

INSPECTION REPORT

**KIRKBY-LA-THORPE CHURCH OF ENGLAND
(CONTROLLED) PRIMARY SCHOOL**

Sleaford

LEA area: Lincolnshire

Unique reference number: 120527

Headteacher: Mr David Jeal

Reporting inspector: John Messer
15477

Dates of inspection: 10 –12 July 2001

Inspection number: 196673

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Controlled
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed

School address: Church Lane
Kirkby-la-Thorpe
Sleaford
Lincolnshire

Postcode: NG34 9NU
Telephone number: 01529 302595
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Appropriate authority: The governing body

Name of chair of governors: Mr John Annall

Date of previous inspection: 18th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1547 7	John Messer	Registered inspector	The Foundation Stage English Special needs educational	What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9391	Norma Ball	Lay inspector		How high are standards? 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?
3183 8	Martyn Williams	Team inspector	Mathematics Art and design Music French Physical education Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils?

2063 9	Roger Grant	Team inspector	Science Information and communication technology Design and technology Geography History	
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London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	17
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	20
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	22
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	25
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	27
HOW WELL IS THE SCHOOL LED AND MANAGED?	28
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	32
PART C: SCHOOL DATA AND INDICATORS	33
PART D: THE STANDARDS AND QUALITY OF TEACHING IN	

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a Church of England Voluntary Controlled primary school for boys and girls aged 4-11 years. There are 132 pupils on roll and the school is smaller than most primary schools, though significantly larger than at the time of the last inspection. Children's attainment on entry is typical of that found nationally. Pupils come from a wide area; a third live relatively close to the school and two thirds come from further afield as a result of parental choice. Nine pupils have special educational needs, a figure lower than the national average. Nearly all pupils are from white English speaking backgrounds; one pupil speaks English as an additional language.

HOW GOOD THE SCHOOL IS

This is a caring and effective school. Pupils attain very high standards in English because teaching is very good, work is demanding and the school places great emphasis on the teaching of literacy. Pupils' well developed reading and writing skills help them to achieve well in other subjects. The school is just emerging from an exceptionally challenging period because no permanent full time headteacher has been in post during the current school year. Governors and staff have worked well together in an effort to maintain the school's ethos and momentum during this difficult period. Relationships throughout the school are excellent and make a strong contribution to pupils' good achievement. The school provides satisfactory value for money.

What the school does well

- Pupils achieve well and attain high standards in much of their work; in English the standards attained by eleven year olds are especially high.
- Pupils are keen to learn and this makes a strong contribution to the good progress they make in lessons.
- Teaching is very good and staff have high expectations of pupils' behaviour and performance.
- There is a strong community spirit and the school maintains a family atmosphere that contributes to excellent relationships.
- Parents and governors provide strong support and together they take effective action to improve pupils' learning opportunities.
- Despite the current lack of a permanent headteacher, the strong team of teachers and support staff work in unison as they make every effort to ensure that a high quality of education is maintained.

What could be improved

- Pupils' performance in many subjects is not as high as it might be partly because the role of subject co-ordinators in seeking improvements in standards is undeveloped
- Gifted and talented pupils are not formally identified and the most able pupils do

not always attain sufficiently high standards.

- Insufficient time is allocated to teaching art and design, history and geography across the school and in Years 1 and 2 there is insufficient time for design and technology and music and this restricts pupils' learning opportunities in these subjects.
- The school development plan lacks clarity and precision and so does not contribute effectively to maintaining clearly focused educational direction.
- Provision for pupils with special educational needs is unsatisfactory; there is no co-ordinator for pupils with special educational needs, individual education plans are not in place for some pupils and records are not kept properly.
- All but one of the five classes are in temporary hatted accommodation and in some conditions are cramped which limits practical work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was last inspected in March 1997, the school was found to be a good school that benefited from the strong leadership of the headteacher. Since then significant improvements have been made in many areas, especially in the quality of teaching, but the absence of a permanent, full-time headteacher over the past year has resulted in a loss of impetus in improvement and development. The school has coped well in many areas but the absence of the headteacher has led to an inevitable decline and unsatisfactory improvement overall. Since 1997, the standards pupils attain throughout the school in art and design, history and music have declined. Provision for pupils with special educational needs is now unsatisfactory. Standards attained by eleven year olds in English have improved due to the strong emphasis throughout the school on teaching literacy. Across the school, pupils now attain higher standards in information and communication technology. The action points from the last inspection have been addressed though the school development plan needs refining further and the criteria designed to help the school to evaluate its success are too broad. Financial planning has improved. A new school hall, built largely as a result of fund raising, has greatly improved the school's learning environment.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	A	-	-	well above A average above B average Average C below average D well below E average
Mathematics	A	A*	-	-	
Science	A	A	-	-	

There were only 8 pupils in the group that took the tests in 2000 and as this was such a small number national comparisons are not statistically significant. There are as yet no national comparative statistics available for 2001. A indicates that the school's performance was in the top five per cent of schools nationally.*

Pupils enter the school with levels of attainment that are typical of four year olds. They achieve well in the reception class and by the time they move to Year 1, almost all have exceeded the early learning goals in each of the areas of learning specified in national guidance. Pupils' achievement in Years 1 and 2 is good and by the age of seven they attain standards in English, mathematics, science and

information and communication technology that exceed national expectations. Standards in all other subjects are typical of seven year olds.

Inspection findings show that pupils achieve well in the classes for seven to eleven year olds and, by the age of eleven, most pupils attain very high standards in English and higher standards than would normally be expected in mathematics and science. These findings are reflected in this year's national Curriculum test results. There is clear evidence from the as yet unpublished test results for 2001 that the performance of eleven year olds in English is even better than the high standards attained in 1999, though in mathematics the school's performance was not as high as in 1999. In science nearly all pupils attained the national target of Level 4. In both mathematics and science fewer pupils attain the higher Level 5 standard than is typical in most schools. This depresses the school's overall test performance in these subjects. The school set undemanding targets for the proportion of pupils who would attain the national target of Level 4 in English and mathematics in the tests and it comfortably exceeded its targets. There has been no steady trend in the school's performance over the past six years; results are relatively high in one year and slip closer to the national average in the next. By the age of eleven, pupils attain standards in information and communication technology that exceed national expectations. Standards in all other subjects are typical of eleven year olds. Across the school, pupils attain standards in religious education that exceed the expectations described in the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and have very good attitudes to their work.
Behaviour, in and out of classrooms	In classes and around the school behaviour is very good
Personal development and relationships	Excellent. Pupils relate extremely well to each other and to adults. They are courteous and confident and undertake responsibilities very well
Attendance	Very good; above the national average with no unauthorised absence

Pupils are polite and considerate to each other and to adults. Good humour helps to maintain excellent relationships.

TEACHING AND LEARNING

Teaching pupils:	of	aged up to 5 years	aged 5-7 years	aged 7-11 years

Lessons overall	seen	good	very good	very good
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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.

Overall, the quality of teaching is very good; all teaching is at least satisfactory, 2 per cent is satisfactory, 53 per cent is good, 33 per cent is very good, 12 per cent is excellent. Across the school the teaching of English is very good; it is good in mathematics and it is very good in science in the classes for seven to eleven year olds. Insufficient teaching was seen to make a judgement about teaching in science for the younger pupils. The skills of literacy are taught very well and numeracy is taught well which provides pupils' with a good grounding in the basic skills. This helps them to learn effectively and achieve well in other areas of the curriculum. Teaching in information and communication technology is good and it is good in art and design in Years 1 and 2. Teachers have high expectations of pupils' performance and most lessons capture pupils' imagination and progress at a brisk pace. Teachers' planning is thorough and relationships are excellent. Pupils learn rapidly and their achievement is good. Partly due to the school's timetabling arrangements and partly due to the leavers' concert that occupied most of the afternoon sessions during the period of the inspection, insufficient teaching was observed in the other subjects on which to base judgements about its quality. The teaching for pupils with special educational needs is mostly good and pupils achieve well in relation to their prior attainment. Pupils with English as an additional language are supported well and make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad but not altogether well balanced. Insufficient time is allocated to teaching some subjects and excessive time to others.
Provision for pupils with special educational needs	Communications have stalled and procedures are not followed. As a result the provision for several pupils is unsatisfactory.
Provision for pupils with English as an additional language	Sound provision is made and results in the rapid development of English speaking skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal development is fostered well. Provision for pupils' moral and social development is very good and it is satisfactory for spiritual and cultural development.
How well the school cares for its pupils	The school provides a caring environment for pupils but current arrangements for special educational needs are unsatisfactory. Monitoring of attendance and behaviour is satisfactory and there are good procedures for monitoring and promoting pupils' personal development.

A strong partnership with parents has been formed. The school hall was built largely as a result of a substantial sum of money being raised in just over a year. Parents appreciate the good quality of education provided. Provision for the development of English is a particular strength of the school but other subjects are not so well developed. Due to the long-term absence of the headteacher there has been no co-ordinator for the provision of special educational needs which has led to weaknesses in provision. The outside activity area for the youngest children is not secure.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is no full-time headteacher in post and responsibilities have not been fully delegated to staff but despite this unsatisfactory situation the school has maintained mostly good standards.
How well the governors fulfil their responsibilities	The governing body is successful in fulfilling its responsibilities.

The school's evaluation of its performance	Satisfactory but the criteria against which it measures its success are imprecise.
The strategic use of resources	Good. Money is used wisely to enhance educational provision.

Learning resources are adequate to support teaching and learning. Accommodation has been enhanced by the addition of a school hall but classroom accommodation is unsatisfactory. All but the youngest pupils are taught in temporary huttled accommodation and conditions in several classes are cramped, which restricts opportunities for practical work. The condition of most of these classrooms is deteriorating and even the new one leaks. Despite the absence of a full-time headteacher, the staff have worked closely together in a successful effort to maintain standards. Responsibilities have not been delegated to staff to ensure that all areas of the curriculum have someone responsible to maintain satisfactory provision and to lead developments. The governing body ensures that the principles of best value are used well when making decisions about spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good. • Homework is appropriate. • Teaching is good. • The school works closely with parents who would feel comfortable about approaching staff with questions or a problem. • The school expects children to work hard and to do their best. • Despite the absence of a full-time headteacher, the school has been well led and managed. 	<ul style="list-style-type: none"> • Activities outside lessons.

The inspection team largely agree with parents' positive views. Inspection findings indicate that there is a satisfactory range of activities outside lessons but that there are only a limited range of educational visits to places of interest.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the school is broadly average. Children's achievement in each area of learning, specified in national guidance, is good in the reception class and most children are well on course to exceed the national targets in all the areas of learning by the time they start Year 1. They speak confidently, read simple story books and enjoy writing. Spelling is recognisable and becoming increasingly accurate. They have a good grasp of number and a good understanding of pattern and shape. They have developed good social skills and they work and play happily together. Children are confident in their ability to succeed. They know how to use computers and have an understanding of how technology contributes to work, communications and play. They are good at making models and painting pictures. They have a good understanding of life cycles and about healthy life styles. They run confidently and are adept at controlling tricycles.
2. Through Years 1 and 2 pupils' achievement is good and by the age of seven they attain standards that exceed national expectations in speaking, listening, reading, writing, mathematics, science and information and communication technology. The standards they attain in all the other subjects, except physical education where insufficient evidence was available to form a judgement, meet national expectations of seven year olds. The National Curriculum tests and assessments for seven year olds in 2000 largely reflect inspection findings; standards in reading and writing were well above average and were very high in mathematics where the school's performance was among the top five per cent nationally. All pupils were assessed as having attained the national target in science, but no pupils exceeded the target and attained the higher standard. The, as yet unpublished, results of this year's tests and assessments show a slight decline in the school's performance in reading and writing, a sharper fall in mathematics and identical results in science. Across the school, pupils with special educational needs make good progress. They achieve well in relation to their starting points. Pupils who are capable of high attainment do not always attain standards that are high enough because insufficient attention is paid to their specific learning needs. National Curriculum test results for seven year olds show that on average over the past three years, girls have performed better than boys in reading, writing and mathematics by a greater extent than nationally. In the work seen during the inspection there was no significant difference in the attainment of boys and girls in any subject.
3. By the age of seven, pupils speak confidently and express themselves well. They have well developed writing skills and are capable of writing long

passages. Most pupils read for pleasure and have a sound knowledge of children's literature. Most spell accurately and their work is neatly presented. They have a good command of number and can recall number facts rapidly. They calculate with increasing confidence and enjoy mathematics. In science, they have a good understanding of the conditions that encourage plants to grow well and the factors that impede growth. They visit the park to push and pull the swings and the roundabout as part of an investigation into forces. Their investigative skills are well developed and they are good at designing experiments to test their ideas.

