessons, judgements have also been based on displays of pupils' work, discussions with pupils and with the subject leader. Pupils in all year groups achieve well and those with special educational needs make equally good progress.
83. In a lesson observed in Years 1 and 2, pupils created very effective and imaginative backgrounds to landscapes using screwed up paper to paint with and the edge of card to provide the detail. They used colour well and produced a good textured effect on which to build their pictures. Younger pupils also have opportunities to use a range of materials and methods in whole class work, such as a very good 'Beauty and the Beast' frieze based on the fairy story. The youngest Year 1 pupils have used clay to make models of small houses but there is little other evidence of any three-dimensional work, although Year 6 pupils remember making clay animals two years ago.
84. In a lesson observed at Years 2 and 3, pupils had a good understanding of colour mixing using powder paints and how to make secondary colours. The teacher provided a very good demonstration of the task and this resulted in pupils confidently working on their pictures, sharing ideas with others and demonstrating a willingness to explore the media they were given. In earlier work, they created very good geometrical patterns with distorted perspectives in an 'op-art' style. In Year 4 and 5, good links to the history topic have been made through the production of portraits in the Tudor style of Henry VIII's wives. These have been well mounted and framed and provide a good indication of the pupils' skills. They have sketched ideas for drawing and decorating words so that they represent what they mean. For example, words such as 'lightning' or 'sparkle'. These were then turned into good larger finished versions. Year 6 pupils have created good versions of Brueghel's painting of hunters in the snow and the teacher has displayed these with appropriate questions to encourage pupils to look more closely at the original and think more deeply about their own work.
85. The pupils demonstrate a real pride in their work. For example, those in Years 1 and 2 were very keen to show their work and discuss it with an adult. They worked very hard to get the effects they wanted and showed that they were confident with a new and unusual method of working.
86. The quality of the teaching observed was at least good and in one lesson it was very good. Teachers provide good opportunities for pupils to try out different techniques and to create some imaginative work. More opportunities for work on a large scale and for three-dimensional work need to be provided. Although there is a lot of evidence of very good imaginative work, the use of sketchbooks is underdeveloped and this is resulting in missed opportunities for pupils to try out techniques, experiment with different media and to collect pictures or images they find interesting.
87. The development of the cultural aspects of the subject is very good. Artists from a range of cultures, periods and faiths are studied as part of the lessons. For example, displays show good work based on that of Brueghel, masks from Ancient Greece, patterns in the style of aborigines and the more modern abstract work of the German artist Hundertwasser. The use of computers in art and design is at an early stage and little work is yet evident apart from some early use of paint software. Very good use was made recently of an opportunity to work with artists from English Nature on the creation of some tile and plaster plaques. This involved the whole school and resulted in some very effective work now permanently displayed at the school. The subject is well led by the headteacher who is very enthusiastic and knowledgeable and she ensures that the subject has a high profile throughout the school, although other subjects have appropriately had to be the main priorities over recent years.

