

INSPECTION REPORT

WYMONDLEY J.M.I SCHOOL

Little Wymondley

LEA area: Hertfordshire

Unique reference number: 117177

Headteacher: Mrs Marion Foley

Reporting inspector: Mrs Natalie Moss
22685

Dates of inspection: 22nd – 24th January 2002

Inspection number: 196807

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Sicut Road
Little Wymondley
Hitchin
Hertfordshire

Postcode: SG4 7HN

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. Paul Watts

Date of previous inspection: 28th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22685	N. G. Moss	Registered inspector	Geography History Music Religious education English as an additional language	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1311	B. Wood	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22113	A. King	Team inspector	Areas of learning for children in the foundation stage Mathematics Information and communication technology Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
22790	K. Wood	Team inspector	English Science Art and design Equality of opportunity Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wymondley JMI School is smaller than the average primary school nationally, catering for boys and girls from four to eleven years old. There are 107 pupils on roll, which has grown considerably of late, compared with the national average of 243. It is situated in the village of Little Wymondley, between Hitchin and Stevenage in Hertfordshire, in an area which is partly rural and partly allied with industry. About half of the pupils come from the village and the two neighbouring villages and the others travel from as far away as Hitchin, Letchworth and Stevenage. The school has had recent extensive improvements, both to the site and to the building. The proportion of pupils with special educational needs is 25.6 per cent, above the national average, but no pupils have statements of special educational needs. The percentage of pupils known to be eligible for free school meals is 4.4%, below the national average. There are very few pupils from ethnic minority backgrounds or who have English as an additional language. The school has four classes, all of which are mixed age groups. Most pupils join the school in the Nursery or Reception, about half having experienced pre-school education. The level of attainment on entry to the school is similar to the national average and there is little movement in or out of the school, other than at the normal times.

HOW GOOD THE SCHOOL IS

Wymondley JMI School is a good school. Children make good progress in the Foundation Stage and throughout the school. Inspection evidence indicates that most pupils by the age of eleven are likely to exceed the national average in English and mathematics and match it in science. Standards overall in these core subjects are above average by the end of Year 6. Standards in all other subjects are average, except in music, art and design and design and technology, where they are at least good by the ages of seven and eleven. These levels of attainment are judged by inspectors to be the result of good teaching and good management. Overall, teaching is good in the Foundation Stage and in Key Stage 1 and Key Stage 2. There are specific strengths in the teaching which help to raise standards, particularly teachers' planning, expectations and classroom management. The headteacher provides very good leadership and management. The school has made substantial improvement since the previous inspection. Overall, the effectiveness of the school and the value for money it provides are good.

What the school does well

- Standards are good overall throughout the school.
- Teaching throughout the school is good, so that pupils learn well.
- The curriculum and provision for children in the Foundation Stage are good.
- Provision for pupils with special educational needs is good and they make good progress.
- Pupils' attitudes, behaviour and relationships with others are very good.
- The provision for pupils' personal development is very good, particularly their moral and social development.
- The school cares well for its pupils.
- The leadership and management of the headteacher, key staff and governors are good.

What could be improved

- The provision of a sufficient level of graded work to extend the more able pupils to their full potential.
- The further development of the roles of subject co-ordinators in the monitoring and evaluating of history, geography, religious education, art and design, physical education and design and technology.
- A review of the homework policy to ensure consistency and an appropriate level of work for pupils from Year 1 to year 6.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. All key issues identified then have been successfully addressed. Planning and provision for structured play activities in the Foundation Stage are now good and areas of learning for these children have been well developed. Resources have improved in physical education, geography and, especially, in music. Curriculum policies have been updated, with the involvement of the governing body, schemes of work, based on national models, now identify the skills, knowledge and understanding which staff need to give their pupils. In addition, information and communication technology has been well developed throughout the school. Generally, standards have remained good. The quality of teaching is good and is sometimes very good. Leadership and management are good. The school has made good improvement and has the capacity to make further good improvement.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	C	B	D
Mathematics	A	D	C	D
Science	B	E	D	E

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

Because the size of year groups in the school is low, national test results are unreliable in making judgements on standards. In the national tests for seven-year-olds in 2001, standards in reading and mathematics were well above average, while those for writing and science, judged by teacher assessment, were above average. Results in all subjects were significantly higher than in the previous year. Inspection evidence indicates that standards in English and mathematics for pupils in the current Year 2 are close to the national average and that pupils are making good progress. Standards in science match the national average. Results have been flexible over the last three years in reading, writing, mathematics and science, in line with the changing nature of small year groups.

In the national tests for eleven-year-olds in 2001, English was above the national average, mathematics was in line with it and science below it, but all results were higher than in the previous year. It should be noted, however, that this was not a large cohort. Over the last three years, trends have fluctuated a little in English and science and risen in mathematics. Inspection evidence indicates that standards at eleven for the current Year 6 are above the national average in English and mathematics and close to it in science and that pupils are making good progress overall.

Good teaching and the introduction of the Literacy and Numeracy strategies help to explain the overall rise in standards and the faster rate of progress in Key Stage 1.

Children in the Foundation Stage achieve above national expectations and make good progress.

Standards in all other subjects are average at the ages of seven and eleven, except for music, which is excellent at both key stages, art and design and design and technology, where standards are above average. In Key Stage 1, standards are above average in history.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They enjoy coming to the school and know they are valued. They work hard and show great enthusiasm for all activities.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. Pupils' responsible behaviour is most impressive.
Personal development and relationships	Pupils' personal development is good and the relationships between pupils and staff are very good. Pupils are responsive and considerate.
Attendance	Very good. The level of attendance is well above the national average and the school has good procedures in place to ensure continued good attendance.

TEACHING AND LEARNING

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

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

Teaching is good throughout the school.. As a result, pupils' learning is effective overall. The teaching of literacy and numeracy is good in its effectiveness. Foundation stage teaching is good and children learn well and make good progress through teachers' high expectations, very good planning, assessment and good management. In Key Stage 1 and Key Stage 2, teachers have good subject knowledge and plan well for pupils with varying needs. Expectations are high in Key Stage 1, teaching methods are effective and interesting, and in both key stages, management of pupils is good. Pupils with special educational needs are well provided for. The school also plans extension work for more able pupils which helps to encourage them to achieve their full potential. Teachers' marking of pupils' work is satisfactory but homework in Key Stages 1 and 2 is often inconsistently set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are satisfactory throughout the school, It provides a broad and balanced education for pupils. There is very good provision for activities outside lessons.
Provision for pupils with special educational needs	Good. Teachers' planning meets the needs of pupils well and this, together with the good quality of support staff, contributes to pupils making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development, particularly their moral and social development, is very good. It is fostered throughout the school, through curriculum subjects and through the school's ethos. Provision for pupils' cultural development is good and it is satisfactory for their spiritual development.

Aspect	Comment
How well the school cares for its pupils	Good overall. There are good procedures for promoting good behaviour and attendance. Procedures to ensure the protection and welfare of pupils are good. Those for assessing their attainment are good in the core subjects and assessment information is put to good use in planning.
How well does the school work in partnership with parents	The school has good relationships with parents and involves parents well in their children's learning. The quality of information provided for parents is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and is well supported by her senior staff. Imaginative management ensures that the school's accommodation is put to the best possible use. There are sufficient teachers and support staff to meet the needs of the curriculum.
How well the governors fulfil their responsibilities	Good. Governors have a clear understanding of the strengths and weaknesses of the school and play an effective part in shaping its future.
The school's evaluation of its performance	Good. The school evaluates its performance closely and takes effective action in all areas of weakness. There is a strong determination to succeed and to raise standards.
The strategic use of resources	Good use is made of resources to support and improve the standards attained by the pupils. The school is careful to act wisely when purchasing supplies or services. Learning resources are generally good.

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 coming to school. • Their children make good progress. • Behaviour is good. • Teaching is good. • The school has high expectations of their children. • The leadership and management of the school are good. • The school gives pupils the opportunity to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons is limited. • The information the school gives them on their children's progress is insufficiently detailed. • The school does not always work closely with parents. • The amount of homework their children receive is inappropriate.

Inspectors agree wholeheartedly with parents' positive views of the school. Some parents were unhappy with the information they receive about their children's progress and thought that the school could work more closely with parents. Inspectors judged that the opportunities provided by the school for consultation and the availability of the headteacher and other teachers provided good information and were evidence of close links between school and parents. However, methods of communication

with parents would benefit from review. In the inspection team's view, the school provides a very good range of out of school activities, especially in the light of the size of school and number of staff. Inspectors agreed that homework, whilst being suitable and relevantly set, could be more consistent in use and that parents could be better informed about its frequency and content.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Owing to the very small size of the school's year groups, the results of national tests at the ages of seven and 11 are unreliable indicators of the standards of attainment being reached by pupils in the school and inspection evidence is of greater importance in the assessment of standards. After an exceptionally good year in 1999, pupils' standards in the national tests for seven-year-olds fell to below average in reading and average in writing and mathematics in 2000, but rose well in 2001, to be well above average in reading and mathematics and above average in writing. In comparison with schools in a similar context, reading and mathematics were above average and writing was average. In teachers' assessments of standards in science, results were also above average. Significantly, the proportion of pupils reaching the higher than expected level in the tests was well above average in reading and writing and above average in mathematics. This represents a maintenance of standards on the time of the previous inspection, and an improvement in reading and mathematics. There is no significant difference in the performance of boys and girls.
2. Test results at this stage are generally supported by the overall findings of the inspection, that at the age of seven:
 - pupils reach above average standards in reading, writing and mathematics;
 - there is little significant difference between the standards reached by boys and girls;
 - standards of attainment have improved over the last four years.
3. In the national tests taken by 11-year-olds in 2000, pupils reached standards that were above the national average in English, in line with it in mathematics and below it in science, also representing an improvement over the previous year in all three subjects. The proportion of pupils reaching the higher than expected level was well above average in English, close to it in mathematics and below it in science. However, standards were below the average of those in similar schools in all three subjects. In most of the past few years, boys and girls have reached roughly equal standards.
4. Since year groups are small and differ in character, the 2001 results are slightly different from the findings of the inspection, in that at the age of eleven;
 - attainment in English and mathematics is above the national average and science is at least in line with the national average;
 - there is little difference between the attainment of boys and girls;
 - there has been a general maintenance of standards since the previous inspection.
5. No special provision was seen for higher-attaining pupils by the age of seven, but by the age of eleven many are now making satisfactory progress through the introduction of new initiatives to help them to achieve their full potential.