4. Pupils achieve well in the classes for seven to eleven year olds and by the time they are eleven, they attain standards that are well above national expectations in English, and above expectations for their age in mathematics, science and information and communication technology. Standards are typical of eleven year olds in all other subjects except physical education where it was not possible to see enough lessons to form judgements about standards. Generally, standards attained by eleven year olds are much the same as at the time of the last inspection except in English and information and communication technology where they have improved, and in art and design, history and music where they have declined. The high standards that pupils attain in English were reflected in this year's National Curriculum tests which were exceptionally good with most pupils exceeding the national target of Level 4 and attaining the higher Level 5 standard. In mathematics a greater proportion of pupils than nationally attained Level 4 in 2000 though few attained the higher Level 5 standard; this year's test results were better though not as high as in previous years. In science all pupils attained the national target of Level 4 in 2000 and nearly all in 2001. In 2000 the proportion of pupils who attained the higher Level 5 standard in science was below the national average. Whilst higher attaining pupils do well in the tests in English, the same cannot be said of their results in mathematics and science and this indicates a degree of under-achievement for these pupils. Test results in English, mathematics and science over the last three years indicate that on average boys perform better than girls. In the work seen during the inspection there was no significant differences in the attainment of boys and girls in any subject.
5. By the end of Year 6, pupils' writing skills are more advanced than those of most eleven year olds. They write extensively and produce anthologies of their short stories, collections of mnemonics, book reviews, thank-you letters to visitors and persuasive letters intended to change views on such issues as school uniform. Standards in writing are well above national expectations. Pupils speak confidently and have a wide vocabulary. One boy knew that the inspection took place in the 'penultimate' week of term, for example. The lack of a proper library restricts the development of research skills. Pupils read a wide range of texts with good expression and understanding but their knowledge of children's literature is not extensive. Pupils work confidently with numbers and enjoy the challenge of solving problems. Standards in numeracy are above national expectations. Pupils' acquisition of good basic skills in literacy and numeracy is due to the good teaching they receive.

Standards in science exceed national expectations. Pupils achieve well in relation to their prior attainment. They approach scientific investigations logically and work systematically.

6. Pupils with special educational needs are supported well and in most classes they are set appropriate targets that are recorded on individual education plans. This is not always the case, however, due to a breakdown in systems because of the absence of a co-ordinator for the provision of special educational needs. Nevertheless, the achievement of all pupils on the register of special educational needs is good in relation to their prior attainment. Class teachers and classroom assistants work closely together to ensure that the pupils are provided with appropriate work. Pupils are given good support in literacy and numeracy to enable them to achieve success. Gifted and talented pupils, however, are not formally identified and there is no assurance that measures are taken to meet their specific needs.
7. When pupils enter the school, their attainment is broadly average and when they leave, they attain standards that exceed national expectations in English, mathematics, science and information and communication technology. In religious education seven and eleven year old pupils attain standards that exceed the expectations described in the locally agreed syllabus. Overall, this represents good achievement. Pupils develop a good foundation on which to build. They are well prepared to continue their education in the schools to which they transfer at the age of eleven.

Pupils' attitudes, values and personal development

8. Overall, pupils show a very positive attitude to school. In lessons they listen attentively, express keen interest and are eager to complete the tasks they are set. There is great enthusiasm for school and pupils' very positive attitudes to learning have been maintained since the last inspection. In the Foundation Stage, children are encouraged to be independent. They have opportunities to choose activities and are trained to get out and put away the equipment they decide to use. The youngest children are encouraged to state opinions openly and express their thoughts fully. Children's opinions are treated with great respect and they are listened to carefully. This helps to foster confidence and self-esteem.
9. In the classes for five to eleven year olds, pupils concentrate well and show very good interest in their work. Younger pupils are strongly encouraged to develop good listening skills and to enjoy learning. The concentration of some older pupils, especially boys, lapses for brief periods but such inattention is well managed by staff who quickly re-engage the pupils in their work. In all but one lesson the attitudes and behaviour of pupils were good or better. Pupils work well together in lessons and the vast majority show excellent respect and tolerance for others. In a Year 6 class, for example, pupils work very successfully in pairs on composing short poems and pieces of prose about their memories of life in their primary school. Pupils also listen attentively to the contributions made to lessons by others, as was evident in

the same class when a very enjoyable game based on the active and passive tenses of verbs was played.

10. The behaviour of pupils overall is very good. Teaching staff work consistently to reinforce good behaviour and set clear guidelines and high expectations for social interaction which pupils respect. All pupils show courtesy to each other and to staff and are helpful to visitors. Very good behaviour is also evident in and around the school. The good behaviour of pupils noted in the previous report has been sustained. There have been no exclusions and the absence of bullying and aggressive behaviour is a very good feature of the school. There is also no aggressive, sexist and racist behaviour. Pupils are careful with property, both their own and the school's. Pupils show excellent and sensitive awareness of how what they say and do can affect others.
11. The personal development of pupils and relationships are excellent at every level in the school. Pupils mix very well in lessons and at play. All staff provide good role models showing care and courtesy in their relationships with pupils. Pupils are encouraged to undertake responsibilities both in class and around the school and this is excellent. Prefects and other older pupils show a caring and sensitive attitude to younger pupils. For example, in the playground pupils in Year 6 often engage and play with younger pupils and those who are prefects for the week take a special pride in their role. Class duties and jobs are given to pupils on a regular basis and they respond to their tasks sensibly. Pupils' awareness of others and respect for the feelings and values of others around them is also excellent.
12. Attendance is very good and above the national average for primary schools. There is no unauthorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. Teaching is very good. Teaching is consistently good in the Foundation Stage and it is very good in the other classes. Teaching is at least satisfactory in all lessons. It is good in 53 per cent, very good in 33 per cent and excellent in 12 per cent. The quality of teaching is very good in English and in science in Years 3, 4, 5 and 6. It is good in mathematics and information and communication technology across the school and in art and design in Years 1 and 2. Due to the school's timetabling arrangements, and because the leavers' concert was scheduled for the week of the inspection, it was not possible to observe enough lessons in the other subjects to make judgements about the quality of teaching.
14. The good teaching in the Foundation Stage ensures that firm foundations are laid for further learning. A particularly strong feature of the teaching in the Foundation Stage is the high expectations of children's ability to explain their reasons for choices and to verbalise their feelings. The teacher considers their explanations seriously and gives them plenty of uninterrupted time to express what they feel. The children's views are taken seriously by adults and by the other children. This strong emphasis on developing early language skills and on encouraging children to feel valued has a very positive impact on personal, social

and emotional development as well as on communication, language and literacy. Through Years 1 and 2 pupils are taught exceptionally well which results in good achievement, especially in reading and writing. The high quality of teaching is maintained through Years 3, 4, 5 and 6 so that by the age of eleven pupils attain high standards in much of their work, especially in English. Apart from the teacher in charge of the Foundation Stage and one teacher in the Year 3 and 4 class, all teaching staff, including the headteacher, are part-timers. This does not have a negative impact on the quality of teaching; in fact the reverse seems to be true. The energies of each part-timer in charge of a class are focused on the pupils for a limited period each week. When one teacher is beginning to flag another takes over with fresh energy. The teachers plan thoroughly together to promote a high degree of continuity in pupils' learning. The very good teaching does not always result in very high levels of achievement, partly because subjects are not all managed effectively to ensure that areas for development are identified and improvements made. Also the most able pupils are not always stretched sufficiently.

15. One of the main characteristics of the very good teaching is the high level of energy that teachers display. This leads to dynamic teaching, brisk lessons and highly effective learning. Teachers have a good knowledge and understanding of the subjects they teach, especially of literacy and numeracy. Classroom assistants have also developed a good understanding of the National Literacy and Numeracy Strategies and provide particularly good support in these areas. One also provides especially good support in information and communication technology and helps to maintain records of pupils with special educational needs. The teaching of pupils with special educational needs is generally good but it is not always as focused as it should be. Where pupils have individual educational plans, with clear precise targets, teaching is well focused. Such plans are not in place for all the pupils who should have them. This is unsatisfactory because the support such pupils need cannot be assured. Teachers are very aware of the needs of individual pupils, however, and note any unexplained quirks in learning and pupils' perceptions. One example is where the teacher noted that all but one child copied a cross section of the earth with a tilt to the left whereas one pupil drew the diagram with a tilt to the right. This indicated a possible perceptual anomaly. Opportunities are missed, however, to note common errors when hearing pupils read. Good support is provided for any pupils who arrive at the school with English as an additional language. As well as good support in the classroom, there is a limited amount of help from the local authority's specialist support service. Good progress is made in a short space of time.
16. The basic skills of speaking, listening, reading, writing and numeracy are taught very well and this assists pupils in achieving well in other areas of the curriculum. In history, they use their well-developed research skills when using books for reference purposes and write imaginatively about the Olympic Games at the time of the Ancient Greeks. In religious education, they write dramatic accounts of Moses leading his people across the Red Sea and about Gladys Aylward's intervention in the prison riots in China. The very good teaching is based on thorough planning. Particularly good long-term plans for teaching literacy in a small school with mixed-age classes have been adopted. Teachers are particularly conscientious in creating very good short-term plans that specify exactly what will be taught in each subject each

week. The plans include a good section where teachers' evaluate the success of the lessons and note how well pupils have achieved. This information is used well to inform planning for the next steps in learning or to identify where extra support is required for individuals or groups who may not have achieved as well as expected. One particularly good feature of the very good teaching is the sharing of plans with the pupils. This promotes purposeful learning as pupils have a clear idea, at the start of each lesson, about exactly what is expected of them. Teachers have high expectations of pupils' performance and make appropriately challenging demands upon them. Pupils rise to the challenge and work enthusiastically. The good work rate and pupils' willingness to try their best is partly due to the excellent relationships that have been forged between pupils and teachers. A good blend of rigour and humour, mixed with genuine care and respect, combine to create a particularly productive learning environment. Behaviour is managed well and in a positive way. There is rarely any need to correct behaviour because pupils are so involved in their work.

17. Teachers have developed especially good questioning strategies to extend pupils' thinking and to assess their levels of understanding. Questions are adjusted to the capabilities of different groups so that all may achieve success in their answers. Questions are searching and are often followed up with supplementary questions in order to get to the heart of the matter. An example was when the class of pupils in Years 1 and 2 were discussing the right word for a big bad pig. The word 'plump' was suggested and the suitability of the word was explored in depth to examine the feelings that it evoked. This resulted in the realisation that the word was too comfortable and was rejected in favour of words that more accurately reflected the pig's characteristics. Here the quality of discussion was of a high order and pupils were led to an understanding of the delicacy of nuances in language. Pupils' work is marked thoroughly and clear suggestions for improvement are included. Homework is set regularly and helps to consolidate and extend work completed in school. In the class for the youngest children, each child takes it in turn to take Freda the frog home and compose a diary for the frog's experiences. Entries in the diary can be a series of pictures or a short piece of writing. In Year 6, pupils complete extended pieces of writing at home as there just would not be time to write at such length during the school day. Pupils learn spellings and number facts as part of their homework schedule. Pupils have a good understanding of their own learning. They set themselves targets each term in literacy, numeracy and personal development. The development of short-term individual targets is less well developed. Overall, the very good teaching results in highly productive learning.

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

18. The school provides an appropriately broad curriculum and a satisfactory range of learning opportunities that meet the needs of its pupils. It fulfils the requirements of the National Curriculum and the locally agreed syllabus for

religious education. In addition, pupils in Years 5 and 6 follow a 'taster' course in French. Children in the Foundation Stage are provided with a good curriculum based on the nationally recommended areas of learning. There are policies for all subjects. Appropriate, mostly nationally recommended, schemes of work are in place for most subjects. These enable pupils to develop their skills systematically and provide appropriate guidance to teachers. The good curricular planning ensures that skills, knowledge and understanding are built cumulatively and in a logical sequence. In a minority of cases, the planning schemes are still in the process of being updated. The curriculum is not as well balanced as at the time of the last inspection. There is an imbalance in the amount of time allocated to teaching different subjects. The amount of time that is allocated to English, mathematics and science is broadly average. The time available for design and technology and music in Years 1 and 2, and for art and design, geography and history in all classes is well below average. This limits pupils' opportunities to learn effectively and restricts achievement. The time available for physical education and for religious education in Years 3, 4, 5 and 6 is well above average, but there are no indications that pupils would do less well if this were reduced to an average level.