DESIGN AND TECHNOLOGY

88. Only a very small amount of teaching in the infant classes was observed during the inspection, and none in the junior classes. Other evidence comes from displays of work, a scrutiny of teachers' planning and discussions with pupils and staff. Overall, the standards by the end of Year 2 are broadly in line with those expected. The school has maintained the standards found at the last inspection in the infant classes but there is not enough evidence to make a secure judgement about standards by the end of Year 6.
89. A particular strength in the subject was the recent holiday project set for pupils throughout the school. This gave them the task of making a model at home during the half term week. Parents responded very well and the school now displays a very good and wide ranging collection of models of all types, and using a range of designing and making skills. Many of the models have moving parts and there are hot air balloons, rockets and puppets.
90. In Years 1, 2 and 3 pupils are designing and making a range of 'winding' models. For example, in the Year 1/2 class the nursery rhyme about 'Incy Wincy Spider' was used as inspiration for a class project creating a drainpipe and a way of winding the spider up and down. This involved evaluations of the work and alterations to the model to make it work more effectively. This work is now being extended and pupils are using wood to make models that will move through a wind-up method using an elastic band and propellers. Pupils are learning finishing techniques, using sandpaper, and they make good progress in developing appropriate skills. This work stems from an evaluation of a car made at home by one pupil using a construction kit. Younger Year 1 pupils made models from a range of construction apparatus and helped a teaching assistant to create a model island with a lighthouse. Skilful questioning helped pupils come up with ideas for the top of the lighthouse. In Year 5 and 6 pupils are designing a bus shelter with some thought as to appropriate materials. Their drawings are very basic and rarely contain labels or annotated notes on the constructions. Throughout the school opportunities are found for food technology. For example, Year 5 pupils have made biscuits and bread. They also designed and made boxes to put their biscuits in.
91. The quality of teaching observed was good and made good use of the skills of a teaching assistant to work with and supervise the pupils using wood and a range of tools such as saws and a glue gun. There was a good focus on safety matters and the pupils show a real pride in their work. Discussion between pupils and the teaching assistant also helped develop an understanding of the techniques they were using. However, insufficient opportunities for the recording of pupils' progress in gaining and using skills mean that teachers cannot accurately assess how well pupils progress as they move through the school.
92. The coordinator has only recently joined the school and has also had other areas to focus upon. She has sorted and labelled resources to make them more accessible, as well as providing a wider range of materials. The school uses a nationally accepted scheme of work as the basis for the planning and this ensures that the curriculum is fully covered. However, there is no evidence of pupils having the opportunity to take apart items to study how they were put together or to see how they work. Very good use is made of volunteers from the local Women's Institute who regularly help groups of pupils with sewing and embroidery techniques and skills. This work is also valuable social development for the pupils, giving them the opportunity to talk with much older adults. One result of this work has been a very good millennium tapestry to which all pupils and staff contributed.

GEOGRAPHY

93. Standards are average in Year 2 but below average in Year 6. This is a decline in standards since the previous inspection, mainly because of the turbulent few years following that inspection but also because the present curriculum needs development. The achievement of the pupils in the juniors is not as good as it should be, reflecting insufficient breadth and progression to the curriculum over the past four years.
94. The pupils in Year 6 have limited knowledge and understanding of places. They can locate and name most of the countries of Europe and their capital cities and of countries further afield, such as India and America. Although they can locate and name these cities and countries, they are not always able to describe what the places are like in terms of climate, for example. Their knowledge of how various places have evolved is shallow. This knowledge is only just being taught and should have been taught two years earlier. Pupils are beginning to understand some of the human factors in the evolution of places, such as the growth of industry and the extraction of raw materials, but only in general terms and this awareness of principles is insufficiently extended to knowledge of specific locations. Knowledge of physical factors that affect the environment is limited. The pupils are aware, for example, that water evaporates from puddles, lakes and seas, rises, is condensed into clouds, and falls as rain. They do not know, however, how mountains might influence rainfall, nor have any knowledge of the geography of rivers or of water erosion. Geographical enquiry skills are below expectations and pupils have very little knowledge or experience of fieldwork and fieldwork techniques.

