

INSPECTION REPORT

ALL SAINTS C OF E VC SCHOOL

Bishops Caundle, Sherborne

LEA area: Dorset

Unique reference number: 113772

Headteacher: Mr C Fox

Reporting inspector: Mrs E W D Gill
17766

Dates of inspection: 29 January – 1 February 2001

Inspection number: 197546

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary school |
| School category: | Voluntary controlled |
| Age range of pupils: | 4 – 11 years |
| Gender of pupils: | Girls and boys |
| School address: | Bishops Caundle Sherborne Dorset |
| Postcode: | DT9 5NQ |
| Telephone number: | 01963 23450 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr Peter Sibley |
| Date of previous inspection: | September, 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------|----------------------|---|--|
| 17766 | Eira Gill | Registered inspector | Areas of learning for children under five, mathematics, science, design and technology, music, religious education, special educational needs and equal opportunities | The school's results and pupils' achievements. How well are pupils taught? |
| 19338 | Graham Ellis | Lay inspector | | Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 1085 | John Laver | Team inspector | English, art and design, geography, history, information and communication technology and physical education | How good are the curricular opportunities offered to pupils? How well is the school led and managed? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is smaller than other primary schools having 119 girls and boys on roll. The school opened in 1974 following the merger of four smaller village primaries. Approximately half of the pupils are transported by bus every day from the villages. There is one pupil from an ethnic minority background and one from a home where English is an additional language. The school has 37 pupils on its register of special educational needs, which is well above the national average. Seven pupils have a Statement of Special Educational Need, which is a very high percentage. The school has 21 more boys than girls and this imbalance is noticeable in the reception year where there are 13 boys and four girls only. In Year 6, 47 per cent of the pupils are on the special needs register at a level requiring individual education plans, including three pupils with Statements. Six pupils have left the Year 6 group and six have joined in Key Stage 2. Attainment on entry varies considerably from year to year. Attainment of the children who were admitted last September is average but with a broad range of ability.

HOW GOOD THE SCHOOL IS

The school provides a sound quality of education and gives satisfactory value for money. It is very effective in some areas of its work, such as moral education or its provision for pupils with special educational needs. However, the presence of weaknesses in science and information and communication technology means that the overall quality is sound rather than good. Although the teaching is good, as is day-to-day learning, weaknesses in the organisation of the curriculum have limited pupils' longer term progress in these areas. The weaknesses have been identified by the school, but improvements in standards have not yet resulted.

What the school does well

- The good quality of teaching ensures that the pupils are learning well.
- The pastoral leadership of the headteacher is strong and effective in providing a sense of community and a good learning environment.
- The headteacher and his deputy are good role models in their capacity as teachers and are a good example to staff and pupils.
- Very good provision for moral education promotes very good behaviour.
- The very good quality provision for special educational needs helps the pupils to reach good standards relative to their previous attainment.
- The school has very good procedures for child protection and the welfare of the pupils, which makes them secure and confident learners.

What could be improved

- The standards that the pupils attain in science which have remained below or well below average for three years.
- The standards in information and communication technology, which are well below average in Key Stage 2 due to the unsatisfactory coverage of the National Curriculum requirements.
- There are no schemes of work for some foundation subjects and no common agreed system for writing or adapting current schemes of work, some of which are outdated.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September, 1997 and, since then, it has made a sound improvement with some good features and some weaker areas. Subject co-ordinators now all monitor planning and the co-ordinators of English, mathematics and science monitor the quality of teaching and give regular reports to the governing body. The governing body is now more active and involved in the school. They now receive copies of monitoring reports regularly. The issue of ensuring that assessment information is consistently used has been addressed well. At the time of the last inspection, nine per cent of teaching was very good or better, 97 per cent was satisfactory or better and three per cent was unsatisfactory. The present inspection finds that none of the teaching is unsatisfactory, 18 per cent is satisfactory, 59 per cent is good and 23 per cent is very good. This is good improvement and is a result of the systems in place for the monitoring of teaching. However, the findings of the 1997 inspection indicated that the standards in information and communication technology needed improvement. Although the school has

worked towards improving standards, it has not been sufficiently successful and is not meeting statutory requirements in the subject. Curriculum planning has improved in some areas, for example the preparation of lessons. Policy documents are now all in place and are very helpful. However, schemes of work for some foundation subjects such as history and design and technology are still not in place and there is no common system identifying what needs to be achieved. National test results have been variable since the last inspection, but comparisons year on year are unreliable because the average number in each year group is so small.

