

INSPECTION REPORT

TURNDITCH CHURCH OF ENGLAND AIDED PRIMARY SCHOOL

Turnditch, near Belper

LEA area: Derbyshire

Unique reference number: 112894

Headteacher: Mr M Halls

Reporting inspector: Mrs J Kime
23801

Dates of inspection: 21st – 24th May 2001

Inspection number: 197422

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Ashbourne Road
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Derbyshire

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Appropriate authority: The governing body

Name of chair of governors: Mrs M Durose

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23801	Mrs J Kime	Registered inspector	Art and design Curriculum for reception children Design and technology English Equal opportunities Music Physical education	The characteristics of the school and its effectiveness The school's results and pupils' achievements How well pupils are taught How well the school is led and managed What the school should do to improve further
14404	Mr A Rolfe	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
1390	Mr A Markham	Team inspector	Geography History Information and communication technology Mathematics Science Special educational needs	How good the curricular and other opportunities are that are offered to pupils

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Turnditch Church of England Aided Primary school is a smaller than average primary school, serving the village and surrounding rural area. The buildings and grounds are restricted. There are 65 pupils aged four to eleven, taught in three mixed-age classes: 30 boys and 35 girls, almost all from white backgrounds and all have English as a first language. No pupils are eligible for free school meals, well below the national average of 19 percent. Many children have limited pre-school nursery or playgroup experience. Children's attainment on entry is slightly above that expected nationally. Children who are five years old before Christmas start school full time in September, otherwise they start part time in the autumn term and full time in January. There are currently seven reception children in a mixed-age class of 28 reception, Year 1 and Year 2 pupils, with a teacher and a support assistant. The headteacher and two part-time teachers share responsibility for teaching the Years 5 and 6 class. The school has 17 percent of pupils with special educational needs, which is below average nationally. There is one pupil with a statement of special educational needs.

HOW GOOD THE SCHOOL IS

This is a caring school with many strengths, though it has four significant areas that need to be improved. Pupils enter school with well-developed speaking and listening and personal and social skills but with attainment that is broadly in line with that expected in reading, writing and mathematics. When pupils leave school, standards in English are well above similar schools. Pupils' achievements in mathematics are good. Standards in most other subjects are satisfactory, though pupils under-achieve in information and communication technology and also in design and technology. The quality of teaching has improved and is now good in most classes; as a result standards are rising. Monitoring of teaching, however, needs to be improved in order for the teaching throughout the school to be more effective in raising standards. The headteacher, staff and governors work hard to provide a Christian ethos and stimulating learning experiences. The school gives satisfactory value for money.

What the school does well

- Pupils achieve well in English and mathematics as a result of the high quality of teaching.
- There are very good relationships and high standards of behaviour. Pupils are interested in their work and try hard.
- The school's Christian values underpin its daily life. Provision for pupils' spiritual, moral and social development is good.
- Pupils are cared for well.
- There is an effective partnership with parents.
- The headteacher provides clear leadership in the work of the school

What could be improved

- Standards in information and communication technology
- Standards in design and technology
- Monitoring of teaching
- The restricted accommodation

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in September 1997, the school has made big improvements in provision and this has raised standards significantly in several subjects, including English and mathematics. The quality of teaching has been raised, curriculum planning is much more structured, and assessment of pupils is more detailed and is used effectively. The school has made good progress on most of the key issues identified by the last inspection, though some of these improvements have been made only recently. There remain three major areas on which there has been insufficient progress and which are identified in this report as areas the school should improve: standards in information and communication technology and also in design and technology, and the monitoring of teaching.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	A	A
Mathematics	B	B	B	C
Science	A	B	D	E

Key

well above average A

above average B

average C

below average D

well below average E

Children in the reception year make good progress; they have above expected levels of attainment in most areas of learning by the end of the year. The small size of the school means that results in national tests vary from year to year, and statistical comparisons with similar schools cannot be regarded as a reliable indicator as to whether the results are high enough. In the 2000 national tests, seven year olds achieved well, compared to similar schools, in reading, very well in mathematics and satisfactorily in writing. In the 2000 national tests for eleven year olds, standards were well above similar schools in English, though they were in line with similar schools for mathematics. Inspection evidence indicates that, by the end of both the infants and the juniors, pupils achieve well in English and mathematics. In science, seven year olds achieve well. Eleven year olds' test results in science in 2000 were well below similar schools. The school has made improvements in the way science is planned and taught; inspection evidence indicates that pupils now achieve satisfactorily in science. The school sets realistically challenging targets for individual pupils. Inspection findings are that, by the end of the juniors, pupils achieve satisfactorily in all other subjects except information and communication technology and also in design and technology, where they under-achieve. Standards in these subjects are better in the infants; seven year olds achieve well in music, and satisfactorily in all other subjects. The quality of singing is good throughout the school. Pupils' attainment in aspects of physical education is limited by the restricted accommodation, inside and out.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They are enthusiastic and hard working.
Behaviour, in and out of classrooms	Very good. Pupils behave in lessons and around school. They play amicably together outside.
Personal development and relationships	Pupils co-operate well in pairs. When given responsibilities, pupils take them seriously. There are very good relationships throughout school.
Attendance	Good. It is slightly above the national average and there are no unauthorised absences.

The school successfully gives pupils a sense of confidence in themselves so they are keen to join in discussions and offer their opinions. They take a pride in their work. The ethos of the school places a strong emphasis on caring for each other. Older pupils look after younger ones in a mature way, for example when they read together. Pupils take responsibility for themselves and their belongings.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very 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 is good. Over two-thirds of the teaching seen, 71 percent, was good or better; 24 percent was very good, 47 percent was good and 29 percent was satisfactory. No unsatisfactory teaching was observed. Teaching of English and mathematics is good in the juniors and very good in the infants; this results in pupils making good progress and achieving well. Basic skills are taught effectively in literacy and numeracy; teachers carefully match work to all pupils' levels of learning. Singing is taught well, producing good quality performances. Recent improvements in provision (such as new staffing and more structured planning) have raised the quality of teaching but have not yet resulted in higher standards by the end of the juniors in some subjects, such as science. Strengths of teaching include the working atmosphere that staff create, so that pupils settle quickly and quietly and concentrate hard on tasks. Teachers ask questions skilfully to check pupils' learning and extend it, using incorrect answers sensitively. Good quality resources and practical experiences are used effectively. Reception and infant pupils are given very challenging tasks and effective support to enable them to succeed. In the juniors, teachers do not always encourage pupils to take increasing responsibility for equipment and

planning of their work, and, at times, worksheets are used too much. Pupils with special educational needs are taught well; they are given extra support where needed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good, broad and relevant curriculum for reception and infant pupils. Junior pupils are given many interesting learning opportunities. Their curriculum, however, does not include sufficient information and communication technology or design and technology in Years 5 and 6 and so does not meet legal requirements.
Provision for pupils with special educational needs	Good. Their specific needs are identified quickly. They are supported and encouraged well by staff and have effective extra tuition, enabling them to make good progress towards the targets set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school provides good opportunities for pupils' spiritual, moral and social development, and for pupils to learn about their own culture. Pupils develop a satisfactory awareness of other cultures, though their understanding of the cultural diversity of British society is limited.
How well the school cares for its pupils	Staff know pupils well and create a warm, friendly environment where pupils feel secure and supported. Procedures to ensure pupils' care and welfare are good.

The school has recently started to use national guidelines for planning all subjects; this has given a better structure to the curriculum. Staff work hard to overcome the limitations of the restricted accommodation on the physical education curriculum. Good links are made with other schools and the local community, particularly the church. A wide range of extra-curricular activities is organised for older pupils. Staff make detailed assessments of pupils' progress, particularly in English and mathematics. These are used effectively to identify individuals who need extra help to achieve well. The school has maintained a good partnership with parents, providing good quality information and involving parents well in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear leadership and a strong commitment to the school's values and priorities. The management responsibilities of staff have not been developed sufficiently well to ensure effective co-ordination, monitoring and development of all subjects.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school and carries out its responsibilities conscientiously.
The school's evaluation of its performance	Results of national tests are used well to monitor standards in English, mathematics and science. Monitoring of planning and teaching, however, is not organised systematically; it is not sufficiently effective.
The strategic use of resources	Strategic planning is satisfactory. Finances are prudently managed. Specific grants are used effectively.

The school has identified relevant priorities for areas that need to be improved, in its development plan. There are sufficient staff. Teachers are sensibly deployed to make best use of their expertise, though the present organisation of teaching in Years 5 and 6 is not fully effective. Learning resources are generally adequate; there are many good quality books; there is a lack of large outside play facilities for reception children to develop their physical skills. Learning resources are used well, except that computers are not always used effectively and design and technology resources are not used well in the upper juniors. Accommodation is inadequate, inside and out; this places constraints on pupils' learning. The present building work will go some way to help the situation but further improvements are needed. The headteacher and governors understand the principles of best value and implement them satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children enjoy school and behave well Parents can raise concerns with staff The school helps children to become mature and responsible and to work hard Teaching is good Children make good progress The school is well led and managed 	<ul style="list-style-type: none"> A very few parents are concerned about the amount of homework A very few parents feel the school does not work closely with parents Several parents are worried by the lack of space and the danger of the main road

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Inspectors agree with the strengths identified by parents, though more responsibilities could be given to older pupils. Inspectors judge homework to be well organised; it contributes effectively to pupils' learning and to the good partnership between parents and the school. Inspectors agree that the accommodation is inadequate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 When children start school, assessment evidence shows a range of attainment that is slightly above that expected in some areas of learning, particularly in speaking and listening skills and personal, social and emotional development. Many children have limited nursery or playgroup experience before starting school and their skills in reading, writing and mathematics are broadly in line with those expected. Children make good progress in the reception year, due to the high quality of teaching of reception children. Most are likely to exceed the national targets for learning by the end of the year in communication, language and literacy, mathematical development, creative development and personal, social and emotional development. They make satisfactory progress in their knowledge and understanding of the world and their physical development and most are likely to reach the expected levels in these areas of learning by the end of the year.

2 By the end of the infants and by the end of the juniors, pupils achieve well in English and mathematics, reflecting the school's emphasis and the high quality of teaching in these subjects. Seven year olds also attain standards above those expected nationally in science and music, due to the high quality of teaching in the infants, and they reach expected standards in all other subjects. Eleven year olds reach satisfactory levels in science, art and design, geography and history. Standards in music are satisfactory, with a strength in the good quality of singing, due to the teachers' enthusiasm and expertise. Standards in physical education are constrained by the lack of suitable accommodation, inside or out, particularly for gymnastics and games, though the athletics seen was satisfactory. The standards reached by eleven year olds in information and communication technology are unsatisfactory, as they are also in design and technology. The low standards in these subjects are a result of a lack of opportunities for pupils to practise skills and teachers' lack of subject knowledge in the upper juniors.

3 Standards have risen since the last inspection, due to higher quality of teaching and improved provision. The school has recently started to use the national guidelines for all subjects, giving a structure to the curriculum and better support for teachers' planning. There have also been changes in staffing and a reorganisation of part-time staff's teaching responsibilities. Standards in English and mathematics have both improved well, as they were judged in the last inspection to be satisfactory overall with weaknesses in aspects of them. Standards in science dipped since the last inspection but they are now rising again. In art and design, music and physical education, standards have been maintained. They have risen in geography and history in the juniors to satisfactory levels, and have been maintained in the infants. Standards in information and communication technology and design and technology, however, have remained below expected levels by the end of the juniors and pupils under-achieve.

4 The small size of the school means that results in national tests vary from year to year, depending on the particular group of pupils and the proportion of pupils with special educational needs within each year. Last year there were nine pupils in Year 2, this year there are twelve. The Year 6 group last year had fourteen pupils, this year there are five, with a proportion of pupils with special educational needs. Comparisons with other schools based on statistical analysis need to be treated with caution given these small numbers. In the English, mathematics and science subject sections, later in the report, these statistical

comparisons are discussed in detail. In this section the inspection findings are given, based upon both statistical data and inspection evidence.