95. Pupils in Year 2 have sufficient knowledge of directions to record their journey to school and to explore and record various forms of land use for their attainment to be consistent with expectations. They are beginning to know about places further afield, such as India, and about the lives of some of the people who live there.
96. Most of the shortcomings in pupils' knowledge reflect inadequacies in curricular effectiveness that stretch back over several years. The current teaching is satisfactory overall but with aspects for improvement. In a good lesson in a Year 5 and 6 class, the teaching was well organised, efficient, and effective. The pupils learnt in broad terms that human geography changes over time. The questioning was rigorous and intellectually engaging for most pupils and explanations were clear and easy to understand. The work, however, did not extend the level of challenge beyond that expected of a typical eleven-year-old and this meant that the most able did not have their knowledge and skills extended sufficiently. Nor was the learning made to come alive for the pupils through extended study of real as well as imaginary places. A lack of challenge for the most able pupils, together with limited case studies, is a feature of other lessons in other classes. Samples of work show that there has been regular teaching of the subject during the current school year, and steady learning for most. However, all of the pupils in a class are given similar work and this does not adequately take into account the learning needs of pupils with high or low attainment. Too often, pupils with low attainment do not finish their work. The tasks are usually worksheet based and narrowly dependent upon commercially produced schemes, which are satisfactory in themselves, but the learning needs to be broadened through relevant case studies and field studies if pupils are to excel.
97. Leadership and management of the subject are satisfactory, despite the curricular shortcomings already noted, and have improved since the previous inspection. Basic curriculum planning is now in place and followed conscientiously by teachers; this is a significant improvement since the previous inspection. The planning, however, while making clear the topics and themes to be taught, does not provide enough guidance on the progression of skills over time or which of the skills are particularly relevant to each year group. This lack of progression in skills is the main reason why achievement in the juniors is not as good as it should be. Simple assessments are made in each year group, which is satisfactory, although the assessments are not directly linked to National Curriculum levels. Resources are satisfactory.

HISTORY

98. The standard of current work in Year 6 is broadly average but could be higher although standards in Years 2 and 6 have been maintained since the previous inspection. The shortcomings in teaching identified at the time of the previous inspection have now been remedied, which is a good improvement, but only within the past year and a half. Nearly all of the eleven-year-olds demonstrate factual knowledge and understanding of aspects of history of Britain and other countries, such as ancient Greece, but few pupils have attainment that exceeds expectations. The achievement of the oldest pupils is satisfactory for most of them but the pupils that are more able are underachieving compared to their attainment in the core subjects. Achievement elsewhere in the juniors is not as good as it should be, reflecting a lack of progression of skills in the curriculum. Standards in Year 2 are average and achievement is broadly satisfactory. There are no significant variations in attainment between boys and girls.
99. Pupils in Year 6 are acquiring knowledge of different periods of British history. In current work, they are learning about Britain since 1930 by studying the life and works of John Lennon. They have built up a detailed biography of his life and identified significant events. They know that some of his lyrics can be classified as songs of protest but have not learnt enough about the national and international events that influenced the protest movement and culture of the 1960s and 1970s. Pupils in Year 2 have accumulated a satisfactory knowledge of the Tudor period. They know about Henry VIII and his six wives. The more able pupils are aware of the reasons why some of his wives were executed and know something of the different life styles of rich and poor people in the Tudor period. Pupils in Years 4 and 5 are also studying the Tudor period and have the same knowledge about Henry VIII as pupils in Year 2. Although the teaching in the Year 4 and 5 class places a good emphasis on pupils gathering information from book research, the curriculum planning does not focus sharply enough on extending the knowledge and skills of the older pupils sufficiently. It is acceptable, because of mixed age classes, that pupils in Years 2, 3, 4 and 5 study the Tudor period at the same time but it is inappropriate for them to be taught skills at the same level. The pupils in Years 4 and 5 have very limited knowledge of terms and dates from the Tudor period, or understanding of some of the main changes, and cannot explain consequences of the main events in that period, and these are the skills expected for their age. Because of this, standards in Year 4 and 5 are below average, as they have developed too few skills in earlier years.
100. The teaching is satisfactory but should be more sharply focused on meeting the needs of high attaining pupils. In a good lesson on the Tudors in a Year 4 and 5 class, the teacher had organised her work conscientiously to meet the specification in the school's long-term curriculum plan, and this is good practice. The lesson was well prepared and concentrated on book research, particularly on illustrations of the paintings from the period. All of the pupils gained worthwhile experience from the process and extended their knowledge of Henry VIII. This would have been even greater

if a stronger emphasis had been placed on the careful framing of the search questions so that their research was concentrated, in this instance, on how many of the political alliances in the Tudor period were built through marriage.