STANDARDS

The table shows the standards achieved by 11 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 | D | B | B |
| Mathematics | C | E | B | B |
| Science | C | E | E | E |

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

Although results declined in 1999, comparisons year on year are unreliable because the average number in each year group is so small. The school's 2000 results show good achievement in English and mathematics from four years ago when the pupils were seven years old, but unsatisfactory achievement in science. The school's trend in the core subjects of English, mathematics and science is below the national trend. Standards are below average in all three subjects for the present Year 6. However, the achievement of this group overall is sound taking into consideration their low attainment on entry and the high mobility rate. Their achievement is good in reading, art, history and physical education. However, in information and communication technology, attainment is well below average and achievement is unsatisfactory. The targets the school has set for English and mathematics are very challenging but the school is working hard to achieve them. Attainment on entry is variable and, by the time the present group of reception children reach statutory age, most children are likely to exceed expectations for all areas of learning. In Year 2 current standards are above average in English and mathematics but average in all other subjects. Pupils with special educational needs make good progress and reach good standards overall relative to their previous levels of attainment. Other pupils make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good: pupils throughout the school have good attitudes to learning and most show real enthusiasm for their work. |
| Behaviour, in and out of classrooms | Very good; all pupils behave very well and this supports the positive learning environment which is a strength of the school. |
| Personal development and relationships | Good: pupils enjoy working together from a very early age and older pupils undertake tasks to help the school run smoothly. Relationships between pupils and with adults are good. The teachers know the pupils very well. |
| Attendance | Good: above the national average and unauthorised absence is below. |

TEACHING AND LEARNING

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

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

During the inspection, 23 per cent of the teaching observed was very good, 59 per cent was good and 18 per cent was satisfactory. No unsatisfactory teaching was observed. Consistently good and very good teaching was observed in the foundation stage and in Key Stage 1, 92 per cent of teaching was good or very good. In Key Stage 2, 71 per cent of teaching was good or very good. The major strengths of teaching throughout the school are high expectations, good management of pupils and very good use of the support staff. This results in the pupils making a good effort and concentrating well on their tasks throughout the school. In Key Stage 1, the pace at which most pupils work and the speed with which they extend their knowledge and understanding are strengths in their learning. The quality of teaching in English and mathematics, including literacy and numeracy, is good and, sometimes, very good in Key Stage 1. In Key Stage 2 it is good overall but, when it is satisfactory, the opening sessions of lessons lack a sound structure, are too short and, in mathematics, are often omitted altogether so that learning is satisfactory rather than good. The quality of teaching for pupils with special educational needs is very good and promotes a good rate of progress. The more able and average pupils learn at a satisfactory pace.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Curriculum is broad and balanced except for information and communication technology, which does not meet statutory requirements in Key Stage 2. Extra-curricular activities are satisfactory. |
| Provision for pupils with special educational needs | Very good: the work designed for them and the high level of care and support enables these pupils to make good progress in meeting the targets in their individual education plans. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall with very good provision for moral development, good provision for social development and satisfactory provision for spiritual and cultural development. |
| How well the school cares for its pupils | Very good procedures for child protection and pupils' welfare. Good procedures for monitoring the pupils' academic performance and personal development. The school cares for its pupils very well. For example, each day one of the teachers is responsible for the pupils at lunchtime. This has a significant impact on the pupils' safety and the quality of their play. |

The school's partnership with parents is satisfactory. The school values its links with parents and particularly values the parents' support both in school and the financial help the parents' group gives the school.

A lack of breadth and depth in provision for information and communication technology (ICT) limits the overall quality of learning experiences for pupils in Key Stage 2. The balance of the curriculum is satisfactory but the curriculum for seven year olds is organised so that several subjects, including the core subject of science, are taught under a topic heading. This results in the time allocated to science falling below the recommended percentage and the National Curriculum is not covered in sufficient

depth. In the lesson observed, the pupils attained average standards, but not as high as those the same pupils were attaining in English and mathematics.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good pastoral leadership of the headteacher who is ably supported by the deputy: they are good role models for the staff and pupils. The co-ordinators have a clear understanding of their responsibilities and take the initiative regarding developing their subjects. Management is sound overall. However, management of the curriculum is not sufficiently secure, and there are weaknesses in science and information and communication technology. |
| How well the governors fulfil their responsibilities | Sound: the governing body is more active than they were during the last inspection. A few help in school on a day-to-day basis. They give good support but strategic development is not as strong. This aspect is being developed by forming a new 'Improvement Committee'. |
| The school's evaluation of its performance | Sound: the headteacher has systematically assessed pupils' test data this year in the core subjects to analyse strengths and weaknesses and uses the information to improve pupils' learning. This evaluation has been effective in altering the school's approach to the teaching of science and the allocation of time in Key Stage 2 has been increased. |
| The strategic use of resources | Good: There is good management of financial resources and they are well used to promote the pupils' progress. |

The school is well staffed and the quality and number of support assistants are very good. The school's accommodation and resources are adequate to support the teaching of the curriculum. The headteacher values all teaching staff and ensures that they have a small amount of non-contact time each week to carry out their administrative responsibilities. As a result, his relationships with the pupils and staff are good and have an impact on the good behaviour of the pupils. The aspect of management of the school that needs developing is the curriculum organisation. This is an area identified for improvement in the last inspection that still needs attention. There is no common structure in place identifying what needs to be achieved for writing or reviewing schemes of work. The principles of best value for money are in place: for example, good value for money has been obtained from employing more support assistants, which is having a positive impact on the good progress made by pupils with special educational needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> The school expects their children to work hard. Their children are making good progress. Behaviour is good. The school is helping their children to become mature and responsible. | <ul style="list-style-type: none"> The range of extra-curricular activities. The information they receive about their children's progress. They want to know exactly what homework to expect. |