English

5 There are high standards in reading, writing, speaking and listening, due to the high quality of teaching. Pupils achieve well in national tests in reading and writing at the end of both the infants and the juniors. In the national tests in 2000, eleven year olds' performance was well above all schools nationally and also well above similar schools. Inspection evidence relating to the five pupils in the present Year 6 indicates these high standards to be maintained, particularly in reading.

6 Pupils make good progress in their speaking and listening skills because teachers encourage all pupils to join in discussions and value their contributions, making sensitive use of incorrect replies. By the time they are seven, pupils confidently explain the meaning of different musical terms. Eleven year olds discuss the meaning of the dialect used in a Caribbean poem and describe the underlying message of the poem. Reading is promoted well throughout the school, as was seen, for example, in sessions where older and younger pupils read to each other, supported effectively by teachers. There has been an increased emphasis on writing this year, in response to the relatively lower achievement in writing in last years' national tests. Almost all seven year olds can choose a book and read it by themselves well enough to be able to write a good review of the story. By the age of eleven, almost all pupils read poetry with a real sense of expression and use many strategies such as inference and deduction to understand unusual words. Their writing is lively and interesting and it is punctuated well.

Mathematics

7 Standards in mathematics are above average and pupils achieve well. This is due to the good progress pupils make as a result of the high quality of teaching throughout the school. In the national tests in 2000, eleven year olds' performance was above the average nationally and in line with similar schools. Seven year olds' performance was well above similar schools. Inspection evidence indicates standards are above those expected nationally and pupils' achievements are good.

8 By the age of seven, almost all pupils confidently add and subtract, double and halve numbers and use this knowledge to work out other sums. Higher attaining pupils solve problems using multiplication and division. Pupils use data to produce graphs and explain what the graphs show and measure using standard units. Eleven year olds have good number skills and almost all confidently solve problems by applying their knowledge of how to multiply and divide decimals and fractions. They have a good understanding of the properties of shapes and can interpret graphs well, understanding the concepts of mean, median and mode.

Science

9 Standards are in line with those expected, rather than above them, by the end of Year 6, despite the good teaching seen during the inspection. In the national tests for eleven year olds in 2000, standards were well below those of similar schools. The school has made various improvements in provision since then. These have raised the quality of teaching and are beginning to raise standards. During the inspection, the evidence indicates pupils are reaching higher standards than last year, and are attaining at nationally expected levels, though they are still not achieving all that they should, given the standards

achieved in the infants. By the end of Year 6, pupils have a good scientific knowledge and understanding in aspects of the subject they have recently studied, such as the different properties of solids, liquids and gases. Pupils have satisfactory skills in carrying out tests, making predictions before experimenting.

10 By the end of Year 2, standards are above those expected and pupils achieve well, particularly in the way they carry out investigations. They understand the need to make a test fair, for example, by testing each piece of paper the same way in order to see which is the most waterproof. They carry out the tests then write up the investigation in their own words. The national teacher assessments of Year 2 pupils made in 2000 indicated that standards were well above average, though the small year groups mean results vary each year.

Other subjects, pupils with special educational needs and higher attaining pupils

11 Overall, pupils' achievements are better in the infants than the juniors, reflecting the higher quality of teaching in the infant class, which leads to a faster rate of progress. There is a good quality of singing throughout the school. In other aspects of music, pupils achieve above expected standards by the end of the infants, but this is not built on sufficiently well in the upper juniors; pupils make satisfactory rather than good progress, and, by the end of the juniors, pupils' attainment is in line with that expected nationally.

12 In information and communication technology, standards are in line with those expected by the end of the infants, as they are in design and technology. In these subjects pupils also make satisfactory progress in Years 3 and 4. It is in the upper juniors where the progress becomes unsatisfactory. By the end of Year 6, pupils' attainment is below nationally expected standards; pupils under-achieve. This is partly due to the lack of opportunities for pupils to develop basic skills, and partly the insufficient use of computers in other subjects. It is also a result of insecure subject knowledge and a lack of confidence on the part of the teachers of older junior pupils. The headteacher is well aware of the strengths of teaching in the infant class and the lack of teachers' subject knowledge in the two subjects in Years 5 and 6. The school does not, however, monitor teaching systematically. It therefore has not identified strengths and areas to be improved for individual teachers in a structured way, in order for the quality of teaching to be raised in the juniors, so that the achievements reached by younger pupils can be built on effectively in these and other subjects.

13 In art and design, pupils' attainment, over the whole range of the curriculum, is in line with that expected by the end of both the infants and the juniors. Pupils' observational drawings, paintings and pastel pictures reach standards above those expected in the infants and in Years 3 and 4. Pupils make good progress in these aspects due to the good quality of teaching. This good progress, however, is not maintained in Years 5 and 6, where the teaching is satisfactory rather than good.

14 The small number of pupils with special educational needs are supported well by the school and make good progress towards the targets set in their individual education plans. The school also has a small number of pupils who are identified as talented, particularly in literacy or numeracy, and provides extra work for them. Occasionally, however, higher attaining pupils are not well provided for, as some of their work lacks challenge. Overall, these pupils make satisfactory progress towards targets set for them. Boys achieve better than girls in the national tests for eleven year olds. The school carefully monitors their performance to check that both boys and girls do as well as they can.

Pupils' attitudes, values and personal development

15 Pupils have very good attitudes to learning; this is a marked improvement from the situation reported by the last inspection. Pupils like coming to school and are able to identify favourite subjects. The vast majority of the pupils maintain concentration for appropriate periods of time, show a keen interest in their lessons and take an obvious pride in their work. In the infant class, for example, Year 2 pupils work silently, reading a book and then writing a review of it; they enthusiastically discussed their book reviews with the inspector. Pupils listen carefully to their teachers' instructions. Pupils enter into classroom discussions in an eager and constructive manner, because they are confident that teachers value their views and because the teachers provide interesting activities to discuss. This was seen, for example, in a Years 3 and 4 lesson when pupils excitedly commented on letters written to authors. Pupils work collaboratively in pairs and small groups; they readily support each other, for example, when working on micro-organism experiments in Years 5 and 6. Pupils with special educational needs generally have positive attitudes to their work and show increasing levels of concentration. A significant number of pupils participate in the wide range of extra-curricular activities provided by the school.

16 Pupils' behaviour is very good, an improvement since the last inspection when it was found to be good. Parents are pleased with the standards of behaviour; 100 percent of parents who returned questionnaires considered behaviour to be good or very good. Behaviour was very good in most of the lessons seen. Pupils are well aware of what is and is not acceptable behaviour and this is reflected in the classroom rules that older pupils were involved in drawing up. Pupils have a good knowledge of the school's system of rewards and sanctions and readily accept sanctions as an appropriate response to instances of poor behaviour. At breaks and lunchtimes, pupils play well together, even though play areas are restricted. Pupils treat the school buildings, equipment and other people's property with respect, there is very little litter around the school and graffiti and vandalism by pupils who attend the school is virtually unknown. Bullying is rare, and, whilst the school does not have a specific anti-bullying policy, pupils indicate that they would not hesitate to seek the help of teachers should they be bullied, and are confident that action would be taken to deal with the bullying. There have been no exclusions in the last academic year.

17 Pupils make good progress in their personal development, and this has been maintained since the last inspection. All parents who returned the questionnaires consider the school is helping their children to become more mature and responsible. Relationships between pupils, teachers and support staff are very good, as are those between pupils. In almost all lessons these high quality relationships make a significant contribution to pupils' learning. Teachers have a caring approach, which helps pupils with special educational needs establish good relationships. All pupils are encouraged to take responsibility; reception children are encouraged to undress and dress independently before and after physical education lessons, whilst in Years 1 and 2 pupils are responsible for their own belongings, such as reading books and bags. The range of responsibilities broadens as pupils grow older. Year 3 and 4 pupils, for example, care for the mini-beasts in their classroom. Older pupils help younger pupils with their reading by sharing books with them. They care for younger pupils during assemblies, church services and at lunchtime, and they take these responsibilities seriously. Junior pupils, however, often have limited responsibility for equipment and for organising their learning, and so cannot develop the independence and sense of responsibility of which they are capable. In a lesson in Years 3 and 4, the teacher walked round the class giving each pupil paper and pastels, instead of giving that responsibility to some pupils. In a lesson in Years 5 and 6, the teacher sat with

a group of four pupils to agree with them who should speak which part of a poem, instead of giving them the responsibility to negotiate with each other and decide themselves.

18 The overall level of attendance is good. It is just above the national average and there are no unauthorised absences. This represents a decline in attendance levels since the last inspection, however, and evidence from the registers for the current academic year indicate a further decline in the levels of attendance. The recent decline is partly due to restrictions during the foot and mouth disease outbreak, as a few pupils were kept off school for a while. Registration is undertaken morning and afternoon and meets statutory requirements. The majority of the pupils arrive at school on time and lessons make a prompt and effective start.

HOW WELL ARE PUPILS TAUGHT?

19 The quality of teaching is good. Over two-thirds of the teaching seen, 71 percent, was good or better; 24 percent was very good, 47 percent was good and 29 percent was satisfactory. No unsatisfactory teaching was observed. This is a big improvement on the last inspection, which judged teaching to be satisfactory with no very good teaching and a small proportion of unsatisfactory lessons seen.

20 This good quality of teaching results in pupils making good progress in English and mathematics. Standards are satisfactory rather than high in most subjects, however, despite the good teaching. This is partly due to recent improvements in provision that have raised the quality of teaching but have not yet resulted in higher standards. These improvements include increased staffing, a new appointment, re-organisation of teaching responsibilities, recent use by the school of national guidelines to plan all subjects and increased time for science. It is also partly due to the mixed-age classes, which mean that while teachers try hard to plan and provide appropriately for all pupils in their classes, pupils' rate of learning in some subjects, such as geography and history, is satisfactory rather than good. A third reason is that the quality of teaching varies in the different classes. A high proportion of the very good teaching seen was of reception and infant pupils. The lessons where the teaching was judged satisfactory rather than good were all in the juniors, with a large proportion of them in Years 5 and 6. This means the good rate of learning in the infants and lower juniors slows in Years 5 and 6 in some subjects, such as art and aspects of music other than singing.

21 One of the strengths of teaching throughout the school is the way teachers create a calm atmosphere where there is the clear expectation that pupils will work hard. This is built on the very good relationships between pupils and staff and the effective management of pupils' behaviour. It results in a good pace to lessons with pupils almost always settling to tasks immediately and concentrating quietly on their work. Another strength is the way teachers ask questions skilfully, to recall past work, check pupils' levels of understanding and further extend their learning. Staff know their pupils well and they target pupils of different attainment levels to make sure all pupils have opportunities to express their thoughts. Teachers use incorrect answers sensitively so that children learn from their mistakes while still feeling confident about their work and keen to contribute to discussions. Staff give pupils praise and encouragement with the result that they persevere and find ways to improve their work. Homework is carefully structured so pupils and parents know exactly what is to be done when. It is regular and is checked; for example spellings are taken home weekly to learn and there is then a spelling test. A further strength is the good use of high quality resources in most subjects. In science, for example, resources are provided to support practical investigation of scientific concepts and knowledge. In Years 3 and 4, the teacher has organised butterfly larvae so pupils can observe the lifecycle whilst

learning about animals that reproduce by laying eggs, and this really involves pupils in their work.

22 Teaching of reception children is very good, particularly teaching of early literacy and numeracy skills and support of children's creative, personal, social and emotional development; this means children make good progress. Staff have a good understanding of the needs of young children and plan very carefully to ensure children have practical activities that interest and involve them. This develops their skills and knowledge well. The teacher organises the mixed-age class effectively so that reception children join in with older pupils at times and then learn in a small group, ably supported and taught by the classroom assistant. The sessions with older pupils are challenging for young children but the teacher carefully involves them; for example, they enjoy trying to read the text at the beginning of the literacy session.