6. The school sets targets for pupils' achievements in national tests that are demanding in the sense that they can be attained if all concerned work hard. They are realistic because they are based on pupils' prior achievements, particularly their average level of attainment on entry to the school. The school is on track to meet its targets in English and mathematics for next year.
7. When children start school in the nursery/reception/Year 1 class at the age of four, their overall attainment is generally in line with the national average in skills in language and communication, mathematical development and their general awareness of the world around them. Attainment in all the six required areas of learning, including knowledge and understanding of the world, physical development and creative development, progresses well because of good teaching, and progress overall is good. They are attaining at least at national expectations by the time they enter Year 1, and exceeding them in some areas, especially in their language and mathematical skills. Children are co-operative and friendly, both with each other and with adults. They share equipment and are well behaved. They listen attentively and they develop the ability to offer their own answers and ideas in discussions. They learn to count and to recognise numbers and some begin to write simple words. Children sing and play musical instruments; they use paints and crayons and learn to use computers enthusiastically as part of their creative learning.
8. By the age of seven, attainment is above average in English. Attainment in speaking and listening is generally above average. Opportunities are made for pupils to listen carefully and there is good encouragement for them to respond. Standards in reading are above average. Standards in writing are also above average and are improving as the school incorporates more writing practice into its teaching of the National Literacy Strategy. In mathematics, pupils are making good progress and achieving above average standards. This reflects the effect of the National Numeracy Strategy and a greater emphasis on mental mathematics. In science, pupils progress well and reach standards above the national average, though with few pupils attaining the higher levels in the national tests. In both mathematics and science, emphasis on practical and investigative skills is making a good contribution to pupils' achievement. In design and technology, art and design, and history, pupils make good progress and attain above what is expected nationally at this age. In music, both progress and the standards reached are excellent. In geography, information and communication technology and physical education pupils make satisfactory progress and reach the nationally expected standards. In religious education, they meet the demands of the locally agreed syllabus. Overall, pupils make good progress in relation to their earlier levels of attainment.
9. By the age of 11, attainment is above average in speaking and listening and in reading and average in writing. Progress is good, mainly due to the impact in the last three years of the National Literacy Strategy and the booster classes the school has put in place. Attainment in mathematics is above average and is improving due to good teaching, so that progress in the subject is good. Attainment in science is satisfactory and is steadily improving with the use of clear schemes of work. Progress and standards in art and design and design and technology are good. In music, pupils reach excellent standards. In geography, history, information and communication technology, physical education and religious education progress is satisfactory and attainment is in line with national expectations. This progress clearly reflects the efforts made to draw up and use coherent schemes of work in these subjects, which enable pupils to learn at least satisfactorily.

10. The progress made by pupils with special educational needs is good overall. They are generally meeting the targets set in their individual education plans. Where there is individual support in classes, the progress of pupils is enhanced. They make good progress against their prior learning and are well integrated into all the work and activities of the school. Targets are outlined within individual education plans for mathematics and English, which are well matched to pupils' needs and are reviewed termly. In most subjects and particularly in mathematics and English lessons, work is carefully chosen to suit these pupils' needs and enables them to make good progress. There is not a parallel register of the more able pupils that would focus on their needs. By default, therefore, the more able pupils are not always making the progress commensurate with their abilities.
11. A positive contribution to pupils' achievements is made by the effective ways in which personal development and citizenship are integrated into the work in other subjects.
12. Since the previous inspection in 1997, standards have improved overall by the ages of both seven and 11, against both national comparisons and when compared with similar schools. However, there is scope for further improvement in many non-core subjects. The school deals well with the mixed age classes necessitated by the size of the school. With its committed staff and good leadership, the school is well placed to raise standards of attainment further.

Pupils' attitudes, values and personal development

13. The previous report stated that the school was an orderly school, where pupils' attitudes to learning and behaviour were very good. Pupils responded well to the opportunities for personal development and related well to each other and adults. The school continues to have high expectations of all pupils, as displayed in its aims, and the overall picture has changed little and pupils' attitudes and behaviour remain very good. The relationships within the school are very good, whilst the personal development of pupils continues at a good level. Most parents approve of the school's determination to produce well-rounded pupils, although a few parents have reservations about the range of opportunities for personal development.
14. Children in the early years are well integrated into the school family. They quickly gain confidence to try the wide range of activities offered to them, understand the need for routines in an orderly community and form friendships easily with each other and older pupils. Poor behaviour is minimal. Pupils are very responsive to their teacher, want to please and listen well without calling out. Lessons are harmonious and productive for all pupils so that they are receiving a very good foundation for their later school lives.
15. Although many pupils have to make significant journeys to school, they arrive in a calm and happy mood. Pupils wear an attractive school uniform. They have very good attitudes and are eager to participate in the day's routines. Their confidence and self-esteem flourish; they are enthusiastic and keen to improve their performance both inside and outside the classroom. Pupils respond well to good teaching and answer teachers' questions with knowledgeable answers that engage the interest of their class. Their concentration is good in groups or independently so that teachers are able to establish a productive teaching and learning environment for all pupils.

16. The behaviour of the pupils throughout the school is very good. Only a few examples of restless behaviour were observed when pupils' interest levels waned, and these were associated with older pupils. Pupils have a good understanding of the school's expectations for self-discipline and are developing a substantial respect for each other, so that staff do not need to exert an overt control. The calm and well-ordered classrooms allow lessons to move at a good pace and pupils' levels of enjoyment are high. Pupils with emotional or behavioural difficulties have no significant impact on learning in classes. Behaviour around the school is very good as is the close interaction of older pupils and younger pupils. Although there have been the occasional behaviour incidents, these are spasmodic and mostly associated with play-fighting which becomes over-exuberant. Neither bullying nor bad language were observed, and are definitely not defining characteristics of the school or pupils. The school has not needed to use exclusions as part of its behaviour strategies.
17. The quality of relationships, throughout the school, is very good and is a fundamental strength. Staff provide very good role models whom pupils trust. All parts of the school family are well-bonded and mutual respect and harmonious relationships help to promote an effective teaching and learning environment. Older pupils consistently and effectively help younger pupils, both inside and outside the classroom. All pupils, irrespective of age, eat amicably together at the very sociable lunchtimes. Courtesy and politeness are distinctive features of all pupils and they are exceptionally welcoming to visitors, to whom they confidently demonstrate their abilities or engage in interesting conversation.
18. The personal development of the pupils is good. All staff, from the reception onwards, strive to raise pupils' self-esteem, and encourage pupils to experience a broad agenda of opportunities. As part of a close-knit community, pupils willingly look after each other. They are given an awareness of others less fortunate than themselves through charity work within the local villages, nationally and internationally. The personal, health and social education curriculum is developing an awareness of life in the outside world, and assemblies explore themes of feelings, and of relating to other people. Many lessons have due regard to health and safety considerations. Pupils work diligently when given a range of class and whole school routines. Pupils are starting to use the Internet for personal research but opportunities to take initiatives for their own learning are still developing. Some classes utilise a team system for collecting points but this is not extended to the whole school. The school visits the local community and, in turn, is a focal point for activities such as the scouts. All pupils display a well-developed sense of moral and social awareness which equips them well for their next stage of education and, eventually, as good citizens. There is a very good range of extra-curricular activities and pupils' involvement in inter-school competition is not impeded because of the school's small size. The school is distinguished by its musical achievements, in both theory and practice. Pupils maintain the environment of the site well by ensuring that it is free of litter.
19. During the last four years the school has improved its attendance to a very good level. Authorised absence is low, but family holidays taken during term-time are at a high level. The staff take registers efficiently at the beginning of each session. However, unauthorised absence is high, due to the recurrent problem of poor recording of reasons for absence by some teachers. Punctuality at the start of the day is satisfactory, and during the rest of the day is good. The educational welfare

officer has a good relationship with the school. There are no indications of any truancy.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching is good in the Foundation Stage and in Key Stage 1 and Key Stage 2; a situation maintained since the last inspection but an improvement on teaching in Key Stage 2. No unsatisfactory lessons were observed. Of the twenty-nine lessons seen during the inspection, two were excellent, nine were very good, twelve were good and twenty-one were satisfactory. The quality of teaching allows pupils throughout the school to make good progress overall..
21. Teaching is characterised by impressive teamwork between members of staff. Teachers plan together carefully; they constantly address the question of pupils' progress through the years and they share good practice with readiness and enthusiasm. This co-operative attitude is not reserved only for teachers but spreads from teachers to support staff, so that the whole school works together effectively. In this way, no new teacher is ever without a high level of support and advice. Teachers use day-to-day assessment of pupils satisfactorily, but homework is not always set to ensure consistency and an appropriate level of challenge in Key Stage 1 and Key Stage 2.
22. The standard of teaching in the Foundation stage of learning is good overall, and during the inspection there were instances of very good teaching, especially in mathematical development and knowledge and understanding of the world. The staff have a good understanding of the requirements of an appropriate curriculum for this age group and plan well. They have good expertise in teaching the children basic skills in literacy and numeracy. Expectations for behaviour and attainment are high and the children are managed well and behave well in response. There is good use of time and resources and support staff are well deployed. Resources are of good quality, used well in teaching to support learning and are sufficient for the demands of the curriculum. Teaching methods are generally effective, with a reasonable balance between activities which are directed by an adult and those which children choose for themselves. Those children identified as having special educational needs are offered appropriate support in their learning. Assessment is used very well to inform what the children will learn next and to build on what they can already do and understand. Homework is well used in the nursery and reception years, for example, activities are provided for the children to share at home with their parents and carers.
23. In English, teaching ranges from satisfactory to very good. All teachers have a secure understanding of the National Literacy Strategy and use lesson time appropriately to ensure that the different elements defined in the strategy are covered well. They are secure enough in the use of the strategy to be able to adapt it sensibly and effectively to the needs of their particular pupils, though expectations for the more able pupils is sometimes too low in Years 5 and 6. They do not, however, ensure that pupils are challenged enough in the range of writing undertaken through other subjects in the curriculum, so that opportunities are missed for promoting specific styles of writing for different purposes. Teachers demonstrate good subject knowledge and methods which inspire pupils to learn successfully. They use questions very successfully to encourage pupils to contribute in lessons and to promote independent thought. Pupils are motivated well by the interesting tasks

prepared for them, regardless of their gender or their varying abilities. The best lessons proceed at a good pace. Work is generally well matched to pupils' abilities. Planning has clear objectives and teachers' good management ensures that pupils are never idle or distracted during lessons.