The findings of the inspection agree with the positive views expressed by the parents. The inspection team find that provision for extra-curricular activities is satisfactory overall. Regarding the information parents receive about their children's progress, the team has judged that reports for the youngest pupils are good but, in other classes, reports are not detailed enough. The headteacher intends to clarify for parents exactly what homework to expect.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with levels of attainment that vary significantly year on year in all the areas of learning. The levels of attainment for the Year R group in September 2000 were broadly average with a wide range of ability. The children make a positive start to their school life and participate fully in all the activities provided. They make good progress and firmly develop and consolidate their skills. Most children's attainment is likely to be above that expected nationally, in all the areas of learning, by the end of the foundation stage.
2. The results of the National Curriculum tests for seven year olds in 2000 show that pupils attained below average standards in reading, writing and mathematics in comparison with all schools and well below when compared to similar schools. In science, the end of key stage assessments by teachers in the year 2000 show average attainment. Overall, there is no significant trend in the school's performance over the last three years and this relates to the difficulty in making accurate comparisons where only a small number of pupils take the test each year.
3. The findings of the inspection show an improvement in these results. Judgements are that attainment in reading, writing and mathematics is now above average and in science, attainment is average. A possible explanation of why there is an improvement in attainment in English and mathematics is that baseline data shows that attainment on entry for this group was slightly above average and the quality of teaching has improved in those subjects as a result of the national strategies.
4. The levels of pupils' attainments in the national tests, taken at the end of Key Stage 2 in 1999, show that they were above average in English and mathematics and well below average in science in comparison with all schools and schools in a similar context. The results in English and mathematics show a significant improvement from the previous year although results in science show no improvement. The trend in results over the last three years and the inspection findings show significant variations, which illustrates the difficulty of making comparisons year on year when only a small number of pupils take the tests.
5. Inspection findings show a decline in standards from 2000. Judgements are that attainment in English, mathematics and science is below average. A significant number of pupils (47 per cent) in this year group of seventeen boys and girls are at stage 2 or higher on the special educational needs register. Three of the pupils have Statements of Special Educational Need, which is a very high percentage to occur in a single year group. Overall, then, this achievement is sound. Within that picture, those pupils with special educational needs do relatively better than the average and able pupils.
6. In Key Stage 1, pupils are achieving well in English from a slightly above average starting point on entry. Their standards are above national expectations. They enter the key stage with a good range of vocabulary and they speak confidently. This was demonstrated well in an assembly when pupils had prepared a drama to perform in front of the whole school and visitors. Most pupils read with confidence and fluency. They can talk about their likes and dislikes in reading. Their writing shows a wide range of skills in extended narrative, poetry and summarising familiar stories. Standards in spelling, handwriting and punctuation are good.
7. In English, pupils' achievements by eleven years of age are sound overall although, in reading, achievement is good from a low starting point on entry. Pupils listen well in the lessons and in assemblies, but their speaking skills in conversation and when responding to questions are not so well developed. They lack confidence in putting their ideas forward. Pupils' reading skills are slightly below average. Several read with fluency and accuracy but several average and lower attaining pupils lack expression and are less confident. Most pupils have sound research skills

and can use dictionaries competently. Writing skills are below average and lower attaining pupils make errors in spelling and punctuation. The higher attaining pupils use a wider and more interesting range of vocabulary; their writing skills generally are at an average level of attainment and their achievement could be better. The achievement of those pupils with special educational needs and English as an additional language is good in English.

8. In mathematics, in Year 2, the pupils' numeracy skills are good. Many of them can solve problems in their heads and they can discuss their work using mathematical vocabulary. Some are able to explain the grouping of the numbers on the hundred square and several can add in fives accurately. Many pupils can calculate the change given from pounds and pence accurately. Pupils easily recognise several different shapes. The effective implementation of the numeracy hour in Key Stage 1 is having a significant effect on this group of pupils whose progress is good. In Year 6, most pupils have a good knowledge of number tables due to the daily attention given to this skill in the booster class. However, their numeracy skills are not as secure. For example, their understanding of equivalent fractions, decimals and percentages is below average. Their ability to draw and interpret graphs is limited. They are given opportunities to develop their mathematical skills in design and technology and science when they collate graphs and make boxes using nets. The achievement of pupils by the age of eleven in mathematics is satisfactory, although good achievement is made by pupils with special educational needs due to the very good support they are given.
9. A good feature in science lessons is the emphasis placed on investigational and experimental work. Pupils in Year 1 are developing an understanding of the strengths of materials through their work on bricks and, by Year 2, pupils show an understanding of materials and their properties by investigating what happens when water is added to different substances. During this experiment, the pupils developed their scientific vocabulary and were highly motivated to chat, watch, listen and learn! The learning in this lesson was good, but achievement in science is sound overall at best. This is partially because the low time allocated to the subject restricts the depth of the science coverage. The pupils in lower Key Stage 2 are making good progress and are developing a good understanding of what constitutes a fair test; they know that gravity is a force pulling objects down and they are beginning to understand air resistance. In Year 6, good achievement is evident when pupils are busy predicting and investigating. However, their achievements when writing descriptions and analyses of their experiments are satisfactory. Pupils with special educational needs are achieving well but higher attaining pupils could achieve more.
10. Standards in information and communication technology (ICT) are in line with national expectations in Key Stage 1, which is an improvement from the last inspection. Their achievement is broadly sound, but standards are not as good as those in mathematics and English. By the age of eleven, attainment is well below national expectations and more could be expected from many pupils. Substantial areas of the ICT curriculum are not addressed and pupils are not receiving their entitlement. Their skills are limited to word processing and graphic packages for art work. However, the new emphasis on ICT is beginning to have a positive impact in Key Stage 1. Achievement in religious education is appropriate in both key stages and pupils in Key Stage 1 meet the expected levels of the locally agreed syllabus. In Key Stage 2, pupils do not meet the expected levels. Although they are interested in the subject, their knowledge and understanding generally is limited and their writing shows a limited ability to make comparisons or to show their understanding.
11. In art, throughout the school pupils attain the expected standards for their age. Their achievement is good. It was not possible to make a judgement on standards in geography and history in Key Stage 1 because of the lack of evidence. In Key Stage 2 also there was very little work available in geography but judgements made in the lesson seen are that standards of attainment in Year 6 are below average. Achievement is sound. No overall judgements can be made for attainment in design and technology due to the lack of evidence in Key Stage 1 and only two lessons observed. In history, the good range and quality of work scrutinised in Year 6 shows that achievement for pupils is good. Pupils' attainment is in line with national expectations. In both key stages, achievement is good in physical education, and pupils are exceeding the national expectation. In