19. The provision for pupils with special educational needs is unsatisfactory. Most pupils are supported well in class, but the school does not comply fully with the nationally agreed code of practice for pupils with special educational needs. Pupils do not all have individual educational education plans, regular reviews of progress to which parents are invited do not always take place and not all teachers are aware of those pupils in their class who are on the register of special educational need. This unsatisfactory situation is due to a failure in communications caused by the absence of the previous headteacher who was also the co-ordinator for special educational needs. Nevertheless, teachers know pupils well and understand where extra learning and personal support is required. Pupils receive good additional help from teachers, classroom assistants, and volunteers. This ensures that they can play a full part in lessons.
20. The school has implemented the National Literacy Strategy very well and it has had a particularly positive impact on the standards pupils attain. The National Numeracy Strategy has been implemented well and has helped to maintain standards. Planning and teaching take appropriate account of the national recommendations, both for lesson format and for lesson content. In consequence, pupils' achievements in numeracy are good and they are very good in literacy.
21. A satisfactory range of extra-curricular activities, including music, sports and gardening, takes place after school during the year. A programme of additional educational visits is provided to enhance learning but visits to places of interest outside the school are limited. The tennis club, taken voluntarily by a qualified coach, and the rounders club, taken by a teacher, are especially popular and support learning well.

22. Equality of access and opportunity for both girls and boys and for pupils with special educational needs is provided by the use of appropriate teaching methods, support and materials. All pupils have equal access to the curriculum and appropriate role models are provided within the school. The school has not formally identified any gifted and talented pupils so cannot therefore be assured that all pupils are given appropriately challenging targets in all areas. Although there is no specific support assistant provided for pupils who have English as an additional language, regular assessments are undertaken by the local authority. A student who works in the school for most days in each week has been able to give good support in lessons. Provision has been effective in promoting rapid progress in acquiring English speaking skills and a good level of understanding.
23. Satisfactory provision is made for pupils' personal, social, and health education. There is an appropriate policy in place. In each class a special time, called 'circle time', is set aside each week to discuss issues and to reflect on feelings and views. These activities make a good contribution to pupils' understanding of the responsibilities of being a member of the community. The governing body has decided that sex education should be part of the curriculum. An appropriate policy decided by staff and governors is in place and includes provision for making pupils aware of the dangers associated with the misuse of drugs. In addition, the school nurse supports health education and works with pupils in Years 5 and 6 in the summer term.
24. There are satisfactory links with the local community. A number of visitors bring their expertise to the school and work with the pupils. The school has good relationships with the secondary school to which most pupils move at the end of Year 6. Staff meet to discuss pupils before they move to their new school.
25. Overall, the school makes satisfactory provision for pupils' spiritual, moral, social and cultural development. Provision for pupils' spiritual development is satisfactory. During 'circle times', pupils are encouraged to consider values and beliefs. Through the religious education syllabus and linked assembly themes such as 'Journeys', pupils gain knowledge and insight into issues affecting values and beliefs which enable them to reflect on their own experiences and feelings. Opportunities to support pupils' spiritual development in all subjects are not regularly identified in planning so are inconsistently exploited. The school meets the legal requirement for a daily act of collective worship, where the school prayer is regularly offered. This provides a good focus for pupils' thoughts and intentions for the day.
26. Provision for pupils' moral development is very good. The principles distinguishing right from wrong are promoted appropriately, and consistently by all school staff, who provide good role models. Pupils are well aware of the high expectations of the school's aims and behaviour code, which are clearly emphasised in the home-school agreement and supported by all involved. Pupils in Year 6 share the role of prefects, which helps them to gain a very

good understanding of the idea of responsibility, and also fosters their social skills.

27. Provision for pupils' social development is very good. Pupils often work collaboratively in pairs or larger groups in lessons. They are encouraged to work co-operatively and take responsibility for their work and for helping others. In consequence, pupils work very well together. During play times, for example, older pupils help to look after their younger school friends. Pupils are regularly given duties as monitors for day-to-day classroom routines. This helps them see how each one can play a valued and useful part in the running of the school. Team building exercises during residential visits to an activity centre in Norfolk help them to relate to each other and to adults in a less formal context.
28. Provision for pupils' cultural development is satisfactory. Pupils learn to appreciate Western European cultural traditions and have appropriate opportunities to develop an understanding of the diversity of other cultures. They visit museums and places of interest; for example, a recent visit to London included the Greenwich Observatory and the Cutty Sark. Multi-cultural development is promoted satisfactorily through music and dance, literacy lessons, studies of contrasting communities in geography and the study of other religions in religious education lessons. A learning support assistant, herself a practising Muslim originally from Iran, has generously given of her time to talk to pupils about the religion and culture in which she was brought up. The school is aware, however, that this is an area where more could be done. The newly appointed religious education co-ordinator plans to make use of personal contacts to increase the range of visits and visitors to enhance both pupils' multi faith and multi cultural education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school provides a very caring environment in which all pupils are valued. The excellent relationships that teachers and support staff have with pupils help to ensure a sound level of care. There is satisfactory first aid provision and the school has identified staff training in first aid as a priority for the next school year. At the end of the day there is well-organised and careful dismissal of pupils, with staff supervision of the pupils leaving on the school bus to the nearby town of Sleaford. The steps taken to ensure the welfare, health and safety of most pupils are satisfactory overall. However, the outside play area for the youngest children is not secure and children could venture onto the road. There is a satisfactory policy for child protection and some staff have had some training in this area. Satisfactory arrangements have been made to ensure that, in the absence of the headteacher, staff know to whom they should refer child protection issues.
30. Procedures for monitoring and improving attendance are satisfactory. The school has a very good attendance profile and close monitoring of absences

is not a high priority. The school enjoys a good working relationship with the Education Welfare Officer who will follow up on any concerns about attendance which may arise from time to time. Monitoring of behaviour through the behaviour policy and through records kept of the few incidents of poor behaviour is satisfactory. The behaviour policy is clear and consistently applied within the school. Pupils are very aware that bullying and oppressive behaviour is unacceptable and know that they should report any worries they have to staff. Procedures for monitoring and eliminating oppressive behaviour are satisfactory.

31. Procedures for monitoring and supporting pupils' personal development although largely informal are nevertheless good. All staff have a high commitment to pastoral care and the headteacher provides a very positive lead. The staff know pupils well and this close knowledge is helpful and used effectively to support them effectively. Procedures to identify pupils who may have special educational needs are good. In the reception class the very small number of children in each intake helps the teacher and the classroom assistant to focus intensively on each individual. Children are carefully and thoroughly assessed at the beginning of their reception year. Procedures for maintaining an overview of the progress of pupils with special educational needs have broken down and are unsatisfactory. The absence of the previous headteacher, who was the co-ordinator for special educational needs, has resulted in a breakdown in communications. Individual education plans are not reviewed regularly and updated for all pupils, parents are not always invited to regular review sessions and teachers are not all aware of which pupils in their class are on the register of pupils with special educational needs. Nevertheless high levels of care and support are provided in class. The breakdown in procedures, however, means that the school cannot be assured that each pupil is receiving appropriate support. Discussions during the registration period are used well for extending pupils' development and in each class 'circle time' is used for pupils to be able to share their concerns or celebrate successes together. Pupils are encouraged to reflect and respond to the needs of others less fortunate than themselves and they show enthusiasm and initiative in raising money for charities such as the NSPCC.
32. Procedures for assessing pupils' attainment and progress are good. Baseline assessment is carried out on entry to the reception class and at the end of the reception year. The resultant information is used well by teachers to inform their plans to meet children's learning needs. Records are detailed. They provide a good picture of each child's particular stage of development. Termly assessments are made in the core subjects of English, mathematics and science. The results are analysed carefully to identify pupils who are doing better or worse than expected. Action is taken as a result to adjust plans to focus on areas identified for improvement. The results of the National Curriculum tests for seven year olds are analysed to determine areas of weakness which will then be addressed in subsequent years. The results of the National Curriculum test results for eleven year olds are also analysed to plot trends and to help determine whether there is a need to

adjust the teaching emphasis for subsequent years. Optional non-statutory tests in English and mathematics are also set for pupils in Years 3, 4 and 5. In this way the school builds up a clear picture of each pupil's performance. Teachers keep good records of pupils' attainment in all subjects as well as notes of personal development. The information is used well by teachers to inform the annual progress reports to parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The parents' view of the school is good. Parents are appreciative of the progress their children make through working hard and being encouraged to achieve their best. Parents feel that teaching standards are good and they feel comfortable about approaching the school if they have questions or concerns. Inspection findings supported parents' positive views of the school. The inspection found that the school works closely with parents and especially valued is the willingness of staff to meet with parents at the end of the day and discuss their concerns at that time. There is a satisfactory range of activities outside lessons and extra-curricular sports activities are of a high quality. Classroom work is also supported by a limited but valuable range of visits, including a residential trip for pupils in Year 6. The long-term absence of the headteacher due to ill health has been a concern to parents. The inspection noted the high commitment and efficient response of all teaching staff to the school and the needs of pupils. They have worked well to support the interim management structure and have helped ensure continuity for pupils through the disturbed period of the school's history.
34. The school has maintained satisfactory links with parents and the school works hard to involve parents in their children's education. A good home-school agreement has been written and is wholeheartedly supported by parents. From their very first day in school, the youngest children and their parents receive a warm welcome from the reception class teacher and her assistant. Pupils settle quickly and happily into the routines of school life. Regular information is sent home. The Friends of the School Association issue regular newsletters to parents. The homework diary is also a valuable and regular link with parents. A limited number of parents' help in the school on a regular basis and their contribution is valued. Parents are invited to school events to share a range of experiences with their children. The 'Friends' provide a valuable dimension to the school and through their outstanding fundraising activities, they have made a significant practical contribution to the resources of the school including a major contribution to the cost of building the new school hall. Overall, parents' involvement with the work of the school has a positive impact on pupils' learning. The contribution made by parents to pupils' learning at home and at school is good.
35. The quality of information provided for parents, particularly on their children's progress is satisfactory. Parents are provided with two opportunities each year to meet staff and in the summer term can discuss their child's progress. Annual reports are well structured and provide parents with a clear picture of

the work their child has done. The reports are less successful in conveying a clear picture of how work can be improved and are not sufficiently linked to National Curriculum levels of attainment to provide parents with a full picture of the progress their children have made. In the summer term the school ensures that annual reports reach parents before the end of term parents' meeting so that progress can be discussed. Information for new parents is clear and helpful. The parents of pupils with special educational needs used to receive good information about their children's progress and were invited to regular review meetings. Since the absence of the previous headteacher, who also co-ordinated provision for pupils with special educational needs, communication systems concerning pupils with special educational needs have broken down and not all parents receive the information that they should. There is a minor omission in the governors' annual report to parents concerning the steps the school takes to prevent disabled pupils being treated less favourably than other pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The school has been without a full-time headteacher since October 2000 when the last headteacher left owing to ill health. She was eventually replaced by the governing body who appointed a part-time acting headteacher as a temporary measure. This unsatisfactory situation has been made manageable by the great commitment and dedication of the teaching staff who have worked together in a spirit of unity and have offered full support to the part-time headteacher. There is no deputy headteacher. A new headteacher, who will take up her employment at the beginning of the next school year, has recently been appointed.
37. The last report highlighted the fact that teaching staff did not have clearly defined areas of responsibility. Since then, subject co-ordinators have been identified for literacy, numeracy and the Foundation Stage. Recently the co-ordination of the remaining areas of the curriculum has been considered but responsibility for managing each subject has not been finalised. All but two of the teaching staff, including the headteacher, are employed on a part-time basis and this makes the delegation of whole school responsibilities less straightforward. The teacher who is accountable for the standards pupils attain in English across the school and who is responsible for developing the subject is, for example, only in school for three days a week and has no time allocated for fulfilling her responsibilities. The co-ordinators who have recently accepted responsibility for developing different areas of the curriculum have not yet had time to make an impact on their subjects. There is no co-ordinator responsible for managing the provision for pupils with special educational needs. This is unsatisfactory. It has, for example, led to extra support and provision for several pupils with special educational needs being overlooked for a long period. The departure of the previous headteacher has resulted in a challenging year for the staff. However, they have reacted with resilience and determination. Standards of teaching are better than those identified in the previous inspection.
38. One of the strengths of the school is the teamwork which exists at all levels. In general this teamwork has been successful in maintaining standards,

although subject co-ordinators have not been able to establish communication throughout the school and provide leadership and effective support to other staff in their subjects. However, teachers work well together and are ably assisted by a committed team of classroom assistants. The headteacher maintains an oversight of subjects, observes lessons and provides feedback to staff after each observation. The role of co-ordinators in each subject is presently embryonic. There is little monitoring by them of the work done in their subjects.