24. In mathematics, teaching is never less than satisfactory and is often good, especially in Key Stage 1. Lessons are carefully planned, using the National Numeracy Strategy. In most lessons, teachers identify activities well for different ability groups but demands on more able pupils are sometimes too low. Teachers' subject knowledge is good and expectations are appropriate, though best in Years 1 and 2. Teachers manage their pupils and time well. Support staff make a valuable contribution to the quality of teaching and learning through the help and support they offer to individuals and to groups. Pupils learn to apply their mathematical skills well. All teachers have good relationships with their classes and manage their pupils well. Work is accessible and interesting for the less able pupils.
25. In science, teaching ranges from satisfactory to good. Teachers ensure that pupils know how to use scientific enquiry processes and attach importance to the development of experimental work, helping pupils to challenge themselves to think and to solve problems. Teachers ensure that pupils enjoy and are interested in the science lessons. They do not, however, always plan well to meet the needs of all abilities and the use of literacy is insufficiently developed in the subject.
26. Teaching in art and design is generally good throughout the school. Teachers interest and enthuse pupils with their knowledge and use of colour, pattern and design. Learning is good as a result. Planning is very effective and a good variety of resources are used well by pupils. All these factors promote good progress. Teachers' good subject knowledge and interest in the subject are clearly evident in pupils' work and in the many displays around the school.
27. Few lessons were observed in design and technology during the week of the inspection, and none in Key Stage 1. However, evidence from the lessons seen and analyses of pupils' work show that work is well linked with other subjects in the curriculum and planning is good, with every opportunity taken to encourage appropriate skills and knowledge.
28. It was not possible to observe any teaching of geography during the inspection, so no judgement can be made. The teaching of history is good overall. Teachers provide a good range of practical activities and resources to support their planning. They use their knowledge and interest in the subject to involve pupils by asking skilful questions and they use resources well to encourage pupils' interest. Pupils enjoy the practical and investigative activities and make satisfactory progress.
29. Information and communication technology is taught satisfactorily through the support of the information and technology co-ordinator. Teachers have clearly acquired enough expertise and understanding of the subject to enable pupils to develop their skills well. Teachers harness pupils' interest well and plan systematically for use in most subjects of the curriculum, except for mathematics.

30. The quality of teaching of music is very good and often excellent. The specialist teacher plans with care and pupils are encouraged to develop their skills and talents in all areas, either when singing, undertaking instrumental work, when composing or when they simply appreciate music. Her enthusiasm and expertise encourage pupils to develop to their full potential.
31. In physical education, the teaching is satisfactory for pupils by the ages of seven and 11. The planning of lessons ensures that pupils progress systematically through a range of skills and are exposed to a range of activities in which all can enjoy participating at some level. Teachers manage pupils safely and with good humour, so that pupils are happy to try new activities and work with interest and concentration.
32. Teaching could only be observed in one lesson in religious education, so that no overall judgement can be made. Teachers, however, are secure in their subject knowledge and clearly convey it to pupils in an interesting and meaningful manner.
33. Teaching and learning for pupils with special educational needs is good. Learning sessions are well organised and structured. The quality of support, which takes place in class is good. The learning support assistants make a tactful but rigorous contribution to pupils' learning in most lessons, but occasionally lack of liaison with teachers means that they are not fully involved in all aspects of a lesson. Pupils are fully integrated into activities in the classrooms. The organisation, groupings, general provision and support have a positive impact upon learning. Teaching for the few pupils for whom English is an additional language is also good, through the care teachers take to plan appropriate work for them and the level of support afforded to them.

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

34. The quality and range of learning opportunities in the school are satisfactory and the required curriculum is in place. There is a satisfactory balance across the whole curriculum and learning opportunities are broad and relevant. All subjects in the National Curriculum are taught, as well as religious education, and the allocation of time for each subject is appropriate. There are good strategies in place for teaching both literacy and numeracy skills. Sex education and drugs awareness education are included well into the curriculum. Long-term plans with clear objectives have been developed following the previous inspection, and these are clear and relevant. There are effective policies, for example about the curriculum, teaching and learning, and educational visits, and there is a 2-year programme of study for Years 1 to 6, to meet the needs of mixed age classes. The Foundation Stage of learning covers the necessary requirements in the six areas of learning and includes the Early Learning Goals. The range and quality of opportunities for learning in the nursery and reception years are sound and there is an appropriate balance across the curriculum, with relevant activities and broad coverage. The provision is planned specifically to ensure children receive their entitlement to an appropriate curriculum, in a mixed age class of nursery, reception and Year 1 pupils.
35. Work is generally planned to match the needs of pupils, but is not always sufficiently challenging to extend the more able pupils so that their opportunities for independent or research work are sometimes restricted. However, 'booster' classes for English, mathematics and science are provided for Year 6, before and after school, in the

autumn and spring terms. Music is very important in the life of the school and extremely high standards are achieved. There is a specialist music teacher who attends one day a week, and visiting woodwind, brass and violin teachers.

36. The school carefully assesses the needs of pupils with special educational needs. Teachers' concerns lead to carefully crafted individual education plans, with targets drawn from observations of behaviour, of speech and language difficulties and, increasingly, from mathematical aspects. The concepts involved, however, are sometimes too general and do not always include specific, timed targets to improve pupils' progress and success.
37. The school's aims and expectations include a clear commitment to equality of opportunity, built into the aims and practices of the school. The good ethos and relationships indicate a caring community. The school complies with relevant legislation. No children miss their entitlement because of race or gender. No discrimination in terms of gender, ethnicity or background is found. Inappropriate language or behaviour is challenged effectively. Moreover, pupils with special educational needs and less able pupils are well supported in class to enable their full participation. The support of pupils for whom English is an additional language in the seven to 11 age group is satisfactory. Work in some subjects, such as Literacy and Numeracy, is mostly differentiated appropriately. However, the level of differentiation is sometimes insufficient to extend the more able pupils. The school's policy for equal opportunities is comprehensive and applies both to pupils and staff employed in the school. Staff provide good role models for pupils. The range of curriculum materials is wide enough to cover all backgrounds. Opportunities extended to pupils are underpinned by the principles of equal opportunities. All pupils are included in outings and school journeys. Financial contributions are sensitively sought but not demanded. Extra-curricular activities are open to all pupils irrespective of gender, ability or background. In these ways, the school ensures the inclusion of all pupils.
38. There is very good provision for extra-curricular activities. These include country dancing, theory of music, and football. Netball and lacrosse clubs are held in the winter months and cricket, rounders and tennis are provided in the summer. Generally, clubs are very popular with pupils and there are very few pupils in the juniors who are not involved. Musically, there is a club for recorder tuition and an orchestra plays on Saturday mornings. There are also regular football and netball matches against local schools and the school competes in cricket and athletics events organised by district associations. The country-dance team takes part in a gala at Hatfield House.
39. There are good links within the local community which contribute effectively towards the pupils' learning. For example, concerts are held at the school and other local venues to raise money for local charities. Local churches are involved in the life of the school. Harvest Festival contributions are given to the senior citizens in the area and the pupils sing to residents at the nearby nursing home. The village community comes to events in the school, such as the Summer Fayre. The school promotes constructive relationships with other local schools, although there are few playgroups, pre-schools or nurseries in the immediate area. There are productive links with the secondary schools and good Year 5/6 liaison with secondary school staff.

40. The provision for spiritual development is satisfactory. Acts of collective worship are carefully planned and offer opportunities for reflection and prayer. Care is taken to provide appropriate music to create the correct atmosphere when pupils enter the hall. Pupils respond to this with quiet and respectful behaviour. Pupils reflect on the nature of ideas like how to treat visitors with respect, as in an assembly seen, using the story of Jesus, Martha and Mary. In some lessons, there are examples of pupils being truly moved by uplifting experiences, especially in music, when the choir sang 'Close Every Door' and 'Eleanor Rigby' with understanding and compassion.
41. The school's efforts to promote the pupils' moral development are very good. All staff, including the lunchtime supervisory assistants, have received training in behaviour management. The school has a clear code of behaviour which involves a graded series of sanctions and rewards, that are clearly displayed and understood by the pupils. There are high expectations of good behaviour of the children in classrooms and on the playground. Relationships amongst pupils and between pupils and staff are well maintained. Adults provide good role models. Teachers encourage pupils to be appreciative of the efforts of others, both by urging them to applaud particularly worthy efforts and by celebrating successes of all kinds in assemblies. Correct behaviour is encouraged through the themes of stories in acts of collective worship.
42. The school makes very good provision for pupils' social development. Lessons offer many opportunities for collaborative work in pairs or small groups. Year 5 and 6 pupils, working as a group, prepared a choral reading of a poem for their class assembly. Older pupils are given responsibilities such as organising the school library, being responsible for certificates and awards for the 'celebration' assemblies and the delivery of the registers. Older pupils are paired with younger ones for shared reading sessions. The many educational visits and school sports teams provide useful opportunities for pupils to mix together in the wider community.
43. The frequent musical productions and choir appearances provide opportunities for pupils to build confidence in public performances. All pupils are involved at some level and are proud of their efforts. Pupils are encouraged to think about and do something for those less fortunate than themselves through their active support for a charity.
44. Cultural provision at the school is very good. The curriculum is enriched by visits from artists and writers. Pupils have the opportunity to enjoy traditional activities like country dancing and Harvest Festival. Pupils are given a chance to develop an awareness of the culture of other faiths through their work on Islam and Judaism. They are given the opportunity to appreciate the works of famous European artists like Monet, as well as art from Ancient Egypt and Ancient Greece. Music lessons provide the opportunity for pupils to familiarise themselves with the works by many famous composers, as well as multicultural music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The previous inspection judged that the overall provision for the support, guidance and welfare of pupils was very good. Whilst it continues at a good level, it is often better in its implementation by the experienced staff than in its formal procedures. The present high quality welfare provision contributes positively to the good progress and development of all pupils, and is valued by parents. The headteacher and staff

have a very detailed knowledge of all their pupils. They have a high level of personal involvement with pupils throughout the day in a small school environment. Teachers' knowledge of pupils is often reinforced by their long service at the school, knowledge of parents who may have attended the school and close relationships within small village communities. The headteacher and her colleagues are committed to their pastoral roles with enthusiasm and dedication that absorbs a considerable amount of time. Pupils feel secure within this integrated community, without any loss of their independence, and in turn promote the caring culture and ethos of the school. Parents greatly admire the headteacher for her efforts and choose the school for its development of well-rounded pupils and a safe, sensitive and caring community.