23 The teaching of both English and mathematics is good in the juniors and very good in the infants and results in above average standards in both subjects. The national guidelines for teaching literacy and numeracy have been implemented effectively and teachers are clear about what their objectives are for each lesson. These are usually made clear to pupils and are referred to while pupils work. Lessons are carefully planned, and, in the infants, they are planned in detail. Basic skills are taught systematically and are developed and built upon through the school. The final sessions of numeracy lessons are used effectively by teachers to reinforce concepts learnt during the lesson. This is not as successfully done in literacy, where the final sessions are given insufficient time and the teaching points are not reinforced clearly. Science is taught well throughout the school and standards are beginning to improve.

24 One of the main strengths of the teaching in the infants is the high degree of challenge and effective support given to pupils to enable them to succeed. In music, for example, the teacher sets pupils the task of working in pairs to compose a piece of music, one working on an instrument, the other using the voice. The teacher reminds pupils of previous work on changes in speed, volume and quality of sound. Pupils successfully work in pairs, compose their music and perform it to the class, because of the teacher's sensitive interventions and support while pupils are working; the teaching is very good. In art, the teacher questions and encourages pupils to really observe, for instance, the lines and shapes of artefacts in the church and draw them with great care. Art is taught well in the infants. No teaching of information and communication technology, history, geography or design and technology was seen in the infants during the inspection.

25 One of the weaker aspects of the teaching is that teachers in the juniors over-direct pupils at times. This was seen on several occasions in different classes and subjects. It results in pupils not being encouraged to make decisions about their learning or to take responsibility for themselves and their equipment. Examples of this have already been given in the section on pupils' attitudes and personal development. Further examples of this are that, in Years 3 and 4, pupils waited in a short queue to show the teacher their finished work and receive another task. In a Years 5 and 6 physical education lesson, the teacher spent several minutes going round the class allocating each pupil to a team, instead of giving them the responsibility of sorting themselves into teams quickly and quietly. Junior teachers do not always build sufficiently well on the degree of independence and responsibility for their learning achieved by the end of the infants.

26 Another aspect of teaching that is weaker is that at times teachers rely too much on giving pupils pre-prepared worksheets. Whilst good use of worksheets was seen in some lessons, in others the worksheets limited pupils' responses. This was seen in a Years 5 and

6 poetry session, where the pupils' response to a challenging Caribbean poem was restricted by the questions on the worksheet, so that the answers of higher attaining pupils were little different from those of lower attaining pupils. The last inspection reported that work for the higher attaining pupils did not always meet their needs. In the majority of lessons seen during this inspection, higher attaining pupils were sufficiently challenged, but in a few they were not. Evidence from pupils' past work also indicates that at times the use of worksheets does restrict pupils' attainment; for example, in the planning, carrying out, recording and analysing the results of a scientific investigation in pupils' own words.

27 Teachers' subject knowledge is adequate in most subjects and is good in English, science and music. This subject expertise supports the way teachers interest and involve the pupils in their work. For instance, singing is taught well throughout the school; the subject leader's expertise and enthusiasm and teachers' willingness to act as models, such as in the whole school choir, contribute significantly to the standards of singing achieved by pupils.

28 Very little direct teaching of information and communication technology was seen and no teaching of design and technology. Evidence indicates that pupils' low levels of skills and understanding in aspects of these subjects by the end of the juniors are partly attributable to Year 5 and 6 teachers' insecure knowledge of these subjects. In the juniors, the quality of teaching of physical education, art and music is satisfactory. No history and insufficient geography was seen during the inspection.

29 Pupils with special educational needs are well supported by teachers who treat them with sensitivity. Teachers know their pupils well and provide work well suited to the particular needs that have been identified. They make sure that the pupils know what to do while at the same time maintaining their self-esteem. Teachers construct individual education plans that give clear targets, which teachers refer to regularly. Additional staffing this year has meant that a teacher works with individuals and small groups for short periods each week, mostly on literacy skills. This teaching is good; the teacher interests pupils in work, for example on the rules of spelling, by making many different practical activities for pupils to practise the same spelling task. As a result pupils make effective gains in basic skills. The school has also identified pupils who are talented, mostly in numeracy and literacy. Extra tuition is given them, though this was not seen during the inspection.

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

30 The curriculum for reception children is good. It is clearly based on the nationally specified areas of learning for children of this age. Staff give a lot of thought to the detailed planning to ensure that a curriculum relevant for these young children is provided in the mixed-age class, with good links to the learning of older pupils. There is a strong emphasis on literacy and numeracy and also on children's personal, social and emotional development. A wide variety of practical, stimulating and carefully structured activities are organised and they promote children's learning successfully. The lack of an outdoor play area with large play equipment constrains the development of physical and social skills, though staff work hard to overcome this difficulty. There are limited opportunities for children to choose from a range of activities, partly due to the restricted space and small numbers of reception children in the mixed-age class.

31 National guidelines for teaching literacy and numeracy have been implemented effectively and these subjects are given high priority within the curriculum for pupils in

Years 1 to 6. This results in standards above those expected in English and mathematics. Pupils are given satisfactory opportunities to use literacy and numeracy in other subjects. The increased emphasis on literacy and numeracy in response to national priorities has not prevented the school maintaining broad provision in most other subjects. The curriculum is broad and has an appropriate balance in and between the different subjects for pupils in the infants. There are, however, elements of design and technology and information and communication technology that are not covered sufficiently in the junior classes and therefore the curriculum does not fully meet statutory requirements. Aspects of data handling, controlling devices and problem solving are under-developed and pupils have a limited amount of time working on computers in the juniors. Pupils make use of their computer skills in literacy lessons when word processing, and develop their mathematical skills through the use of databases and spreadsheets in numeracy but generally computers are not used effectively to support other subjects. Older pupils are given insufficient opportunities to design and make things, resulting in their skills in using tools and designing and evaluating objects being under-developed, as is their understanding of mechanisms. This results in standards being unsatisfactory in these two subjects by the end of the juniors. The lack of space restricts the physical education curriculum, particularly gymnastics and games. The staff work hard to overcome the difficulties, using the village hall, ensuring good provision of swimming for all pupils, joining with schools for events and providing extra-curricular sports.

32 The school has recently started to use national guidelines to plan schemes of work for all subjects, and as a result planning is effective for most subjects. This is a big improvement since the last inspection, when it was reported that, in the juniors, seven subjects were not adequately covered. Information and communication technology, however, is still not sufficiently well planned, nor is design and technology. Teachers are consistent in the way they plan the curriculum using the national guidelines and this has helped improve the quality of teaching and raise the standards achieved by pupils. Teachers try hard to overcome the difficulties of planning appropriate work for all in mixed-age classes. The teaching time for junior pupils has been increased and is above what is recommended as a minimum nationally. Meaningful links between subjects are made and this enhances pupils' learning well. Provision for pupils' personal, social and health education is satisfactory and appropriate attention is given to teaching about drug misuse. Pupils of all ages are taught to value their own body and have regard for health and safety. The school provides for sex education in a sensitive and supportive manner.

33 The school works hard to ensure that all pupils are fully included in all aspects of school life and achieve as well as they can. Provision for pupils with special educational needs has been improved since the last inspection and is now good. Provision meets the Code of Practice. Their specific needs are identified quickly and relevant individual education plans are agreed for them. Generally they are supported within their class, or withdrawn appropriately, for example for literacy support in literacy lessons. Occasionally, however, they are withdrawn from other lessons, so missing learning in other subjects. The school also identifies pupils who have specific talents, particularly in English or mathematics, and provides extra work and teaching for them. Occasionally, however, higher attaining pupils are not well provided for. In several subjects the overuse of worksheets at times limits higher attaining pupils' ability to study in sufficient depth. The school carefully monitors test results to check that boys and girls both achieve as well as they might. All activities, including extra-curricular activities, are open to both girls and boys.

34 The school forges good links with the community and with local schools. A luncheon club for the elderly meets in school regularly. Particularly good links are developed with the nearby church; it is used for a number of school activities, pupils attend special church

services and the vicar is a regular visitor to the school. Pupils transfer to a number of secondary schools but the school tries hard to make clear arrangements so that pupils move to their next school confidently. The school works closely with nearby primary and secondary schools, joining with them for sporting events and taking the lead in organising musical performances. A group of local primary schools are sharing the cost and expertise of a teacher to provide extra staffing for the reception children. Similar arrangements are also being made to support information and communication technology.

35 A good range of educational visits enhances the quality of the curriculum. Pupils in Year 6 are given the opportunity to take part in a residential visit. There are visits to museums and places of historical interest and good use is made of the locality in geographical work. Pupils also receive regular visitors to the school to support learning in the topics being studied. Impressive links have been made with a school in South Africa and a school in London. These links are used effectively to enhance Years 3 and 4 pupils' learning, by developing skills in using e-mail, as well as developing their geographical and cultural understanding.

36 Provision for extra-curricular activities is good for such a small school. Boys and girls play football, Kwik cricket, short tennis and hockey. Extra tuition is provided for pupils wishing to learn a variety of instruments. There is a recorder group. Music and drama sessions, involving the whole school rather than particular groups, are held after school and are linked to school performances, particularly at Christmas. A flourishing chess club is run and pupils have played in local competitions and against other schools.

37 The school continues to make good provision for pupils' spiritual development. Assemblies are well planned and generate a caring and friendly atmosphere, which fosters relationships throughout the school. Assemblies give due emphasis to Christian values and the spiritual development of pupils. The playing of introductory music as pupils enter the room effectively sets the mood for quiet reflection. In religious education lessons, pupils are helped to examine other faiths and are taught to respect the beliefs of others. Teachers create many opportunities in lessons for reflection, particularly in art, music and English.

38 Pupils' moral development is good, and this has been maintained since the last inspection. The school's strong moral code is clearly understood by pupils and the school successfully helps pupils to develop self-discipline. Rules are clearly displayed in classrooms and most pupils know right from wrong. Behaviour throughout the school is very good and pupils work and play well together. Relationships within the school are very good. Staff emphasise trust and fairness and the rights of others, and pupils take responsibility for their actions and support each other well.

39 Provision for pupils' social development continues to be good. Younger pupils carry out regular duties conveying messages and information to the school secretary. Older pupils confidently show visitors around the school. Pupils are taught to take care of each other. Older pupils have specific responsibility to take care of younger pupils at times. The successful completion of these tasks helps in the daily running of the school and promotes a sense of citizenship. Pupils have opportunities to use their initiative to raise money for local and national charities and develop a sense of social responsibility. The residential visit for Year 6 pupils supports their social development well. In many lessons pupils work well in pairs and groups, developing a collaborative approach and sharing ideas. There are occasions, however, when pupils are given insufficient opportunity to take responsibility for organising themselves and their equipment. In one lesson seen, for example, when an older pupil needed a dictionary she sat with her hand up to inform the teacher, who then fetched the dictionary. In another lesson, the teacher gave musical instruments to the

pupils, instead of asking pupils to choose instruments that would create the desired sounds.