39. The governing body is mostly effective in fulfilling its responsibilities though the information provided for parents in the governors' annual report has a minor omission and the governors have not ensured that provision for pupils with special educational needs has been maintained satisfactorily. The full governing body meets regularly, often on a monthly basis. The sub committees, which include finance, staffing, special educational needs, appeals, numeracy and literacy, are supplemented by working parties which are set up to deal with specific concerns. For example, there has been a working party which was set up to raise funding for the new school hall. Other examples include working parties on communication. These all meet on a termly basis.
40. Since the departure of the last headteacher, the governing body has been more active in its involvement of the school. The chair of governors meets regularly with the headteacher and provides a vital link in the communications between school and governing body. Governors each have an area of responsibility and visit regularly to maintain an oversight of provision in each area. For example, the governor with responsibility for numeracy has been into school to monitor the working of the National Numeracy Strategy, and has written a report to the governing body outlining areas of potential improvement.
41. On a daily basis, the management of the school is satisfactory. To ensure continuity and a point of contact when the acting headteacher is not in school, a named teacher is in charge. This has proved to be successful.
42. The qualifications and experience of the teachers in the school are sufficient to meet the requirements of the curriculum. Classroom assistants are well organised and make a positive contribution to pupils' learning. For example, an assistant was observed helping small groups of pupils to use a computer to draw butterflies. Another helped a small group of pupils to program an object on screen so that it would perform complex movements from memory. In a science lesson, a parent helper also helped by taking small groups of pupils for a lesson on the effects of yeast in the baking process.
43. The part-time school secretary works for more hours than at the time of the last inspection but the total is still below the national average for a school of this size. However, the amount of time allocated for administrative support seems adequate to meet the needs of the school at present. Lunchtime supervisors ensure that the midday break is orderly and that high standards of behaviour are maintained. The caretaker ensures that the school looks clean and tidy at the beginning of each day.

44. The school has in place satisfactory arrangements for the induction of new staff. These provide adequate support for teachers when they enter the school. The school has a good policy on performance management and has recently introduced good procedures. Teachers work in pairs to set annual targets for professional development which are sensible and appropriate. Each teacher is responsible for checking the completion of their colleague's targets. This system is new to the school and its success is presently being evaluated.
45. The school has five classes, but only one of these is housed within the main school building. The other four are in temporary accommodation on the opposite side of the schoolyard. These are protected from casual intruders by magnetic cards which allow the doors to be opened only by authorised users. The accommodation is cramped and is not consistent with a curriculum which demands space for practical projects. The school has a new hall which was partly paid for by the fund-raising activities of staff, parents and governors. This is a pleasant area which is big enough to house the entire school for assemblies and school productions. The headteacher has worked to produce a good set of plans which include the roofing of an enclosed, internal school area. This is being fitted out as a computer room designed to contain fourteen computers so that each class can receive direct instruction.
46. The last inspection required the governing body to construct a school development plan. This is now in place. However, many of the aims are imprecise and need to be made more specific. The governing body are aware of this and an improved version is presently being produced. One key issue raised in the last inspection report was the need to develop a set of criteria against which the school could evaluate its success. Four areas were selected, behaviour, education, statistics and numbers on roll. The criteria to assess performance in these areas are too vague to be of any help in school development. For example standards of behaviour are to be assessed by, 'the number of exclusions from school to be monitored yearly' and under the heading of 'education', 'SATs and teacher assessment results at end of key stages to be monitored in line with children's personal development, national and local trends'. This implies reacting to outside events rather than actively pursuing areas for development as a result of a thorough analysis of the school's needs and areas of weakness.
47. Since the time of the last inspection, the governing body have played an increasingly active part in allocating the school's budget and managing the school's finances. Financial management is good. Adequate provision is made from the budget to provide sufficient resources to support teaching and learning in all subjects, though the supply of books for the younger pupils is limited. Special grants to support specific areas of the curriculum, such as extra money to provide for pupils with special educational needs, are used for the purposes intended. The governing body has been prudent in managing to accrue a substantial financial surplus with the specific purpose of building a computer room over the forthcoming summer holidays. Previously a similar surplus was accrued to build the school hall.

48. Staff are appropriately deployed and are appropriately qualified. Despite the problem that four out of five classrooms are housed in temporary accommodation, they are used effectively and efficiently, with staff striving to make them pleasant and enjoyable places in which to work. Time is used efficiently and effectively. Efficient use is made of resources to promote an effective forum for learning.
49. Taking into account the very good teaching, pupils' good achievement and the high standards that have been maintained in the core subjects of the National Curriculum, offset by the unsatisfactory elements in leadership and management, overall the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to improve standards further the headteacher, staff and governing body should:

1 Delegate responsibility for managing each area of the curriculum to subject co-ordinators and develop the role of these members of staff so that they are enabled to improve and develop their areas of responsibility; (paragraphs 14, 37, 72, 92, 97, 101, 106, 116.)

2 Identify particularly able pupils and develop plans that help them to attain the highest standards that they can; (paragraphs 2, 4, 6,14, 22, 64, 69, 72, 77, 78, 80)

3 Examine the time available for teaching and allocate sufficient time for each subject to be taught effectively; (paragraphs 18, 84, 97, 98, 111, 125)

4 Revise the school development plan so that the prime areas for development are clear, personnel responsible for monitoring improvements are identified and measurements of success focus clearly on criteria to evaluate how standards have been improved; (paragraph 46)

5 Ensure that a co-ordinator for special educational needs is identified and that all procedures comply with the code of practice for pupils with special educational needs; (paragraphs 15, 19, 31, 37,39)

6 Explore all avenues that might help to improve the classroom accommodation for the classes currently taught in temporary huts. * (paragraph 45)

* This issue already features in the school development plan.

Other less significant areas for improvement:

The supply of books for the youngest pupils is limited. (paragraphs 47, 72)

The outside play area for the youngest children is not secure. (paragraphs 29, 60)

There is a minor omission from the governors' annual report to parents concerning provision for disabled pupils. (paragraphs 35,39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	33	53	2	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	132
Number of full-time pupils known to be eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	9
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.2
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	8	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	8	8	8
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	100 (100)
	National	- (83)	- (84)	- (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	8	8	8
	Total	18	18	19
Percentage of pupils at NC level 2 or above	School	95(100)	95 (100)	100 (100)
	National	-(84)	-(88)	- (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	12	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	12	10	11
	Total	24	22	24
Percentage of pupils at NC level 4 or above	School	96 (78)	88 (78)	96 (100)
	National	-(75)	-(72)	-(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	13
	Girls	11	11	10
	Total	21	24	23
Percentage of pupils at NC level 4 or above	School	84 (75)	96 (75)	92 (100)
	National	-(70)	-(72)	-(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	110
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	25
Average class size	26.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	95

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	299122
Total expenditure	245732
Expenditure per pupil	1861.61
Balance brought forward from previous year	20000
Balance carried forward to next year	73390

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	132
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	47	0	0	0
My child is making good progress in school.	74	24	3	0	0
Behaviour in the school is good.	59	38	0	0	3
My child gets the right amount of work to do at home.	41	53	3	0	3
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	47	41	9	0	3
I would feel comfortable about approaching the school with questions or a problem.	74	24	3	0	0
The school expects my child to work hard and achieve his or her best.	82	15	3	0	0
The school works closely with parents.	29	65	6	0	0
The school is well led and managed.	35	59	6	0	0
The school is helping my child become mature and responsible.	61	27	3	0	9
The school provides an interesting range of activities outside lessons.	29	32	32	0	6

Other issues raised by parents

Parents are strongly supportive of the school and feel that the staff have made an excellent job of ensuring that the school has run smoothly despite the absence of a headteacher. Several parents consider that the supply of books for the youngest pupils is inadequate and that many books need replacing because they are too old. One child asked what 3/6d meant on the cover of his book. Inspection findings show that there is an adequate range of after school activities but there are few educational visits to places of interest.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. Children enter the school at the beginning of the school year in which they have their fifth birthday. Children in the Foundation Stage are taught alongside pupils in Year 1 in the main school building. They enter the school with a wide range of attainment from year-to-year but, overall, their attainment is in line with expectations for their age. As a result of good teaching and good curricular provision, children, including those who have special educational needs, make good progress and achieve well in the six areas of learning in the Foundation Stage of education. These are:
- personal, social and emotional development;
 - communication, language and literacy;
 - mathematical development;
 - knowledge and understanding of the world;
 - physical development; and
 - creative development.
52. By the time they move to Year 1, nearly all children exceed the expected levels in all of these areas of learning. The newly appointed co-ordinator for early years' provision has begun to establish the new curriculum for the Foundation Stage well. The quality of teaching in all the areas of learning is consistently good, as it was at the time of the last inspection. Lessons are carefully planned and activities are prepared meticulously. The classroom assistant plays a significant role in the teaching programme. A particularly strong feature of the teaching is the high expectations of children's ability to explain their reasons for choices and to verbalise their feelings. The teacher pays great attention to their explanations and gives them plenty of uninterrupted time to express what they feel. The children understand that their views are considered to be important. This strong emphasis on developing language skills and on encouraging children to feel valued has a very positive impact on personal, social and emotional development as well as on communication, language and literacy.

Personal, social and emotional development

53. Children's development in this area of learning is fostered well by the combination of a secure and caring learning environment coupled with the high expectations of pupils' behaviour and performance. Great emphasis is placed on treating children with respect and expecting them to be able to respond sensibly to instructions and questions. The teacher treats them on an equal footing as everybody else in the school and they are expected to respond to a stream of challenging questions throughout the day. They are asked for their opinions about stories or pieces of music. Questions such as, 'How did that make you feel?' or 'Why do you think she did that?' and 'What would you have done in the same situation?' encourage pupils to explore their emotions and to confront possible reactions to difficult situations. Considerable emphasis is placed on promoting meaningful discussions. The teacher allows the children plenty of time to reflect on their answers and to reply without interruption. Children understand that their answers are considered to be important. This helps to foster confidence and build high levels of self-esteem.

54. Much is expected of the children when making decisions about the activities they will work at during activity afternoons. They select the activity, place their name card at the appropriate area, get out all the equipment they need and put away the apparatus at the end of the session and then describe to the others what they have been doing, how they made a model or how they created a petrol station in the play area, for example. This enhances their personal and social development well. They take care of equipment and automatically reach for the 'gluing mat' which protects their tables when sticking things together, for example. Many opportunities are provided for pupils to work together, as when preparing the café for customers or when working together to create a class performance for the end of term concert. Children go to the lavatory when they need to and are not required to ask permission. Children are thoughtful and kind to each other. One found a sweatshirt belonging to a friend, folded it neatly and placed it on the table in front of his chair. They are expected to behave sensibly and responsibly. Children measure up to their responsibilities well and take a pride in their independence and their ability to organise themselves effectively.