music, in Key Stage 1 in the lesson seen, attainment was good and achievement satisfactory while in Key Stage 2 no lessons were observed and no overall judgements can be made.

12. Pupils with special educational needs and those with English as an additional language make good progress and attain appropriate standards in relation to their specific targets and goals. Their achievement throughout the school is good. Pupils' needs are identified early and appropriate learning targets are set. Their learning is further enhanced by the very good quality tuition provided by the skilled assistants. There is no significant difference between the attainment of boys and girls.

Pupils' attitudes, values and personal development

13. The school has maintained the good and sometimes very good standards identified by the last inspection. Children in the reception class make a positive start to their school life and participate fully in all the activities provided. They enjoy working together in pairs or small groups. Children's behaviour is very good in all situations. They quickly settle down and listen attentively to their teacher's instructions or explanations, which has an impact on their good progress.
14. Pupils in both key stages have good attitudes to learning and they show real enthusiasm for their work. For example, the investigation into whether salt and sugar dissolve in water in a science lesson fascinated the pupils in Year 1, 2 and 3, who are all in Class 2, and they were eager to find out what would happen. Pupils in Year 5 and 6, in Class 4, were equally enthusiastic to carry out their science experiment into their pulse rate after exercise or lack of it! The pupils in Years 3 and 4, in Class 3, can discuss their learning appropriately and can sustain their concentration well in lessons, for example, when trying to improve their number work in mathematics. They show they are aware of the progress they are making. There is very good support for extra-curricular activities that take place at lunchtime and school events. Pupils with special educational needs and those with English as an additional language have a good attitude to learning. They enjoy working with the assistants and work hard.
15. Behaviour is very good overall and results in a positive learning environment which is a strength of the school. The parents support this judgement. No unsatisfactory behaviour was seen during the inspection, and pupils show real consideration for each other. In class discussions pupils show respect for the feelings of others. The majority of pupils show good self-discipline and work well when unsupervised. In a very good assembly about feeling happy or sad, the pupils were able to show, 'in role', the type of behaviour that is considered acceptable or not acceptable during playtimes. This short drama had a significant effect on the pupils in the rest of the school who were most interested and responded well to questions from the teacher. Behaviour in and around the school is very good. Pupils with special educational needs behave very well in withdrawal groups. There is no oppressive behaviour and bullying is not an issue. No pupils have been excluded from the school.
16. There are good relationships between all members of the school community. All pupils feel valued and respected. Pupils know that they can put their point of view and be taken seriously. They show obvious respect for support and teaching staff alike, in and out of class, and confidently approach adults for help or advice when it is needed. Teachers encourage pupils to reflect on what they do, and understand how this may affect others. They take pleasure in the successes and achievements of their friends and frequently help each other. This has a positive impact on their respect for the feelings and values of others.
17. The personal development of pupils is good. The pupils respond well to the opportunities presented to them when they first begin school to work co-operatively in pairs or groups. Pupils enjoy working together throughout the school and show their ability to take turns, for example, while waiting to melt the ingredients for their flapjack biscuits in the school kitchen. Teachers also give pupils the opportunity to develop responsibility, with each pupil taking a turn to help the teacher. From a very early age, the children are expected to tidy away all the equipment they

have been using. The older pupils undertake tasks that help the school to run smoothly. They prepare the hall for assembly and operate the CD player.