40 The school's overall provision for cultural development is satisfactory. The school develops pupils' knowledge and understanding of their own culture well through effective cultural links with the local community and the good use of visitors to the school. Theatre groups and local artists are used well and, together with visits to local museums and places of interest, successfully develop pupils' awareness of their own culture. Good attention is given to the contribution of work based on famous artists in art lessons and famous musicians in music lessons, though these are mostly from European cultures. The last inspection identified a lack of provision for cultural diversity as a weakness in pupils' cultural development. This aspect remains less well developed. The school studies different faiths in religious education lessons. Pupils in Years 5 and 6 learn about the Caribbean, reading poetry in Caribbean dialect and singing Jamaican songs. Pupils look at African art in Years 3 and 4 next year. Overall, however, pupils are given insufficient experiences of the diversity of cultures that make up our society. Pupils have not, for example, visited other places of worship, nor had British visitors of other cultures or faiths regularly enough.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41 This continues to be a caring school that is successful in creating a warm and friendly environment in which pupils feel safe and secure, and can learn and develop. Relationships between pupils and staff are very good. Staff know their pupils well and are responsive to their needs both inside and outside the classroom. Pupils say they would ask teachers for help should they have any problems either about their schoolwork or personal difficulties, and are confident that appropriate support would be given them. There are good procedures for child protection. The teacher responsible for child protection issues has received appropriate training and has a good understanding of the principles involved. All members of staff have in the past received training on the possible signs and symptoms of child abuse, and the appropriate action to take should there be a concern. The school's policy, however, does not contain guidance about what to do should allegations be made against staff. Pupils are well supervised before school starts and at breaks and lunchtime; this represents a marked improvement since the last inspection.

42 The school has satisfactory procedures for monitoring and promoting good behaviour, including a school discipline and behaviour policy that identifies the school rules. Pupils from Years 5 and 6 were recently involved in revising these rules, and they are displayed in each classroom. The policy is designed to recognise and reward good behaviour, but hold pupils accountable for poor behaviour. Whilst bullying is rare the school does not have a specific anti-bullying policy. The school also does not have a policy or procedures for using force to restrain pupils if this were ever to become necessary.

43 Procedures for monitoring and promoting attendance are satisfactory. Parents are advised of the need for regular and punctual attendance, and are asked to inform the school of the reason for any pupil absences, in the school brochure. The school actively follows up any unexplained absences. There is, however, little long-term monitoring of absence, to establish any patterns of absence.

44 Pupils' special educational needs are identified at an early stage. Teachers monitor the progress of pupils with special educational needs well, checking the targets specified in the pupils' individual education plans. These are broken down into small steps to enable pupils to make good progress in their learning. Staff provide pupils with regular and

sensitive help and guidance on their work and behaviour. The recording of pupils' progress and arrangements to review their needs are thorough and regular. The school also identifies pupils who are talented, particularly those with strong literacy or numeracy skills, and extra work and teaching is given them.

45 Children's attainment is carefully assessed when they come into school. Staff make regular, detailed assessments of children's progress in the reception year, particularly in their communication, language and literacy skills, mathematical skills and in their personal and social development. Staff use these well to give children the work and support that they need to make good progress.

46 The school's procedures for assessing pupils' attainment and progress in the other year groups are also good, particularly in English and mathematics, where detailed assessments are made regularly. Pupils from Year 2 onwards are tested at the end of each year using national tests. A lot of information is gathered, though it is not organised in such a way as to be used easily to check individual pupils' progress from year to year through the school. Insufficient assessment of pupils' progress in information and communication technology is made, however, and this contributes to pupils in Years 5 and 6 not doing as well as they should. Assessment information is used effectively to set targets for individual pupils in literacy and numeracy and to identify individuals who need extra support in order to reach their targets. Additional support has been given to these pupils in literacy and numeracy sessions. The results of the national tests are carefully analysed and the school takes action to improve weaker areas that are identified, such as spellings, writing in the infants and science in the juniors. The assessment system and the use of assessment information to monitor progress and plan further work have improved well since the last inspection, particularly in English and mathematics.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47 The school has maintained the strong partnership with parents found at the time of the last inspection. A high proportion of parents' questionnaires were returned (60 percent) and 23 parents attended the parents' meeting.

48 Overall parents have very positive views of the school. In particular, parents are pleased with the quality of teaching, the standards of behaviour, the expectation that their children will work hard and the way in which the school is helping children to become more responsible and mature. Parents also indicate that they feel welcome in school, their children enjoy school and they feel the school is led and managed well. They are pleased with the progress their children make in their learning. Evidence from the inspection confirms these positive views of the school.

49 Parents' involvement in their children's learning is good. The school operates an open door policy, and encourages parents to discuss with teachers any concerns they may have about their children. Whilst the school actively encourages parents to be involved in the life of the school, only a small number of parents help in classrooms, mainly listening to pupils read. Where possible the school uses parental expertise to help pupils' learning; for example, one parent who is a potter helps pupils to work with clay. Reading books are taken home daily. Homework is set regularly and parents are informed what work will be sent home and how they can help their children with it. This enables parents to support their children's learning effectively.

50 Overall the quality of information the school gives to parents is good. The school brochure and governors' annual report provide a wide range of information about the school and its activities. Comprehensive monthly newsletters and letters about specific events ensure that parents are well informed. Parents were consulted about the home-school agreement, and virtually all have signed the agreement. Attendance at the governors' annual meeting is good. The school makes good use of this meeting to seek parents' views about the school; for example, parents are asked to endorse the school's infant swimming programme, which is subsidised by the school fund. The school also seeks the views of a random sample of parents, as part of an exercise to gauge the views of all connected with the school, governors, staff, parents and local community people. This information is considered when writing the school development plan. The school is now considering extending this consultation process to all parents.

51 Parents are given adequate formal opportunities and good informal ones in which to discuss their children's progress. They are invited to an information evening in the autumn and a parents' consultation evening in January, both of which are well attended. Pupils' reports are sent out in July of each year, and parents are invited to discuss these reports with class teachers if they wish to do so. Overall, pupils' reports are satisfactory. Most give good information about pupils' strengths, though many do not make clear what pupils need to do to improve. The school has good procedures to involve parents of pupils with special educational needs in the development and review of their children's individual educational plans. The school does not have a formal parents and teachers' association, though the informal 'Friends of the school' association raises significant sums of money to provide additional learning resources.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52 The headteacher has been at the school for 22 years and in that time has led and managed with a clear vision of the fundamental values and priorities of the school. These have been implemented effectively so that its Christian values and moral code underpin the daily life of the school. There is a strong emphasis on caring for each other and working hard with a real sense of belonging to a school community. Pupils have high standards of behaviour and very good relationships throughout the school. Pupils' self-esteem is promoted effectively and they are interested and involved in their work. Staff work hard and there is now a good quality of teaching, with pupils' achieving well in English and mathematics, and standards are rising in other subjects.

53 The governing body is efficiently organised, with a structured committee system and a planned schedule of meetings. Governors are kept well informed, through headteacher's reports, by reports from committees and by coming to special events, including curriculum evenings for parents. Three governors also regularly help in school. Governors are very supportive of the school and conscientiously fulfil their responsibilities. The school does not fully meet the requirements of the programmes of study of the National Curriculum in either information and communication technology or in design and technology. All other statutory requirements are met. Governors are well involved in constructing and reviewing the school development plan and in making financial decisions, based on the priorities of the development plan. Strategic planning is satisfactory. Finances are prudently managed and specific grants are used effectively, such as to finance the building of the new classroom and to support the amount of clerical time available. Governors are beginning to develop their understanding of the curriculum and are starting to monitor standards by discussing

national test targets and results, though the governing body's role of 'critical friend' is not strong in this area.

54 This is a small school and in the past the headteacher and governors have felt that teachers worked well together in an informal way, taking joint responsibility for the curriculum and planning effectively for pupils' education without writing the planning down. It was accepted that the headteacher could teach a class for part of the week, run the school and also monitor the work of the school informally. The increasing expectation nationally that schools will have organised themselves in a more systematic manner and be able to show that they plan and monitor the education they provide has, in the past, sometimes been met with a feeling that these are unreasonable and bureaucratic demands. There is now a growing understanding of the need to formalise some of the way the school is organised. The increased staffing and the larger numbers of part-time staff, for example, have led to an acceptance that the curriculum has to be carefully planned, in order for it to be taught effectively and for pupils' skills and knowledge to build up from previous work. The school has recently started using the national guidelines for planning all subjects of the curriculum and this is contributing to the improved quality of teaching and the higher standards achieved by pupils.

55 Another area that has become more carefully organised since the last inspection is that of assessing pupils' progress and making use of the assessments, including the results of national tests, to plan and monitor the work of the school. The headteacher makes detailed analysis of this information, including monitoring to check that both boys and girls do as well as they can. The increased emphasis on writing through the school this year is in response to lower achievement in tests last year. The school also uses assessment information to identify individuals who need extra help in order to achieve well and provides additional literacy and numeracy tuition, in small groups, and this successfully raises the attainment of these pupils.

56 The school's overall development planning is now clear, concise and relevant, which is a big improvement from the last inspection. Three of the four issues that this inspection has identified as being major priorities for the school to improve are already identified in the present development plan and the school has started to carry out some of the specified improvements. The fourth issue is one the school has plans to improve next year, including using the expertise of recently appointed staff. Three of the four issues, however, relate to aspects that were identified by the last inspection and have not yet been sufficiently improved, though some progress has been made.

57 Other aspects of planning and monitoring have not been developed as well. The last inspection reported that staff were beginning to have responsibilities for the development of particular subjects. That is still the position and insufficient progress has been made in this respect. The role of subject leaders has only just been agreed, not all subjects have a named person responsible for their co-ordination and staff are not able to take a strong lead in the management, development or monitoring of their subjects. The school plans to review curriculum policies and planning as a staff, at the end of this term, but there is no effective system by which subjects are co-ordinated and monitored in an ongoing way.

58 Monitoring of teaching has started, though it is not yet sufficiently well structured to be effective in helping to improve the quality of teaching. The headteacher has monitored the teaching of numeracy but little monitoring of the teaching of any other subject has been done. There is no system by which to monitor the teaching of the headteacher, even though he takes a class for part of each week. The lack of subject co-ordination and

monitoring of teaching and planning adversely affects the quality of education provided. An example of this, in physical education lessons, is that the way teachers introduce initial activities to start exercising is similar through the school. By Years 5 and 6, these activities are not challenging enough for pupils, but there is no one in the school who has responsibility to check and ensure pupils' learning builds up from year to year.

59 The school has recently increased the number of teaching staff, allowing the flexibility of giving extra teaching to pupils with special educational needs and lower attaining pupils. This use of staffing is effective, and pupils make good progress towards their targets as a result. The school has also allocated specific teaching responsibilities to part-time staff and this successfully makes good use of their expertise. The organisation of staffing to teach Years 5 and 6 is governed by many factors, including the need of the headteacher to have time to carry out his leadership and management responsibilities. The present organisation, however, results in pupils not having the same teacher for two days in a row, and this is not the most effective use of part-time staff.

60 The accommodation is inadequate and restricts the quality of education that teachers are able to provide. Building work is underway to construct a new classroom and improve the areas for administration. This will go some way towards providing more space inside the building and give a degree of flexibility in the way the library area is used. There are also plans to create a computer suite. There remain problems created by the lack of a hall or large space inside and the lack of sufficient space outside. Pupils are limited in the standards they are able to achieve in the gymnastics and games aspects of physical education. One classroom is used for school assemblies and at dinnertime, which means moving tables around regularly and this restricts ongoing activities as there is little space for, for example, large-scale half-finished artwork. Reception children have no separate play area or large play equipment outside to regularly use and develop physical and social skills. Lengthy negotiations have taken place to try and provide a school playing field behind the school, though so far with no success. Learning resources are generally adequate and there are many good quality books. Learning resources are mostly used well, except that computers are not always used effectively and design and technology resources are not used sufficiently in the upper juniors.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education provided and the standards achieved, the school needs to:

Raise standards in information and communication technology by

- developing Years 5 and 6 teachers' knowledge of, and skills in, information and communication technology;
- planning for the regular teaching in all classes in the various aspects of information and communication technology, to develop pupils' basic skills systematically;
- planning work in other subjects which makes use of information and communication technology to ensure pupils regularly practise their skills;
- monitoring and recording the attainment and progress made by pupils in all strands of the subject;
- increasing the number of computers easily available to pupils.

