

INSPECTION REPORT

ROOS C of E PRIMARY SCHOOL

Roos

LEA area: East Riding of Yorkshire

Unique reference number: 117989

Headteacher: Mrs K S Naylor

Reporting inspector: Dr B J Blundell
23868

Dates of inspection: 6th – 9th June 2000

Inspection number: 197205

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Street Roos East Yorkshire
Postcode:	HU12 OHB
Telephone number:	(01964) 670535
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J B Rannard
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr B Blundell	Registered inspector	Mathematics Science Information and communications technology Design and technology Geography Equal opportunities	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr J Griffin	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How good does the school work in partnership with parents?
Mrs M Marriott	Team inspector	English Art History Music Physical education Religious education Under fives Special educational needs English as an additional language	How good are the curricular and other opportunities for pupils?

The inspection contractor was:

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The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Roos Church of England Primary School is a Voluntary Controlled Primary school, situated in Roos, East Yorkshire. There are 68 pupils on roll, with two pupils from an ethnic minority background. No pupils have English as an additional language. The proportion of pupils identified as having special educational needs is below the national average; there are no pupils with statements of special needs. The attainment of pupils on entry is broadly average. The relatively small number of pupils admitted each year means that their average attainment can easily be skewed to being just above average as in the 1999 entry or just below as in 1998. The school is now part of a recently established Education Action Zone.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. In the work seen during the inspection, standards of attainment in mathematics, science and English were broadly in line with national averages for pupils currently aged seven and above average for the small cohort currently aged eleven. The overall quality of teaching seen during the inspection was good. Leadership and management by the headteacher are good. The school is providing satisfactory value for money.

What the school does well

- Standards in English, mathematics and science in the work seen during the inspection for the small cohort of pupils aged eleven are above national averages.
- The overall quality of teaching is good. Examples of good teaching were seen in each class. Teachers' planning is particularly good for pupils under-five.
- Leadership and management by the headteacher, deputy headteacher and governing body are good.
- The overall provision for children under-five is very good; this is enhanced by the work of the nursery nurse.
- Provision for pupils with special educational needs is good; their individual education plans are discussed appropriately and have well focused targets.
- Attendance is very good.
- Pupils' attitudes and behaviour are good, overall.

What could be improved

- Overall standards in information and communications technology, whilst improving, are still below national expectations in the areas of monitoring and modelling; the time allocation for this subject on the school's timetable is insufficient.
- Assessment procedures are not consistent throughout the school, particularly in science, information and communications technology, religious education and the foundation subjects; their use to help to plan the curriculum is unsatisfactory, overall.
- The role of the subject coordinators in monitoring the delivery through the school of the core subjects of English and science is unsatisfactory.

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 January 1997. Since that inspection, the school has made satisfactory improvement. The key issue to improve the presentation of the work done by the older pupils has been satisfactorily addressed. There is regular practice in all classes to improve presentation and a handwriting policy has been produced and implemented. A key issue to provide a programme of staff development to improve teachers' knowledge in information technology and control technology has been appropriately addressed and a new coordinator for information and communications technology is in post. The school has reviewed the provision to provide more challenge for the higher attainers; children working in mixed age classes are grouped by their level of attainment rather than by their age. There are appropriate schemes of work in place in all subject areas. The issue to review health and safety provision has been satisfactorily addressed.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	E	E	E	well above average A above average B average C below average D well below average E
mathematics	D	E	E	E	
science	D	D	E	E	

As this is a small village school, results can be skewed dramatically by the performance of one or two pupils. In 1999, pupils' attainment by the age of eleven was well below the national average in English, mathematics and science. It was also well below average when compared to schools having a similar proportion of pupils known to be eligible for free school meals. The trends in results over time have been broadly in line with those nationally. The school's targets are appropriate. Provisional results for 2000 for pupils aged eleven, show that all eight pupils have achieved at least level four in English, mathematics and science. Inspection findings are that the eight pupils currently aged eleven are attaining at above average levels in English, mathematics and science. Standards in information and communications technology are below national expectations at the end of both key stages, although they have improved since the time of the last inspection. In religious education, standards are in line with the requirements of the Local Agreed Syllabus. Pupils' progress in English, mathematics and science is good throughout the school. Their progress in other subjects is satisfactory apart from in history where it is good and design and technology where it is unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good.
Behaviour, in and out of classrooms	Behaviour both in the classrooms and around the school is good, overall. Pupils are courteous to visitors and hold doors open without being prompted.
Personal development and relationships	Relationships are good and personal development is satisfactory, overall. Older pupils look after younger ones.
Attendance	This is very good. There is very little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching in English and mathematics is good throughout the school. Particular strengths in teaching include teachers' planning for the under-fives and management of pupils throughout the school. The skills of literacy and numeracy are well taught throughout the school. The school meets the needs of all its pupils appropriately.

The proportion of satisfactory or better teaching seen was 100 per cent. The proportion of very good and excellent teaching was 23 per cent and the percentage of good teaching was 54 per cent. No unsatisfactory teaching was seen.

Pupils' learning seen during the inspection was good, overall, especially in English, mathematics and science. The interest shown by pupils under-five is very good. Pupils' effort and pace of working in Key Stage 1 and Key Stage 2 are satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory, overall, except in information and communications technology. The curriculum provided for the under-fives is good.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Their individual education plans have appropriate, tightly focused targets.
Provision for pupils with English as an additional language	Not applicable.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is satisfactory, overall. Provision for pupils' spiritual and cultural development is satisfactory, overall, and for their moral and social development it is good.
How well the school cares for its pupils	This is satisfactory. Support for pupils' pastoral development is good; the monitoring of their academic progress is unsatisfactory, overall.

The school works well, overall, with its parents.

There are no particular strengths or weaknesses in the curricular and other opportunities offered to pupils in Key Stage 1 and Key Stage 2, except for information and communications technology which, whilst improving, does not yet meet statutory requirements. Procedures for child protection are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and other key staff are good. The role of the curriculum coordinators is underdeveloped.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is good.
The school's evaluation of its performance	This is satisfactory.
The strategic use of resources	The strategic use of resources is satisfactory.

The adequacy of staffing, accommodation and learning resources is satisfactory, currently. There have, however, been significant changes in staffing at the school over recent years. The governing body is seeking to redress this situation.

The current headteacher is hard working and diligent; the governing body is effective and fulfils its responsibilities well. The school satisfactorily applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school has high expectations. • They are comfortable approaching school with questions or problems. • Teaching is good. 	<ul style="list-style-type: none"> • They would like more information about pupils' progress. • A greater range of activities outside lessons to be provided. • The stability of the staffing.