Communication, language and literacy

55. A great deal of emphasis is placed on this area of learning as it is often the key to developing other areas. In the review session at the end of the 'choosing afternoon' children make short presentations about what they have been doing. The others are invited to ask questions about the activity. One asked about a model car, for example, 'How did you make the holes to get the axles through?' and another explained that she made holes with a pencil to make a space big enough to get the scissors started to cut out a window. Children were asked whether the imaginary inhabitants in a model house were enjoying summer or winter weather. They deduced that it must be winter because there was smoke, in the form of cotton wool, coming from the chimney. They speculated about what the imaginary people in the house might be doing. These discussion sessions are lively and are taken very seriously. The routines have been well established and most are eager to make contributions.
56. Children love listening to stories. They concentrate well and follow the plot carefully. When listening to 'Bye Bye Baby' by Janet and Alan Ahlberg they empathise with the baby who has no mummy and make helpful suggestions. They are relieved when the story reaches a happy conclusion. They remember other books by the same authors. When given the opportunity to choose activities many opt for writing cards to their friends, often with fervent declarations of love. They enjoy humour in stories and giggle happily at the funny bits. Imaginative play in the café involves writing down orders and preparing bills. They can all write their first names, most in a neat style and one can do his 'joined up'. They read simple texts with confidence and are well on the way to mastering the reading process. They understand how to work out unfamiliar words by sounding out the letters. Children are very well prepared to take the next steps in learning when they move to Year 1.

Mathematical development

57. Children have a good understanding of number, shape and space. They recognise patterns, like the pattern of even numbers, and can name common two-dimensional shapes. Several remember that the bee's hive contains hexagonal cells that fit together with no spaces in between. A visitor was served a cup of tea in the café. The cost was five pence and the visitor gave the waiter a 50 pence piece. After some deep thought the correct amount of change was given. The waiter could explain how he had counted back from 50 in his head by five spaces to reach 45. Children enjoy playing board games involving dice. They easily count the spots and move the correct number of spaces. One higher attaining boy was challenged to count the number of ladybirds on a leaf. He counted to ten accurately and when asked how many spots would there be altogether if each of the ladybirds had seven spots, quickly gave the right answer. In several of the activities pupils are not given sufficient challenge. They are not asked to measure how far their aeroplanes have flown using non-standard units such as bricks or how much taller one sunflower is than another or how many jars of sand would fill a bucket. Pupils display a good sense of pattern and space when making dinosaurs from Lego bricks and when using pipe cleaners to make eight legs for their spiders. They are well prepared to commence work on the National Curriculum in Year 1.

Knowledge and understanding of the world

58. Children have a good understanding of the world around them. They are especially keen on studying insects which is part of their current class project. They can describe the life cycle of a butterfly and know that wasps make their nests from paper. They study interesting finds, such as a stag beetle and a cow's tooth with the aid of magnifying glasses. They study the wormery and note how worms stir up the soil. Several have a remarkable knowledge about dinosaurs. They know that brachiosaurus was an herbivore and that ankylosaurus had a 'big, womping tail'. Several boys energetically answered the question about why the dinosaurs became extinct. One thought that a giant meteorite had hit the earth and that such a cloud of dust was formed that it blocked out the sun and the climate suddenly became too cold for them to survive. Another believed that a giant volcanic eruption had caused the same effect whilst another thought that the early mammals ate the dinosaurs' unprotected eggs and that's why they died out. Little use is made of CD ROMs to support and extend their learning in this area. Computers are used regularly but tend to be for low level counting practice and matching games.
59. Children explore the village and make local visits to places of interest, such as the church. They study the two fonts and know that the newer one was used to christen many of them and their parents before them. They study the gravestones in the churchyard and reflect on the common local names. They understand how axles work and several girls made good vehicles with moving wheels. The ends of the axles were ingeniously secured with blu-tac. They make good machines with pulleys to help a spider down a drainpipe. They use a stapler to fix their jet bomber planes and stick on designs before flying their planes the length of the classroom. They grow sunflowers outside and discuss why one is much larger than the others, how one has been eaten and another badly damaged.

Physical development

60. The newly created outdoor activity area provides a good, small, but well-organised space for children to play, practise and extend their physical skills. The class also visits the new school hall each week for dance, drama and physical education lessons. They have been trained to carry their chairs safely, with the legs pointing towards the floor, to the hall when required for performances. In the play area they use the sturdy tricycles well. Two girls were pedalling fast along the 'roads' displaying good steering skills and good judgement about when to brake. They offer friends rides on the pillion and stop in the right place to fill up with petrol. One child spent a long time concentrating hard on throwing a ball into a low basketball hoop. Great skill was shown. Opportunities are missed to add a little challenge to the activities, such as, 'How many baskets can you score by the time the sand runs out of the timer?' or 'What is the greatest distance from which you can score a basket?' The outside play area is a useful addition to the classroom and it is well organised. There is scope for further development of this area. The fence and gates are very low and the area it is not secure. It is possible for a child to run out of the gates and out of the school. Children move confidently and in the playground they run fast whilst making sure they do not bump into anybody. In the classroom they handle tools, such as scissors, safely and are aware of the dangers which sharp points present. In discussions with the children it is clear that they understand the need for exercise to keep healthy and that a healthy diet is important. They explain vividly that too much sugar and too many sweets make your teeth go black, rot and fall out.

Creative development

61. Children have good opportunities to make choices about what they will make from play dough, what they will create from construction apparatus, what models they will make and what colours they will paint them. This helps them to develop confidence and decisive views about their preferences. Good opportunities are provided for children to reflect on their finished products and to evaluate their successes. One girl made a beautiful car, which included windows and moving wheels, and she decided to paint it red. She used paint carefully, making sure that her brush was not overloaded and that no drips ran down her work. She concentrated well to produce an even finish that covered the car completely. During a question and answer session at the end of the day she was asked questions about her choice of colour and how she had constructed the car. This encouraged reflection about the choices made and heightened a sense of aesthetic awareness. Children paint delicate water colours linked to their studies. One piece, entitled, 'Ladybird on a Leaf' was very carefully painted.
62. Pupils often listen to music. They listened to Rimsky-Korsakov's, 'Flight of the Bumble Bee' and designed a dance routine to perform at the leavers' concert. They listen to 'Peter and the Wolf' and explain how the music makes them feel. They understand how music can tell a story and use percussion instruments to create their own musical creations. They accompany the singing of traditional songs such as 'Bobby Shaftoe' and 'Michael Finnigan'. They enjoy singing together. Children's creative development is fostered well and they develop an acute critical facility.

ENGLISH

63. The teaching of English is a particular strength of the school and, as a result, by the age of seven pupils attain standards that are above average and by the age of eleven standards are very high. The standards that pupils attain are much higher than at the time of the last inspection and the quality of teaching has improved significantly. Inspection findings in terms of the standards pupils attain are largely reflected in the National Curriculum test results.
64. In the tests for seven year olds in 2000, the school's performance was well above average in reading when compared with all schools and above average when compared with similar schools. All pupils attained the national target of Level 2 and a third attained the higher Level 3 standard. Results were not quite as good this year though again nearly all attained Level 2 and very nearly a third attained Level 3. This level of performance was largely maintained this year despite the fact that the group of pupils who took the tests had a disturbed time when they were in Year 1 with a great number of different teachers taking their class. In writing in 2000 the school's performance was well above average when compared both with all schools and with similar schools. All pupils attained the national target of Level 2 though none attained the higher Level 3 standard. This year's results were not as good though nearly all pupils attained Level 2. Again, however, no pupils attained the higher Level 3 standard whereas in most schools around one in ten pupils attain this higher level. The school does not formally identify higher attaining pupils nor does it focus on their particular needs to ensure that they attain the standards of which they are capable. Whilst standards are as high as might reasonably be expected of most pupils, including those with special educational needs and those with English as an additional language, the standards that higher-attaining pupils attain are too low.

65. The group of pupils that took the National Curriculum tests for eleven year olds in 2000 was too small to be of great significance and a quarter of the group were new arrivals at the school. The results in 1999 are more representative and showed that the school's performance was well above average. The, as yet unpublished, results for 2001 are exceptionally good and better than they have ever been since records began in 1996. Nearly all pupils attained the national target of Level 4 and a remarkable 56 per cent attained the higher Level 5 standard, the standard that is more typical of thirteen year olds. This excellent result is due to the persistently high quality of teaching that pupils have enjoyed from year-to-year and especially in this year's Year 6 class.
66. Pupils achieve well in Years 1 and 2. By the end of Year 2, pupils attain standards in speaking and listening, reading and writing that are above average. Pupils produce an enormous quantity of work during the course of these two years and much of it is of good quality. They talk confidently about their work and explain things sensibly. They listen to each other carefully and allow others time to put their point of view or finish an explanation. They listen to stories with rapt attention and answer questions about how the characters might feel with great empathy. Whilst listening to a story about a girl who got lost while out shopping with her father, for example, many showed alarm and were eager to recount similar experiences. Strangely, they did not note the fact that the main characters in this story were clearly of Caribbean descent. By the time they are seven years old pupils read competently and many read a wide range of fiction and non-fiction material. Several name favourite authors and can recall the main characters and events in their favourite books. Though having mastered the reading process, many pupils are still ploughing through the reading scheme books sequentially rather than moving on to more interesting and more stimulating texts.
67. Pupils have an enthusiasm for writing. They were captivated by the story in a book called, 'The Three Little Wolves and the Big Bad Pig' because they clearly understood the humour behind the reversal in roles compared with the traditional story. They were eager to write the script for a wanted poster that might help to capture the pig. This involved collecting different words that relate to describing characters. They searched for suitable words with interest and concentration, discarding those that seemed inappropriate and delighting in those which were apposite, such as 'wrinkly', 'bulging' and 'wicked'. They use dictionaries and thesauruses efficiently to check the spelling and meaning of their chosen words or to seek alternatives. They enjoyed putting the words together into vivid sentences that summed up the character and nature of the big, bad pig. Pupils write neatly and quickly.
68. By the age of seven pupils are able to use their imagination to write sensitively and effectively;
- 'I am a butterfly inside a cocoon
I feel very hot and squashed and it is difficult to move
It is like a starless night, it is so dark.
Suddenly my cocoon splits.
I am blinded by the light.
I try to escape but then I give up.
I smell something fresh so I wriggle a little more and move a bit,
And
I am free!
I have to stay still for a long time but after that
I fly off and make some really good friends.'
69. This poem was inspired by a visit to a butterfly park where, 'butterflies glided gracefully through the air'. Pupils write imaginatively about their senses as when describing the essence of the colour red, 'Red is the smell of tomatoes being cooked by the hot oven'. Analogies are used well as in, 'a barn owl has a heart-shaped face'. Pupils have a good understanding of how to enrich their writing by using well chosen adjectives or appropriate similes. Much of the work follows a strictly prescribed form, such as 'acrostic' poems about sunflowers where each new line begins with a letter from the title, 'Sunflowers', or a poem about a snail that is written

in a spiral shape to reflect the shape of the snail's shell. Pupils make carefully illustrated copies of Christina Rossetti's poem, 'Hurt no Living Thing' as part of their handwriting practice. The poem fits well into the theme of studying living things and the sentiments evoked by the poem resonate well with the pupils' feelings about the creatures they study. The most able seven year olds write well but are not always challenged sufficiently so that they consistently attain the high standards of which they are capable.