(paragraphs 2, 3, 12, 28, 31, 32, 76, 90, 99, 109, 120 - 126)

Raise standards in design and technology by

- developing Years 5 and 6 teachers' knowledge of, and skills in, design and technology;
- planning for the regular teaching of design and technology in Years 5 and 6, to develop pupils' skills, knowledge and understanding in all aspects of the subject;
- monitoring and recording the attainment and progress made by pupils.

(paragraphs 2, 3, 12, 28, 31, 32, 107 - 110)

Raise the quality of teaching by

- planning and organising the monitoring of teaching so that all teachers are monitored systematically, particularly in English, mathematics, science and information and communication technology.

(paragraphs 12, 58, 79, 91, 100, 106, 110, 115, 119, 126, 133, 137)

Continue to investigate ways to improve the buildings and enlarge the space outside in order to lessen the adverse effects of the restricted accommodation.

(paragraphs 2, 30, 31, 60, 62, 67, 68, 78, 126, 138)

The following minor points should be considered for inclusion in the school's development plan:

- Giving increasing responsibility to pupils as they move through the school, both for equipment and for planning and organising their work. (paragraphs 17, 25, 39, 75, 98, 105, 131, 137)
- Reviewing the use of worksheets to ensure all pupils are sufficiently challenged by their work. (paragraphs 26, 33, 75, 76, 98, 99, 114, 117, 118)
- Developing the management structure so that all subjects are managed, monitored and developed. (paragraphs 57, 58, 79, 91, 100, 106, 110, 115, 119, 126, 133, 137)
- Reviewing the organisation of staffing in Years 5 and 6. (paragraph 59)
- Providing more opportunities to raise pupils' awareness of the cultural diversity of the society in which they live. (paragraphs 40, 106)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	47	29	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		R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		65
Number of full-time pupils known to be eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs		R – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		11

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	0
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

In 2000, there were less than ten pupils in Year 2. This means that the results of the national tests taken by these children are not given in full in this inspection report. Pupils achieved well in reading, very well in mathematics and satisfactorily in writing.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	7	7	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 or above		13	12	13
Percentage of pupils at NC level 4 or above	School	93 (71)	86 (86)	93 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 or above		13	14	13
Percentage of pupils at NC level 4 or above	School	93 (86)	100 (100)	93 (100)
	National	70 (68)	72 (69)	79 (75)

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

The results for boys and girls are not shown separately as there were fewer than ten boys and fewer than ten girls.

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	58
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Reception – Year 6

Total number of qualified teachers (FTE)	3.8
Number of pupils per qualified teacher	17.1
Average class size	21.6

Education support staff: Reception – Year 6

Total number of education support staff	1
Total aggregate hours worked per week	25

FTE means full-time equivalent

Financial information

Financial year	99/00
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	£
Total income	152698
Total expenditure	142438
Expenditure per pupil	1781
Balance brought forward from previous year	-3126
Balance carried forward to next year	7134

Results of the survey of parents and carers

Questionnaire return rate 60 percent

Number of questionnaires sent out	65
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	44	0	0	0
My child is making good progress in school.	51	41	3	0	5
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	51	36	10	0	3
The teaching is good.	69	28	0	0	3
I am kept well informed about how my child is getting on.	54	31	5	0	10
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	79	15	3	3	0
The school works closely with parents.	64	23	5	5	3
The school is well led and managed.	67	28	3	0	3
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	38	44	5	3	10

Other issues raised by parents

Several parents expressed concern over the lack of space for play and for physical education. They were also worried about the dangers of crossing the main road for assemblies in the church and for physical education lessons.

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

61 The last inspection reported that children's attainment on entry to school was broadly average for their age, they made sound progress and achieved appropriate levels in all areas of learning, with sound teaching, a third of which was good. This inspection has found an altered set of circumstances, improved provision and higher standards achieved. Children's attainment on entry to school is now measured more systematically and shows their attainment to be above that nationally expected of their ages in speaking and listening skills and in their personal, social and emotional development. It is broadly in line with that expected in reading, writing and mathematical skills. The school has appointed a new teacher for the reception, Year 1 and Year 2 mixed-age class. Staff make careful, detailed planning for all the areas of learning of the nationally revised reception curriculum, with clear links to the learning of older pupils in the same class. Reception children have an interesting, relevant curriculum with many practical activities and experiences. The quality of teaching is very good. Children make good progress and achieve well by the end of the reception year in most areas of learning, satisfactorily in the others. The teacher and the teaching assistant work effectively as a team, both contributing to the high standard of teaching and good rate of learning.

Personal, social and emotional development

62 The school places a strong emphasis on developing children's confidence and sense of responsibility for themselves. Staff encourage and support children's personal, social and emotional development effectively, so that by the end of the reception year, children behave very well, work hard and are confident members of the class; their development is above expected levels. Children manage the routines of school life, such as waiting their turn to speak in class discussions and participating in school assemblies, in a mature way. Staff provide good role models and create a positive working atmosphere. Very good relationships are fostered, both between children and between adults and children. Staff encourage children to take responsibility, for example, to be responsible for their reading books. Children dress themselves after physical education lessons, persevering with buckles on shoes and buttons on dresses. They enthusiastically settle to tasks and try hard with challenging activities, such as sketching trees and gravestones in the churchyard. Children co-operate well when, for example, they make a rocking motion in pairs while singing 'Row the boat'. There are limited opportunities to choose from a range of activities or equipment independently, due to the restricted space available and the small numbers of reception children in a mixed age-class.

Communication, language and literacy

63 Almost all children are likely to meet the expected standards by the end of the year, and most are likely to exceed them; they make good progress through the year due to the very good quality of teaching. Staff use many opportunities to develop children's skills and understanding. This is seen, for example, in a music lesson, when the teacher uses correct musical vocabulary such as 'tempo', helps children to explain what it means, shows children how to write musical words correctly and asks children to try to read them. The reading sessions where children are paired with older pupils to read and listen to stories enable children to share and enjoy books whilst developing their reading skills effectively. There are many good quality books in the classroom. Some books, however, are stored or

displayed well out of children's reach; for example, the information books about different materials are pinned to the wall high above the display of materials such as wood and plastic, making it impossible for children to use the books to learn about materials.

64 Literacy lessons are planned and organised well, so that reception children are encouraged to join in the whole-class introduction taken by the teacher, then work at practical reading and writing activities in a small group, ably supported and taught by the classroom assistant. Children listen attentively to stories such as 'Where's my teddy?'. They are keen to discuss each part of the story and predict what could happen next. Almost all children read many familiar words and so read simple text well, using picture clues and their good knowledge of the sounds letters make to help them read unfamiliar words. Almost all children write independently, knowing how to spell several words correctly and asking staff for help with others. Their writing is carefully done with most letters correctly formed.

Mathematical development

65 Almost all children are likely to meet the expected standards by the end of the year, and many are likely to exceed them; they make good progress through the year due to the very good quality of teaching. Children join in the beginning of numeracy lessons with the whole class, as with literacy lessons, then are taught by the classroom assistant in a small group. Mathematical concepts are taught in a practical way, including playing a variety of games and singing counting rhymes. Staff question children carefully to assess and extend their understanding. The secure relationships between staff and children mean that children have the confidence to try and answer challenging questions. Almost all children are confident with numbers to ten, sorting objects, counting them, writing the correct numeral and putting the sets into the correct order. They add two numbers and can explain how they worked the answer out. Children know the names and some properties of several simple shapes such as circle, square, triangle and rectangle. They look for shapes and patterns when sketching objects in art lessons.

Knowledge and understanding of the world

66 Children build up a satisfactory knowledge and understanding of the world. Staff plan very carefully to link activities for reception children to work for older pupils in the mixed-age class, so that, for instance, all explore the properties of materials at appropriate levels of understanding, with children investigating the properties of paper while making hats. Children's past work shows a wide range of learning, supporting early concepts in geography, history, science and design and technology at the levels expected of this age group. Children think about features found on islands such as the Isle of Struay: houses, mountains and trees. They draw old buildings and sequence pictures to tell a story. Children learn about the life cycle of a spider. They investigate how things move and make models of spiders on elastic. No children were seen using computers during the inspection.

Physical development

67 Children's physical skills are at the level expected for their age; almost all are likely to meet the expected standards by the end of the year. They move forwards and backwards, run round skittles and jump in and out of hoops. The classroom assistant uses praise and questioning well to encourage children to improve their movements. Their attainment is limited by the restricted accommodation, both inside and out. There is no outside play area with large play equipment in order to regularly develop physical skills outside. There is no hall, so physical education lessons are held outside in a small hard

surfaced area, or the class has use of the village hall, neither of which has large apparatus for physical education. In the classroom, most children show good pencil control when drawing and writing. The school organises swimming lessons for all pupils, including reception children.

Creative development

68 Many worthwhile opportunities are provided to support children's creative development: they make good progress and have higher than nationally expected skills in art and music by the end of the reception year. Staff, for instance, provide opportunities for children to think about and portray a range of feelings, both by painting sad, happy, angry or frightened faces and by singing a song in a sad, happy or angry way. There is a strong emphasis on exploring the quality of sounds, experimenting with colours, patterns and shapes. Insufficient observation of imaginative play was made during the inspection to judge its quality, though the planning identifies several activities that encourage imaginative play. There is equipment to structure the play, to create a 'shop' and a 'home', and a Teddy bears' picnic, though the restricted space means these are not set out in a stimulating way to be used independently by children at different times.

ENGLISH

69 Standards are high and pupils achieve well. The results of the 2000 national tests for eleven year olds were well above those of all schools nationally and also well above those of similar schools, particularly in the proportion of pupils attaining high levels in the tests. Reading was stronger than writing. Standards have risen over several years, though the small numbers and the differing proportions of pupils with special educational needs in each year group means that results in national tests vary from year to year. There are only five eleven year old pupils this year. They have just taken the national tests for 2001 and teachers' assessments for this year group indicate that the high standards should be maintained. Inspection evidence confirms the test and assessment results, finding high standards, particularly in reading. Boys' attainment is higher than that of girls, contrary to the national trend. The school monitors the test results carefully to check that both boys and girls are achieving as well as they can.

70 Only nine pupils were in Year 2 in 2000, a small group, so that detailed statistical analysis of their national test results has to be treated with caution. In reading, results were well above those of all schools nationally and above those of similar schools; pupils achieved well, particularly in that all pupils reached the expected levels and a large proportion achieved higher levels. In writing, the results were above the national average, though below those of similar schools. All pupils reached the expected levels and an average number compared to similar schools reached higher levels. There was, however, a large proportion of pupils at the lower end of the expected levels. Given the small size of the group, the main comparisons indicate that pupils achieved satisfactorily. There is a slightly larger group of seven year olds this year (there are 12), and they are in the middle of taking the national tests for 2001. Teacher assessment indicates that standards in reading have been maintained and that writing has improved. Inspection evidence confirm the results of the tests and assessments, finding standards above average, particularly so in reading, and improving standards in writing.

71 By the time pupils are seven years old, standards in speaking and listening, reading and writing are above average. Pupils speak clearly in class discussions; for example, they confidently interject their own comments about the properties of materials at the end of a science lesson. They have a wide vocabulary and, for example, explain correctly in their own words and sentences what musical terms such as 'tempo', 'timbre' and 'dynamics' mean. Their listening skills are good, as is demonstrated by the way they work independently on book reviews having carefully listened to the teacher's instructions. Almost all pupils take notice of the punctuation and the meaning of the text to read with good expression. They use several different strategies to work out unfamiliar words, including recognising small words within larger ones and their knowledge of spelling rules. Most pupils make sensible choices of books when picking one to write a book review about, though a few lower attaining pupils choose books with too difficult a text for them to read. Almost all pupils' writing is joined, legible and correctly formed. Most pupils use punctuation such as capital letters and full stops correctly at times, and higher attaining pupils do so consistently and also use commas, speech marks and exclamation marks. Almost all pupils write interesting and lively stories; higher attaining pupils use imaginative vocabulary well.