Inspectors agree with the positive comments that parents make. Additionally, inspectors find that the information on pupils' progress contained in termly consultations is sometimes unsatisfactory for pupils in Key Stage 2. The levels that pupils are working at in the core subjects are, however, sometimes provided. Inspectors find that annual reports to parents provide suitable information on pupils' overall progress. Inspection findings are that the range of extra curricular activities is satisfactory. The lack of stability in the staffing is a source of concern and the governing body is taking appropriate steps to seek to remedy this as soon as possible.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. As Roos is a relatively small village school, the number of children in each year group is relatively low. This means that a particular year group's average performance cannot always be measured reliably against national averages. Overall results can swing either above or below national averages if even a single pupil does especially well or particularly badly. This needs to be borne in mind when reading about the school's overall results.
2. Shortly after children enter Reception, they are assessed to see what they know, understand and can do. Social and physical skills are also noted. The small intake in 1999 was judged to be just above average and those entering in 1998 just below average, overall. All in all, the intake to this school is broadly average.
3. By the age of five, near to the end of their time in Reception, children are again assessed against national standards known as the Desirable Learning Outcomes. The children currently in Reception at least meet this standard. Their skills in literacy and numeracy are well developed and they have made good progress in all areas.
4. At the age of seven, close to the end of their time in Year 2, pupils take the end of Key Stage 1 national tests in reading, writing and mathematics. The pupils who sat these tests in 1999 and who are now in the current Year 3, obtained levels that were broadly in line with national averages in reading and writing and were above average in mathematics. Their attainment when compared to schools of a similar type was below average in reading and average in writing and mathematics. Those who took the tests in 1998 and are now in Year 4, attained standards that were well above national averages in reading and writing and in line with national averages in mathematics. Taking the results over the last four years from 1996 to 1999, averaged together, pupils' performance has been just over one term ahead of pupils nationally. Over this same four year period nationally, girls have performed just over one term ahead of boys in writing; at Roos school the girls are ahead of boys by less than one term. In mathematics, boys and girls perform at similar levels nationally; at Roos, boys are nearly one term ahead of girls. In reading, the performance of girls and boys is about one and a half terms ahead of girls and boys nationally.
5. Inspectors find that pupils currently in Year 2, who have just taken their national tests in May 2000, are about average in reading, writing and mathematics. They are also at broadly average levels in science and religious education. Pupils are making good progress in all the core subjects. In information and communications technology, attainment is in line with national expectations in communicating and handling data and in control, but their work is not satisfactory in modelling. They are not given the opportunities to carry this out. Pupils are making satisfactory progress in geography, music, art, history and physical education. Their progress in design and technology is unsatisfactory, overall.
6. By the age of eleven, near to the end of Year 6, pupils take the end of Key Stage 2 national tests in English, science and mathematics. The performance of the group of pupils who sat this test in 1999 and who are now at secondary school was well below average in all three subjects. It was also well below average when compared with that of pupils in schools of a similar type. However, eight of the fourteen pupils in this group had been identified as having special educational needs. Taking the four years from 1996 to 1999 together, pupils have left Key Stage 2 about one term behind pupils nationally in English and science and two terms behind in mathematics. This does not necessarily mean that pupils' performance has gone backwards whilst they are in Key Stage 2. To see if this is the case, we need to look at how the same group of pupils has performed in each key stage. For example, if we consider those pupils who took their Key Stage 1 tests in 1995 and then went on to sit the Key Stage 2 tests in 1999, then we find that they made satisfactory improvements. On average, they went up by two national curriculum levels. Pupils nationally are expected to do exactly this.

7. Inspectors find that pupils currently in Year 6 are at above average standards in English, mathematics and science. This group achieved above national average points scores in their tests in 1996 at the end of Key Stage 1. The quality and quantity of work in their books show that they have made good progress over the last twelve months in all three subjects. As with pupils lower down the school, their level in information and communications technology, whilst improving is below national expectations in the areas of monitoring and modelling. Their attainment in religious education is in line with the requirements of a syllabus that has been agreed locally and their progress is satisfactory. In music, art, physical education and geography progress is satisfactory. Progress is good in history and unsatisfactory in design and technology.
8. Pupils with special educational needs are making good progress throughout the school. They benefit from individual education plans that have sharply focused targets.
9. A strength is their progress in English and Mathematics. In English, lower attainers have a secure knowledge of phonics and make appropriate attempts at reading and spelling unfamiliar words.
10. Since the last inspection, standards have been broadly maintained, although the small cohort in the current Year 6 are attaining at a higher level than those pupils who were in Year 6 at the time of the last inspection. Pupils are generally achieving appropriately, considering their prior attainments, except in design and technology and in the monitoring and modelling aspects of information and communications technology. Higher attaining pupils are now provided with more challenge than they were previously and are paired appropriately with older pupils where possible. The presentation of pupils' work has improved, with a daily emphasis being given to handwriting skills.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are good, overall. Most pupils enjoy school and this is reflected in the very good attendance. The great majority show interest in their work, in lessons. Most pupils settle to their work without delay at the start of the day and at the end of breaktimes. In all year groups, most pupils listen attentively and are comfortable answering and asking questions of their teachers. During practical activities, in particular, most pupils show good concentration, perseverance and enthusiasm. Most pupils enjoy reading. During literacy and numeracy hours, the majority of pupils work well in their groups when the teacher is working with another group. For example, nearly all pupils work independently with very little copying of the work of others, during group work. Pupils with special educational needs mostly show good attitudes to learning. They work hard and enjoy the extra individual help they receive. The clear and consistent approach of teachers to behaviour and the classroom routines provide pupils with a secure base from which to develop their liking for school and interest in learning.
12. Behaviour in classrooms, during lunchtime and playtimes is good. In lessons, nearly all pupils are well behaved. Prior to moving in groups, pupils routinely form orderly lines and move about in a calm and responsible way. Pupils regularly and without prompting, hold doors open for visitors and other adults. During the inspection, the behaviour of pupils at lunchtime and playtimes was good. There was no sign of any bullying or other anti-social behaviour. Whilst there is a significant level of fixed term exclusions, this relates to a few pupils. The great majority of parents are very positive about the behaviour of nearly all pupils. The good and reliable behaviour of nearly all pupils helps create a very good atmosphere for learning. Pupils take good care of property and resources and help keep the school in attractive condition.
13. Pupils, including those who have special educational needs, enjoy school and take a full part in all activities. Pupils' positive attitudes to their work contribute well to their learning.
14. Relationships between adults and pupils and among pupils are good. Adults in the school act as very good role models. Teachers value pupils' work and effectively praise effort and good

work. The pupils respond in a positive manner. Pupils show caring and considerate attitudes towards each other and adults in the school community. Most pupils work well in pairs and small groups. They become more able to collaborate as they move through the school and increase the level and range of 'fun and games' during playtime. Pupils at the upper end of Key Stage 2, compete in a small-sided football games against other small local schools. These events help develop pupils' discipline, personal application, team spirit, a sense of fair play and a wider knowledge of surrounding areas. Situations where pupils show initiative or an enthusiasm for independent learning are relatively few and limited.

15. Attendance is very good. It is consistently well above the national average and has shown a rising trend since the time of the previous inspection. The unauthorised absence level is now below the national average, which is an improvement since the previous inspection. Punctuality is very good. Pupils come to school on time and settle to their work promptly and calmly. This positively contributes to their progress.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is good throughout the school. In all lessons observed, teaching was at least satisfactory; no unsatisfactory lessons were observed. Overall, it was good in 54 per cent of lessons and very good or better in 23 per cent. Two excellent lessons were seen, one of which was for a Reception class and the other was for Year 1.
17. Whilst overall standards of teaching were always at least satisfactory, examples of good lessons were seen in each class in the school. The greatest concentration of very good or excellent teaching was for the youngest children in the mixed Reception and Year 1 class.
18. The biggest strengths in teaching for these young children are in the very good planning, the high expectations, the quality and use of ongoing assessment and the way in which the nursery nurse is used to support the teacher. Quite frequently, the opening session for this class is taken by the class teacher teaching Reception and Year 1 together. The children then separate into year groups for the main part of the activity, with the nursery nurse teaching the younger children. Both adults are adept at keeping the children working productively, for example, in an exercise involving the doubles of numbers.
19. No particular weaknesses were observed in teaching in any of the classes. Teachers work hard and know their pupils well. Their management of pupils is good. Pupils are aware of what is expected from them in terms of behaviour and nearly always respond appropriately. In a very good Year 2/3 geography lesson, pupils responded well to the teacher, discussing life in Iceland, compared with that in the United Kingdom, in a sensible manner.
20. The pace of lessons is generally good through the school. Pupils are reminded of the time limits on their exercise, for example in a Year 2/3 numeracy lesson. When pupils are given relatively short time spans to complete a piece of work, it ensures that they focus on the work they have to complete.
21. Throughout the school, literacy and numeracy are well taught. Lessons usually get off to a flying start with productive question and answer sessions to "warm pupils' brains up" and get them thinking. This was particularly evident in a Year 4/5/6 literacy lesson.
22. Teachers' knowledge and understanding are at least satisfactory in all subject areas. The teacher of Year 4/5/6 showed a particularly good grasp of skills in handling information during an information and communications technology lesson. By the end of the session, pupils had been given a ready grasp of the various techniques for cutting and pasting text. This lesson was also aided by the use of a "smart board" to demonstrate the application of particular techniques.
23. In Key Stage 1 and Key Stage 2, day-to-day assessment procedures are satisfactory. Pupils' work is generally well marked, with appropriate comments to praise pupils' efforts. However, there are rarely comments to stretch pupils who have obtained full marks for a particular exercise. Whilst lessons generally have clear learning objectives, these are not always

looked at again at the end of lessons, to see how far they have been met. Teachers don't often take the opportunity to give pupils a quick pencil and paper test to see what they have actually learned by the end of a lesson. However, many lessons end with a worthwhile oral question and answer session, for example in numeracy.