18. Attendance is good. Attendance is above the national level and unauthorised absence is below the national average. Parents say their children like coming to school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Overall, the quality of teaching is good and it is never less than satisfactory. Ninety-three per cent of parents indicated in the questionnaires that teaching is good or very good. Across the school, the quality of teaching was judged as good in 59 per cent of lessons, and very good in 23 per cent of lessons. Eighteen per cent of lessons were satisfactory. This represents an improvement on the findings of the school's last inspection when three per cent of lessons were judged to be unsatisfactory, 97 per cent judged to be satisfactory or better and nine per cent judged to be very good or better.
20. Teaching in the foundation stage is good in all areas of learning and very good in mathematics and personal, social and emotional development. It leads to good progress. The teacher and the two assistants work together very well ensuring that they are all aware of the progress the children are making. The teacher's planning and good organisation of the activities ensures that the children are achieving well.
21. In Key Stage 1, the quality of teaching and learning is good overall. Teaching is very good in English, science, mathematics and dance. The teachers' good knowledge and understanding of how to teach young pupils is very evident particularly in their good questioning skills that help the pupils develop their mathematical and scientific vocabulary. These skills help the pupils to increase their understanding and confidence and they make good progress. Teaching of the basic skills is good and, sometimes, very good, which furthers pupils' knowledge. A significant strength of the teaching is the very high expectations teachers have of all pupils. This results in the good level of challenge they consistently provide. This is particularly evident in the teaching of literacy and numeracy. The teaching of music and information and communication technology (ICT) is good. There was insufficient evidence to make a judgement on the teaching of history and geography in this key stage.
22. In Key Stage 2, the quality of teaching is good overall. Very good teaching was observed in a dance lesson for Year 5 and 6 pupils when very good methods ensured that the pupils were focused and made good progress in developing their skills. Very good teaching was also observed in science for the same year groups when the teacher's very probing questions led to pupils becoming totally absorbed in their investigative task and they made good progress in their ability to predict and to carry out experiments. However, their subsequent writing up of their experiment showed the pupils' poor skills and understanding of how to present their findings in graph form. Good teaching was observed in English and mathematics where the literacy and numeracy hours are organised well. Learning is good overall. However, when teaching is satisfactory in English for the lower key stage, the opening sessions of the literacy hour are not structured well and the pupils are not making good gains in their learning, sometimes due to a lack of involvement with the text or in discussion with the teacher. In mathematics in Year 6, when teaching was satisfactory, the opening sessions of the numeracy hour were very limited or omitted altogether during the inspection week. As a result, the pupils' made little progress in their mental mathematical skills and learning was satisfactory. Good teaching was evident in religious education and design and technology when teachers had chosen good resources and their methods showed imagination and good skills of organisation. Teachers try to incorporate ICT across the curriculum. However, the achievement of pupils is very limited because there is insufficient direct teaching of the subject in this key stage, not enough opportunities are given for pupils to work on appropriate programs in subjects such as history and geography and substantial areas of the ICT curriculum are not addressed. When teaching is satisfactory in religious education and geography in Key Stage 2, the methods used lack challenge for the

higher attaining pupils, there is not enough time for discussion and the tasks do not meet the needs of pupils who find it difficult to explain a range of meanings in religious education.

23. The quality of teaching and support for pupils with special educational needs and for pupils with English as an additional language is very good in most lessons and in withdrawal groups. The support assistants have had good training and ensure that their teaching methods challenge the pupils. Work is well matched to the specific needs of the pupils and addresses the targets on their individual educational plans. Volunteer parents give good support to the pupils in class lessons.
24. The teaching of literacy is good overall. Most teachers across the school have a good understanding of how to teach reading and writing. They ensure that pupils know what they are expected to learn and how this links to what they have covered previously. Good questioning challenges the pupils to think about what they are reading, for example, in a lesson where fables were used as the text, the teacher moved the pupils' knowledge forward well when they learned the moral messages included in the stories. The additional materials available to teach literacy to pupils who need a 'boost' are used consistently well and the support assistant has received very good training which results in pupils making good progress. Teachers give pupils opportunities to practise their literacy skills through descriptive writing in history and religious education. Where teaching and learning is satisfactory in Key Stage 2, the learning objectives of the lesson are not made clear to the pupils and their involvement in the text is very limited. The teacher's explanations of more difficult words are not clear enough to help the understanding of most of the pupils. As a result, with the exception of the higher attaining pupils, the pupils' attention begins to wane, which has an impact on their learning, which is satisfactory overall.
25. The teaching of numeracy is good overall. Teachers are aware of the needs of different groups of pupils within their classes and pupils know their personal targets, although these are not often drawn to the pupils' attention during lessons. In Key Stage 1, where teaching of the numeracy hour is often very good, the very good resources teachers use in the opening session ensure that the pupils are challenged well and their knowledge and understanding moves forward significantly. In Years 3 and 4 the opening session of the numeracy hour is challenging and paced with pupils showing good knowledge of how to mentally calculate larger numbers quickly and accurately, using different methods. When teaching is satisfactory, rather than good, in Key Stage 2, the opening session of the hour is very short or omitted altogether. As a result, the pupils' basic skills are not moved forward enough in the lesson to ensure that learning is good. There is very little gain in their mental mathematics skills. However, all teachers promote the teaching of numeracy by providing practice in using measure accurately in science and design and technology.
26. Throughout the school, all teachers manage the pupils' behaviour well. In most lessons, there is a calm atmosphere with pupils quietly involved in their tasks. Most pupils feel confident enough to contribute their ideas freely and to undertake new tasks. Teachers mark work effectively leading to constructive comments in pupils' books. This is particularly good in Years 5 and 6. In this class homework diaries are used consistently to keep a track on what pupils are expected to complete at home.