72 Pupils continue to make good progress through the school and by the time they are eleven years old, standards in speaking and listening, reading and writing are well above average. Pupils confidently read and discuss the complex dialect used in a Caribbean poem, 'The Body Talk'. Higher attaining pupils sum up in one sentence the underlying meanings of the poem. Almost all pupils read with a real sense of expression and the rhythm of the poetry. They use many strategies, including inference and deduction, to work out some of the more unusual dialect words. Pupils listen well to teachers and to each other; for example, they carefully listen to small groups reciting poetry. Pupils' writing is joined, clear and legible, with a good use of punctuation including speech marks, commas and paragraphs. Almost all pupils write clearly, using interesting vocabulary and well-formed phrases. In history work, for example, the description of 'legging' barges through tunnels conveys a real sense of what it was like in the tunnel, including the smells.

73 The quality of teaching and learning for pupils in Year 1 and Year 2 is very good and it is good for junior aged pupils. This results in high standards of work and behaviour. The recently appointed infant teacher and the increased level of staffing contribute well to the high quality of teaching. In all classes there are very good relationships and a friendly working atmosphere so that pupils are eager to participate, settle quickly to activities and concentrate hard on tasks. Teachers make the objectives for learning in each lesson clear to pupils and question them with great skill to recall past work and assess their level of understanding. Incorrect answers are used sensitively so that pupils are helped to learn whilst still feeling confident about the work. Lessons are carefully planned in the junior classes and are planned in more detail in the infant class. Planning is based on a clear understanding of the national guidelines for teaching literacy. The lessons have a good structure, with the initial and main sessions being taught well. The final sessions, where teachers review and reinforce the learning, are the least effective part, because they are too rushed. Basic skills are taught systematically and effectively throughout the school.

74 The reading sessions where younger pupils are paired with older pupils and read to each other are carefully organised and supported by teachers, and they contribute well to the high standards of reading. Pupils take reading books home regularly, with a home-school reading record. Spellings are given weekly for pupils to learn and be tested on, and these also are sent home. This good involvement of parents contributes to the high standards pupils achieve.

75 Pupils in all year groups are generally given challenging work, based on good quality resources, and teachers expect pupils to rise to the challenge and work hard. This was seen, for example, by the choice of poem for the Years 5 and 6 lesson. At times, however, the junior teachers over-direct pupils. In a Years 3 and 4 lesson, for example, pupils were asked to use interesting vocabulary to join two parts of a sentence, but for several lower attaining pupils this meant spending a large proportion of the time copying sentences out, then queuing to show the teacher. In a Years 5 and 6 lesson, opportunities were missed to develop pupils' speaking and negotiating skills; the teacher sat with a group of four pupils and sorted out which pupil would read which part of a poem, instead of asking the group to decide this for themselves.

76 During the inspection, teachers provided many good opportunities for pupils to develop their speaking and listening, reading and writing skills, in literacy lessons, during other subject lessons and in assemblies. In a Year 3 and 4 lesson on how to use the computer to send e-mails, for example, the teacher developed pupils' understanding of the conventions of writing letters. Pupils' past work shows that teachers encourage pupils to write in different styles for a variety of purposes when learning about other subjects, particularly in science, geography, history, and, in most year groups, in design and technology. Much work is done using pre-prepared worksheets, however, and this is less effective in developing writing skills. An instance of this was seen during inspection, when the worksheet given to pupils in Years 5 and 6 constrained their written responses to the poetry they had just read. Computers are not used sufficiently well in Years 5 and 6 to support literacy skills such as drafting, editing and improving text.

77 Provision for pupils with special educational needs is good; pupils are given additional support with carefully planned work that matches their learning needs well. They are helped both within their literacy lessons and in small groups withdrawn into the library. At times, however, a few of the pupils are withdrawn from other lessons, thus missing out on other parts of the curriculum. The teaching of these small groups is good, resulting in pupils trying hard and making good progress towards the targets set for them. The teacher organises different games activities to teach aspects such as spellings and this keeps pupils involved in their work. Relationships are very good, with the teacher giving praise and encouragement so that pupils have the confidence to try and answer questions.

78 Standards have been raised, the quality of teaching has improved and provision developed well since the last inspection. The curriculum is carefully planned, using the national literacy framework as a basis, making satisfactory adaptations for mixed-age classes. Detailed assessments are made of pupils' skills and these are used effectively to identify individuals in need of extra support in order to make expected progress. The assessments are not, however, organised in such a manner as to easily check individual pupils' progress from year to year through the school. Results of national tests are used to set realistic targets for individuals and year groups. They are also analysed to check aspects of the curriculum. In response to the national test results last year, for example, there has been an increase in emphasis on spelling and on writing skills in Years 1 and 2 particularly. There are many good quality books, in classrooms and in the library, though not all are displayed well and easily accessible to pupils, partly due to the restricted space available.

79 Monitoring of teaching and of the curriculum is at present unsatisfactory. There has been little systematic monitoring of the teaching of English, by the headteacher or anyone else. There has been little formal delegation of subject responsibilities within the school in the past and staff have just agreed the subject leaders' role formally. The recently appointed infant teacher has responsibility as the subject leader for English and is just

beginning to take on the role. There is a clear understanding of the development priorities and they include organising the monitoring of teaching on a more formal basis.

MATHEMATICS

80 Standards are above average and pupils achieve well. There has been a good level of improvement since the last inspection. Standards have been raised in the infants from average to well above average nationally. In the juniors, standards have been raised from average to above average nationally. This is due partly to the better quality of teaching and partly to the more structured planning.

81 The results of the 2000 national tests for eleven year olds were above those of all schools nationally and in line with similar schools, though the proportion of pupils attaining high levels in the tests was well below that of similar schools. Standards have risen steadily over several years. There are only five eleven year old pupils this year. They have just taken the national tests for 2001 and teachers' assessments for this year group indicate that the high standards should be maintained, with increased proportions reaching higher levels. Detailed statistical comparisons need to be treated with caution when there are such small numbers of pupils in a year group. Inspection findings are that above average standards are reached and pupils achieve well. Boys' attainment is higher than that of girls, contrary to the national trend. The school monitors the test results carefully to check that both boys and girls are achieving as well as they can.

82 At the end of the infants, standards are also above average and pupils achieve well. There were a small number of seven year olds in 2000, so that comparisons with other schools, using statistical analysis of national test results, have to be treated with caution. Results were high, well above those of all schools nationally and those of similar schools, particularly in that all pupils reached the expected levels and a large proportion achieved higher levels. There is a slightly larger group of seven year olds this year and they have just taken the national tests for 2001. Teacher assessment indicates that standards are above those expected and inspection evidence confirms this view.

83 By the age of seven, pupils have good skills in number. They confidently count on and backwards in odd and even numbers and in fives, tens and hundreds. Most pupils double and halve single numbers and multiples of ten and are beginning to use this to work out other sums. Almost all pupils show good skills in addition and subtraction. Higher attaining pupils solve problems involving simple multiplication and division. Pupils cover a wide range of mathematical topics including the handling of data to produce graphs of favourite pets. They learn the attributes of shapes, concepts of symmetry and different ways to measure.

84 By the age of eleven almost all pupils have good number skills, which they apply to mental activities enthusiastically, responding rapidly and confidently to questions. They multiply and divide by two-digit numbers and are developing good skills using decimals and fractions. Pupils apply their good knowledge of decimals and percentages to real life situations. They solve algebraic equations and multiply and divide fractions with confidence. They show a satisfactory level of skill when using drawing tools to produce circular patterns and have a good understanding of the properties of shapes. Pupils understand the difference between mean, median and mode when drawing conclusions from graphs. They have a good understanding of mathematical language.

85 The quality of teaching of infants is very good. It is also usually very good in the juniors and this high quality of teaching makes a significant contribution to the standards

achieved by pupils. During the inspection, however, one lesson was observed in Years 5 and 6 where pupils' skills were not as effectively built on and developed, though the quality of teaching and learning was satisfactory.

86 The lively and challenging teaching of the infant class develops and sustains pupils' enthusiasm and eagerness, as well as their skills and understanding. The teacher carefully plans activities for the different age groups and ensures that work is well matched to their different levels of understanding. Skilled use of questioning emphasises the use of correct mathematical vocabulary, for example, when the teacher discusses 'take away' and the use of the term 'difference'. The teacher also asks specific questions of individuals to challenge pupils of all levels of attainment effectively. Incorrect answers are dealt with in a positive way so that pupils learn from them and retain their confidence and enthusiasm. The teacher has high expectations of the standards of work pupils can achieve and maintains a brisk pace, so pupils work very hard throughout the lessons.

87 Teaching of pupils in Years 3 and 4 is also stimulating and very effective. The teacher uses brisk questioning that focuses sharply on the skills being learnt by pupils of different levels of attainment. Pupils are challenged effectively to explain the thinking behind their answers and this successfully develops their understanding. There is a good working atmosphere and the teacher plans and organises activities well. This results in the teacher being able to concentrate on teaching a group of pupils whilst the rest of the class work hard at their tasks. The teaching seen during the inspection in Years 5 and 6 was carefully planned and the teacher's objectives for the lesson were met. The activities, however, were not clearly based on the programmes of study of the National Curriculum or the national guidelines for teaching numeracy and did not offer sufficient challenge for Year 6 pupils or higher attaining Year 5 pupils. Pupils were asked to use mathematical compasses to construct circles and shapes. Whilst pupils enjoyed this activity, and they learnt to use compasses accurately, the task lacked real challenge. Teachers' planning indicates that concepts about the properties of shapes were developed to provide more appropriately challenging work later in the week, though this was not seen.

88 Teachers have a secure understanding of the national guidelines for teaching numeracy and are making good use of the suggested range of strategies and approaches in order to enhance the quality of teaching and learning. The lessons are clearly structured and used effectively to focus pupils' attention on the important mathematical ideas. Pupils respond well to this; they bring positive attitudes to their work and make good progress. Most teachers clearly identify what is to be learnt in the lesson in their planning. They do not, however, always make this clear to pupils or refer to these objectives at the end of the lesson in order to review what has been learned. The quality of teachers' marking is variable. Too often marking does not clearly indicate what pupils need to do to improve and in that sense is not especially helpful. With small classes, however, much of the work is discussed with pupils and ways to improve are pointed out.

89 Pupils with special educational needs are well catered for. Good use is made of assessments of pupils' progress to identify individuals and small groups in need of extra help in order to achieve the targets set for them. The increased staffing levels this year have meant these pupils are supported with extra teaching and they make good progress towards their targets. The school has identified a small number of pupils who are particularly good in mathematics and these pupils are also well supported.

90 Pupils make satisfactory use of their numeracy skills across the curriculum, particularly in geography and science. In geography, for example, they gather data when

carrying out a traffic survey in Turnditch. They use this data to compile various tables and graphs, both by hand and by using the computer. Generally, however, information and communication technology is not used well to support pupils' learning in mathematics.

91 Pupils' progress is carefully monitored through regular assessments and annual tests. Teachers' expectations of what pupils are capable of have been successfully raised by the introduction of targets for all pupils. A lot of information about pupils' progress is gathered. At present it is not organised in such a way as to easily trace the rate of their progress through the school, though the school has started to try to do so. Co-ordination of mathematics is satisfactory but monitoring of the subject is at an early stage. Whilst the subject leader has observed a number of lessons, the systematic monitoring of teaching and planning is not organised carefully enough.

SCIENCE

92 Standards are in line with those expected nationally by the end of the juniors, though by the end of the infants standards are higher than this; they are above those expected nationally. There has been a good level of improvement in provision since the last inspection, with higher quality of teaching, more time allocated for teaching and more structured planning. This is starting to raise standards.