101. Leadership and management in the subject are satisfactory. The coordinator is relatively new and is trying to resolve some of the planning shortcomings. A two-year rolling programme of topics and nationally prepared units of work is used. The aim of this two-year programme is to provide broad continuity in the curriculum. Because the organisation of classes varies from year to year, there is still the potential for some pupils to be taught the same unit twice. Planning the progression in skills is underdeveloped and this means that the curriculum is not always relevant to learning needs. Weekly planning is too brief and lacks the detail necessary to guide teachers towards higher levels of challenge for the more able pupils. Simple assessments are made and recorded for each pupil, which is good practice, although the assessments are not closely linked to National Curriculum attainment levels. Resources are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Pupils' levels of attainment are in line with those expected by the end of Year 2 but standards at the end of Year 6 are below those expected as pupils have only recently had the opportunity to undertake the full range of activities expected under the National Curriculum. However, a lot of work has gone into developing the subject and the provision is now much improved. Resources have been modernised, following earlier decisions taken over the purchase of computers proving unsatisfactory and unsuitable for the present expectations of the curriculum. Training for teachers is on-going and this is having a positive impact on the quality of their work and on the pupils' learning. Overall, the standards achieved, although still below expectations, have improved since the last inspection.
103. Discussions with pupils reveal that they have had some experience of a basic range of hard- and software. They are able to use a word processor to edit their work, change fonts and font sizes. However, many have little knowledge of how to copy and move text. In reception pupils use the programmable robot to help develop their number skills, and to learn how to control events using information and communication technology.
104. Pupils in Year 1 and 2 have used scanners to copy poems into a word processor and decorated them with leaves as part of a topic on autumn. They took part in the RSPB 'Birdwatch' and collated their information on a data handling package to produce a range of graphs. They are now waiting for the RSPB website to be updated so they can compare their findings with the national results. Year 2 and 3 pupils use mathematics software as part of their work on division. They can click and drag items to answer division problems, such as sharing ice creams between three people. This work effectively consolidates the learning made during the mathematics lesson. During a demonstration of the use of an Internet site, pupils learn to access the Internet and to move around the site by clicking on icons and hyperlinks. They know that the 'egg timer' means that the computer is working and they need to wait.
105. Year 6 pupils use the CD player in assemblies and know how to set up and use the overhead projector. In a history topic they have used CD Rom to research information, but there is no evidence of Internet use. In Years 5 and 6 they have books in which instructions for certain skills are recorded. This is useful consolidation but insufficient time is spent on computers to really drive home the intended learning. Groups of Year 6 pupils produce a half termly newsletter for parents on appropriate software. They merge text and pictures and create an interesting and informative finished product. They know how to use a spell check and how to change the colour of text. In Years 4 and 5, pupils are able to take information from a CD Rom and save it in a folder created for them. Pupils know some good technical vocabulary such as 'scroll', 'edit' and 'paste'.
106. Pupils are keen to use the computers, and when given the opportunity they remain on task and work hard to complete their work successfully. When two pupils share one machine they do so sensibly and with respect for the equipment. In demonstrations they watch very attentively and with interest.
107. The quality of teaching is good in both infant and junior classes. Teachers make sound use of computers in a range of lessons. For example, in Year 1 and 2 the teaching assistant used a scanner to load pupils' photographs of their holidays onto the computer. The space in the classrooms and the availability of computers makes it difficult for teachers to teach skills to a large group. However, good use was made of the projector to enable all Year 5 and 6 pupils to see a computer screen and to watch demonstrations of how to move and edit text. The teacher, by requiring pupils to talk through what they do as they do it, both consolidates their learning and also demonstrates to others how to perform an operation. The computers are well used in special educational needs teaching through software relating to their reading scheme. However, some teachers' subject knowledge is still at an early stage and pupils who are using computers at home regularly can often demonstrate quicker, more efficient ways of doing things.
108. At present the monitoring of teaching and standards is largely informal and the school correctly plans to develop a more effective system in the near future. The use of the Internet is at an early stage and is not yet fully employed as a