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

27. The school offers a satisfactory range of subjects and much of the coverage of individual subjects is also appropriate. However the curriculum has to be judged unsatisfactory overall because statutory requirements are not met in information and communication technology. The lack of breadth and depth in provision for this subject limits the overall quality of learning experiences for pupils in Key Stage 2. This was a key issue in the last inspection and has not been fully addressed. The science curriculum also has some unsatisfactory features, though the school has recently taken steps to address the problems it identified at Key Stage 2. The curriculum for seven year-olds is organised so that several subjects, including science, are taught under a topic

heading. This results in the time allocated to science falling below the recommended percentage. The content taught lacks depth, and science standards are not as high as those in English and mathematics. The school has indicated that it will address this issue promptly. The development of planning and schemes of work has improved since the previous inspection, although there are still weaknesses. For example, schemes of work are still not in place for some foundation subjects, such as art and design, and design and technology, and there is no common structure in place to ensure that the schemes are written or reviewed consistently. The planning of the curriculum is satisfactory for the children in the foundation stage. The school recognises the importance of ensuring that all pupils receive equal opportunities to learn and a policy for equal opportunities is in place. However, the lack of opportunities for pupils in Key Stage 2 to receive an appropriate curriculum in information and communication technology means that this is not always achieved.

28. Provision for pupils with special educational needs is very good. The school's implementation of the national Code of Practice is meeting the needs of the pupils with special educational needs and ensures equal access to the curriculum. The school keeps an up-to-date register and reviews of progress meet statutory requirements. The reviews set clear and appropriate targets that are attainable.
29. The literacy and numeracy strategies are being implemented well in Key Stage 1 and satisfactorily overall in Key Stage 2. Both strategies are beginning to have an impact on raising standards of attainment. For example, the literacy strategy is being taught well in most English lessons and teachers place an emphasis on developing speaking and listening skills in other curriculum areas. They extend pupils' vocabulary well generally. The numeracy strategy is having a good effect upon standards of mathematics in most classes, particularly in Key Stage 1, and is being supplemented effectively by booster classes for the oldest pupils.
30. Provision for extra-curricular activities is satisfactory overall. Although few sporting activities were in evidence at the time of the inspection, there is a good range of such activities normally, such as the regular organisation of netball and football matches with other schools. High participation in sports clubs and teams such as football and netball is helping to raise standards in physical education. There is also a range of non-sporting activities such as the recorder clubs, circus skills and dancing. The curriculum is enriched by residential trips for older pupils, for example, to an activity centre in Dorset and to Montacute House, where pupils carry out fieldwork relevant to their work in geography and history.
31. Provision for personal, social and health education, and attention to sex education and substance abuse, is good. Pupils of all ages are given good opportunities to consider moral issues such as bullying, which is very effectively discussed by younger pupils in circle time. Moral and social skills are developed very well in lessons.
32. The community makes a satisfactory contribution to pupils' learning. The local church is used as a resource and pupils visit regularly as part of their religious education curriculum but the local minister no longer visits the school. Assemblies are taken occasionally by outside visitors such as the county evangelists' representative. The links are not extensive with the very small local community but there are good links with partner institutions. There are good links with other schools, particularly with the local 'small schools cluster', and with the secondary school in Sherborne. The cluster group has organised a wide range of activities for pupils: for example, a multicultural arts project, which has had a good impact on the pupils' learning in art and music. There are good induction and transfer arrangements to the secondary schools as well as very good links with the pre-school, which is located on the school site. The pre-school group visits the school weekly to join in an assembly with the reception class and this eases the transition between pre-school and the reception class.
33. The school's provision for spiritual and cultural development is sound, the provision for moral development is very good and the provision for social development is good. This is an almost

identical picture to the findings of the last inspection. However, the judgement on moral education has improved to very good.