70. Pupils' achievement in Years 3, 4, 5 and 6 is exceptionally good. Pupils attain high standards in speaking and listening, reading and writing. Each term they produce a vast quantity of work most of which is carefully presented. Handwriting is neat and highly legible. By the age of eleven, pupils produce well crafted books that have been made on computers with the help of a word processing program. The stories are long and contain many chapters. The books include a section of 'blurb' on the back cover which gives a synopsis of the story and whets the appetite to read further. The stories are imaginatively written and follow a logical sequence. The plot is often interwoven with a series of sub-plots to hold the reader's interest. Pupils' technical ability is advanced. They understand that the subject of a sentence controls the main verb and how to identify the main and subordinate clauses in a sentence. They use effective similes and metaphors. They learn how to write in a strictly disciplined way as in Years 3 and 4 where they write to the tightly prescriptive Japanese poetic form known as 'haiku'. They use this form to write effective poems in three lines that have firstly five, then seven and again five syllables in each line; a total of just 17 syllables. In Year 6 they are allowed a total of 45 words to write the instructions on the label of a jar of instant coffee. They write persuasive letters to the editors of newspapers with the intention of changing views on such burning issues as school uniform and why sport in schools should be compulsory. They study myths, legends and fables and write their version of the story of King Arthur in an appropriate style. They write crisp factual weather reports and learn symbols and abbreviations to be used in taking notes. The range, depth and quality of their writing is exceptionally good. Pupils use their well developed writing skills in many other areas of the curriculum, such as recording observations in science and retelling stories from the Bible in religious education.
71. The quality of teaching in all classes is very good and in Years 1 and 2 it is often excellent. Teachers are energetic and enthusiastic and lessons progress at a brisk pace. The needs of the different age groups in each class are provided for appropriately as the teacher turns from teaching one group to another and then back again, at appropriate intervals throughout the lesson. Classroom assistants give good support and have good knowledge of the National Literacy Strategy, including a good understanding of technical terms, having joined with teachers on the relevant courses. One, for example, talked with a group of pupils in Year 1 about letter blends, phonemes and mnemonics. The pupil with English as an additional language is supported well by classroom assistants and a student who spends most of each week in school. Teachers plan their lessons thoroughly and each lesson has a clearly defined set of learning objectives. Teachers share with pupils at the beginning of each lesson what it is they are going to know by the end of the lesson. This adds purpose and direction to pupils' learning. In a lesson for pupils in Year 2, for example, pupils were told that by the end of the lesson they would understand the meaning and functions of the terms 'contraction' and 'apostrophe'. Several pupils struggled with the challenge of unravelling the meaning of 'I'd' and 'He'd' but pupils demonstrated in the review session at the end of the lesson that they did indeed have a good understanding of the terms and their uses when writing colloquially. For homework they had to go on a 'contractions hunt', a strategy designed to consolidate their knowledge. Teachers use humour well and their great enthusiasm is transmitted to the pupils. Teachers have high expectations of the amount and quality of work that can be completed in a short time. One teacher urged pupils to 'polish each phase carefully in order to produce a shining jewel of a poem', with ten minutes allowed for completion. Speaking skills are promoted at every turn and pupils discuss suitable words with their 'speaking partners' for two minutes before voting for the best words to use. At the beginning of assemblies pupils are invited to reflect on the music being played and to describe what pictures it builds in their minds. Teachers generate a great enthusiasm for learning and value pupils' work sensitively.
72. Routines are established that promote good behaviour and good levels of concentration. After a discussion, for example, it was time too settle for a short period of 'pin drop work'.

Teachers mark pupils work carefully and with humour as they urge pupils to improve standards or suggest how passages might be developed. Questioning strategies are used well to extend pupils' thinking and to assess their levels of understanding. Thorough assessments are made of pupils' attainment and progress and these are recorded carefully. Good support is provided for pupils with special educational needs and work is generally well match to the needs of higher attaining pupils though there is no specific focus on encouraging them to attain the highest standards and their particular needs do not feature in teachers' planning. The pupil with English as an additional language is supported well and he is making good progress in acquiring English literacy skills. The subject co-ordinator is a highly skilled practitioner but is only in school for three days each week when she has a full teaching commitment. She has very little time to gain an overview of provision and to identify areas for development. Resources are generally adequate though there is a shortage of high quality reading books for the younger children and many books are worn and out of date. There is no school library and this restricts the development of research skills. The library van calls at the school every fortnight and this helps to supplement reading material. Pupils' well developed reading and writing skills help them to achieve well in other areas of the curriculum as, for example, when reading information books in history and when pretending to be newspaper reporters writing about Biblical events in religious education.

MATHEMATICS

73. The standards attained by seven and eleven year olds in each of the different strands of the subject are above average. This picture is similar to the findings of the last inspection; the high standards described in 1997 have been maintained.
74. Inspection findings are largely reflected in the school's National Curriculum test results. The standards achieved by seven year olds in National Curriculum tests in 2000 were very high compared both with all schools and with similar schools. All pupils attained at least the national target of Level 2 and a remarkable 78 per cent attained the higher Level 3 standard. In the tests in 2001 the school's overall performance declined; all pupils again attained Level 2 but far fewer, only 16 per cent, attained Level 3.
75. The very small number of eleven-year-old pupils in the group that took the tests in 2000 means that little reliance can be placed on statistical comparisons. In 1999 the school's performance was very high; 94 per cent of pupils attained at least Level 4 and the school was among the top five per cent of schools nationally. Results declined in 2000 when 75 per cent of pupils attained at least Level 4 and 11 per cent attained level 5. In 2001, however, results improved and 88 per cent of pupils attained at least the national target of Level 4 and 20 per cent attained Level 5. Results were not as high as they had been in 1999. The school set undemanding targets for the proportion of pupils it aimed to ensure would attain at least Level 4; 57 per cent in 2000 and 70 per cent in 2001. It exceeded these targets comfortably. There are no national statistics yet available for 2001 so comparisons with schools nationally cannot be made. On average over the past three years boys have performed slightly better than girls in the tests. In the lessons observed and the work scrutinised, however, there was no significant difference in their achievement. Until 2000 the school's performance was consistently above national averages and this year its performance recovered from the relatively weak results in 2000 but did not

reach the relatively high standards that had been maintained in previous years.

76. Pupils' achievement is good. By the age of seven, pupils can use and apply mathematics very well because teachers set challenging tasks to extend their skills. The majority of pupils solve realistic problems such as those involving money or establishing favourite fruits or numbers of pets owned by members of the class. They calculate which numbers are more or less than a given amount and work out the solutions accurately. Their skills in manipulating numbers are very good. They use both decimal and vulgar fractions and set out their calculations carefully so that numbers do not get muddled by slipping into the wrong columns. They readily recognise patterns of numbers such as multiples of four. Multiplication and division skills are very good, especially in realistic contexts such as working with money. In one lesson in Year 2, pupils' mental recall of addition and subtraction facts to 20 was fast and accurate. Their classmates in Year 1 were not far behind, indicating their very good progress. In their studies of two-dimensional shapes, pupils show an understanding of the properties and use these to classify them appropriately. Their good understanding of reflective symmetry is demonstrated by the colourful patterns they have produced that enliven their classroom walls. The subject is well supported across the curriculum as, for example, by studies in art and design. Pupils measure and illustrate angles correctly. They use standard measurements accurately. They handle data well, producing and using pictograms to draw conclusions about different means of travel to school or even the eating habits of 'The Hungry Caterpillar' they have studied in English. The relatively less able pupils are given good support through focused questions, prompts, and advice from teachers and classroom assistants so they keep pace with their classmates in the same tasks. For the pupil with English as an additional language, similar support ensures that there is no disadvantage and achievement is good. Consequently, the vast majority of pupils work to uniformly good standards.
77. Pupils achieve well in the classes for seven to eleven year olds. By the age of eleven, pupils are adept at selecting appropriate strategies to solve problems because realistic problem solving is inherent in most of what they do. They can work out, for example, the quantity of sponsorship clothing a stallholder might need to order to cope with different crowds at football matches. Teachers ensure that pupils can see the practical applications of the skills they are learning. In consequence, pupils' number skills, especially in mental mathematics, are good. They can calculate quickly for example the surface area of a swimming pool and work out accurately how to share quantities of sweets equally. One or two pupils make occasional notes to help with more complex sums, but most manage quite well without. They use their mathematical knowledge well to check the reasonableness of their results. They add and subtract decimals well, working up to two decimal places. They make good use of calculators and computers for example in constructing 'magic squares', and show good skills of deduction in working out patterns. They can show their good knowledge of the sum of the angles in a triangle and the sum of the angles at a point in accurate drawings. They label these

using correct terms such as 'equilateral', 'obtuse', 'scalene'. They show good skills in handling data. Through graphs produced by hand and on computers they compare, for example, the frequency of road accidents at different times and different places in order to identify probabilities. They explain and justify their conclusions articulately. There are no great differences in the standards pupils reach because teachers and assistants give focused support to enable the majority of pupils, including those with special needs and the more able pupils, to tackle the same tasks. All groups experience success but the groups of lower attaining pupils receive much more support than the others. Tasks for the most-able pupils are not always sufficiently challenging and as a result the work produced by these pupils is not always as good as it should be.

78. Teaching is consistently good, and at times very good, so pupils learn effectively, achieve well and attain standards that are above average. The subject is well co-ordinated so planning is consistently effective throughout the school. Assessment of pupils' progress is good and is used well to plan the next steps in learning. Resources are good and include appropriate new textbooks. Teachers are fully conversant with the National Numeracy Strategy, which they apply well in accordance with the recommended structure. They have high expectations both of pupils' mathematical skills and of their behaviour. Probing questioning makes pupils think, evaluate, and draw logical conclusions. As a result, pupils work hard throughout their lessons, and work especially well in pairs or small groups where they discuss problems and calculations thoughtfully. More able pupils show good levels of initiative and responsibility in supporting less confident classmates. They follow the good examples of their teachers who offer advice or initiate greater challenge, as appropriate, to make sure everyone is working well. There is, however, insufficient focus on the specific needs of the more able pupils who are not always sufficiently challenged.
79. Pupils' mathematical skills are consolidated and extended in many other subjects, especially in information and communication technology, art and design, geography and English. In art and design, for example, good work on the work of Escher linked well with work on complex tessellations and good work on compass bearings, associated with 'Treasure Island', involved both geography and English. In consequence, pupils work with much interest and enjoyment. Their appreciation of their studies is clearly shown in comments displayed in their classroom. As well as the subtle humour of the title 'Angles not Angels' above some geometrical drawings, pupils have attempted to define mathematics and have described it as 'sometimes hard, with all different strategies', 'important in jobs such as architects and accountants' and as 'a bit of fun, which gives you something to test your knowledge and see how good you are' and 'an easy, fun, educational lesson'.

SCIENCE

80. As at the time of the last inspection, by the age of seven and eleven, pupils attain standards that are above average. These findings are at variance with

the National Curriculum test and assessment results for 2000 that indicated that results for eleven year olds were average. The group of pupils that took the tests in 2000 was very small, however, and the results are therefore not statistically very significant. The, as yet unpublished, test results for 2001 are significantly better than those of last year; nearly all eleven year old pupils attained the national target of Level 4 and well over a quarter attained the higher Level 5 standard. The statutory assessment of seven year olds in 2000 indicated that all pupils attained the national target of Level 2, which was very high in comparison with the national average, but no pupils achieved the higher Level 3 standard, a result that was therefore well below the national average. The results of this year's teacher assessments for seven year olds were the same as last year's with all pupils attaining Level 2 but no pupils attaining Level 3. In most schools over a fifth of pupils attain the higher Level 3 standard. The school does not formally identify higher attaining pupils and there is therefore no particular focus on their specific learning needs. As a result they do not attain sufficiently high standards in the tests.

81. Throughout the school most pupils, including those with special educational needs, achieve well. By the age of seven, pupils perform simple experiments obtaining results that they are able to explain. They do a 'mini beast safari' where they go into a field, count the number and type of small creatures that they find. They then make a tally chart to show the results more clearly before using the information to write a report. They complete simple electrical circuits to light a bulb, and carry out experiments when examining the effects of friction on moving objects. By the age of eleven, pupils carry out more complex experiments involving different aspects of science. In their experiments, they make predictions and then plan to see if these predictions are correct. For example, when learning about the growth of plants, they design experiments that show how different variables, such as heat, water, light and soil, can cause a plant to flourish or to grow poorly. They learn about forces, especially pushes and pulls, and the affects of friction and gravity. For example, they learn how gravity causes things to fall and examine the air resistance created by a parachute. They know about the concepts of solids in a solution. Pupils design simple experiments to separate sand from salt by using filtration and evaporation, and deduce that some solids will dissolve in a liquid, while some do not. Pupils' positive attitudes to their work and their good behaviour help them to achieve well.
82. Due to the school's timetabling arrangements during the week of the inspection, it was not possible to observe any teaching in Years 1 and 2 so it is not possible to make judgements about the quality of teaching in the classes for five to seven year olds. Teachers' planning and records, however, provide evidence that lessons are well planned with appropriate learning objectives. The quality of teaching in the classes for seven to eleven year olds is very good. Teachers' clear explanations ensure that pupils know what is expected of them and good use is made of time and resources. Teachers' knowledge and understanding of the subject is very good. In a lesson in a class for pupils in Years 3 and 4, very good use was made of experiments

using plants which had been subjected to extremes of heat and moisture. The experiments had been on-going for some weeks and clever questioning brought out the reasons why plants had either thrived or failed to grow properly. A second part of this lesson, using principles of hygiene, helped pupils to explain what caused cheese to go mouldy and why they should wash their hands before handling food. Importance is given to the use of correct technical language. Teachers have a good rapport with pupils and control is good in spite of the considerable excitement generated within lessons. Good use is made of the local environment as a teaching facility. For example, pupils in Year 4 enjoyed a visit to a local park to use swings and roundabouts to study the effect of forces.