93 Results in the national tests for eleven year olds have fluctuated from year to year over the last four years. Standards in 2000 were below all schools and well below similar schools, particularly in the proportion of pupils who reached high levels of attainment. The school has taken action to redress this situation by increasing the amount of time allocated to the subject. Teachers have recently started to use national guidelines as a basis for planning the curriculum. These improvements, together with the re-organisation of different teaching responsibilities, have successfully begun to raise standards. Inspection evidence indicates that the present Year 6 pupils are reaching standards in line with those expected nationally, though the improved provision has not yet had time to result in pupils achieving all that they should.

94 Teacher assessments of the standards reached by seven year olds in 2000 indicate high achievement, with all pupils attaining expected standards and a high proportion reaching higher levels. Results vary from year to year due to the small numbers of pupils in each year group and comparisons need to be treated with caution. Inspection findings for the current Year 2 pupils are that standards are above the nationally expected levels across the different aspects of the curriculum, particularly in the skills needed to investigate.

95 Seven year olds understand that when they carry out a test on, for example, whether different papers are waterproof, they need to test each one the same way to make it fair. They carry out the test, then confidently write up the experiment in their own words. Pupils have developed good skills through carrying out a series of experiments and investigations. They sort different papers dependent on their feel and appearance and whether they are rough, smooth, shiny or dull. When finding out about different forces, pupils test the movement of toy vehicles to see which will move the furthest and they stretch different materials. Pupils carry out experiments on how different sounds are made. They develop a satisfactory level of scientific vocabulary and can tabulate their results on a

chart carefully. Higher attaining pupils make use of the computer to find out information to help with their work.

96 By the age of eleven, pupils have covered a range of scientific topics. Pupils investigate the effects of light and sound and devise an experiment to test if light can get through opaque objects. They have a clear idea that tests must be conducted carefully so that each variable is tested the same way. Pupils make predictions prior to carrying out an experiment on sound, investigating the relationship between high and low pitched sounds and vibration. Pupils have a good knowledge of the phases of the moon and the effects of the earth's movement around the sun, day and night, and the seasons of the year. Work on the topic of materials shows good awareness of the different properties of solids, gases and liquids. Their experiments to separate out mixtures and the examination of chemical changes show a deepening awareness of scientific processes and experimentation.

97 The quality of teaching has improved since the last inspection; it is good throughout the school and this results in most pupils, including those with special educational needs, making good progress within lessons. Teachers plan their lessons in detail, clearly identifying what they want pupils to learn and understand by the end of the lesson. The planning builds well on previous work, so that, for instance, pupils in Years 5 and 6 show a good understanding of micro-organisms because of work they had done earlier and their ongoing experiments on the effects of microbes on foodstuffs. There are very good relationships and so pupils co-operate well when experimenting. Teachers ask questions skilfully to encourage pupils to think in more depth about aspects of their work; for example, in Years 1 and 2, the teacher asks probing questions about what pupils are finding out when they test different papers, and this develops their knowledge and skills well.

98 Teachers organise many practical experiences to reinforce concepts. In Years 3 and 4, for example, the teacher obtains butterfly larvae for the pupils to observe over the next few lessons, to experience the life cycle of the butterfly, while learning about which animals reproduce by laying eggs. This interests the pupils, who enthusiastically work at sorting cards of different animals and they develop a good understanding of how animals grow and reproduce. Good quality resources are used effectively; for example, in a lesson for Years 5 and 6, the teacher makes good use of a video to show how microbes can be both harmful and helpful. This interests the pupils, who listen attentively, make comments and answer questions in a lively manner. Teachers in the junior classes do not, however, always provide enough opportunities for pupils to plan and organise their own experiments, writing their predictions, methods and evaluations of results in their own words. The over-use of worksheets results in some of the work lacking challenge, particularly for higher attaining pupils.

99 Good use is made of the local environment to enhance work in science. Links with other subjects are made effectively. Pupils' scientific understanding of how sounds are made, for example, is developed well in Years 1 and 2 with work in music. Literacy skills are supported when pupils learn to use lists, labels and descriptions to communicate their work. This is limited by an over-reliance on the use of worksheets at times. Pupils use their mathematical knowledge to show their findings in tables and graphs. Information and communication technology, however, is not sufficiently used in the juniors to tabulate results and draw different types of charts and graphs, nor to find information.

100 Co-ordination of the subject is satisfactory and is being developed, with staff recently agreeing the role of a subject leader. Curriculum planning is co-ordinated by the use of the national guidelines. The school plans to review the policy and curriculum

planning later this term. Monitoring of teaching and teachers' planning, however, is not sufficiently organised and no formal observations of teaching have been carried out.

ART AND DESIGN

101 Standards over the whole range of art and design work are in line with what is expected nationally both at the end of the infants and at the end of the juniors. Standards of observational drawings, paintings and pastel pictures are higher than expected by the end of the infants. They are also high in Years 3 and 4, though this good rate of learning is not built on well in Years 5 and 6, and standards are as expected nationally by the end of Year 6.

102 By the end of Year 2, pupils sketch what they see with great care and with close attention to the detail of shapes and patterns, such as when observing artefacts in the church. They make lifelike drawings of leaves and twigs. Pupils mix paint colours well to paint faces expressing different emotions such as anger, sadness, happiness and fright. They use pastels to create landscapes of mountains and trees.

103 In Years 3 and 4, pupils build on these skills and produce some high quality work. They use paints and pastels to portray different landscapes, carefully working on the foreground, the middle of the picture and the background. They look at the landscape work of many different artists such as Cezanne, Renoir and Constable and then create their own very individual work. Pupils investigate designs; for example, they closely observe and draw a chair, with good attention to the detail and the perspective of the chair from where they are looking. They experiment with cardboard models of people that have moving parts to see how to portray movement.

104 In Years 5 and 6, some of these skills are developed well, such as pupils' collage pictures of people moving in different ways. Other artwork, such as pupils' observational drawings, is not as good as it could be, given the high standards achieved by younger pupils. Pupils, for example, make drawings and pictures of objects, having looked at still life paintings by several artists, including Cezanne and Picasso. The pupils' pictures do not have shading to identify where the light was hitting the object and where there was shade. There is little evidence of detailed thought given to the texture of objects such as in the pastel pictures of vases of flowers.

105 The quality of teaching is good in the infants and lower juniors; it is satisfactory in the upper juniors. Relationships are good in all classes, and teachers manage pupils well. Teachers question pupils effectively to focus them on looking closely at their work and improving it. The better teaching is supported by the teachers' sense of enthusiasm in exploring ways to express what you see, which results in pupils being engrossed in their work and persevering for long periods to make improvements to their pictures. In the juniors, opportunities are missed to support pupils' sense of responsibility for their work; for example, a teacher handed out the paper and pastels, instead of expecting pupils to get their own equipment.

106 Standards have been maintained since the last inspection, and have improved in that there is some high quality work. Planning has recently become more structured as the school now uses the national guidelines as a basis for planning. Pupils learn a variety of techniques and experiment with an appropriate range of materials as they move through the school. There is less evidence of work with clay, though it is planned for in the infants later this term and the school has used the expertise of a parent to work with clay; for

example, the parent has helped pupils produce clay tiles. There is little evidence of pupils learning about art from cultures other than their own European background, though next year's planning includes work on art from Africa. There is no member of staff with specific responsibility for co-ordinating and developing the subject and there has been no monitoring of teaching or planning. The school plans to review curriculum policies and planning later this term, as a staff.

DESIGN AND TECHNOLOGY

107 Standards are in line with those expected nationally by the end of Year 2. They are below nationally expected levels by the end of Year 6, as the programmes of study of the National Curriculum are not covered in sufficient breadth and depth, particularly in Years 5 and 6. No teaching and learning in the subject was observed during the inspection, so judgements about the quality of teaching cannot be made. Judgements on standards and the quality of the curriculum have been made on the basis of looking at pupils' past work and teachers' planning and having discussions with staff.

108 By the end of the infants, pupils write a list of instructions to make a puppet, then evaluate what they like about the puppet they made and what they could improve. They look at different mechanisms and label the parts that move. They investigate different ways to join materials. Pupils make their own designs of playgrounds using a computer program, having considered what children want in a playground, evaluating what they like and dislike. They make working models of various playground equipment, such as swings and roundabouts, using construction kits and materials such as cardboard and balsa wood.

109 By the end of the juniors, teachers have not given pupils sufficient opportunities to develop their design and technology skills and knowledge adequately across the programmes of study. In Years 3 and 4, aspects of pupils' knowledge and skills are developed further. Pupils evaluate several different ways to fasten materials and choose one to fasten a pencil case. They design and make pencil cases, including in their designs labelled sketches for different stages of the construction and specifying the length of pieces in centimetres and what tools to use. They look at books with moving parts and then design and make their own, with flaps and card to pull down and across. In Years 5 and 6, pupils make a roundabout model that works using electrical power and a mobile decoration that needs the different parts to be carefully balanced to work. There is insufficient work on mechanisms, insufficient use of computers and pupils do not build up design and technology knowledge and skills to levels that are expected nationally.

110 This is the same position as was reported by the last inspection and so far not enough has been done to improve the curriculum and raise standards. This is partly due to the temporary relaxation of National Curriculum requirements for the subject, so that schools have been expected to teach the full programmes of study from only the beginning of this academic year. It is also partly a result of the need to implement national initiatives such as the revised frameworks for teaching literacy and numeracy. At present, there is insufficient co-ordination of planning or monitoring of teaching and standards. The weakness in subject knowledge and understanding of junior teachers reported by the last inspection has not been sufficiently improved by training. There have been some improvements made; the school has recently started to use national guidelines as the basis for planning. There is a training day at the end of this term to review the school's curriculum policies and planning. The recently appointed infant teacher has expertise in the subject and the headteacher plans to make use of this expertise in the future, through co-ordination of the subject or specialist teaching.

GEOGRAPHY

111 Seven year olds continue to reach standards expected nationally, whilst the attainments of eleven year olds are higher than at the last inspection, being now in line with those expected nationally. Pupils make satisfactory progress. Only one lesson was seen during the inspection but evidence has also been gathered from pupils' past work.

112 Infant pupils are given good opportunities to study their nearby environment and compare this to different locations. The 'Katie Morag' stories are used effectively to stimulate geographical awareness of human and physical features found on the Isle of Struay. By the end of Year 2, pupils successfully identify features such as hills, rivers, sea, buildings and fields on maps. They make effective use of maps and charts in their work and draw simple plans and routes, locating roads and a post office on them. They evaluate what they like and dislike about places, such as playgrounds. Pupils learn about and compare several different places, including France, India and Africa. They build up an understanding of different kinds of weather.

113 By the age of eleven pupils have satisfactory knowledge and understanding about geography. Work covers the required range of topics and pupils know the main oceans, seas, rivers, mountain ranges and cities of the world. Pupils compare and contrast the Caribbean countries with their own, examining the climate and the different lifestyles. Skills in carrying out geographical investigations are developed by studying the local environment. Year 3 and 4 pupils carry out an interesting study of Turnditch using aerial photographs and relating these to a map of the British Isles to develop awareness of why places are located where they are. Pupils in Years 5 and 6 investigate traffic flows through the village. Pupils have a good understanding of grid references and the signs and symbols used on Ordnance Survey maps. They successfully locate places and features on a map using six-figure map references and answer questions on a worksheet prepared by the teacher to demonstrate a good level of map reading skills.

114 Not enough teaching was seen to make a reliable judgement about the overall quality of teaching. In the one lesson seen, the teacher successfully developed pupils' interest and involvement through the appropriate use of questions. The task set was well planned and challenging. Much of the pupils' past work, however, has been done on worksheets, resulting in pupils having too little opportunity to write independently. Where such opportunities are presented to pupils they write well and the subject successfully supports the development of literacy skills as well as geographical understanding.