24. The use of homework is satisfactory through the school.
25. Pupils with special educational needs are taught well; lessons are planned to meet individual learning needs. The learning support assistant works very effectively with pupils, encouraging them towards their personal targets. The support is of a high quality and has a positive effect on pupils' confidence and learning.
26. Standards of teaching have been maintained since the last inspection. Whilst the overall teaching of information and communications technology has improved since that time, the areas of monitoring and modelling are currently not being taught.

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

27. The quality of the curriculum is satisfactory, overall, except for information and communications technology. It promotes pupils' intellectual, physical, social and personal development and prepares them for the next stage of their education.
28. The previous inspection identified several areas for improvement in the key issues. These issues have been satisfactorily addressed, the school has adopted the Qualifications and Curriculum Association planning documents and there are appropriate schemes of work in place in all subjects. This is having a positive impact on standards. The school has implemented regular handwriting practice in all classes to improve presentation and a handwriting policy is in place. There is an effective co-ordinator for information and communications technology. However, whilst standards, overall, in this subject are improving, they are still below the national expectations in the areas of monitoring and modelling. The school has reviewed provision to provide more challenge for higher attainers; pupils working in mixed aged classes are grouped by their level of attainment rather than by their age. Some limited progress has been made in improving monitoring and assessment in all subjects of the national curriculum but these are areas that require more development.
29. The curriculum in Key Stage 1 and Key Stage 2 is broad and balanced and complies with the requirements of the National Curriculum except for monitoring and modelling in information and communications technology. The curriculum also includes religious education, personal, social and health education which includes sex education. Religious education meets the requirements of the Local Agreed Syllabus. The curriculum for the under fives is good.
30. Arrangements for the transfer from pre-school provision to the reception class and from Year 6 to 7 at secondary school support pupils very well. The school has close liaison with the local authority support agencies, in particular with the link advisor. This supports pupils well.
31. The school makes good provision for pupils with special educational needs and the requirements of the Code of Practice for pupils with special educational needs are fully met. There is strength in both special needs planning and the way it is consistently put into practice across the school. There is a strong commitment to giving pupils the best opportunities possible to develop as learners and as members of the community. All activities are open to those who wish to take part. It is expected that pupils with special educational needs should be treated equally and feel equal. This happens.
32. All teachers take good account of the guidelines of the National Literacy Strategy in planning the Literacy curriculum and the daily literacy hour. This is having a positive effect on standards. Many opportunities are provided for pupils to develop their literacy skills across the curriculum.

33. The National Numeracy Strategy has been fully implemented and is well established in both key stages. It is well supported by detailed planning and this is having a positive effect on standards.
34. All subjects have a scheme of work and account is taken of the National Curriculum programmes of study. The school has integrated the most recent national guide lines into these policies. Planning takes account of the needs of mixed age classes.
35. A range of extra-curricular sporting and musical activities is provided. During the inspection the XT club met to take part in playground games and pupils took part in guitar, recorder and brass lessons. Both boys and girls join in the range of extra-curricular activities, including a sports club which provides coaching in athletics, cricket and football.
36. The school has good links with the community through a range of activities and close links with the local church. Members of the church visit the school to play the piano for assembly on special occasions. Visitors from the village come to school to talk about their recent trips to, for example The Holy Land and the Antarctic. Another visitor talks to pupils about the years from 1945-1960. Pupils visit the site of the old castle in the village and are accompanied by an older member of the local community. Elderly people are invited to attend the Harvest Festival and pupils in year 6 cater for them by serving biscuits and tea.
37. The overall provision for spiritual, moral, social and cultural development of pupils is not planned on a whole - school basis. As a result, the provision is made in separate packages rather than as a continuous strand in pupils' experience of the curriculum. None the less, the provision is sound, overall, because of the school's ethos and values. Pupils' spiritual development is a feature of the religious education curriculum, which is taught as part of the personal, social and health education programme. Assemblies also form part of the provision for spiritual development. This aspect of pupils' development is not sufficiently addressed in subjects.
38. The ways in which the school promotes pupils' social development are good. For example, collaborative work in English, through Literacy partners, transfers to personal, social and health education where pupils use these partners to write a poem. The links which the school has with the community offer pupils opportunities to meet with a range of adults of different age groups, including senior citizens who occasionally visit the school. Pupils have opportunities to take responsibility for others, for example taking registers to the school office, and at lunch times when older pupils serve lunches to younger ones. Care for others is emphasised in school life.
39. Pupils' moral development is well promoted throughout the school. Worship has a moral dimension and teachers talk through with pupils the standards of acceptable behaviour and the reasons for them, especially in relation to the consequences for others of unacceptable behaviour. Opportunities are taken to give pupils public success, for example through participating in achievement assemblies. This reflects the care, thought and emphasis the school gives to pupils' personal development.
40. Provision for cultural development is satisfactory. All pupils are encouraged to appreciate and celebrate their own culture through the work of a variety of artists and by listening to and appreciating music. The school provides a range of cultural experiences through visits to places of interest, including local churches. The Literacy Hour is successfully introducing pupils to a range of authors. Through history lessons and visits, pupils appreciate how life has changed.
41. Since the last inspection the quality of provision has been maintained.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school's care for its pupils is satisfactory, overall. As at the previous inspection, the pastoral care arrangements for pupils are good. However, there are significant weaknesses in

assessment and its use, particularly in science, information and communications technology, religious education and the foundation subjects.

43. Procedures to promote and ensure pupils' wellbeing are good. Pupils are effectively encouraged to be sensible, to help, to respect and care for others. This leads to a generally calm and supportive atmosphere in school and has a positive effect on pupils' learning. Pupils confirm that they are well cared for if they are ill or otherwise distressed. The school has effective arrangements for induction to Reception and other classes. Year 6 pupils, who mostly transfer to one school, are well supported. In particular, the practice of testing pupils prior to transfer, means that pupils start their Key Stage 3 work in appropriate forms and sets.
44. Procedures to ensure pupils' health and safety are satisfactory, overall. This is an improvement since the previous inspection. The health and safety policy effectively defines responsibilities. Teachers usually make pupils aware of health and safety issues in practical lessons, such as design and technology. This effectively contributes to the development of a safety conscious attitude among them. Regular evacuation drills are carried out. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out by external agencies. The practical arrangements, including first aid, to deal with any incidents or accidents are well established and appropriate.
45. Child protection procedures are good. Linked to local area guidelines, the school's arrangements and responsibilities are well defined in the comprehensive school policy. There is a trained designated staff member. Arrangements are known to staff and there is a system of recording any concerns. Pupils are made appropriately aware of this issue as part of the personal, social and health education curriculum.
46. Procedures to monitor and promote good behaviour and discipline are good. As a result the school's atmosphere provides good conditions for learning. A clear policy on behaviour and discipline is generally applied consistently across the school. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils have responded positively. A clear range of rewards and sanctions is in routine operation. There is good awareness of the need to involve parents, when needed. For example, parents were very effectively consulted as part of a recent update to the behaviour policy. As a result, the policy is more precise about penalty points and the great majority of parents fully support the policy, which they and their pupils now understand better. Also, the practice of sending letters to parents in the event of a pupil getting any penalty points has significantly reduced misbehaviour. In lessons, teachers use praise effectively and maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour.
47. Procedures for monitoring and eliminating oppressive behaviour, including bullying, are satisfactory, overall. The school works systematically to prevent bullying through its personal and social education program and assemblies. The few pupils with significant behaviour difficulties are clearly identified. Parents and outside support services are effectively involved in defining the source and nature of their problems. Individual behaviour plans are put in place and carefully monitored until behaviour improves. Other measures, including fixed term exclusions, are appropriately used when needed. Staff deal effectively with the rare incidents of misbehaviour in lessons. As a result, pupils' learning is largely unaffected. The headteacher keeps an on-going record of serious behaviour incidents, including bullying. As a result, the school is well able to monitor the effectiveness of its measures. Pupils confirm that bullying incidents are rare and that such incidents, once disclosed to staff, are effectively handled.
48. Procedures to monitor and improve attendance are satisfactory. Notes from parents are sought for absences. Parents are clear on the need to inform school when pupils are absent. No rewards are given for full attendance as this is an expectation of all pupils.
49. The assessment of pupils' work is good for the under-fives, but unsatisfactory, overall, in Key Stages 1 and 2. Whilst longer term assessments in literacy and numeracy are satisfactory, procedures in science, information and communications technology, religious education and the foundation subjects are inconsistent. Pupils' work is not assessed coherently through the

school. Teachers do not have sufficient formal record of what level pupils are at when they join a class, where they are as they go through the class or what level they should be at by the time they go on to the next class. However, reading levels are determined when pupils move to the next class. The use of assessment to help to plan the curriculum is unsatisfactory, overall, except for pupils with special educational needs.