83. There is a good policy document and a good long-term planning framework which is based loosely on the nationally recommended scheme of work. The planning documents promote full coverage of National Curriculum programmes of study and the progressive development of skills, knowledge and understanding. Resources are satisfactory.

ART AND DESIGN

84. Standards are typical of seven and eleven year olds. At the time of the last inspection, standards were above average. The amount of curriculum time now available for teaching the subject is well below average which limits what pupils are able to achieve and standards are, therefore, not as high as they should be.
85. Pupils experiment in the design and making of collages. In response to good questioning by the teacher, pupils in a lesson for Years 1 and 2 could explain how they would use paper and how they would join things together. They show good use of colour and ideas of shape. When asked to produce an insect, most pupils made shapes that looked remarkably like ladybirds, spiders, and butterflies. They use a small range of materials, including crayons, pencils, and poster paints. Work on display shows they know how to mix colours to achieve a desired shade. They are developing some idea of perspective as shown in their painting of simple landscapes and portraits. They have also begun to explore the concept of symmetry through work on repeated patterns. Pupils have made papier-mâché puppets. Their work shows they have reasonable control, sound understanding of proportion, and sensitive use of colour. Overall, a limited quantity of three-dimensional work is produced. They use materials and tools carefully. Whilst they work very well together, sharing materials and space and showing great interest and application, they have few opportunities to evaluate their work and the work of others. .
86. No lessons were seen in the classes for seven to eleven year olds due to the school's timetabling and the leavers' concert and concert rehearsal that coincided with the week of the inspection. Work on display shows that, by the age of eleven, pupils can produce work for specific purposes. For example, they have used a computer program well to design a Greek scene in history.

They have created good papier-mâché masks to support their work in poetry. Pupils in Year 6 describe how they set about designing and selecting materials to create puppets but they have limited ability to offer constructive criticism and are often at a loss to suggest how they might improve their work. The still-life pencil drawings of pupils in the Years 4 and 5 show that they are good at mixing visual and tactile qualities in their work. They use fabrics and hanks of wool effectively to represent light and shade. Three-dimensional work is again relatively limited. Pupils in Year 4 have produced colourful plasticene animals but little care has gone into the detail or into achieving a recognisable shape. There was limited evidence of the study of the work of different artists. Pupils in Year 3 and 4 are beginning to blend water colours well in their paintings of flowers, inspired by studying the work of Georgia O'Keefe. Behaviour is very good. Pupils enjoy the subject and most work with great concentration. They display a keen interest and work willingly which enhances achievement.

87. Teaching is good in Years 1 and 2. Teachers' explanations are clear and the good guidance that they give indicates their good knowledge of the subject. Questions are probing, to make pupils consider the effects of the techniques they may use. Expectations are high, especially of behaviour. In consequence, pupils work diligently, using the time well and building up their skills steadily. It was not possible to make a judgement concerning the quality of teaching in the classes for older pupils.
88. The co-ordinator is a part-time teacher who has volunteered to accept responsibility for managing the subject. She has a keen interest in the subject, and offers informal support to less confident colleagues. Staff have not, however, received any recent formal in-service training. Given the time available, the co-ordinator has aligned planning to ensure the minimum coverage of the National Curriculum. She ensures that a good amount of pupils' work is displayed around the school. This helps to motivate pupils by celebrating their achievement. Resources are sufficient. There is still no kiln, a shortcoming identified at the last inspection, so work in ceramics to support pupils' development in three-dimensional work is limited.

DESIGN AND TECHNOLOGY

89. Due to the school's timetabling arrangements during the week of the inspection, it was not possible to observe any teaching and so it is not possible to make judgements about the quality of teaching throughout the school. However, evidence based on pupils' work and discussions with pupils and teachers, indicates that the standards that pupils attain are typical of seven and eleven year olds. Standards are similar to those described at the time of the last inspection.
90. Throughout the school, pupils' achievement is satisfactory. The process of designing, making and evaluating is well established. By the age of seven, pupils design and build bags made from felt and puppets using materials that include paper, card and small pieces of fabric. Pupils produce up to four

designs and select one which is used to make the product. Pupils examine their models in order to see where improvements might be made. They make simple mechanisms using construction kits and apply these ideas to making ingenious machines to help a spider to climb up a drainpipe as he had hurt his legs. Pupils in Year 5 make simple slippers. Again they produce a range of designs from which they choose one which forms the basis of the slippers they make. The chosen design is evaluated and a final product is made from the improvements suggested as a result of the evaluation. Pupils in Year 6 make model cars which are made out of wood. They design and make the car, write a report on its construction and suggest improvements that can be made. By this stage they are using drills and saws in their construction, and are selecting the most appropriate glue to hold it together. Pupils use tools sensibly and safely.

91. Pupils enjoy the subject. They have a very positive approach and are able to talk enthusiastically and knowledgeably about projects they have undertaken and the reasons for the importance of the design process. For example, a boy in Year 6 was able to explain why he had needed to make changes to the design of his car in order to make it work well, and how he had built it.
92. At present there is no co-ordinator for the subject. However, an up-to-date policy supported by a good scheme of work guides teachers' planning effectively. The scheme of work promotes the steady progression in developing designing and making skills as pupils move through the school. Resources are adequate.

GEOGRAPHY

93. As a result of the school timetabling arrangements, it was only possible to see one lesson during the inspection. From discussions with pupils and staff, by looking at teachers' planning, and from a scrutiny of the work pupils have produced, however, it is possible to establish that pupils attain standards that are typical of seven and eleven year olds. Standards are similar to those at the time of the last inspection.
94. Throughout the school, pupils' achievement is satisfactory. In Years 1 and 2, a specific theme is chosen, such as 'The Locality of the School and its surrounding Area', around which a wide range of activities are based. This thematic approach is effective because pupils enjoy studying their local environment to obtain a greater understanding of the world in which they live. They extend this work by considering how they can make their environment safer. Another topic, 'Going to the Seaside', allows them to further their local studies in a wider context. Pupils' knowledge of the world is developed well by the use of a good initiative involving the class bears. Bertha and Barnaby Bear are taken to different countries with teachers, parents and pupils. Their routes are tracked on maps and their experiences recorded on photographs that are shared with the class. Barnaby is seen drawing a stein of lager in Germany and visiting Spain. Bertha's exploits in the homes and farms in the area, from where she visits local places of interest, are recorded and shared.

This encourages pupils to use their own travel experiences to study aspects of other countries.

95. By the age of eleven, pupils have extended their wider awareness of their local environment. They consider methods of improving their own locality with topics like 'Should the High Street be closed to traffic?' They study the effects and origins of weather. Their study of overseas countries includes life in villages in India. This allows them to make comparisons between their own, and other people's way of life. They look at the day in the life of an Indian villager and compare it with their own.
96. Discussions with pupils show that they are enthusiastic in their approach to the subject. They can find places using an atlas and can talk about the differences in lives between themselves and children in other countries.
97. There is no co-ordinator to lead developments in the subject so there is no great impetus for improvement. However, there is a policy which gives useful guidance and work is well planned using a nationally recommended scheme of work as a planning framework. The amount of time allocated to teaching the subject is below the national average and is only just adequate to ensure that the National Curriculum is covered satisfactorily.

HISTORY

98. By the end of Year 2 and the end of Year 6, pupils attain standards that are typical of seven and eleven year olds. No lessons were observed in this inspection owing to the school's timetabling arrangements but evidence was obtained from the examination of pupils' work and discussions with staff and pupils. Standards are not as high as at the time of the last inspection when more time was devoted to the subject. Whilst the school complies with the requirements of the National Curriculum for teaching the subject, topics are not always covered in great depth. The limited time allocated to the subject restricts pupils' learning opportunities.
99. Achievement in both key stages is satisfactory. In Years 1 and 2 pupils are consolidate the concept of time present and time past and gain an increasing understanding of the broad place of events in history. They know that the Roman invasion happened a long time before the Normans invaded England and that Florence Nightingale helped to found the principles on which modern nursing has been built. Pupils in Year 2 use old photographs of seaside holidays to help them understand the changes that have occurred in the last hundred years.
100. Despite the lack of time allocated to the subject, history is well established in the school's curriculum and a wide range of topics about different periods are taught. Pupils in Years 3 and 4 study the history from the time of the Ancient Greeks and understand the origins of democracy and how our General Election is based on the same principles. In Year 6, pupils discover what it was like to be a child in Victorian times. This helps them to understand the

differences between the life of a child today compared with that of a Victorian child. Pupils consider Victorian times in terms of their own locality by looking at Victorian buildings in the area, including the school which was built in 1860. They understand the effects of the Viking invasions and know why Henry VIII had six wives. Pupils in Years 3 and 4 understand the significance of life in World War II and how life has changed since then. Discussions with pupils show that they have a positive attitude towards the subject and they talk enthusiastically about topics they have covered. For example, a girl in Year 6 could talk fluently about what it was like to be a child in Victorian times.

101. There is no co-ordinator for the subject and therefore nobody is responsible for identifying areas for development. There are, therefore, no initiatives designed to seek any improvement in standards. However, there is an adequate policy which gives useful guidance and work is well planned. The school uses a nationally recommended scheme of work to guide planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. By the end of Year 2 and Year 6, pupils attain standards that exceed national expectations of seven and eleven year olds. This above average standard indicates that there have been significant improvements since the last inspection when pupils attained standards that were broadly average.
103. Achievement in both key stages is good. By the end of Year 2, pupils know the names of the main parts of the computer and use them correctly. They are able to open and close programs independently, use a 'mouse' to identify and move elements on the screen, and use a keyboard to put information into the computer. For example, pupils in a Year 1 numeracy lesson were able to load a simple mathematics program on their own, use the 'mouse' to highlight numbers on the screen, and drag them from one place to another. They store and retrieve their work confidently. Pupils communicate using a simple word processor to write, save and print stories, and they use drawing programs effectively to add pictures to their work. For example, in a Year 2 art and design lesson, pupils used a computer to draw pictures of butterflies. They then coloured and printed their drawings with very little adult support or guidance. Pupils in Year 2 control a simple electronic toy by programming appropriate instructions. They understand the need to program logically by following the correct sequences. They made the robotic device move a particular distance, turn and move a certain distance in another direction. Pupils had first to predict the distance the robot would move and then compare it with how far it actually went. Work is linked with other subjects such as geography when pupils worked on a traffic survey. From the survey, pupils produced a tally chart the details of which they typed into the computer and used a program to print out coloured charts and graphs.
104. Pupils' achievement in the classes for seven to eleven year olds is good. By the end of Year 6, pupils work confidently with computers and use them as a matter of course in many lessons. For example, pupils in Year 6 use a

desktop publishing program to design the front covers of their science folders. In English word processing skills are used well to produce books. These are beautifully presented and often include many chapters. Editing skills are of a high order. Pupils cut and paste as they move text in their work, use the spell checker and thesaurus effectively and change fonts to achieve appropriate effects. In mathematics, pupils use computers to analyse and display numerical information in the form of pie charts, graphs and tables. In a Year 6 lesson, pupils log-on rapidly, open a spreadsheet file and use it successfully to create a series of 'magic squares' that involve formulae and complex calculations. In Year 5, pupils work in small groups with a classroom assistant to program, store and retrieve information that would control an on-screen device. The device performs movements according to the program of instructions that the pupils had previously keyed-in. Pupils in Year 3 use CD ROMs as a source of information for work on Egypt and the River Nile as part of a project in history. They use desktop publishing programs to produce posters; a group of pupils in Year 5 produced a poster on hygiene as the final part of a science lesson on bacteria. Pupils' achievement is enhanced by their positive attitudes to their work.