learning tool. There is insufficient apparatus to enable the computers to be used for controlling and monitoring external events. The subject leader has only recently joined the staff but it is already evident that other teachers are happy to turn to her for advice. Since joining she has sought advice from the local authority on priorities for the further development of the subject and appropriately addresses the need to turn the nationally agreed scheme of work into a specific long-term plan to ensure the full coverage of all aspects of the curriculum at an appropriate level, especially with regard to the mixed age classes. This includes the need to continue teacher training in the subject and to continue to improve the resources available to staff. Areas of need in software have been identified. Overall, the school is well placed to improve standards further.

MUSIC

109. Standards are above average and rising throughout the school; the standard of singing is well above average and this is an improvement since the previous inspection. The subject is well led by the example of a coordinator who is particularly gifted in the subject. Standards in the infants, especially in the coordinator's class, are high. The standard of singing is very good in assemblies and when practising hymns, and is very high in the choir. The singing of the oldest pupils is tuneful, accurately pitched, expressive, with good control over duration, dynamics and tempo. A small group of pupils are learning flute, cornet, clarinet, and guitar and the standard of orchestral playing is generally above average.
110. In an excellent music lesson with Year 1 and 2 pupils, the lesson combined opportunities to perform, compose, and appraise music in a way that inspired the pupils to excel. The lesson began with the pupils, mostly six-year-olds, composing and singing a song in four parts, each group adding their own composition until the final composition was structured layer upon layer. They followed the directions of the conductor exactly, sang their part in tune, and with expression, held their part as others joined in, and kept very good time. They were taught about dynamics and then showed how effective their learning was by varying the loudness and softness of the composition. The composition, and challenge, was then skilfully extended through percussion instruments, with each group using a particular instrument to replicate the rhythm of the part that they had been singing. The pupils' level of control was very high. They were very enthusiastic and concentrated throughout the lesson.
111. The teaching of music is shared between all of the teachers and the overall quality is good. A strong school choir gives interested and talented pupils the opportunity to excel, for example, by entering local competitions. The choir recently won a competition organised by a local radio station and this gave them the opportunity to perform to a large audience in a local abbey and on the radio, as well as having a recording of their singing produced. The curriculum is effectively implemented and the guidance for non-music specialists is adequate. Music is making a strong contribution to the ethos of the school, to a climate of success, and to the personal and social development of pupils through the teamwork and through performances to groups within the local community. Resources are good and very much improved since the previous inspection.

PHYSICAL EDUCATION

112. Standards attained by seven and eleven-year-olds are broadly in line with those expected nationally. This represents an improvement since the previous inspection when standards were below average in the junior classes. The school offers a broadly typical range of experiences in its programme, including swimming, and this is enriched through a good range of extra-curricular activities and opportunities, especially for older pupils, to take part in team games and competitive sport. Pupils make good progress throughout the school and most pupils, including those with special educational needs, achieve well.
113. The reasons for the improvements in standards are the staff changes in the junior classes resulting in better pupil management and better lesson planning leading to more effective and brisk teaching. In addition, the successful introduction of a scheme of work linked to shared resources with other schools has resulted in teachers having access to a wider range of activities and more up-to-date equipment for pupils to use. Swimming takes place at a local leisure centre with specialist teaching. Good records of pupils' progress are kept and all achieve the expected National Curriculum level by the end of Year 6.
114. Year 1 and 2 pupils understand that lessons should start with warm up activities and most appreciate some of the reasons for this. They listen well to music prepared for a dance lesson and when they have the opportunity to devise movements they do so imaginatively and with good skills. They illustrate a traditional Indian story with movements showing different activities such as cleaning or the creation of 'angry' movements, and they are able to link actions into sequences well.