50. Staff know pupils with special educational needs very well. The care and concern for pupils are central to the school's ethos and are approached through effective team work. Assessment information is used well in planning and records for pupils with special educational needs are very well kept.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Overall, the partnership with parents makes a satisfactory contribution to the quality of education provided and the standards achieved. The effective links identified at the previous inspection are broadly maintained.
52. Nearly a third of parents replied to the questionnaire and 14 attended the pre-inspection meeting. Based on the parents' meeting and questionnaire returns, a significant majority of parents are broadly satisfied with what the school provides. The school has an open-door policy and nearly all parents feel comfortable raising questions, suggestions or concerns.
53. Inspectors' judgements on the issues raised by parents are included in the summary report and commented on, where appropriate, throughout the report.
54. The quality and range of the school's links with parents are satisfactory, overall. Termly consultation evenings provide regular opportunities for parents to stay in touch with pupils' progress and any issues arising. However, the teachers' termly professional comments, which form the basis for these discussions, are not sufficiently evaluative to ensure that parents get a clear picture on pupils' progress and areas for improvement, although levels are often discussed. A significant minority of parents indicate that they do not feel well informed on pupils' progress, despite the almost full attendance at consultations. The quality of pupils' written annual reports is satisfactory, overall. For English and mathematics, most reports give good advice on areas for improvement and related targets. However, most reports also have weaknesses. They do not clearly identify how well pupils are doing and whether this is good enough. This is also part of the reason why a significant minority do not feel well informed on pupils' progress. The inclusion of pupils' personal and social progress, with some advice, is a positive feature. Links with parents about the few pupils causing concerns, such as behaviour, are prompt and effective. School related information, in the prospectus, is of good quality. Parents get a clear impression of the school's expectations and character. There are also useful outlines on the curriculum by subject. Parents of pupils in some classes also get a useful termly outline on the work to be covered in lessons. Frequent newsletters keep parents well informed on school life. The governors' annual report to parents, supported by a governors' newsletter, effectively provides a wider context on the school.
55. Parents' involvement with the work of the school makes a good contribution to pupils' learning. Most parents are interested in supporting the progress of their pupils. For example, nearly all parents attend the termly consultation evenings. Discussions with pupils indicate that nearly all have somebody at home who regularly checks that set homework is done. Most also support pupils with homework by, for example, listening to pupils' reading. The set homework, especially in Years 4 to 6, provides pupils with good opportunities to regularly practise and apply classroom learning. Most parents attend and enjoy Christmas and harvest festival events. On a rota basis, they are invited to attend the Friday celebration assemblies. This helps to strengthen the partnership by providing parents and pupils with a shared impression of what represents good attitudes and performance. Most parents and pupils have signed the home school agreement. Up to ten regular adult helpers make a valued contribution. They hear pupils read and help in art lessons and in the preparation of a range of classroom resources. All parent governor positions are filled. The recently launched Friends of Roos School (FORS) has made a good start in carrying on the valued fundraising and social activities associated with the previous group.

56. Parents of pupils with special educational needs are very well informed about their children's learning and work closely with the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management by the headteacher are good on both the academic and pastoral sides. She also has a large teaching commitment. This leadership continues to ensure clear educational direction for the school. The school's aims and values are easily seen in the daily routines of the school. The deputy headteacher is good in her management of the under-fives. The subject coordinators manage their subjects appropriately.
58. The governing body is effective in fulfilling its statutory responsibilities. They want the best for the school and are determined that it will succeed. Governors are regular visitors to the school and have monitored the delivery of the curriculum appropriately. They have already met to put in place contingency measures for the replacement of the current headteacher, who will leave the school in July. Governors have a good understanding of the main strengths and weaknesses of the school. Between them, they bring a wealth of experience to the running of this village school.
59. Whilst the headteacher has monitored teaching, particularly in the junior classes, this has yet to spread to specific monitoring by curriculum coordinators. Although there are constraints in a small school, the lack of this, particularly in the core subjects of English and science, does not help in ensuring a coherent delivery of subjects across the school. The current situation means that teachers are left very much to their own devices and pupils passing through the school do not always receive a consistent approach.
60. The school's targets are appropriate and sufficiently ambitious. Because numbers of pupils are small in most year groups, the achievement of these targets can be dependent on the performance of a single pupil. Inspection evidence is that the targets for 2000 in English, mathematics and science will be exceeded.
61. Procedures for the induction of new staff are good. The newly qualified teacher taking Year 4/5/6 has been provided with an appropriate degree of support. The school is not currently carrying out staff appraisal.
62. The management of special educational needs is good. The coordinator meets with class teachers on a regular basis to review targets. Governors are informed appropriately about policies and practice and have regular contact with the special educational needs co-ordinator. Support staff are appropriately experienced and deployed across the school.
63. The match of teachers and support staff to the demands of the curriculum is currently satisfactory. Governors are looking at how best to re-structure the school following the departure of a part-time teacher and the forthcoming re-location of the headteacher. The accommodation is satisfactory, overall, and is very well maintained by an extremely conscientious school caretaker. Classrooms have attractive displays; access to one classroom involves pupils passing through another. The school benefits from a large playing field, although its use in wet weather is restricted. Resources are generally satisfactory in quality and quantity throughout the school.
64. The effectiveness of the school's use of new technology is satisfactory. The school's secretary, who is both efficient and competent, is experienced in the use of information and communications technology.
65. Since the last inspection, the requirement to provide staff development to improve teachers' subject knowledge and confidence in the use of information technology has been met.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- improve the information and communications technology curriculum by incorporating the required areas of monitoring and modelling and increase the time allocation it receives on the school's timetable (paragraphs 127 and 128);
- improve assessment procedures, particularly in science, information and communications technology, religious education and the foundation subjects, so that they are consistent through the school; make sure that the results of these assessments are used to help to plan the curriculum (paragraph 49); and
- strengthen the role of subject coordinators for the core subjects of English and science, so that the person responsible is able to monitor the delivery of that subject across the school (paragraph 59).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	5	16	7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	68
Number of full-time pupils eligible for free school meals	N/A	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	8

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	7	7	7
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	6	6
	Girls	7	7	7
	Total	2	13	13
Percentage of pupils at NC level 2 or above	School	92 (100)	100 (92)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	1	4
	Girls	6	6	5
	Total	9	7	9
Percentage of pupils at NC level 4 or above	School	64 (47)	50 (29)	64 (65)
	National	70 (65)	69 (59)	61 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	2	4
	Girls	6	6	7
	Total	9	8	11
Percentage of pupils at NC level 4 or above	School	64 (41)	57 (47)	79 (47)
	National	68 (63)	69 (65)	75 (72)

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	57
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	18.9
Average class size	22.7

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	47

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	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	178485
Total expenditure	181683
Expenditure per pupil	2671
Balance brought forward from previous year	18108
Balance carried forward to next year	14910

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	68
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	33	11	0	4
My child is making good progress in school.	33	37	15	0	15
Behaviour in the school is good.	33	52	7	4	4
My child gets the right amount of work to do at home.	30	33	22	0	11
The teaching is good.	41	41	15	0	4
I am kept well informed about how my child is getting on.	22	37	37	0	4
I would feel comfortable about approaching the school with questions or a problem.	44	44	11	0	0
The school expects my child to work hard and achieve his or her best.	41	52	4	0	4
The school works closely with parents.	19	48	22	7	4
The school is well led and managed.	19	41	19	0	22
The school is helping my child become mature and responsible.	30	52	0	4	15
The school provides an interesting range of activities outside lessons.	19	37	26	11	7

Other issues raised by parents

A number of parents expressed their unhappiness with the relatively high turnover in staff at the school.