34. Collective worship complies with legal requirements and is well planned with relevant themes, such as 'Happiness and sadness', which was the theme during the week of the inspection. The assemblies showed variety during the inspection week with each teacher taking a different viewpoint of the theme. Sometimes, awe and wonder is promoted within a calm atmosphere that allows the pupils very good opportunities for reflection. Occasionally, the content lacks a clear core of spirituality. Taped music plays as the pupils enter and leave the hall and the pupils' attention is drawn to the music and its composer, which again gives appropriate time for reflection. However, there is no focus point in the hall that would promote a sense of wonder, such as a candle being lit. In a few lessons, a good contribution is made to developing pupils' spiritual development. For example, in a religious education lesson the pupils were encouraged to think and talk about their feelings of jealousy following a reading of one of the parables in St. Thomas' Gospel. Older pupils paid rapt attention to the excellent animated video about the life of Confucius as a little boy and an adult. In a music lesson, the youngest children in the school were thrilled to be chosen by the teacher to beat the drum to the rhythm. She sang a little rhyme, 'Listen, listen, here I come. Someone special gets my drum.' The children's excitement as she approached was palpable and they are developing the ability to value their own work.
35. The provision for moral development is very good. All pupils have a very good understanding of right and wrong, are encouraged to be truthful and honest and are involved in drawing up classroom rules. A system of rewards reflects the aims of the school, which are to develop a sense of responsibility, challenge and self-discipline and behave with tolerance, sensitivity, care and sympathy. In one assembly the theme of 'happiness and sadness' was explored well in the context of kindness and not excluding others from games and friendships. The subject of bullying was sensitively handled in a lesson when pupils were successfully encouraged to debate the issue sensibly. It was very evident that the pupils are confident that their views are valued. The good relationships between pupils and staff help to promote concern for others.
36. The school's provision for social development is good. Class rules are prominently displayed and the school has recently introduced a special afternoon on Fridays when pupils can choose their favourite activity if they have followed the rules. The school is a civilised community and all adults take appropriate opportunities to develop the self-esteem and confidence of the pupils. Older pupils are encouraged to help younger ones and respond well. In lessons, pupils are given many opportunities to work together in pairs or small groups. The school gives particular attention to personal, social, health and health education, which is taught as a regular slot in the timetable. Each week, one assembly provides an opportunity for celebrating pupils' behaviour and effort, thus promoting their social development. The school also fosters social development through the clubs it provides at lunchtimes and through visits to places of interest.
37. Overall, provision for cultural development is satisfactory. Western culture is promoted appropriately through subjects such as art, history, literacy and music. The school ensures that pupils gain a good knowledge of local culture by providing a range of visits to enrich the curriculum. Pupils visit places of historical or geographical interest, for example, Glastonbury Rural Life Museum and Montacute House. Pupils have been involved in music workshops and prepared short performances while working with the Sherborne Area Schools Music Association. There have been some initiatives particularly with the cluster group of schools, for example on Ghanaian art, music and dance. Extra-curricular activities ensure that the pupils' knowledge of their own culture and other cultures is developed, such as dancing and circus skills. Although there are some examples of multicultural books used to teach literacy and untuned percussion instruments from other countries, the school does not provide the pupils with an environment that reflects positive attitudes towards racial diversity. There are very few opportunities in the curriculum to help prepare pupils for life in a multiracial society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The provision for child protection and pupil welfare is very good. This is an improvement from the last inspection when it was judged to be good, and it is a strength of the school. The staff have good knowledge of all pupils, giving them good support and guidance with good procedures for monitoring their academic performance and personal development. The staff respond to the needs of pupils with special educational needs sensitively. The procedures for monitoring and promoting behaviour are very good. Procedures for monitoring and improving attendance are satisfactory.
39. Current arrangements for child protection are very good. The school has its own child protection policy that conforms to the local authority policies and contains good guidance with well-defined local responsibilities and practical procedures. There is a designated staff co-ordinator who is professionally trained and well experienced. All staff have been briefed in the policy and are aware of the relevant procedures to be followed. There is good liaison with the education welfare service.
40. The school has good procedures for health and safety with well-defined internal responsibilities that are well understood. There is good monitoring of health and safety requirements and frequent inspections involving a member of the governing body. Staff are vigilant in their care of pupils, for example during a science lesson pupils were reminded that substances that look the same, such as flour and salt, should never be tasted to determine their identity. There are good arrangements for the care and support of pupils who are taken ill at school with first aid equipment readily at hand, appropriately maintained accident records and regular fire drills. The school provides a safe and healthy environment.
41. The monitoring of pupils' academic performance and personal development is good. The procedures for assessing pupils' attainment and progress are good, which is an improvement from the previous inspection when it was identified as a key issue. The procedures for raising achievement are effective, particularly for those pupils with special educational needs. The results of the baseline assessment in the foundation stage are used well to identify all children's needs, including those with special educational needs, whose progress is monitored thoroughly. Pupils' progress in English, mathematics and science is systematically assessed both formally and informally on a day-to-day basis and is used to inform planning. The system of 'Critical Pathways' is used to ensure that pupils are reaching appropriate levels and if they are not, teaching strategies are devised to improve attainment. This has led, for example, to booster classes in mathematics being organised in order to raise the attainment of some pupils. Pupils are also given individual targets. There is now a close link between the use of assessment information and the identification of learning objectives, which is an improvement from the last inspection. This improvement is effective in ensuring that the pupils know what they are supposed to be learning in lessons. A portfolio of work has also been developed in English and teachers can focus on what levels of work should be expected from pupils of different ages. This has been effective in raising the teachers' expectations of pupils' achievement in English.
42. In most foundation subjects there is no formal assessment but marking is generally effective in highlighting pupils' progress and areas for development, especially in Years 5 and 6 where it is very good. Pupils are given brisk tests and self-assessment sheets at the beginning of mathematics lessons in lower Key Stage 2, which has a positive impact on their progress and ensures that they know what they need to learn.
43. The arrangements for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the Code of Practice. This includes assessing pupils' needs, planning subsequent work and developing and using individual educational plans. Pupils with special educational needs are helped in a very positive manner to meet their targets in learning. Their programmes are regularly reviewed and liaison with outside agencies and external support staff is good. Pupils with special educational needs receive very good support within the school from teachers and support staff.