115. In gymnastics, Year 4 and 5 pupils matched and mirrored the movements of others in some complex work undertaken in pairs and threes. They also warmed up well using different ways of moving and changes of direction. They worked well together, discussing and negotiating about the movements they were devising. They responded to the teacher's instructions quickly and safely. Good examples were used as demonstrations so that the teacher could make good teaching points that enabled all to improve their work. In a games lesson, Year 4 and 5 pupils followed a recently devised orienteering trail set up around the school by the teacher. Although poor weather, the pupils were still very excited by this work and they took part enthusiastically. Year 5 and 6 pupils practised their tennis skills individually and then through some team activities. Although the skills were very basic, such as bouncing a ball on the racket using forehand and backhand grips, the teacher extended this work well by encouraging pupils to devise their own games and rules using tennis balls and rackets and a limited number of markers. This task gave opportunities for co-operative and collaborative work and developed pupils' thinking skills effectively.
116. During the inspection, the pupils attended netball and football coaching sessions, and they played matches against another local school. These demonstrated a sound ability to play as a team and to play fairly, recognising others' skills and the need to use different tactics to overcome an opposition. The events were well supported by parents. The expertise of a local professional football team was used effectively in coaching the football club. Other clubs are held for rounders, cricket and athletics. Occasional dance clubs, including country-dance, also take place at different times. Pupils in Years 4, 5 and 6 also have the opportunity to attend a residential visit, which includes outdoor and adventurous activities such as canoeing, abseiling and orienteering.
117. The quality of teaching is good throughout the school. When teachers use a commercial resource, such as a tape in a dance lesson, they use it well as part of the lesson rather than strictly following the programme as it is given. Relationships with pupils are good and this encourages them to take part in lessons confidently and safely. Sound opportunities are provided for children to evaluate their own and others work, but this could be extended still further, with more opportunities for pupils to comment positively on others. Teachers encourage pupils further through the good use of praise and this helps give them the confidence to extend their movements and be happy to show their work to others.
118. The hall is small but this does not have a very negative effect on the work seen. Teachers are very conscious of the space available and the safety issues although not every teacher remembered to insist on long hair being appropriately tied. The field provides a very good outdoor area and the hard play area includes a netball court. Resources are satisfactory. The subject leader is very enthusiastic and knowledgeable. She has worked hard with all the staff to improve the pupils' attitudes and to develop better management strategies and this is having a very positive impact on this subject. Together with the other expertise now available on the staff, she is well placed to raise standards further in the future.

RELIGIOUS EDUCATION

119. Standards are average throughout the school and have been maintained since the previous inspection. Pupils in Year 6 have a satisfactory knowledge of Christianity and of several other major world religions. In current studies of Sikhism, the eleven-year-olds know that Sikhs worship in a gurdwara, can name the main symbols used in the Sikh religion and give brief explanations why the symbols are important. Throughout the junior classes, pupils are accumulating a satisfactory knowledge of Christianity, Islam, Hinduism, Judaism, and Sikhism through religious education lessons and through well-managed and informative assemblies.
120. The small amount of teaching seen was satisfactory. In a satisfactory lesson in Years 5 and 6, the pupils had the knowledge necessary for them to make comparisons between Christian and Sikh symbolism and to ask relevant questions, for example, about wearing special clothes and about washing before entering the temple. The pupils were interested in the subject and wanted to know more. The work of pupils throughout the school shows too much use of worksheets and not enough use of artefacts, case studies, visitors, and visits to make the subject come alive.
121. The subject is well led and managed by a coordinator who has had the responsibility for just over a year. In that time, the coordinator has organised the curriculum, mainly study units written locally to reflect the agreed syllabus; has established a policy that provides sufficient time for the subject over the course of a school year; and has organised and increased the resources. Monitoring is appropriate and the coordinator is aware that the range of teaching methods needs to broaden. The curriculum is appropriately based on the locally agreed syllabus. Medium term planning is satisfactory. Weekly planning is basic and does not adequately note specific targets for pupils at different levels of attainment. Very little assessment takes place, though this is typical in this subject in most schools. Resources are satisfactory.