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

67. Children enter the reception class in the September of the year they are five. Many transfer from the local playgroup, nursery and a private nursery. Older children are offered full-time attendance on admission and younger children part-time attendance. The reception class is staffed by a full time nursery nurse who shares the classroom with a full time teacher who teaches pupils in year 1 and is responsible for the teaching of the children in the reception class. Both teacher and nursery nurse work exceptionally well together and provide a very good learning environment for young children.
68. Most children enter the reception class with a level of attainment which is in line with national averages. There are, however, fluctuations from year to year. Their speaking and listening skills are well developed. Most are keen to try all activities. Children soon become used to sharing equipment and taking turns. Children make good progress in all areas of their learning and, by the time they are five, many are working within the National Curriculum.

Personal and social development

69. Children settle happily into the reception class and their personal and social development is good. Most are confident and have good relationships with each other and with adults. They share, take turns and co-operate well in their play. Most abide by the rules and routines of the class and understand the difference between right and wrong. Children show respect for materials and property, and concern for each other. Many organise activities for themselves, for example when playing in the garden centre. Children have very positive attitudes to their learning which results from the good teaching that they receive. The teaching supports their personal and social development through making sure that expected routines are carried out, and that all children know and understand what is expected of them.

Language and literacy

70. By the time they are five, children's attainment is above that expected nationally. Most speak confidently to adults and to each other. They develop good skills in listening attentively to stories, rhymes and adult talk. They enjoy singing songs and rhymes and listening to music. Children learn to use rhyming words. Most can distinguish between beginning and endings of words, for example black and back and understand that the beginning has changed. The youngest children are beginning to recognise their written names. They know how to handle books and understand that print carries meaning. Higher attaining children demonstrate a high level of phonic skills. All children begin to read fluently and with expression. They have well-developed strategies for working out unfamiliar words. They enjoy sharing books and many opportunities are given for this. Their progress is good.
71. By the time they are five, most children show good control of pencils and crayons when drawing and writing. They are encouraged to copy their name. Some can write simple sentences using a capital letter and full stop correctly.
72. Teaching, overall, is good and some is excellent. Teachers and other adults work well with all children. They encourage the use of correct subject language by presenting a good model themselves. This has a positive effect on learning. The quality of the role play area stimulates talk and there is easy access to materials for writing and drawing activities. Teachers have very good systems in place for teaching language and literacy, including a range of assessment procedures. This raises standards of attainment.

Mathematics

73. By the time they are five, children's attainment is above the standard expected. All pupils can solve simple problems involving numbers to 10. They count out coins to 10p and recognise numbers between for example 12 and 16, and order numbers correctly, for example 12, 9, 8, 6. Children make good progress in their learning and this is developed well through other activities; for example in sand and water play and in the garden centre when children come to buy plants.
74. Teaching is good and supports children's development very well. Through the use of challenging tasks, thinking skills are encouraged and developed. There is good use of language in explaining and questioning. Planning is very thorough, with clear learning objectives, which are used as a measure for assessing children's progress.

Knowledge and understanding of the world

75. By the time they are five, children's knowledge and understanding of the world is above the expected standard. Children talk appropriately about their every day experiences and events in their lives. They have a good understanding of their environment and are developing an awareness of hygiene rules. When examining fruit and vegetables, children developed their sensory awareness and could describe the smell and feel of the fruit and vegetables. They understood difference in texture and shape. When tasting the fruit and vegetables children used a variety of good descriptive language, for example, crispy, sweet, crunchy,
76. Teaching promotes thinking skills and reinforces language development. Children progress well in their learning. Detailed planning encourages children to explore and investigate. The experiences of children are enhanced by a wild area, which is used for observational seasonal walks.

Creative development

77. By the time they are five, children's creative development reaches the expected standard. Children have opportunities to use paint and dough and make models with scrap materials. They have good control of paintbrushes; the drawings in their books show good control of pencils and crayons. In music, children sing well, in time and with sound pitch. They use untuned instruments sensibly and well and are able to play on cue very well as they sing "music is fun". When listening to the "Carnival of the animals", children distinguished an elephant sound as the music "sounded heavy".
78. Teaching is very good. It encourages children to listen and look carefully at instructions to play and sing. A range of resources is readily available, including various wheeled toys for outside play. Planning is good and supports teaching well.

Physical development

79. By the time they are five, children's development reaches the expected standard. Children run, jump, hop, jog, skip and use small equipment appropriately. They move in and out of spaces, taking care not to bump into each other. They learn to stop at a given signal, for example when throwing balls to each other or rolling them through two cones. All children can follow instructions. They help to get equipment out and put it away.
80. Teaching supports the learning of all children. Planning, management and organisation are good. Children have a secure area in which to play. The provision for resources for this area is a weakness. However, the school is aware of this and has plans for development.
81. Since the last inspection, the quality of provision has been maintained.

ENGLISH

82. The 1999 test results at the end of Key Stage 2 show that the proportion of pupils reaching level 4 and above was below the national average and the proportion reaching level 5 and above was well below the national average. Pupils' results in terms of average National Curriculum points scores were also well below average. Over the last four years the performance of pupils in English, has been well below the national average. The performance of boys was well below the national average. The performance of girls was below the national average. In comparison with similar schools the proportion of pupils reaching level four and above was well below the national average. The proportion of pupils reaching level five and above was well below the national average.
83. The 1999 test results at the end of Key Stage 1 show that pupils' performance in reading and writing was close to the national average. Over four years, the performance of pupils in reading and writing was well above the national average. Over the four years, the performance of boys in reading and writing was well above the national averages for boys. The performance of girls in reading was well above the national average for girls and in writing it was above the national average for girls. In comparison with schools in similar contexts the performance in reading was below that expected nationally and, in writing, was close to the average.
84. Inspection evidence shows that, by the end of Key Stage 1, standards in speaking and listening are above average. By the end of the key stage, pupils nearly always listen carefully to each other and to the teacher. They are able to follow instructions and are becoming confident in their speaking. They participate well in lessons. For example, in a Year 2 lesson, pupils were enthusiastic in their response to making suggestions for writing a poem. They make good use of descriptive language and chose vocabulary with care. Average and high attaining pupils know and use appropriate terms such as verb and noun and could give examples.
85. Reading standards by the end of Key Stage 1 are in line with those found nationally. Pupils in Year 2 are beginning to read confidently and show an interest in books and other texts. Pupils in Year 1 are developing their language skills appropriately. During a lesson, reading together a poem "One eyed Jack", higher attaining pupils understood what high frequency words were "they are in books a lot". In groups, pupils focused on four ways of spelling a "long i sound" and used "look, cover, write, check" to improve their spelling. In Year 2, pupils recognise and spell prefixes such as "anti and mis" and use these to generate new words. Higher attaining pupils are fluent and are beginning to read expressively. They could sequence and re-tell the first chapter of "The Hodgeheg". They are keen to develop their skills. Lower attaining pupils and pupils with special educational needs are developing a secure knowledge of phonics and use this to improve their skills. They are able to attempt to read unknown words, using phonics.
86. Standards in writing are in line with national averages. Higher attaining pupils demarcate sentences using a full stop and capital letter and can use commas and speech marks. Average and lower attaining pupils write simple sentences and are secure in sentence construction. Higher attaining pupils write for other audiences, for example, a letter to the Parish Council thanking them for their Millennium mug. All pupils take care with presentation of their work and are proud of their writing. Average attaining pupils make increasing use of their knowledge of letter patterns and can spell common words with several syllables. Lower attaining pupils and those with special educational needs are developing a range of strategies to help them to spell. Pupils write accurately formed letters, though not always of a consistent size. All pupils, from Year 2 upwards, join their letters.
87. Inspection evidence shows that by the end of Key Stage 2, standards in speaking and listening are above national averages. Pupils talk fluently and articulate well. They are able to consider facts and listen carefully before making a response. For example, in a lesson discussing reasons for and against playing football in the playground, pupils carefully considered their response and made a reasoned argument.