46. The monitoring of pupils' personal development is good throughout the Foundation Stage but satisfactory within the remainder of the school. There is no whole-school system and it relies mainly on staff observations and discussions at staff meetings rather than on formal systems. The school's very good knowledge of each pupil allows it to involve professional agencies, as required, for pupils with special educational needs. The special educational needs provision is good but many parents do not feel sufficiently engaged in the development of individual educational plans or targets.
47. The school secretary updates all information on pupils and this is sufficiently focused and specific to support any emergency. The school tries hard to achieve affective liaisons and relationships with the many local state and private secondary schools. Parents receive good support at transfer, despite a wide variety of aspirations. Induction procedures are good, and guarantee that parents and pupils are treated as individuals and make a confident start as part of the school community.
48. The school has a comprehensive range of relevant and updated support, guidance and welfare policies to support its actions. Policies are implemented consistently across the school. The school is very welcoming to outside agencies and specialists who support the pupils on a routine basis or if there are specific problems. The school has been well served by a school nurse in the delivery of sex education. Parents are well involved in the process, and there have been no withdrawals, indicating a high level of approval. The educational welfare officer is a regular visitor to the school.
49. Child protection procedures are satisfactory and the experienced staff are vigilant and receive good support through outside agencies. Although emerging issues of child protection are discussed in staff meetings, the headteacher has not received any recent refresher training and staff have received no formal training. The staff handbook lacks sufficient relevant references for new staff. The school does not display the Childline telephone number within the school. Presently, there are no pupils on the child protection register.
50. The school has good procedures for monitoring and promoting pupils' behaviour. Through its high expectation of good behaviour and a common-sense application by experienced staff, pupils thrive in a very good teaching and learning environment. Pupils are involved in developing class rules at the start of the year. Although the code of conduct is displayed in classrooms and around the school, the accent is on self-discipline and the mutual trust fostered by staff has a very positive effect on all pupils. Often some aspect of the moral provision is reinforced during assemblies or during the personal health and social education lessons. The school does not have

an over-reliance on awards to produce an orderly community. Rewards are simple and effective, done through the weekly award assembly. Sanctions are understood but little used as the headteacher's spasmodic use of the 'yellow book' is sufficient to deter any erring pupil. The tight-knit community and the constant contact with pupils during the school day ensure that the staff and headteacher have a thorough knowledge of any problems between pupils. They are very effective in detecting and eliminating any oppressive behaviour.

51. Attendance procedures and systems are good and have produced a continual improvement in attendance levels. Parents are made well aware of their statutory obligations but the incidence of parents requiring holidays within the term is above average. Although parents are diligent in communicating reasons for absence, the school has had difficulties in linking telephoned reasons into the registers and this has led to high levels of unauthorised absence.
52. Health and safety procedures are satisfactory but regular site audits require greater rigour. The school is a safe environment for all pupils and staff. However, there are a number of minor health and safety problems which have been fed back to the school by the inspection team for action. Health and safety in the hall during physical education can be compromised by the storage of furniture, and the playground surface is unsatisfactory in some areas. The school has a sufficient number of first aiders, but first aid facilities are inadequate, due to the lack of a medical room. Pupils are well acquainted with health and safety principles, through the personal health and social education provision and in lessons.
53. Assessment across the school is generally satisfactory and is good in literacy and numeracy. The teachers undertake both the recording of progress and the determination of what they will teach next as a result of this process. Targets are set for pupils, who are given feedback about their progress. Assessments of social and academic development are undertaken for the Foundation Year pupils, as well as baseline assessment in the nursery. Statutory national curriculum tests are used in Years 2 and 6, and optional national tests in Years 3, 4 and 5. The assessments undertaken are used well to provide information which teachers use to aid planning and to guide individuals. Tracking is used to ensure that pupils make appropriate progress in their work and to identify individuals and groups that need support. However, pupils' work is not monitored by the curriculum co-ordinators in all subjects, particularly the non-core subjects to ensure consistency of progress.
54. The school uses effective assessment procedures to ensure compliance with the Code of Practice when identifying pupils with special educational needs. Any children with potential needs are identified early in their time at the school. Individual Education Plans for these pupils have appropriate targets, if not always totally specific ones, and these are regularly reviewed. The school involves parents as fully as possible in these reviews and maintains close links with outside agencies. The school has facilities to enable it to cope with physically disabled pupils. The small size of the school enables good provision for special educational needs. The staff know their pupils very well, and have good relationships with the parents. This means that any problems are noticed and dealt with early on in the child's school career.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The last inspection report indicated that the quality of the partnership with parents was very good. Most parents continue to support and trust the school and apathy levels are low. Many parents have high aspirations for their children, and recognise that the headteacher and staff clearly promote well-rounded pupils. Overall, parents show a good level of satisfaction with the school and are extremely approving of the behaviour of pupils and the standards achieved. However, the school has been surprised that an increased number of parents, approximately one in nine, are critical of some aspects of the school, including how closely the school works with them, how well they feel informed about their children's progress and to what degree they feel the school is approachable over problems. These dissatisfactions have their roots in the established communication strategies with parents which are insufficient for aspirational parents, and would benefit from review. There are significant levels of dissatisfaction regarding the amount of homework and the range of activities outside lessons. Inspectors found that parents' views regarding homework are vindicated as the school lacks a coherent policy, sets homework variably, and without parents knowing what to expect. However, parents are not justified in their criticisms that the range of activities for pupils' development outside lessons is limited. The range of activities is very good. It is often distinguished by its efforts in competition with other equivalent schools. As one would expect, most outside activities are directed at older pupils.
56. The effectiveness of the school's links with parents is satisfactory. Informal communications at either end of the school day are adequate, as busy parents have little time for conversation. Teachers are not pro-active in engaging parents in the playground, but rely on the open-door policy and occasional meetings with parents in the community. Communications are made more difficult by the present essential security system. The school reception area is not particularly welcoming to parents who want to identify the staff, governors or members of the Parent Teacher Association, so that some parents have only a cursory knowledge of essential school contacts.
57. The impact of parents in the school is good. A substantial number of parents play a high quality role, either as volunteers or as teaching assistants. The school is well supported on outside visits by parents. Parent governors are very committed, enthusiastic and dedicated to the future well-being of the school. The Parent Teacher Association works tirelessly to raise funds for the school by a rich agenda of events for parents and pupils. As well as being financially beneficial to the school, they have been of great assistance in the building of the adventure playground.
58. The quality of information for parents is variable but satisfactory. The prospectus and the annual governors' report to parents are good quality documents which indicate that the school values its parents. The aims of the school do not specifically refer to parents as part of a partnership and there is no major statement regarding a policy for parents. Parents would benefit from other policies and procedures being displayed within the school. Notice boards for parents are few and convey little of significance. Other written communications are of sufficient quality, regularity, and timeliness. The newsletter is poor and does not communicate the essential ethos of the school. Annual reports to parents are good. They give comprehensive insights into pupil's abilities in each subject of the national curriculum, contain achievements

against past targets and describe future targets. Reports seek the views of parents, and pupils produce their own written appreciation of the year.

59. An evaluation of provision for pupils with special educational needs is included in the Governors' Annual Report to parents. Parents are appropriately involved in reviews and target setting. Parents of pupils for whom English is an additional language are also well involved by the school in their children's progress.
60. The growth of the educational partnership is a good feature of the school for most parents. They support the school well, as the vast majority of parents have signed the home-school agreement. They are very aware of their statutory obligations regarding attendance and punctuality. Parent meetings to discuss pupil's progress attract a full attendance, although most parents do not find the need to attend the summer meeting to discuss the annual report. Curriculum evenings have a good turnout, but turnouts for the governors' annual meeting are poor. Many parents trust the school's judgement, particularly regarding special educational needs, but collaboration with parents is not at a high level as they have an insufficient shared knowledge of the individual educational plans and term's targets. Parents are well supported at induction into the Foundation Stage, and are soon made to feel part of the school community. Parents receive good information on deciding which secondary school would best suit their child.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The leadership and management of the school are largely characterised by a range of significant strengths which make it good overall.
62. The headteacher is highly skilled and committed. She provides very good, strong and effective leadership and management. Above all, she shows drive and initiative, which have enabled the school to improve significantly since the last inspection. She has steered the school carefully towards its goal of higher attainment. Working well with the governing body and the supportive senior management team, she has implemented a wide range of improvements that have had a beneficial effect on the quality of education provided by the school. Together, the headteacher and staff form a good team which puts the needs of the pupils first.
63. The monitoring, evaluation and development of teaching are undertaken effectively by the headteacher. The headteacher and senior teacher are very aware of the strengths and weaknesses of the teaching in all subjects and realise the importance that high quality subject leadership plays in further raising standards. However, although the co-ordinators of the main subjects, such as numeracy and literacy, are monitoring and evaluating teaching and learning in their subjects well, the roles of the subject co-ordinators for other subjects are not as well developed, so that consistency of pupils' learning and of teaching is not evaluated as well as it might be. Co-ordinators of the major subjects are very clear about what needs to be done and they have taken aboard new initiatives, such as the National Literacy Strategy and the National Numeracy Strategy well. The school's decision to plan some non-core subjects in a two-year rolling programme is providing them with the opportunity of ensuring steady progress throughout the school, despite the mixed age classes. The school pursues its aims, including the raising of standards, social inclusion and performance management well.

64. The chairman and the governing body are hardworking and dedicated. They have a satisfactory understanding of the school's strengths and weaknesses and bring a great deal of professional expertise to bear on solving the school's problems and improving its efficiency. They carefully monitor the school's progress and initiate or support appropriate action. They are effective partners in decision-making and are highly supportive and appreciative of the headteacher and the rest of the staff of the school.
65. The school is using all available data well to evaluate its own performance and is clear about its educational and other priorities. The good use of collected and analysed data has contributed to recent improvements in standards in all subjects, as well as the implementation of measures such as additional literacy classes.
66. The school manages its provision for pupils with special educational needs well. Its policy is clear, helpful and up-to-date, though it needs revision to conform to the new Code of Practice. The policy is implemented well. There is good communication between the governor with responsibility for special educational needs, the school's special educational needs co-ordinator and teacher assistants and outside agencies.
67. The school's educational priorities are well supported through careful financial planning. The headteacher and the administrative assistant have a good understanding of school finance, helped greatly by the expertise of the governing body. They work well together to bring their complementary skills to bear on the financial planning and management aspects of the school's work. The school is now making good use of information and communication technology in its work and general administration. The management plan is strong, driven by clear priorities and contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to provide pupils with the means of raising standards further and the budget is driven by the management plan.
68. All funds received for specific purposes, such as those to support pupils with special educational needs, are well and appropriately managed and used. Ongoing expenditure is carefully monitored and spending patterns explored. The school clearly demonstrates the ways in which it ensures the best possible value and effectiveness in all spending decisions, whether for equipment, supplies or services. Using devolved budgets, the school provides a good level of resources, including staffing, to support pupils with special educational needs.
69. The school continues to be adequately staffed with suitably qualified and experienced teachers who are effectively deployed to meet the demands of the National Curriculum. The school has been innovative in recruiting two part-time teachers to share a class, pending the appointment of a permanent full-time teacher. Most of the teachers have many years experience at the school and have provided it with good stability. Overall, pupil to teacher ratios are very favourable in comparison with national averages but class sizes for pupils aged six to 11 are above national expectations. All teachers fulfil co-ordinator roles, with varying degrees of success, in the development of subjects. Teachers are well supported in the classroom by a good number of hardworking teacher assistants. There is also a good number of lunchtime supervisors so that control and care in the playground is optimised. A long-serving school secretary effectively administers day-to-day aspects of the school.