105. There is a limited number of computers in classrooms and pupils often have to share when they use them. They do this very well. Pupils help each other and exchange expertise willingly. One pupil in Year 6 who had a good understanding of spreadsheets and how to use formulae, for example, showed others how to use spreadsheets to solve problems and represent data. They show enthusiasm, co-operate and are willing to talk about what they are doing. For example, in a Year 4 lesson using a computer for an exercise in punctuation, one girl was seen helping another with the more difficult part of the exercise. The quality of teaching is good overall and has improved since the last inspection. Teachers have a good understanding of their subject and are able to pass it on to their pupils by means of clear explanations and brisk question and answer sessions. Careful records of pupils' learning experiences are kept and are used well to plan the next steps in learning.
106. There is no co-ordinator in this subject and hence no coherent strategies to improve standards across the school. . However, there is a clear planning framework based upon a nationally recommended scheme of work which promotes coverage of all elements of the national curriculum. Although pupils have no access to the Internet at present, plans are in hand for this to be installed next term. Resources are adequate to support teaching and learning and the creation of a computer room is in train.

MODERN FOREIGN LANGUAGES

107. Pupils in Years 5 and 6 follow 'taster' lessons in French, which help them prepare for their compulsory study of a modern foreign language in Key Stage 3. By the end of Key Stage 2 standards are similar to those generally found in those primary schools where French is taught. Pupils' achievement is good because they usually have only half an hour of French per week. This

is less than at the time of the last inspection when pupils had two lessons of French per week. In consequence, there is a long gap between one French lesson and the next, which does not help pupils to maintain their skills.

108. Pupils are used to hearing French for most classroom instructions, so are unselfconscious, for example, in responding appropriately to a request to approach the tape-recorder to listen to an authentic recording. In listening for mentions of parts of the body, they identify correctly head, mouth, foot, shoulder, knees, and other parts. They repeat the correct pronunciation carefully. The teacher makes sure by a blend of chorus and individual repetition to check each pupil's pronunciation and remedy any errors quickly. Pupils pick up new words well in the lesson, although they need some reminding of words learned in previous lessons because at least a week has elapsed since learning them. In conversation, most pupils can answer questions about their names in French, but they need prompts to recall, for example, how to give their ages or where they live. They can read both what the teacher writes on the board and the French questions on their worksheets. They match the sounds to print satisfactorily when reading aloud. They write words and short phrases with reasonable accuracy.
109. Teaching is good. The teacher is a graduate in French so is able to give pupils an appropriate model to follow. She makes good use of the time, taking care to give pupils work on each of the four skills of listening, speaking, reading and writing so they develop as uniformly as possible. She makes good use of pupils' sense of fun to engage them in action songs and games, which help them work with interest and enjoyment as well as building up their competence in the language. In consequence pupils have a sound base for future studies.

MUSIC

110. It was possible to observe the whole school participating in a concert that involved much music and drama as well as a lesson in Years 3 and 4. Judgements are based largely on discussions with pupils and recordings made by pupils in the classes for seven to eleven year olds. By the end of Year 2 and the end of Year 6, pupils attain standards that are typical of seven and eleven year olds. This indicates a decline in standards since the last inspection when standards were above average.
111. In Years 1 and 2, pupils achieve well in the limited amount of time allocated to teaching the subject which is well below what is usual in primary schools. The limited time available means that they can build a less extensive foundation for further work than would otherwise be possible. Pupils interviewed described their use of percussion instruments in maintaining the beat as they sang. They were clearly much interested in their work and expressed a great deal of enjoyment as they described their ability to drum in time to the different pieces of music they had heard. In performance, the mixed Year 1 and 2 class sang with enthusiasm to guitar accompaniment. They kept time, showed a sense of the melody's shape, and gave appropriate

expression to the words, aware of the effect produced by an increase or decrease in volume. They started and ended appropriately.

112. In Years 3, 4, 5 and 6, pupils' overall achievement is satisfactory given that they receive a broadly typical amount of curriculum time. Pupils in Year 6 described their regular use of keyboards, recorders, and percussion. They have compared and contrasted the work of various composers, and have made their own simple compositions which they have discussed and evaluated in class. There was no evidence on which to base a judgement concerning the extent of their composition skills. Recordings of their own football chants show a satisfactory capacity to improvise within a group performance. In the rehearsal, a group of instrumentalists performed together and individually on saxophone, trombone, trumpet, and clarinet. They formed their notes clearly, showed good sense of rhythm, and maintained an appropriate tempo. They sight-read their scores effectively. A group of recorder players from the class for pupils in Years 4 and 5, also sight-read effectively. They maintained their own parts and showed an awareness of the way in which layers of sound contribute to the overall effect. Pupils in the whole class also sang a Ghanaian 'Welcome' chant, that became popular with pupils throughout the school. They maintained their parts by ear, repeating patterns well using a small range of notes. They sang with expression. This contributed also to pupils' appreciation of music from different cultures.
113. Pupils' attitudes to music are good. They like to talk about it and show a genuine appreciation of both recordings and the performances of their schoolmates. Pupils in Year 6 especially showed great appreciation of the performances of those in Year 2 during the rehearsal, and offered much encouragement to the younger pupils.
114. There was insufficient evidence to make an overall judgement about the quality of teaching in the school. The quality of teaching in the sole lesson seen in the class for pupils in Years 3 and 4 was excellent and made the most of the thirty minutes available. No time was lost as the teacher expertly described some of the history and development of music, linking pupils' studies of ancient Egypt with Verdi's 'Aida'. Pupils gave rapt attention, contributed very well to discussion, and behaved exceptionally well as they marched in time to the finale. This resulted in very good learning by these pupils.
115. During assemblies, all pupils sing satisfactorily, in a reasonably tuneful way. A feature of school assemblies is the selection of 'Music of the Week'. This makes good use of time and contributes well to pupils' knowledge. Recordings are played, described by teachers, and then discussed by pupils and teachers. Good questioning in one assembly drew out the moods and feelings evoked by the music. One pupil remarked that Chopin's Prelude no. 15 'sounded like rain' and pupils were delighted to learn that a popular name for the work is 'The Raindrop Prelude'. Across the school pupils have

developed a good knowledge of music from different cultures and from different times.

116. There is an appropriate policy and a scheme of work in place to guide teachers' planning. There is, however, no co-ordinator responsible for leading developments in the subject. There are no formal systems in operation to enable teaching and learning to be monitored nor procedures to identify areas for improvement and support any initiative in addressing the shortcomings in curriculum time allocated in Years 1 and 2.

PHYSICAL EDUCATION

117. Due to the school's timetable, insufficient evidence was available to make judgements about the standards pupils attain in all strands of the subject. No lessons were seen in the classes for Years 1 and 2 and only one was seen in the classes for the older pupils. From evidence obtained from performances in the school concert, in extra-curricular activities and from teachers' records, standards are broadly typical of seven and eleven year olds. This represents a similar picture to the findings of the last inspection. Since then, a new school hall has been built and the apparatus available now makes it possible to teach gymnastics properly, which was not the case in 1997.
118. By the end of Year 2, standards in dance are typical of those generally attained by seven year olds. In the end of term concert, pupils showed satisfactory control and co-ordination as they performed basic moves. They remembered and repeated actions, including individual and paired movements. They varied their movements appropriately to suit the music. The principal performers, working in pairs, showed particularly good co-ordination. During an extra-curricular tennis practice, pupils in Year 2 showed that in games skills they serve and return a ball satisfactorily. They are beginning to evaluate why certain methods work better than others, so that they can improve their performances. There was insufficient evidence of gymnastics to make a judgement.
119. By the end of Year 6, records show that pupils' swimming skills are good. The school uses the local swimming pool and its instructors. The majority of pupils in Year 6 can swim at least 25 metres unaided, which is the national target for eleven year olds. Over half can swim over 1500 metres. Even the least able can manage 10 metres. Most pupils swim breaststroke, backstroke, and crawl. They are trained and assessed in water safety and survival skills. In an extra-curricular rounders club, pupils in Year 6 showed that they can observe rules fairly, apply suitable techniques, and combine them with increasing accuracy. They can evaluate their own and others' performance, and use their understanding to improve their skills.
120. In discussion, pupils took great pleasure in pointing out the school's sporting successes, up to county level, in netball, rounders, football, tag rugby, and cross-country running. These are celebrated in wall displays including newspaper cuttings. Pupils were particularly proud of the fact that such a

small school can put together so many effective teams which reach these levels, even if they do not often emerge winners. Their very positive attitude was summed up well by a boy in Year 6, 'We didn't win but we played, and that's the important thing'. In one lesson, pupils in Years 3 and 4 co-operated very well with each other in teams as they practised various styles of jumping. Pupils with special physical needs were well supported and played a full part, completely accepted into teams by their classmates. All pupils compared their performances well, shared ideas in a friendly way, and behaved very well.

121. Across the school there was insufficient evidence available to reach judgements about the quality of teaching. Only one lesson was seen due to the school's timetabling and because much of the week was occupied with the end of term leavers' concert. Planning is in the process of revision. The new co-ordinator has made a comprehensive analysis to identify strengths and weaknesses. At present, as an interim measure, she is informally cross-referencing the old scheme of work to the most recent National Curriculum orders and using a published games plan to ensure continuity of learning from year to year. Aware of the gaps in expertise among the staff, the school is making good use of the support of the local education authority's adviser to deliver training. The expertise of parents and volunteers is used well, especially for extra-curricular activities. Where necessary, the school buys in the services of instructors for some games. This approach is effective and ensures that pupils have good opportunities to learn. Good provision is made for outdoor and adventurous activities when the older pupils participate in a residential visit to an activity centre. Resources are satisfactory and further equipment has been ordered to improve them further. The new hall and good games field enables the whole curriculum to be taught effectively.

RELIGIOUS EDUCATION

122. Due to the school's timetabling, it was not possible to observe any lessons. The examination of pupils' work indicates that standards are above the expectations of the locally agreed syllabus for both seven and eleven year olds. This shows that the above average standards found at the last inspection have been maintained.
123. Pupils learn effectively and their achievement is good. By the end of Year 2, pupils demonstrate a good knowledge of those aspects of the Bible that they have studied. They recall well, in their own words, the facts of the stories of Christmas and Easter, for example, and of Jesus' entry into Jerusalem. They have visited the local church and use correct terms such as 'hassock' and 'lectern' to describe what they have seen. They can identify the importance of some religious signs and objects, especially those that help people pray. They see, for example, the importance of the prayer mat and the compass to Muslims. In their studies of different religions, they begin to grasp the concept of what is 'special' and continue to use accurate terms such as 'kirpan', one of the objects important to the Sikhs. The obligation of Sikhs to wear and carry certain items, and the study of the five vows taken by Buddhists

stimulate them to consider their own obligations and responsibilities. They show respect to different faiths and begin to consider their own responses to experiences of life. Pupils have a good understanding of the nature of prayer including praise and thanks, and demonstrate this effectively in assemblies. This good understanding helps them to create their own, often very sensitive, prayers. By the age of seven, pupils have a broad knowledge and a good understanding of different faiths and can recall a remarkable amount of information.

124. By the end of Year 6, pupils have a good idea of the way in which belief affects behaviour, attitudes and actions. Studies for example of the story of the Good Samaritan lead them to explore the concept of Christian mission through the lives of St. Francis, Fr. Damien, and Mother Teresa. Whilst Christianity and Christian perspectives provide the main focus of studies, there are also opportunities to consider Jewish, Hindu, and Muslim perspectives, and a particular opportunity to reflect on the life of Guru Nanak, the founder of the Sikh religion. Reflection and reasoning form an important part of their studies. As well as good factual recall and good use of correct terminology, some understanding of symbolism, such as of the cross or the menorah, emerges. Similarly, they begin to see the meanings behind festivals such as Christmas, Easter, and the Hindu Holi. They compare for example the similarities of different places of worship, similarities in tenets of belief, then consider what is important to themselves. This helps them to reflect on their own values. In consequence, they can offer specific, reasoned responses to issues such as pollution and behaviour in society. All pupils work and achieve well. Their skills in literacy and in oral expression distinguish pupils of different ability rather than their capacity to evaluate or to show sympathy and empathy.
125. It was not possible to make a secure judgement on teaching but pupils' work indicates that they are well taught. Teachers have had a close connection with the development of the locally agreed syllabus through the previous headteacher who was a member of the working party that prepared the syllabus. In consequence, they have good knowledge of its aims and methods. There are good links with the local church to extend pupils' knowledge of Christianity. A Muslim member of staff has shared with pupils something of her faith and culture. The present co-ordinator has plans to extend this dimension through personal contacts to invite members of other faiths to visit the school and talk to pupils. The time available for religious education is well above average. A huge amount of work is produced, and includes a large quantity of worksheets that are at times undemanding and provide insufficient challenge, especially for more able pupils.