88. Reading standards, by the end of Key Stage 2, are also above average. Pupils read fluently and with expression. They are able to talk about the plot and predict what would or might happen next, for example when reading "Matilda". Pupils show an understanding when reading "Annie's Story" and answer questions on the text accurately and well. They show understanding of social issues and relationships. The majority of pupils read avidly and can use a range of texts effectively to access information.
89. Standards of writing by the end of Key Stage 2 are above average. Pupils write confidently in a range of forms. They use punctuation confidently including the use of connectives. Pupils can use commas to enhance expression in their writing. During a lesson, looking at text, pupils used connectives well to enhance their argument. Pupils undertake a handwriting task each day. The teacher gives attention to accuracy and presentation and standards are good. The majority of pupils write with a fluent, joined style and present their work very well.
90. Pupils' attainment at the beginning of year 1 is average and for a few pupils is above average. Progress is good throughout the school. Standards at the end of Key Stage 1 are in line with the national average and are above the national average at the end of Key Stage 2. Previous examination results have shown below average attainment. The group of pupils who took the national tests in 1999 at the end of Key Stage 2 had a high proportion who had special educational needs. The implementation of the literacy strategy is having a positive effect on standards.
91. Pupils respond well to their lessons at both key stages. They work hard, listen carefully and concentrate well. Pupils are interested in their activities and appreciative of others' points of view. At the end of Key Stage 2, pupils demonstrated good listening skills when others were engaged in discussion. They work well together in Literacy pairs. Pupils with special educational needs respond well in lessons.
92. Teaching and learning are good, overall. At Key Stage 1, teachers have a strong subject knowledge and the teaching of phonics is very good. Teachers manage pupils well and the pace of lessons is good. They use a range of methods to ensure that pupils concentrate on their learning, including whole class, individual and group work. Teachers are enthusiastic in their teaching of language and literacy and communicate this to pupils. The use of focused questions develops pupils' thinking skills and ensures that pupils give extended responses. Lesson planning is good and often very good, with clear learning objectives. Spelling, punctuation and vocabulary choices are all made clear to pupils. There is a good balance between the teaching of the mechanics of reading and teaching which focuses on comprehension. Teachers have high expectations of pupils. They make very good use of resources especially classroom assistants. Assessment is well used in order to match tasks to individual pupils.
93. Teaching at Key Stage 2 is good. Teachers have good subject knowledge and understanding and their enthusiasm for language and books is communicated to pupils. They use a range of methods to ensure that work is matched appropriately to pupils' learning needs. Teachers have high expectations of pupils and use questioning well to extend their thinking. The teaching of grammar and punctuation is good. Teachers develop pupils' skills and encourage them to evaluate their work so that others can learn from the evaluation.
94. Marking is good and includes targets for improvement. Spelling is taught very well and builds very effectively on the good work done at Key Stage 1; regular spelling tests and homework are a feature across the key stages.
95. The teaching of reading is very strong throughout both key stages. The school uses a range of strategies and methods to ensure that pupils are taught very well. Effective use is made of assessment information to guide the planning of teaching programmes. All pupils are taught through whole class, shared reading sessions and guided reading groups. Pupils have a literacy partner with whom they work collaboratively. Pupils who are at the early stages of reading and those who need extra support have additional individual and group teaching.

96. The quality of provision for supporting pupils' writing is good. Each day, pupils have allocated time for developing their handwriting skills. Marking is effective and informs pupils of the standard of their work. Opportunities for the development of speaking and listening are built into lessons. Planning and assessment during lessons ensures that pupils' progress is monitored.
97. Improvement since the last inspection has been good. Considerable thought and imagination have been put into the implementation of the National Literacy Strategy. All elements of the strategy are in place and incorporated effectively into the curriculum. This is having a very positive effect on raising standards. Some monitoring and evaluation of teaching and learning have taken place.
98. The development of pupils' literacy skills is emphasised by teachers across the curriculum at both key stages. The school is well resourced with books and has an interesting library which is well used by all pupils. The school has links with the local newspaper and pupils have an opportunity to visit and see how a newspaper is made and to be involved in producing their own page. Visiting theatre groups and authors provide a valuable resource for literacy development. Displays around the school incorporate a variety of texts to stimulate pupils' reading.

MATHEMATICS

99. On the basis of 1999 national test results based on average national curriculum points scores, attainment was above the national average at the end of Key Stage 1. The percentage of pupils obtaining level 2, the expected level, was very high; the proportion obtaining the higher level 3 at the end of Key Stage 1 was below the national average. Pupils' performance in the Key Stage 1 mathematics test was broadly in line, in comparison with schools with pupils from similar backgrounds. The average attainment of pupils in the four years 1996 to 1999 was above the national average in the Key Stage 1 tests. On average, pupils leave Key Stage 1 just over one term ahead of pupils nationally. Over this same four year period at Key Stage 1, girls and boys nationally have performed at a similar level; at Roos school, while boys and girls performed at a level above the national average, the performance of the boys was a term ahead of the girls.
100. In the 1999 national tests at the end of Key Stage 2, pupils' attainment was well below the national average. The proportion of pupils obtaining level 4, the expected level nationally, was well below average. The percentage of pupils obtaining the higher level five was also well below average. This cohort of fourteen pupils had over fifty per cent who had been identified as having special educational needs. The attainment of this group of pupils was well below that of schools of a similar type.
101. Attainment in lessons observed, scrutiny of pupils' work and discussions with pupils is in line with national standards at the end of Key Stage 1 and above average by the time they leave the school at the end of Key Stage 2. The reasons for the differences at Key Stage 2 between test results and inspection findings are twofold. Firstly, the current Year 6 has only eight pupils, none of whom has special educational needs and secondly, the effects of the numeracy strategy are beginning to bear fruit. Within the range of mathematics work seen during the inspection, many pupils at the end of Key Stage 1 demonstrate satisfactory attainment related to investigative mathematics and number. Pupils at the end of Key Stage 2 generally have good knowledge of their multiplication tables. This helps their attainment in other areas of mathematics. Some pupils at the top of this key stage develop their own strategies when solving problems, can interpret charts appropriately and are familiar with different ways of presenting data. They check their results and consider whether they are sensible. Pupils are familiar with the symmetries of most two-dimensional shapes. Lower attainers generally make appropriate choices to complete number patterns. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics are currently higher for the small cohort in Year 6 than they were at the time of the last inspection for a similarly small cohort. Higher attaining pupils are appropriately paired with older pupils to enhance their learning. To raise standards of attainment in both key stages, there is a need to build up a coherent mathematical vocabulary and ensure that

pupils continue to have instant recall of their multiplication tables. Overall numeracy skills are being satisfactorily developed.