70. Teachers and non-teaching staff receive a good deal of training relevant to new educational initiatives. The headteacher has effectively supported the two new part-time teachers who are also provided with a good quality staff handbook. Staff work well as a team and morale is significantly high. Learning support staff feel valued as part of the 'team' and integrate well with class teachers. There are good resources accessible to staff and helpers.
71. The school's accommodation is satisfactory but there are some weaknesses. Some classrooms are cramped for the high class sizes. The lack of effective hall storage for furniture is compromising to health and safety, particularly during physical education. The external area for the Foundation Stage is inadequate. The reference library is located in the corridor and reception areas, and does not provide an environment totally conducive to independent research. There is insufficient accommodation to provide a computer suite or a separate medical room. The buildings include a number of internal steps that may restrict the curriculum or access for pupils with physical disabilities. The school has a pleasant and spacious ambience which is greatly helped by the extensive and attractive grounds. The decoration of the school is satisfactory. The accommodation is efficiently used and maintained well, and all staff and pupils have an obvious pride in the school's appearance.
72. The school has good resources for learning in many subjects of the national curriculum. The weaknesses of the last inspection have been recently overcome by above average expenditure levels in comparison with other schools during the last two years. However, history and geography resources could be strengthened further. Both information and communication technology and books have been the subject of significant expenditure in the last year. Resources are maintained at a good quality level through the care of the pupils and innovative storage methods. Resources are well used in classrooms and general areas throughout the school day. They are further supplemented by the many interesting and colourful displays, which greatly add to the school's overall atmosphere.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to build on the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff should:-
- (1) Ensure that teachers supply a sufficient level of appropriately graded work to extend more able pupils by;
 - providing more opportunities for independent research skills;
(Paragraphs 5, 8, 10, 21, 23, 24, 25, 35, 37, 86, 89, 93, 94)
 - (2) Continue to develop the role of subject co-ordinators in history, geography, religious education, art and design, physical education and design and technology by;
 - ensuring that pupils' work is monitored and evaluated to ensure continuity and progress in skills;
(Paragraphs 53, 63, 100, 105, 110, 118, 121, 133)
 - (3) review the school's homework policy to ensure consistency of setting and an appropriate level of challenge in Key Stage 1 and Key Stage2.
(Paragraphs 21, 55, 86, 89, 95)

Minor issues

- In addition, the school and the governors should address the following issues:-
- extending the opportunities for pupils to use a variety of writing across the curriculum;
 - reviewing strategies for communication with parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

29

Number of discussions with staff, governors, other adults and pupils

31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	9	12	6	0	0	0
Percentage	7	31	41	21	0	0	0

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

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)

109

Number of full-time pupils known to be eligible for free school meals

6

FTE means full-time equivalent

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

39

Number of pupils on the school's special educational needs register

0

English as an additional language

No of pupils

Number of pupils with English as an additional language

2

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

3

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	5	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	10	12	12
	Girls	5	5	5
	Total	15	17	17
Percentage of pupils at NC level 2 or above	School	88 (88)	100 (82)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	12	12	12
	Girls	5	5	5
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	10	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	9	7	10
	Total	16	15	19

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	80 (77)	75 (69)	95 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	8
	Girls	7	7	8
	Total	13	15	16
Percentage of pupils at NC level 4 or above	School	65 (69)	75 (85)	80 (77)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	94
Any other minority ethnic group	0

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)	4
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	99.15

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000 - 2001
	£
Total income	274812
Total expenditure	267362
Expenditure per pupil	2345
Balance brought forward from previous year	6229
Balance carried forward to next year	13679

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	109
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	0	0
My child is making good progress in school.	55	39	3	0	3
Behaviour in the school is good.	52	42	6	0	0
My child gets the right amount of work to do at home.	39	39	16	6	0
The teaching is good.	52	39	6	3	0
I am kept well informed about how my child is getting on.	45	39	10	6	0
I would feel comfortable about approaching the school with questions or a problem.	68	19	13	0	0
The school expects my child to work hard and achieve his or her best.	42	55	0	0	3
The school works closely with parents.	48	35	13	3	0
The school is well led and managed.	77	13	10	0	0
The school is helping my child become mature and responsible.	61	23	10	0	6
The school provides an interesting range of activities outside lessons.	55	23	19	3	0

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

74. The provision in the Foundation Stage for learning is good and has been maintained since the previous inspection. The children, in both the nursery and reception years, are accommodated in one classroom, with a small group of Year 1 pupils. The staff make considerable efforts to ensure the children receive a full and appropriate curriculum for children of this age. Teaching is good in the Foundation Stage and this has a positive impact on the children's learning, through teachers' expertise in teaching basic skills in literacy and numeracy, high expectations for behaviour and attainment are high, and good management. Teaching methods are effective, with an appropriate balance of activities. The children come into school with average skills in speaking and listening, mathematics and personal independence, Initial assessment confirms this picture of attainment on entry. By the time they are ready to start in Year 1, most children have made good progress in all six required areas of learning.

Personal, social and emotional development

75. Most children in the nursery and reception years come into school with average skills in personal, social and emotional development. By the time they enter Year 1 they are achieving well in the Early Learning Goals. This indicates good progress and is due to the good teaching from staff who encourage the children to be confident and have self-esteem. The children are settled and come into school happily, with no signs of anxiety. They approach adults confidently, sure of a positive response. The children work and play well together and learn to be considerate and polite. They are friendly, well motivated and keen to share their ideas with others. There are secure relationships between the staff and the children and the staff provide good role models for treating people with respect and understanding. Generally, the children's personal independence is well promoted and there is a reasonable balance between teacher-led activities and those which children initiate themselves. The children show they care for their learning environment, use equipment sensibly and tend living things. A variety of festivals are acknowledged as part of the children's social development. These include Purim and Diwali and these are used effectively to develop the children's tolerance and understanding of a variety of backgrounds and cultures.

Communication, language and literacy

76. Children make good progress towards the Early Learning Goals in communication, language and literacy, and by the time they leave the reception year they have achieved these well. The children are learning good skills in speaking and listening, for instance, when asked to give suggestions about the story 'The Pig in the Pond' or to describe what they observe in lessons about science. They are articulate and can communicate well, such as explaining how they would feel if they could not see. They use vocabulary correctly, such as 'over', 'through', 'under' and 'around', when describing how to negotiate an obstacle course. During a mathematics lesson, the younger nursery children had good experiences in the 'café', working well with the teaching assistant as they chose a certain number of items from the menu. Children of both nursery and reception ages develop good skills in using and identify the

sounds letters make in words; not only individual sounds but also those which combine to form a new sound, such as 's' and 'h' to produce 'sh'. The children learn to handle and use books properly and many can identify words and sentences correctly. They can decipher print, develop confidence in their abilities and are generally keen to share their books with adults and other children. The children's emerging skills in writing are promoted effectively. They receive differing levels of support according to their abilities, and their efforts in writing are valued and praised.

Mathematical development

77. Mathematical development is well promoted in the nursery and reception years and children make good progress in this area of learning. The children can count accurately to ten, recognise numerals and begin to understand larger numbers. They use mathematical language confidently and can explain their ideas and share them with others. The staff help the children to understand numbers and have high expectations for their attainment, offering them a good range of practical activities to extend their learning. They help the children to develop their mathematical ideas through the environment, making suggestions about how to manipulate numbers. For example, the staff reinforce mathematical language and ideas when discussing tallying, how to keep track of how many there are in a large group of objects, and when estimating accurately. Some children already have quite mature ideas about numbers and they are beginning to understand place value, that 'one' can either mean 'one unit' or 'one group of ten'. Children have good experience looking at and re-creating repeating patterns using colours and shapes. They understand about shapes and their properties, such as 'square' and 'triangle' and can identify them. They are learning about time and measurement, making comparisons, and they also learn about money, for example, when playing in the 'café'.

Knowledge and understanding of the world

78. The children come into school with average attainment in their knowledge and understanding of the world. The staff help them to build on this knowledge by teaching them about where they live and features in the environment. Very good use is made of the local area in this work. For example, the children regularly go for walks either around the school grounds or in the village. The children can identify different types of materials using their senses in their scientific work and they discuss similarities and differences in what they discover and observe. During a lesson about scientific enquiry they had very good access to a wide range of objects, some natural and others manufactured, to develop their observational skills. The children have appropriate opportunities to use the computer and learn to develop their keyboard skills. They enjoy using construction equipment to make models and have reasonable opportunities to build these, using a wide range of equipment. By the time they enter Year 1 they are attaining the learning goals well.

Physical development

79. Children enjoy their physical development lessons and opportunities are used well to illustrate how bodies react during exercise. They learn to move confidently and can negotiate space and obstacles carefully. Although the designated outdoor space adjacent to the nursery and reception years is rather small and not suitable for physical pursuits, the children have access to a range of large apparatus, both indoors and outside, to develop their skills in balancing, climbing and jumping. They

can move imaginatively and with control and co-ordination. They learn to develop their skills using small pieces of equipment, for instance, balancing beanbags on their heads. The children's skills of using their hands are developing very well, due to the very good range of experiences they have using pencils, crayons and scissors. By the time they enter Year 1, they are attaining the required goals in this area well.

Creative development

80. The children's creative work is valued and they are learning to use paint, crayons and collage to make pictures and record their observations. They have very good opportunities to develop their skills in music and to explore sound, using the good range of musical instruments provided. The children are enthusiastic in these lessons, are well motivated and are making good progress. The children experience a range of activities in their creative work, for example, developing ideas in role-play in the 'café', or listening to music, such as 'Greensleeves', at the beginning of assembly. They are provided with a range of resources and materials to use in their creative work, which enables them to develop different techniques. Children are attaining the learning goals well by the time they enter Year 1.

ENGLISH

81. The standards reached in English by 11-year-olds in the National Curriculum tests in 2001 were above average compared with all schools nationally, but below average when likened to schools with a similar entitlement to free school meals. Such comparisons, however, are statistically untrustworthy, due to the small numbers in the cohorts. In fact, the percentage achieving the expected Level 4 was close to the national average, and was well above average for those reaching the higher than expected Level 5. Small numbers also mean that results have fluctuated, falling from 1998 and rising again in 2001. Since the previous inspection, there has been the introduction of the Literacy Hour and other initiatives. This has helped to maintain high standards. Inspection findings show that standards of pupils aged 11 are good for speaking and listening and writing and very good for reading. Pupils with special educational needs generally make good progress. Pupils for whom English is an additional language make satisfactory progress. No significant difference was seen in the attainments of boys and girls.
82. The standards achieved in reading by seven-year-olds who sat the National Curriculum tests in 2001 are very high when compared with all schools nationally. The standards in writing were above expectations in relation to all schools. When compared with schools in similar contexts, the reading standards are above average and the writing standards are in line with expectations. Due to the small cohorts, standards have fluctuated and may be statistically insecure. For example, reading standards were down significantly in 2000 and rose again in 2001; writing standards were down from 1998 and rose a little in 2001. Inspection findings place current standards for seven-year-olds above national expectations because of the good, sometimes very good, quality of teaching, the positive impact of the Literacy Hour, and the pupils' very good behaviour and attitudes. There are strong indications that the improvements will continue and that the school is likely to meet its targets for pupils aged 11 in 2002.