115 Planning has been improved since the last inspection, as a result of using the national guidelines as a basis. The range of work produced by pupils now covers the requirements of the programmes of study of the National Curriculum. Good links are made with other subjects, particularly history and art. There is no named co-ordinator and no monitoring of teaching or planning has been carried out.

HISTORY

116 No lessons were seen in history during the inspection, as the subject is not taught this term. A range of other evidence to judge standards was available, including pupils' work, teachers' planning, assessments of pupils' progress and discussions with pupils. This evidence indicates that standards at the end of both the infants and the juniors are in

line with those expected nationally and pupils make satisfactory progress. This is an improvement since the last inspection when standards by the end of Year 6 were below those expected nationally.

117 By the age of seven, pupils have an appropriate awareness of people and events from the past, and are able to compare these with their own lives. They learn about how times have changed through studying topics such as toys of the past, houses and homes and the Great Fire of London. Pupils enjoy their studies and speak very enthusiastically about their work, explaining, for example, how the Fire of London was started and how houses have changed over time, using historical vocabulary appropriately. Pupils sequence stories and events. They develop a sense of chronology through planning the stages of their recounting of events, such as of Noah and the Great Flood. At times too much work is done using worksheets and there is insufficient opportunity for pupils to express their views in their own words. When they are given this opportunity their work shows a good level of writing skills and a satisfactory level of historical understanding.

118 By the age of eleven, pupils have a satisfactory awareness of life in different periods of history, such as in Victorian times and in ancient Greece. Pupils have a clear sense of chronology. They use different methods to search for information, using books, artefacts and computers. Pupils use these successfully to compare and contrast previous times to today. They use census data to research life in earlier times and produce their results using tables and charts, making use of information and communication technology to improve their presentation. Pupils are keen to talk about the research work they do at home following on from topics studied at school. Work carried out on the local area and the nearby church has resulted in some opportunities for pupils to organise their own research and write lengthy pieces of text. Much of their work, however, is completed on worksheets produced by the teacher and this means there are few opportunities, for higher attaining pupils particularly, to study in sufficient depth.

119 The school has recently started to use national guidelines as a basis for planning. The range of topics covered meets the requirements of the programmes of study of the National Curriculum. This is an improvement on the situation at the last inspection, when the curriculum was judged inadequate, and it has been instrumental in helping to raise standards in the juniors. Good links are made with other subjects, particularly geography and art. There is no named co-ordinator and no monitoring of teaching or planning has been carried out.

INFORMATION AND COMMUNICATION TECHNOLOGY

120 During the inspection, only one lesson was observed where skills were specifically taught and learnt. Evidence of standards and provision is largely drawn from a scrutiny of pupils' work, discussions with teachers and pupils and an inspection of teachers' planning.

121 Standards reached by pupils aged seven are in line with those expected nationally. By the end of the juniors, however, the standards reached by pupils are below those expected nationally. One of the main reasons for the low standards is the lack of opportunity for older pupils to work on computers to develop the basic skills. There is also insufficient use of information and communication technology in other subjects. A further reason is that some teachers lack knowledge and confidence in aspects of the subject.

122 In the infant class the progress made by pupils is satisfactory. Pupils learn to recognise the different parts of the computer, referring correctly to the mouse and the

keyboard. They learn to control an object using switches to turn it on and off. Pupils use a range of programs when learning in other areas of the curriculum. They write short pieces of text, for example, in literacy lessons, and gain an expected level of skill in editing. They can delete letters and words and change the size and style of the text. Pupils compile graphs of their favourite pets using simple spreadsheets in numeracy lessons. They learn to handle data and draw up a series of questions to sort the data out.

123 Pupils in Years 3 and 4 make satisfactory progress but their opportunities to work on a computer are limited by the small number of machines available to the class. They are able to combine text and graphs and pictures. They use the digital camera to add photographs to their work. Pupils save and print their work confidently and edit their stories well. They write e-mails to a school in London and links are being created with a school in South Africa. An interesting media presentation has been produced, linked to their work on King Henry VIII in history. Pupils found the information from a database effectively to support their historical research. Skills in using information and communication technology to control devices are less well developed.

124 Progress is unsatisfactory in Years 5 and 6. Opportunities to use information and communication technology in other subjects are few. Pupils have used a program to find information for their work in science, but their skills in this are insufficiently developed. They have only limited experience of using databases to obtain information, and do not use information they collect to create their own databases. Insufficient use is made of computers to support literacy skills such as drafting and revising text. Use is made of the Internet and e-mail, though it does not build sufficiently well on work done in Years 3 and 4. A number of pupils have used spreadsheets to collate their data when carrying out a project involving the sale of bulbs to parents. They have only a limited awareness, however, of the different types of graphs they could produce to show the volume of sales or the profit made. Opportunities to use information and communication technology to control devices are limited and pupils' skills in this are not developed sufficiently.

125 Insufficient teaching was seen to be able to make a judgement on the quality of teaching in the infants or the juniors. During the inspection there was very limited use of computers in lessons to support work in any subject. In the one lesson seen, taken by the subject leader, the teacher gave clear instructions when showing Year 3 and 4 pupils how to send e-mails. Pupils responded to the enthusiasm and confidence shown by the teacher. They listened intently and were eager to carry out instructions on the computer. The teacher successfully developed pupils' understanding even though she worked with the handicap of having only one computer in the classroom.

126 The last inspection reported similar standards and a key issue for the school was to raise the attainment of junior pupils. There has been some improvement in provision since then. Planning is now supported by the use of national guidelines. This means that the programmes of study of the National Curriculum are covered better in most classes and teachers' awareness of curriculum requirements for each year group has improved. A number of teachers are receiving training and technical support has been obtained. More software has been purchased. The subject leader has given informal support to some teachers in order to develop their confidence in the use of computers. The school is aware that standards are still below those expected for older pupils. There are plans to have an additional part-time teacher with expertise in the subject. It is planned to add to the number and quality of computers. The policy is in need of review and there are plans to do this later this year. Monitoring, however, of teaching or planning or standards of work, has not been carried out. There is insufficient assessment of pupils' progress. The restricted

accommodation means there is a lack of space for a computer suite, which limits the opportunity for pupils to have regular sessions to develop their skills.

MUSIC

127 Standards are above those expected nationally by the end of Year 2; pupils make good progress through the infants and achieve well, due to high quality teaching. Standards of singing are above those expected by the end of Year 6 and in this aspect of music pupils' achievements are good. In other aspects, particularly composing and performing on instruments, pupils' attainment is in line with that expected nationally by the end of the juniors and they achieve satisfactorily.

128 By the time they are seven years old, pupils show a good understanding of different musical elements such as the speed, volume and quality of sounds, and they use proper technical vocabulary to describe them. Pupils sing with expression and can alter their singing to portray different moods. They work well in pairs using percussion, composing and improving pieces to reflect a thunderstorm with wind and rain then performing them for the class. Pupils listen attentively while other pairs perform and they show a good understanding of the sounds different instruments make and how to play them. They listen to a variety of music and describe how the music makes them feel, expressing this at times in drawings.

129 By the time they are eleven years old, pupils' singing is of a quality above that expected. Pupils sing with a good sense of rhythm and expression and the words are clearly pronounced. They sing in unison and in part songs, joining in and keeping to their own parts well in complex patterns of sound. They rehearse and improve their singing and give polished performances. Pupils' knowledge of different percussion instruments and how to play them to produce the desired sound effects is not as well developed, nor is their ability to use instruments to compose and perform musical pieces.

130 The quality of teaching is very good in the infants. The teacher plans in great detail and each lesson builds on previous work effectively. Ideas are developed and linked to work in other subjects in a meaningful way; for example, the teacher discusses words to describe different types of weather before asking pupils to compose weather music. The teacher's enthusiasm inspires the pupils and the tasks challenge them, so pupils put a lot of effort into their singing and their playing of instruments.

131 The quality of teaching in the juniors is satisfactory. Teachers have a good musical expertise and use this effectively to develop the quality of pupils' singing to a high standard. This was demonstrated well in assemblies. In the music lesson seen, however, the planning and teaching were not firmly based on building up pupils' knowledge and skills from work done previously; the lesson was more of a one-off performance to demonstrate a range of musical activities. This resulted in a few pupils putting little effort into their responses, though most continued to try and perform well. Pupils were handed percussion by the teacher, rather than being able to choose an instrument for the quality of sounds needed. Only a few pupils had instruments and so had a chance to learn the skills being taught on how to accompany the singing. The choice of songs included one from Jamaica, linking well with work on the Caribbean in geography and Caribbean poetry in English.

132 The curriculum is enhanced well in a number of ways. All junior pupils learn to play the recorder and a recorder club is also held after school. There is specialist teaching of a range of instruments, mostly before or after school, for those who wish to learn. The

school participates in musical events in the community and with other schools, providing good opportunities for performing music, particularly singing. Musicians have played in school and pupils have been to concerts nearby.

133 Standards in the infants have improved since the last inspection, and the high quality of singing has been maintained in all age groups. The school has recently begun to use national guidelines as a basis for planning, so there is a more structured approach to planning the curriculum. The headteacher co-ordinates the subject satisfactorily, though no monitoring of teaching or planning is carried out in a systematic way.

PHYSICAL EDUCATION

134 Standards in games skills are broadly in line with those expected by the end of the infants. In athletics, standards are broadly in line with those expected by the end of the juniors. No lessons in swimming, dance or gymnastics activities were seen and so no judgement can be made about standards in these aspects of physical education, nor in games skills in the juniors.

135 By the time they are seven years old, pupils show expected levels of control when hitting small balls with plastic hockey sticks while running. They co-operate well in pairs, trying hard to pass the ball to each other. Pupils show appropriate understanding about the effect of strenuous exercise on their bodies. By the end of Year 6, pupils practise to improve their performance, showing an understanding of the importance of both speed and stamina when skipping and running. They evaluate the performance of others and discuss strategies to use when competing against each other, running to collect a series of beanbags.

136 Only a short time was available to observe teaching in the infant lesson, insufficient to be able to make a judgement about the quality of teaching. Skills such as controlling the ball with a stick were demonstrated well by the teacher and pupils put a lot of effort into practising these skills. The lesson was carefully planned, though with different skills and activities for Year 1 and Year 2 pupils, which resulted in the teacher making quite lengthy explanations of tasks.

137 The quality of teaching in the juniors is satisfactory and results in a steady rate of learning in lessons. Teachers praise and encourage pupils, giving individuals useful suggestions for improving their performance. The pace of lessons is good, with the main activities building well on each other. There is, however, a weakness in the planning of lessons, which the school has not identified due to the lack of monitoring of teaching or planning in the subject. Very similar initial activities to warm up the body and prepare for exercise are used in Years 3 and 4 and in Years 5 and 6. They are little different from those used in the infants and are over-reliant on teachers giving detailed instructions. This means that they fail to fully involve pupils or give them an increasing understanding about how to exercise safely. The final activities of lessons do not always successfully help pupils understand how to exercise safely either. In Years 3 and 4, jogging to slow physical effort down gradually was not firmly enough insisted upon, and the final exercise became a race round the playground.

138 The last inspection commented on the lack of suitable space to teach gymnastics and games skills and how the staff work hard to overcome this. There continues to be inadequate accommodation for the full range of physical education; there is no suitable space in the school, and though the school uses the village hall it is small and lacks storage

for large apparatus. The school has no playing field and a small playground. Pupils cannot develop gymnastics and games skills to nationally expected levels due to these constraints. There is a suitable range of small equipment. With no place to use large apparatus, the school has donated the large apparatus it had to the sports college that is starting in September, to be used by local schools including Turnditch.

139 The school provides good opportunities for swimming for all pupils in the school. Great effort is made to enhance the physical education curriculum for older pupils by using facilities of other schools, joining with other schools for events such as athletics and offering different extra-curricular sporting activities through the year, for example, football, hockey and Kwik cricket.