102. Overall progress of pupils since September 1999 in mathematics is good in Key Stage 1 and in Key Stage 2. Factors aiding progress include the attitudes and behaviour of the pupils and the overall good standard of teaching. The teaching observed was excellent in one of the five lessons seen, good in two lessons and satisfactory in the other two. The features that make the best lesson excellent and contribute to a high rate of learning are meticulous planning coupled with a fast pace and high expectations. Such lessons clearly explain what the learning objectives are and look at them again at the end to see how far they have been achieved. Teachers in most numeracy lessons start off with quick-fire question and answer sessions to get pupils thinking. In numeracy lessons, the likeliest time for pupils to lessen their rate of working is in the "independent learning" sessions. In the best lessons, however, teachers are aware of this and set appropriate time targets, as in, for example, a good Year 2/3 lesson on angles. Factors hindering progress are a lack of even higher expectations, some lack of pupils' instant recall of multiplication tables and an over-reliance, occasionally, on commercial worksheets. Pupils with special educational needs generally make good progress in mathematics.
103. Pupils' response in lessons seen is good in Key Stage 1 and in Key Stage 2. They generally behave well and concentrate, mirroring the enthusiasm of their teachers. Pupils' attitudes to mathematics are generally positive and they show some enjoyment for the subject. Relationships, all round, between pupils and with their teachers, the learning support assistant and other adults are good.
104. Assessment procedures are generally satisfactory overall, particularly in the long term. In the lessons seen during the inspection, little evidence was seen of quick tests at the end of lessons to see what pupils had learned, although there are worthwhile oral sessions. Day-to-day marking of pupils' work is generally satisfactory. In some cases it is detailed with diagnostic comments to help the pupils to improve. Rarely are there comments posing deeper questions for those who have obtained full marks. The standard of presentation of the pupils' work is good and has improved since the last inspection.
105. The school has satisfactory resources for mathematics. Use of these resources to support the work in hand is satisfactory and supports learning. The co-ordinator for mathematics is very committed and has carried out some monitoring of planning and teaching of numeracy through the school. The effectiveness of the strategy to teach numeracy is satisfactory, overall.

SCIENCE

106. In the 1999 teacher assessments at the end of Key Stage 1, the proportion of pupils attaining level 2, the nationally expected level, was very high compared with the national average. The proportion attaining level 4, the expected level, in the tests at the end of Key Stage 2 was well below the national average. In terms of average national curriculum points scores, pupils' attainment at the end of Key Stage 2 was well below average. Pupils' performance in the end of Key Stage 2 tests in 1999 was well below average compared to schools of a similar type. The average attainment of pupils in the four years 1996 to 1999 was below the national average in the Key Stage 2 tests. Pupils have left this key stage on average one term behind pupils nationally. The average performance of boys was similar to that of girls in the end of Key Stage 2 tests for these four years.
107. Attainment as seen in lessons observed, in scrutiny of pupils' work and discussions with pupils is in line with national standards for those pupils currently age seven and above national standards for pupils age eleven. Within the range of science work seen during the inspection, many pupils at the end of Key Stage 1 demonstrate satisfactory attainment related to experimental and investigative science, life processes and living things and materials and their properties. Pupils know that flowering plants have leaves, stems, flowers and roots and can draw appropriate labelled scientific drawings of them. Pupils at the end of Key Stage 2 are able to predict what type of materials will dissolve and then test their

predictions. They describe the main functions of organs of the human body. There is evidence to show that overall standards have improved in science since the last inspection. A factor helping higher levels of attainment is the build up of key scientific vocabulary through the school.

108. Overall progress of pupils in science is good in both Key Stage 1 and Key Stage 2. Factors aiding progress include the positive attitudes of pupils and the overall standard of teaching. Pupils build up their investigative skills well as they move up the school. Pupils with special educational needs generally make good progress in science. Pupils with higher prior attainment are making appropriate progress and are often paired with older pupils where practicable. The overall quality of teaching is good in both key stages. All the lessons seen were at least satisfactory and there were examples of good teaching in both key stages. The best lessons had a brisk and appropriate pace, thoroughly assessed what the pupils knew, understood and could do, set high expectations and metered out time in small portions so that the pupils worked hard throughout. For example, in a Year 1 lesson on plants, the teacher expected pupils to think and to record their experiment in a correct scientific manner. Assessment procedures are inconsistent. There is no whole school scheme to carry this out so that teachers would know exactly where their pupils are in terms of detailed National Curriculum levels. The use of assessments to help to plan the curriculum is unsatisfactory. Day-to-day marking of pupils' work is generally satisfactory. In some cases, it is detailed, with diagnostic comments to help the pupils to improve and comments that pose deeper questions for those who have obtained full marks. The standard of presentation of the pupils' work is generally good and has improved since the last inspection..
109. Pupils' response in lessons seen is good in both Key Stage 1 and Key Stage 2. They generally behave well and concentrate on the task in hand. Pupils' attitudes to science are positive and they show enjoyment for the subject. Relationships all round in science between pupils and with their teachers and other adults are good.
110. The school has satisfactory resources for science. Use of these resources to support the work in hand is satisfactory and supports learning. The scheme of work covers the requirements of the national curriculum. The co-ordinator is keen and enthusiastic. She is not currently provided with release time to monitor and evaluate the teaching of science through the school.

ART

111. Sufficient evidence was gathered to report on pupils' attainment and progress at Key Stage 2, but not at Key Stage 1. Standards have been maintained since the last inspection.
112. There is some appropriate work on display and in portfolios in Key Stage 1. For example, pupils in Year 1 had produced some realistic drawing and painting of turtles from observing African material as part of an awareness of a different cultures theme. In Year 2 a close look at Ancient Egyptian masks led to pupils producing appropriate oil pastels of Tutankhamun's mask. Pupils had also produced some interesting oil pastel colour mixing in the style of Monet. Work seen shows a good awareness of colour, for example in the work on the African theme. By the end of the key stage, pupils demonstrate effective use of paint, pencil and pastel.
113. By the end of Key Stage 2, pupils could select and record observations of their local environment. They demonstrated colour mixing techniques and could mix a subtle range of colours using a range of paintbrushes sensitively in their paintings. Sound teaching supported by clear planning enabled pupils in Years 4, 5 and 6 to investigate and develop these skills Pupils in Year 6 made careful observations of photographs of the school environment which they represented accurately and well in their painting. Pupils' listened attentively and concentrated well on their tasks.
114. The subject has an appropriate scheme of work to support teachers in their planning. The subject is soundly led and managed. However, the school acknowledges that monitoring of teaching and learning needs to be more consistently undertaken.

DESIGN AND TECHNOLOGY

115. Owing to timetable constraints it was not possible to see any lessons in design and technology. A scrutiny of work recently carried out at the school shows that progress is unsatisfactory, overall, in both key stages. Pupils are not systematically building up the key skills of designing and making as they go through the school. Whilst examples of some good work were seen, there is no coherent build up of skills. In Year 2/3 some appropriate work was seen involving the making of axles for cars. Pupils in Year 5/6 linked with another school on the last day of the inspection and produced some appropriately designed chocolate boxes. Assessment procedures in this subject are inconsistent.
116. Pupils respond well and show enthusiasm for the subject. They enjoy their work and the Year 6 pupils involved in the chocolate box project were keen to discuss it.
117. Resources are satisfactory and are stored appropriately. The coordinator is not provided with time to monitor the development of the subject through the school. Since the last full inspection standards have not been maintained, with much attention being diverted to the core subjects of literacy and numeracy.

GEOGRAPHY

118. Owing to timetable constraints, it was possible to see only two geography lessons, both based in Key Stage 1. A scrutiny of pupils' work coupled with the work seen in the lessons shows progress for all pupils, including those who have special educational needs, to be satisfactory in both key stages. Pupils are building up the necessary key geographical skills throughout the school.
119. In the lessons seen, teaching was good. Pupils in Year 2 showed very good knowledge and understanding of previous work on Iceland. The teacher was very enthusiastic and stimulated a most worthwhile question and answer session. This had a positive impact on pupils' learning. Pupils were able to discuss such phenomena as geysers, glaciers and geothermal energy. They could also describe the features of the pure-bred horses native to the country. Year 1 pupils were able to represent the physical features of a Scottish island on paper. Assessment procedures are inconsistent. Pupils' work in geography supports their literacy and numeracy skills appropriately.
120. Pupils enjoy geography lessons and are not afraid to voice their opinions. Relationships are good, both between the pupils and between pupils and adults. The overall level of resources for geography is satisfactory. The school makes good use of the local environment. Pupils have access to appropriate atlases and globes. Standards have been maintained since the last inspection.