83. Teachers provide good opportunities for pupils in both infants and juniors to develop their speaking and listening skills. They set up the introductory part of lessons so that pupils have time to share what they know and have learnt, and they use the language associated with the topic. A very good example of this in Year 1, was where pupils enjoyed a familiar story of 'Three Billy Goats Gruff', quickly picking up the strong rhythms of the language as the goats cross the bridge. Pupils in Year 3 recite excerpts from their traditional story of 'Skunny Wundy's Skipping Stones', adapting their voices to the character of the turtle. In Year 5, pupils enjoy discussions of the range of facilities available through a satellite dish, using, for example, information from a Government digital television website. Pupils in Year 6 speak clearly and confidently when reporting their designs for a television of the future, sometimes putting two words together to make a new word, such as 'Intervision'. Throughout the school, teachers encourage pupils when working in pairs or small groups to discuss their work with each other. Often they take each other's views into account. Teachers place an appropriate emphasis on teaching correct terminology, as in a Year 6 science lesson, when pupils were introduced to the key vocabulary, 'vibration' and 'sound wave'. Older pupils are used to brainstorming ideas. These sessions positively promote the pupils' oral and listening skills, and raise their self-esteem.
84. As pupils' reading skills on entry to the school are broadly average, they do well to attain good standards by the age of seven. In Years 1 and 2, they build upon their experiences of phonics learned in reception. Pupils take real pleasure in reading. Average and less able pupils, including those with special educational needs, quickly develop their knowledge and understanding of letter sounds through the quality of the structured teaching that they experience. This helps them to tackle new and unfamiliar words. More able pupils demonstrate enjoyment and interest in reading when, in Year 2, they answer questions by reference to the text of a favourite story, 'Well I Never'. By the end of Year 6, the standard of pupils' reading is well above average. Pupils read with improving fluency and accuracy, and 11 year-olds can speak with first-hand knowledge of a range of different authors, including Jacqueline Wilson, Philip Pulman, J.K.Rowling and Roald Dahl. School reading record books are used well and show good progress and regular monitoring by class teachers. These are also a good form of communication with parents. The older pupils are adept at finding information from various sources, such as CD-Roms and they enjoy fiction and poetry. Pupils said they used the school library and the local library. The reading skills of the majority of Year 6 pupils are sufficiently well developed to enable them to cope with most texts. The subject contributes well to pupils' spiritual, moral, social and cultural development through the width of pupils' reading.
85. The standard of writing of pupils aged seven to 11 seen during the inspection is above the national average. It is typified by the inventive use of words. More able pupils in Year 5 and Year 6 have made good progress so far this year. A very good example of this in Year 6 is the writing of adventure stories and the exploration of story characters, including school reports for Hogwarts, as in the books of 'Harry Potter'. In Year 5, pupils write emotive poems about light as part of their work on Hannukah in religious education. Above average pupils really know how to produce descriptions that command attention, such as, 'Come on put your back into it', bellowed the troll, he was holding a shark-skinned whip'. Pupils of average ability made similar progress in writing in the same period. An example of note in Year 4 is in the poems they wrote after reading 'The Door' by Miroslav Halub, a Czech poet. They try to imitate different styles such as the Haiku, as in,

'Cobwebs, spiders webs
Dripping with heavy dewdrops
Shining like diamonds.'

86. Below average pupils in Year 6 learn about the elements of excitement and dread, and insert them into a good suspense story, 'Harwell Hall'. Presentational skills need strengthening throughout the school. Standards of spelling and grammar, including punctuation, are good. The quality and consistency of handwriting varies across the school. Pupils know how to sustain argumentative writing as in, 'Cruelty to frogs'. Some use different forms of writing appropriately; for instance, when producing a news report on the problem of dancing bears in captivity or writing an historical diary of the voyages of John Cabot. The skills of writing are not, however, sufficiently transferred to the wider curriculum. In Years 1 and 2, standards of writing are also above national expectations, mainly due to their rich diet of familiar stories. The more able seven-year-olds rewrite parts of their storybook, 'Chicken Licken', sequencing his meetings with Henny Penny and Turkey Lurkey. The average and less able pupils, including those with special educational needs, follow a model of the hymn tune, 'Who put the colours in the rainbow?' and write their own versions. However, there is limited evidence of extended writing across the curriculum that indicates a lack of opportunities. The use of computers to improve pupils' writing is good, as seen in the anthology of stories by older pupils.
87. The quality of teaching ranges from satisfactory to very good. Teachers' overall planning is very effective. Teachers generally have high expectations of what pupils should achieve. The way in which they use questions to draw out meaning and develop pupils' understanding is very effective. In a Year 4 lesson on using suitable adjectives, pupils were really forced to think and provide alternatives. Generally in literacy lessons, where pupils of different attainment are grouped together, teachers plan work that matches pupils' abilities. As a result, pupils are challenged to learn and they respond by working hard and productively, making good, sometimes very good, progress. Less able pupils, including those with special educational needs, are well supported by teaching assistants. In Key Stage 2, however, the teaching is sometimes too dominant and expectations are set too low, so that the more able pupils make only satisfactory progress. Most teachers assess pupils' progress closely and effectively in lessons. This helps them to set challenging targets for improvement for individual pupils. Where teachers share the learning objectives, pupils are clear about what they should know and do. Marking of work within the lesson also identifies clearly what is needed to improve standards. There is evidence of the use of homework in English, where for example, younger pupils take books home to pursue their reading targets, but its use is not always consistent.
88. The co-ordination of English is very good. The co-ordinator has detailed, good knowledge of the Literacy Hour. She carries out close, supportive monitoring of planning and teaching. As a result, teachers have competently adopted the Literacy Hour. The co-ordinator brings energy and enthusiasm to the subject, attending update courses and then cascading their content to staff in school. The coordinator has gathered together a portfolio of levelled work that gives teachers a secure base for their assessments. She and her colleagues join a cluster group to compare and level standards. Optional SATs are also used in other years. The results of annual tests are used to make individual targets for every pupil in writing and reading. Assessment is generally good. The number and quality of books has improved, helping to stimulate pupils' interest in reading. Teacher assistants attached to less

able groups and pupils with special educational needs, work well with the class teachers, affording them the opportunity to focus on other ability groups in rotation. All this results in an effective focus on improvement in English throughout the school.

MATHEMATICS

89. Standards in mathematics at the age of seven are above the expected level for pupils of this age, and also above the national average at the age of 11. In national tests at the age of seven, the pupils achieve at a good level and at 11 years of age they perform at the expected level. The levels of attainment for pupils by the age of seven are also favourable when compared with similar schools, but less so by the age of 11, although the trend in mathematics shows clear improvement. Results compare favourably with those at the time of the previous inspection. There are no significant differences in the performance of girls and boys. Pupils identified as having special educational needs and those for whom English is an additional language are generally well supported and make good progress. All pupils are included in the full range of the curriculum and are expected to be involved in the mathematical activities provided.
90. Attainment by the time the pupils are seven years or age is good. They have a good knowledge of place value to 100 and can manipulate numbers correctly. For example, pupils in Year 2 can separate larger numbers into groups of smaller numbers to make calculations easier. They know the properties of two and three-dimensional shapes, can work with fractions, for example, halves and quarters and are able to sequence numbers correctly. By the age of 11, the pupils can work out calculations correctly using mental arithmetic. They understand fractions, both vulgar fractions and decimals, can measure accurately and handle data to access information. Generally, all pupils achieve well, but sometimes, due to a lack of appropriately graded work, more able pupils do not achieve their full potential. However, throughout the school the pupils are learning to apply their mathematical skills and the staff encourage them to try their ideas, for example, by using smaller numbers first to check their method and then using these strategies to manipulate larger numbers. In the juniors, Year 6 pupils can give accurate answers in mental arithmetic, doubling fractions and decimals correctly. In Year 5, pupils cover work on shapes and their properties, co-ordinates, length and the 24-hour clock. Year 4 work covers time, two-dimensional shapes, multiplication and division, fractions, money and frequency tables. Pupils in Year 3 work on hundreds, tens and units, using addition and subtraction, money and measurement. They are able to use tallying correctly in their mathematical work and are learning about graphs.
91. Teaching and learning are satisfactory overall. In infant classes, teaching is good, and in the juniors, it is sound, with examples of good teaching. The pace of learning for pupils in Year 3 and 4, whilst satisfactory, is slower than in other years, where pupils' progress is good or very good. From analysis of pupils' work, it emerged that the demands made on more able pupils are sometimes too low because pupils of different abilities are set work which is similar. However, in lessons that are good or very good there is a good match between the work set and the abilities of the pupils. For example, in a Year 1 and 2 lesson, there were different activities for groups of pupils which, when combined with the good level of support offered from both the class teacher and teaching assistants, resulted in very good progress. The more able pupils were coping well with more challenging tasks, for example, partitioning and calculating numbers. The National Numeracy Strategy has been implemented in

the school successfully and the pupils generally are making sound progress overall in their learning. The staff have good subject knowledge overall, expertise is very good in Key Stage 1, and in general the staff plan well and teach basic skills in numeracy effectively. Generally, expectations are at an appropriate level. However, they are particularly good in Years 1 and 2. Methods, too, are effective overall but again better in Key Stage 1. Pupils are well managed and behave well in lessons; support staff and resources are used well. Assessment in mathematics is satisfactory, but homework is not used effectively enough or consistently across the school.

92. Attitudes to mathematics are positive and contribute well to pupils' social and cultural development. Behaviour in lessons seen was consistently satisfactory and sometimes good. Generally, pupils are keen, well-motivated and pay attention. Information and communication technology is used in mathematics but is an area for further development.
93. The management of mathematics in the school is satisfactory, although there are few systems for monitoring pupils' work, to ensure there is a good match of tasks to the pupils' abilities, especially for the more able. Resources are satisfactory in mathematics. They are of good quality and generally used appropriately in lessons. The curriculum for mathematics is appropriate and covers the necessary requirements of the National Numeracy Strategy.

SCIENCE

94. The results of the National Curriculum assessments in 2001 show the proportion of seven-year-old pupils reaching the required standard in science to be above average when compared with all schools and to be average when compared with schools in similar contexts. The proportion of pupils assessed to be at the higher Level 3 was below average when compared with all schools, and well below when compared with similar schools. No meaningful statistical comparison is possible between Wymondley Primary School and national trends over recent years because of the small numbers in each succeeding cohort. Current inspection findings indicate that levels of attainment are broadly in line with national averages. For example, in an investigation by Year 2 pupils, they focused on what can be sensed through taste, smell and touch. They demonstrated satisfactory understanding of their observations, even when blindfolded. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress. There is no discernable difference in the attainment of boys and girls.
95. Results of the 2001 national tests in science show the proportion of 11-year-olds reaching the required standard to be below average when compared with all schools, and to be well below when compared both with schools in similar contexts and with pupils' previous attainments. Standards have fallen since the previous inspection. Again, such comparisons are statistically untrustworthy, due to the small numbers involved each year. Inspection findings show that standards are in fact in line with national averages. When manipulating elastic bands and guitar strings, all pupils in Year 6 used their knowledge and understanding to link cause and effect and to make simple explanations relating to sound and how it affects one's hearing. In the week of the inspection, all pupils were making satisfactory progress.

96. The quality of teaching ranges from satisfactory to good. The lessons observed, as well as the analysis of pupils' previous work, led to the judgement that the overall quality of science teaching is satisfactory. A Year 2 lesson was well prepared and organised. Good resources encouraged pupils' investigations into the taste of a variety of fruits and vegetables, the smell of a range of everyday toiletries and food additives and the feel of a collection of materials. In Year 6, the lesson was also an investigation, but so heavily teacher-directed that pupils did not learn how to record their experiments independently and with an understanding of fair testing. Generally, teachers cover all aspects of the science curriculum, but there is limited evidence that they plan work for pupils of different abilities. This is compounded in mixed-age classes, but the school attempts to mitigate the effects by delivering the curriculum over a two-year rolling programme. Evidence in books shows that pupils have opportunities to explore and investigate to support their learning. For example, pupils in Year 2 record a table of heights and weights and interpret the results, 'Not everyone with big feet is the tallest'. Pupils in Year 6 investigate a plant's need for water by replacing the water with orange juice. This aspect of the work in science is strong. Marking is supportive and developmental and reminds pupils of their learning targets. Resources have improved and are now satisfactory, including, where appropriate, information from CD-Roms and the Internet. For example, Year 2 pupils use a multimedia CD for their work on the human body and, in an information and technology lesson, Year 4 pupils effectively followed up a science theme, exploring a number of websites for information on the phases of the moon. The subject contributes well to pupils' cultural development. However, homework is not consistently set in the subject.
97. The management of science is satisfactory. The co-ordinator has good understanding of the shortcomings of the subject. However, she has no time to monitor the delivery of science. Her planning is good. It is coherent, with clear expectations, focusing well on the investigative aspects. She is aware of the need to overcome problems with teacher assessments by the provision of a portfolio of moderated and levelled work. The analysis for assessment data does not yet enable accurate target setting for, and the tracking of, individual pupils. The amount of time allocated to science throughout the school is adequate for coverage of the required curriculum.

ART AND DESIGN

98. Standards of work in several aspects of art are generally above national expectations throughout the school. This is an improvement on the time of the previous inspection, when they were in line with expectations by the age of seven and above them by the age of 11. Pupils in Years 1 and 2, through their study of the human body, effectively portray the human skeleton, using chalk on black paper backgrounds. Year 1 pupils use their knowledge of the senses successfully to communicate ideas in using tactile textures in their picture collages. They experiment with colour washes over paper strips and material overlays or make wax crayon prints of their owl pictures. Pupils in Year 2 make observational drawings of historical artefacts and embellish them with a range of resources, including oil pastels, charcoal, paint, crayons, pen and pencil.
99. In the seven to eleven age group, pupils use their sketchbooks effectively to record observations and experiment with colour washes. Younger pupils are responsive to the colours in a landscape and work hard to replicate them, using layered, coloured tissue paper strips. They produce significant pictures, with some innovative use of

colour upon colour. Pupils in Year 3 and 4 use their knowledge of Claude Monet to recreate their versions of flowers, using chalk for drawing, and then paint. After sketching the flowering cherry, pupils produce a clay tree study. Older pupils use wire to create two-dimensional and three-dimensional figures; the more able pupils produce their name with one piece, and the less able make simple patterns. In Year 6, pupils experiment with 'light and dark', using pencil and pastels.

100. The quality of teaching is generally good. Lessons have suitable, sometimes challenging content that encourages pupils to be inventive and to pay careful attention to the decoration of their landscape pictures. All pupils progress well, including those with special educational needs. During their history project, pupils in Year 3 are prompted to make jewellery in the Ancient Egyptian style and so use salt dough with rolled paper. The teachers' choice of activities, such as clay and press printing in Year 4, appeals directly to the pupils and instils in them an enthusiasm and enjoyment for the subject. Gourds inspire pupils to create fired and glazed clay pots, some with lids in greens and white. Paintings of the amaryllis are marked with bold colour and firm brush strokes. These activities and the wide range of materials and stimuli promote positive attitudes to art. For example, every class contributes to seasonal pictures that are displayed in the hall. These are large and vivid. Similarly, pupils' bird pictures in paints and pastels are gathered together into one striking display entitled, 'Can you name these British birds?' The subject adds greatly to pupils' spiritual and cultural development.
101. Co-ordination of the subject promotes art in the curriculum effectively and has raised both teachers' expectations and pupils' standards of attainment. The co-ordinator is an art specialist and a potter, so art plays a very important part in the life of the school. This is reflected in the quality of displays. Art stock is reviewed regularly but the co-ordinator has no opportunity to monitor the teaching of art. Planning provides continuity and skills development. Assessment procedures are not yet in place but a portfolio of photographic evidence is in preparation. Resources are good, including a kiln. There are good links with the wider curriculum, especially in history. Links with information and communication technology and with numeracy need strengthening.

DESIGN AND TECHNOLOGY

102. Standards for design technology are good overall, and have been maintained since the last inspection. All pupils achieve well, including those pupils with special educational needs or those for whom English is an additional language.
103. Although no lessons were observed in the infant classes during the inspection, judgements about standards overall were based on examples of pupils' work. In Years 1 and 2, the teaching supports and encourages the pupils to use their design skills, for example, to make models such as puppets, shakers and moving pictures, using recycled materials.
104. In the juniors, the pupils continue to achieve at a good level overall and in Years 5 and 6 receive good teaching to encourage them to consider and make suggestions, for example, about the nutritional values in different types of bread. They are also made aware of safety issues by teachers. They undertake work on making musical instruments, which are designed to change pitch. The pupils used Lakota Indian music for inspiration, to develop a greater appreciation of how complex the design and manufacture of instruments is and why, therefore, they are so expensive. Good

evaluations were also included in this work by the pupils considering how to improve on their original designs. In Years 3 and 4 the pupils have made very attractive Egyptian jewellery and designed their own purses.

105. Pupils have positive attitudes towards design technology and work co-operatively and collaboratively together. There are good links to other subjects in music, art, and numeracy, through work on instruments, models and symmetrical patterns, though links with literacy are less well developed. There is a good range of design technology work in both key stages; Pupils are given a good start and work is well presented and carefully completed.
106. The management of design technology is good. The co-ordinator has good subject knowledge and uses it well to develop pupils' learning. However, assessment procedures are not always consistently implemented across the school and there is little monitoring of the pupils' work. Resources for design technology are adequate, are of an appropriate standard and are used well in modelling work. Information and communication technology is not yet sufficiently integrated into the teaching of the subject.

GEOGRAPHY

107. It was not possible to observe any lessons in geography during the inspection and therefore no judgement can be made on teaching in either key stage. From analysis of pupils' work, scrutiny of teachers' planning and discussion with pupils and teachers, attainment and progress are satisfactory by the ages of both seven and 11. At the time of the previous inspection, attainment was judged to be above average.
108. By the age of seven, pupils explore such topics as the weather and the seasons, look at local architecture and develop early mapping skills, using their own village environment. Pupils have a satisfactory knowledge of the local area as they chart their journeys to school. By the end of Year 2, they begin to be aware of the different features of the places they study. They look at the wider world by following the travels of 'Barnaby Bear,' discussing what clothes people wear in hot and cold weather.
109. Year 3 and Year 4 pupils develop their mapping skills and their awareness of the environment further by such tasks as using their own ideas on how they could improve the area they can see from their classroom window and how they could make the local environment safer. They undertake a detailed study on a village in India, comparing the way of life there with their own. In Years 5 and 6, pupils do detailed studies of the water cycle, water power, water treatment and sewage treatment, learning much about their own environment in this way. They become involved in a study of a locality in the United Kingdom in contrast to their own. They realise that the United Kingdom is made up of different countries. Many show obvious enjoyment when looking at an atlas. They study the major features of coastlines, as well as the features of water and rivers. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress overall.

110. The school makes good use of the local area to provide stimulus for geographical work and promote pupils' social development. Pupils throughout both key stages are enthusiastic about their work in the subject.
111. Teachers' planning shows that geographical skills are taught as pupils move through the school. Good use is made of literacy skills, though more use could be made of numeracy skills. However, there is little assessment of pupils' progress in the subject. Displays in all classrooms are used well to promote learning.
112. There is satisfactory leadership of the subject. The co-ordinator has a clear view of what is needed to develop this subject further, such as the need for monitoring and evaluating teaching in the subject and for more formal systems of assessment to aid future planning. Resources are satisfactory and sufficient to support all of the topics which are taught, though the subject would benefit from a greater supply of reference books. More use could be made of information and communication technology in the teaching of geography.

HISTORY

113. It was only possible to observe one lesson in history during the inspection but from this lesson, an analysis of pupils' work and discussions with pupils, as well as from displays around the school, it is clear that standards of attainment in history are above those expected nationally by the age of seven. By the age of 11, pupils reach standards which are in line with those expected for their age. At the time of the previous inspection, standards were average by the age of seven and above average by the age of 11. The school has adopted National Curriculum schemes of work successfully, arranged into a two-year rolling programme, ensuring that appropriate skills are developed throughout their schooling and that all required areas of the subject are covered.
114. In Key Stage 1 pupils study the history of toys, thereby acquiring a sense of past and present. They look at different kinds of homes in different ages, often with great enjoyment and interest, as observed in a very good Y1 and 2 lesson on Victorian household artefacts, in which pupils discovered the similarities with today's living and looked at the differences. They study famous characters in history, such as Guy Fawkes, and famous events, such as the Great Fire of London. They begin to gain a spirit of enquiry about the past and learn about sources of information.
115. In Key Stage 2, pupils study such topics as the Ancient Egyptians, the Tudors and life in Victorian England. In Years 3 and 4 they study World War Two and Years 5 and 6 look at how Britain has changed since 1948. Often, they put their computer skills to good use in looking at historical evidence. In these ways, pupils acquire a good sense of chronology, knowledge about past times, the understanding of other cultures and the part they have played in forming our own. Teachers work hard to reinforce historical skills, knowledge and understanding and the subject contributes well to pupils' social and cultural development. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress overall.