HISTORY

121. No teaching was seen in Key Stage 1 during the inspection. Samples of work provided by the school together with lesson observations in Key Stage 2 show that pupils achieve well. All pupils, including those with special educational needs, are making good progress. At Key Stage 2 pupils learn about local social history, when a variety of local people visited the school to recount their school days from 1945-1960. Of particular interest was the visit of a local person who took pupils to visit the site of the old castle. Pupils were eager to recount the visit. The school has collected worthwhile photographs of the visit, which are prominently displayed.
122. At Key Stage 2, pupils learn about Ancient Egypt and use information technology to enhance their learning. They retrieved one piece of information about Ancient Egypt using the internet, printed the information for their and others' use, for example an article and illustration on the "Valley of the Kings." Other pupils used a CD-ROM and reference books to extend their learning. Their work supports their literacy skills.

123. Pupils enjoy their history lessons and are interested to find out about the past. They concentrate well and work well together in pairs. All pupils could explain their task; for example, pupils in Year 4 used the internet to find out about hieroglyphics and explained that they used animals as symbols and carved out of rock. In Year 5 pupils used reference books to find, draw and write about the pyramids appropriately. In Year 6 pupils used the CD-ROM to gather worthwhile information about Tutankhamun's death mask, explained that it was made of gold and used to protect the "Mummy."
124. Teaching supported by clear planning enabled all pupils including those with special educational needs to make good progress in their learning. Teachers are secure in their subject knowledge which is used to good effect to ensure that all pupils clearly understand the lesson objectives. There are good opportunities for paired work .A series of visits supports learning in history. For example, local people who are from different decades talk about their life and times.
125. The subject is effectively led and managed. Resources are good and easily accessible. However, the school acknowledges that teaching and learning need to be more consistently undertaken.
126. During the last inspection there was insufficient evidence to make a judgement. The school has made some good improvements in the provision of the subject which now has a policy and scheme of work to support teaching and learning.

INFORMATION TECHNOLOGY

127. Attainment at the end of Key Stage 1 and at the end of Key Stage 2 is below national expectations. By the end of Key Stage 1, pupils use information and communications technology to assemble text and symbols appropriately. Whilst they are able to generate text and pictures and save and retrieve information with some assistance, they are not given the opportunity to carry out modelling. By the end of Key Stage 2, pupils' attainment in monitoring and modelling is also unsatisfactory. They are not being given the opportunity to develop these key skills. Overall standards have improved since the last inspection and this is most noticeable at Key Stage 2. Pupils at the end of Key Stage 2 are able to reorganise text in a variety of ways to make the meaning clearer. They are adept at handling information appropriately. Information and communications technology is used effectively to support pupils' learning in subjects such as geography and history.
128. Overall progress in the areas other than monitoring and modelling is satisfactory in Key Stage 1 and in Key Stage 2. Owing to timetable constraints, it was possible to see only one lesson in this subject, which was taught well. Assessment is not used effectively to maximise pupils' progress in this subject. Information and communications technology is not yet given its rightful place on the timetable as a subject that is regularly taught to all pupils in each class each week.
129. Pupils' response is good. They show eagerness for and interest in this subject. When the teacher is instructing knowledgeably, the pupils want to know how to carry out particular operations and they listen attentively. They are not afraid to volunteer their own suggestions and work well together.
130. The co-ordinator for this subject is knowledgeable and keen to spread her skills through the school. She has already provided in-service training for colleagues, and has been provided with time in the future to monitor and evaluate the work of colleagues in this core subject. There are appropriate computers in every classroom, but they are not yet networked. The school is linked to the internet. Whilst there is an appropriate range of cross-curricular software, insufficient material is available for the pupils to work on the key areas of monitoring and modelling. The school has recently purchased a "smartboard" to facilitate the teaching of the subject to whole classes. This is not yet used by all the teachers. Improvements have been made since the last inspection in planning of this subject and in teachers receiving necessary training.

MUSIC

131. The work observed in music included one lesson in Key Stage 1, which was part of a joint lesson for children under five and is reported in that section. One lesson was seen in Key Stage 2. The school promotes music through the recorder club, brass and guitar clubs, as well as singing in assemblies and as part of music and reflection. Progress is sound over Key Stage 1 so that pupils reach a standard that is expected nationally. In assemblies, pupils in Year 1 and 2 sing with great enjoyment and much effort and sometimes excitement. They show a sound level of accuracy in pitch, make words very clear and shape phrases expressively. Pupils listen to music attentively and are responsive to the qualities of the music they hear. This shows in the way they enter the hall for assembly when music is playing, and in the comments they make about music. For example, during a lesson when pupils were listening to "The Carnival of the animals", one pupil exclaimed, "I can hear the cuckoo". Pupils are involved in school productions for all the major Christian festivals where they are involved in music making. In one assembly, pupils' singing was well accompanied by older pupils playing their guitars as they sang, "Who put the colours in the rainbow".
132. Teaching and learning are sound. Pupils enjoy music activities, work hard and respond effectively to teachers' direction. Teachers' questioning and explaining skills invite thoughtful learning by pupils' of all attainment levels in whole class activities. Technical language is used effectively by teachers and pupils.
133. The school organises peripatetic music, using LEA resources, and offers guitar lessons. The school also encourages the learning of brass and woodwind instruments and a private organisation visits the school to teach these sessions.
134. The co-ordinator is well organised and manages provision well. She has produced a very comprehensive scheme of work which supports the non-specialist teacher well. Resources are good, with easy storage and retrieval. The school acknowledges that monitoring and evaluation of learning needs to be more consistently undertaken.
135. Since the last inspection, the quality of provision and of pupils' response has been maintained.

PHYSICAL EDUCATION

136. Only one lesson was seen during the inspection and this was in the early years' class.
137. Curriculum planning ensures that, over the key stages, a balance of activities is provided. Swimming is included.
138. Pupils develop their skills in athletics and outdoor games during the summer term. Visiting coaches from the LEA support the physical education programme of the school well and extend and develop pupils' knowledge, skills and understanding. All pupils by the time they leave the school can swim 25 metres.
139. The subject has an appropriate scheme of work to guide teachers in their planning. The subject is soundly managed and co-ordinated. Resources are sufficient, well managed and organised. The school offers a sports club after school, which is well attended by boys and girls. Local sports coaches from the LEA offer a range of small courses starting with athletics. The XT club, which is run by Leisure Centre staff, emphasises physical activity and fun. There are separate classes for Key Stage 1 and Key Stage 2 pupils. There are good opportunities to use skills learned in physical education in other school activities, for example, in dance and drama in the school's Christmas production.
140. The school acknowledges that monitoring of teaching and learning need to be more consistently undertaken.
141. Since the last inspection, standards have been maintained.

RELIGIOUS EDUCATION

142. Pupils' attainments are broadly consistent with the requirements of the locally agreed syllabus by the end of Key Stage 2. The work seen in pupils' books, in one lesson at Key Stage 2 and in assembly show that pupils achieve those standards which are seen nationally. Pupils with special educational needs make good progress. The evidence is insufficient to report separately on Key Stage 1. Pupils make good progress, supported by sound teaching. They show understanding of world religions and speak enthusiastically about their Jewish friend visiting the school. Pupils in Years 2 and 3 spoke about their feelings about each other and wrote a poem in pairs about their feelings for someone in their class. Learning was well supported by very good teaching, which sensitively encouraged pupils to think carefully and consider their answers. Pupils were invited to read their poems to the class. This presented opportunities for speaking and listening skills to be enhanced. Pupils were enthusiastic, spoke well and listened carefully. Some pupils in Year 2 explained the difference between a poem and a prayer, as "We need to add Dear God and Thank you God for all these things, at the end."
143. Pupils have a positive attitude to the subject. They show mature enjoyment during class reading of poems, sharing their pleasure with others. They concentrate well and their behaviour is good.
144. Teaching is very good, with particular strengths in questioning skills, for example in explaining about world faiths and encouraging pupils to work in pairs and small groups to problem solve and complete their tasks.
145. The subject is well led and managed. There is a new Local Agreed Syllabus which will be implemented in September of this year. The school is trialling a pilot scheme linked into the national curriculum this term. Assemblies make a sound contribution to religious education.