116. In the one lesson seen questions were asked skilfully when pupils were discussing changes in the home since Victorian times. Learning in this lesson was good and the pupils worked collaboratively and co-operatively. Resources and artefacts were used very well as pupils developed a satisfactory awareness of how people used fenders around their open fires. The teacher helped them to extend their ideas throughout the rest of domestic life of the times. Pupils worked well together as a class and sustained their concentration.
117. History contributes soundly to the teaching of literacy. Pupils in Year 2 use their developing literacy skills as they write about famous people from the past. However, opportunities are missed for more sustained descriptive or empathetic writing which would contribute to the breadth of styles acquired by pupils. Satisfactory use is made of time lines throughout the school, promoting links with numeracy. Information and communication skills are beginning to be used well to promote learning in the subject.
118. Informative displays in all classrooms demonstrate clearly the topics which the pupils are following and enhance pupils' learning. Very good examples were seen in Key Stage 2 on aspects of life in Ancient Egypt. In Key Stage 2, books and posters clearly show the major themes which the pupils are following.
119. There is satisfactory leadership and the co-ordinator has a clear overview of the subject. However, there is little monitoring of pupils' progress by class teachers and this is an area for further development. In both key stages, teachers do not yet assess pupils' progress as regularly or rigorously as they might. Resources are satisfactory and help to illustrate all topics covered. Educational visits and visitors invited into school greatly enrich this area of the curriculum, as do visits to places of historical interest.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Standards in information and communication technology are average overall at both key stages. There are reasonable opportunities for the pupils to practise and develop their skills and older pupils are developing confidence in their abilities. Pupils identified as having special educational needs and those for whom English is an additional language are well supported and make good progress in the use of technology. In Key Stage 1, standards are in line with those expected for pupils of seven years of age. This is due to the sound teaching they receive from information and communication technology managers. The staff have a secure knowledge of the subject and are able to provide an appropriate range of tasks for the pupils to develop their skills systematically. They have appropriate expectations for what the pupils will achieve and can demonstrate the basic skills in using technology. Pupils in Year 2 are able to use the techniques they have learned to create repeating and symmetrical patterns. Pupils in Year 1 are learning to use painting techniques in their work.
121. The attainment of pupils of 11 years of age is at the expected level. Pupils in Years 3 and 4 are learning how to use e-mail; and can send and retrieve messages, with some help from the information and communication technology manager. They can use different sizes and types of fonts in their word-processing. They work with interest and enthusiasm and widen their social understanding well. In Years 5 and 6, the pupils can access information using data bases, for example in history work,

discovering the different events in peoples' lives in the past. Work on data handling and research is used well. The teaching of information and communication technology in Key Stage 2 is sound. The staff have a secure knowledge and use this to help the pupils develop their skills appropriately. Although opportunities for the pupils to use their knowledge and understanding of technology across the curriculum, these are not exploited fully, for instance in numeracy lessons. There are plans to improve the range of software for mathematics.

122. The curriculum for information and communication technology is broad and fairly well balanced. Resources have been improved and are now good. The computers are networked but the school does not have the space for a designated area, such as a computer suite. However, the staff provide reasonable opportunities for the pupils to use the computers in their work within their classrooms. There is reasonable access to equipment and resources are used appropriately. The school has made good progress since the last inspection, but there is now the need to utilise the good resources that are available to their full potential. Management of information and communication technology is sound and the recently appointed co-ordinator has very good subject expertise and knows what needs to be done to improve the subject further, such as ensuring that assessment procedures are effective and used well to inform future planning, and to create more effective links with other subjects, particularly with mathematics.

MUSIC

123. At the time of the 1997 inspection standards in music were judged to be in line with the level expected nationally for Key Stage 1 and above average in Key Stage 2. The situation has now changed and standards in both key stages are excellent for pupils at seven and 11 years, and progress is very good overall. A predominant feature of the development of pupils' skills in music is to be found in the extra-curricular activities, such as the regular performances of musical productions, the school orchestra and the school choir. Additional opportunities are available for pupils to learn to play a musical instrument from among the flute, violin, clarinet, percussion and brass.
124. Music is taught by a part-time specialist teacher. Lessons seen were never less than very good and often excellent. The interest and enthusiasm she displays transmits itself to the pupils, who, regardless of ability, love their music lessons. The teacher's grasp of basic musical skills is excellent; lessons are carefully and clearly planned to cover the development of instrumental skills, performance skills and the theory and practice of music. Her management of classes is firm and lessons proceed at an impressive rate, with no moment wasted. She makes constant assessment of the progress of all pupils, and is satisfied with nothing less than perfection, so that expectations are extremely high and pupils live up to them. Other staff members and voluntary helpers give enthusiastic support to the subject co-ordinator in leading these activities which not only enhance pupils' skills, but also their enjoyment of the subject.
125. In infant classes pupils have good opportunities to sing a range of different songs, sometimes singing in canon, and at other times clapping or using percussion instruments to keep time and to add rhythm. They perform accurately, sing in time and pitch the notes correctly. In their regular performance lessons, pupils play recorders, percussion, glockenspiel and xylophones and all are expected to play

each instrument. Most can read music and grasp sophisticated rhythms with understanding. In junior classes pupils are exposed to a wide range of musical experiences, such as the choir, which was practising for a forthcoming concert at the time of the inspection. Their singing was most professional, in pitch, phrasing, diction and expression. The rehearsal of 'Jacob and Sons' was full of energy, power and life and 'Close Every Door' was sung with compassion and sympathy which was moving to the listener. The school orchestra featured many strong instrumental players. There was a very high level of challenge offered but pupils tackled complex arrangements well and produced a very good standard of performance. The performance by a group of clarinetists in the orchestra was most impressive.

126. The good range of learning opportunities ensures that pupils make very good progress in music. Information and communication technology is being used in the use of keyboards, though there is room for further development in this area. Pupils with special educational needs are given help to ensure that they make good contributions to music lessons. This frequently happens, since they are provided with tasks well matched to their abilities and because they work in groups where they are supported well by other pupils.
127. Attitudes to the subject are very good throughout the school. Pupils work confidently because they are clear about what it is they have to do and because they enjoy the activities they are expected to undertake. They adopt sensible and mature attitudes to performance, support one another, and are conscientious in all they do. Many pupils show high levels of confidence and clearly love performing. The subject adds greatly to pupils' spiritual and cultural development and understanding.
128. The leadership by the music specialist has had a substantial impact upon standards of music. The very well managed and resourced scheme of work has impacted very positively on standards achieved. It is due to her expertise and enthusiasm that music is now such a strength of the school.

PHYSICAL EDUCATION

129. Standards in physical education are average at the ages of both seven and 11. This reflects the findings at the time of the last inspection. There are no significant differences between the standards of boys and girls. Pupils identified as having special educational needs and those for whom English is an additional language make sound progress in physical education.
130. Pupils in Key Stage 1 are well motivated in their physical education work. In gymnastics they perform forward rolls correctly and are keen to try out their skills and build their confidence when using large apparatus. They enjoy their lessons in physical education and work well together, co-operating and behaving well. They develop control and co-ordination when balancing on equipment and create a variety of interesting body shapes. Most of the seven-year-old pupils can create their own sequences of movement on the apparatus and are developing an awareness of their own space and that of others, as well as how to negotiate obstacles. They are able to work independently but with consideration for others.

131. In Key Stage 2, pupils are developing their skills in games and are taught to hold equipment properly and use different techniques and skills. Pupils in Key Stage 2 learn to swim at the nearest swimming pool. By the time they leave Year 6, standards are at the expected level and they are all able to swim a minimum of 25 metres.
132. Teaching is generally good in the subject. Most teachers ensure that pupils warm up sufficiently and behave in a safe manner. Teachers demonstrate well, encourage and help with enthusiasm and interest, and have high expectations of pupils.
133. There are several clubs which pupils can join to develop their physical education further, such as country dancing, football, netball and lacrosse which are held in the winter. In the summer months cricket, rounders and tennis activities are offered. Regular football and netball matches are held against local schools, there are cricket competitions, athletics events and the country-dance team performs at Hatfield House. These all provide occasions which help pupils to develop their social skills well.
134. The headteacher has taken on the role of co-ordinator for physical education at present and the subject is effectively managed. There are relevant schemes of work which follow national guidelines, but little assessment of pupils' progress. Resources are good and large apparatus has been purchased fairly recently by the Parent Teacher Association. The hall, although a reasonable size, is only just adequate for some of the larger classes in the school. However, the school manages this situation well, by offering outdoor games sessions to groups of Year 6 pupils in rotation, whilst their classmates have physical education lessons.

RELIGIOUS EDUCATION

135. It was only possible to observe one lesson in religious education during the inspection. From analysis of pupils' work, however, and discussions with pupils, it is clear that pupils at the end of both key stages are achieving at least in line with the requirements and demands of the agreed syllabus used by the school. The finding of the previous inspection was that standards were above average. Pupils' work and discussions with teachers show that, through careful planning, pupils, including those with special educational needs, make satisfactory progress in the subject by the ages of both seven and 11.
136. Pupils in Years 1 and 2 display a good understanding of the importance of festivals in the community, with a specific focus on 'belonging' in the family and their relationships with others.. They also become accustomed to exploring their feelings and those of others. They begin to acquire some understanding of and respect for Christianity and other faiths, in work on stories about 'special' people from the Old Testament and other faiths. By the end of Year 2, pupils have a sound knowledge of some basic religious stories and religious festivals.
137. The idea of community is explored in greater depth in the juniors, where pupils study specific religious communities, particularly Islam and Judaism, as well as Christianity. Pupils are provided with the opportunity to consider and discuss the stories of authority from different religions and the ways in which these religious communities pray and celebrate their festivals. They study the lives of leaders of religious communities and their teachings. Pupils in this key stage also explore the importance

of artefacts in religious practice, as well as learning about different places of worship, such as churches and temples. They enjoy the work, finding it interesting

138. Some links are made between religious education and assemblies, with the one reinforcing the other, such as an assembly seen which focused on an Oscar Wilde story to illustrate the importance of welcoming visitors. Assemblies always contain time for prayer and reflection, accessible to all.
139. It is not possible to assess the quality of teaching on the basis of the one lesson seen. The scheme of work supports planning well and teachers are able to convey concepts to pupils in a meaningful manner. Teachers do not use religious education lessons as fully as they might to promote literacy skills, by encouraging pupils to produce good quality written work and there is little use made of information and communication technology.
140. Examinations of teachers' plans and pupils' work indicate that over time pupils are provided with the opportunity to explore and extend their knowledge and understanding of Christianity and other world faiths, including Judaism and Islam. Pupils learn about the gods, religious writings, festivals and stories of each of these faiths, and come to an understanding of shared beliefs and how they come to impact upon and influence our daily lives. The co-ordinator provides effective management for the subject, and has reviewed the schemes of work, incorporating new units of work. Although there are only limited opportunities for pupils to strengthen their understanding of other faiths, the school has made links with the local churches and the Baptist community and the local vicar is a regular visitor to the school. The school has few artefacts and reference books of its own but borrows as many as possible from the local library service.
141. With its focus on different religions and cultures and the opportunity to discuss a range of spiritual and factual issues, the subject makes a good contribution to pupils' spiritual, moral and cultural development. The subject is monitored and assessed against the requirements of the locally agreed syllabus.