44. There is very good, comprehensive pastoral care provided by all staff who know individual pupils well. The school places a high priority on welfare and support as a vital element in pupils' learning. Every lunchtime, a member of the teaching staff is on duty both in the hall and in the playground, which has a very positive impact on the pupils' personal development, welfare and behaviour. All staff, both teachers and support staff, have good knowledge of pupils and the good personal support and guidance provided by the headteacher, class teachers and support staff is effectively matched to the needs of particular pupils. This is well supported by the individual counselling support given as required to individual pupils. This support is provided by one of the learning assistants who is a trained counsellor. All these arrangements are acknowledged and valued by parents.
45. The school's approach to the behaviour of pupils is part of its positive culture firmly based on shared commitment. Vigorous implementation of the policy by all staff with consistent and conscientious reinforcement creates a positive learning environment. There are very good procedures for monitoring and promoting discipline and good behaviour. The overwhelming majority of pupils are therefore motivated to act responsibly and instances of inappropriate behaviour are rare. To a considerable extent this is based upon staff providing good role models and their encouragement of pupils to take responsibility for acceptable behaviour and standards. There are very good procedures ready to deal with bullying on the very rare occasions such extreme behaviour occurs.
46. The procedures for monitoring and improving attendance are satisfactory and the school promotes the importance of regular attendance and punctuality well through, for example, its newsletters.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The parents' views of the school are satisfactory. The response from the questionnaires indicated that the parents especially value the good progress their children are making, the good behaviour of the children, the good teaching and how the school expects their children to work hard. However, parents do have varied perceptions of the school. Most parents are appreciative of the educational direction and support for pupils. Most feel that the school is accessible, that they are welcomed and staff are approachable. However, a significant number of parents are of the view that suggestions from them, however well intentioned, are not always welcomed by the school.
48. The school's overall links with parents are satisfactory. Parents provide good general and financial support to the school. The school values its partnership with parents and generally has satisfactory relationships with them. A few parents are able to make a regular commitment to help in the classrooms with cooking or reading activities. They also join the staff on Friday afternoons for 'Golden Time' when a selection of different activities is provided for pupils to reward good behaviour.
49. Overall, the quality of information provided to parents is satisfactory. The school communicates frequently with them. There is an interesting and well-produced Governing Body's annual report to parents, an informative prospectus and regular general newsletters. In the previous inspection report it was stated that a number of parents felt that information about the curriculum and what is taught was not as readily available as administrative matters. The school has now rectified this by providing useful curriculum information for each class at the beginning of each term. The school has also arranged curriculum related meetings for parents on such issues as the national literacy and numeracy initiatives.
50. A significant minority of parents who responded to the questionnaire felt that they were not well informed about their children's progress. The previous inspection report stated that the annual reports did not include information on what pupils need to do to remedy weaknesses. This is still generally the case. The annual reports to parents are generally satisfactory. However, the reports vary in their quality of information and are not fully related to national curriculum levels. Reports for the youngest pupils contain good detailed descriptions of the pupils' abilities but in other classes parents are not provided with information on what their children know, understand

and can do. This is particularly so in subjects other than English and, to a lesser extent, mathematics. Except for those of the oldest pupils, the reports do not routinely refer to areas for future development and there are few indications of how parents can assist their children.

51. There are two opportunities for formal consultation during the year, one in the autumn term and one following the issuing of pupils' annual reports in the summer term. These are well supported by parents. A number of parents felt that discussion on progress was too late in the summer term and would therefore welcome a third meeting in the spring term. Parents have been consulted on the home school agreement and given an opportunity to comment and contribute to the final document.
52. Parents of pupils with special educational needs are kept informed of annual reviews and about the stage on the special needs register on which their child should be placed. They are invited to attend and participate in meetings with school staff and outside agencies. Parents at the meeting prior to the inspection stated that, once their children's learning difficulties have been diagnosed, the school gives them good support.
53. The reception teacher has regular contact with the children and staff of the pre-school on site. The children and their parents visit the school on several occasions during the summer term before they begin school. Parents are given a very useful information pack that gives many details of the school organisation and how to prepare their children for school.
54. Overall, the contribution of parents to their children's learning is satisfactory. There are systematic arrangements for pupils to take home their reading books and provide parents with involvement in their children's education. However, some parents are concerned with homework arrangements and feel they do not know what to expect. The school is aware of this and intends to clarify the organisation of homework. The school has very recently introduced a family literacy group and this new initiative has already received significant parental interest with good attendance at the first meeting.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The management of the school is sound overall. There are many strengths in the way the school is led, but these tend to be in aspects of management to do with people rather than the curriculum. The strengths do benefit the pupils a great deal, but the underdeveloped aspects of the curriculum are also limiting their learning. This is the reason that leadership and management can be judged no more than sound overall.
56. The pastoral leadership of the headteacher and deputy head is good and has been maintained since the last inspection. Their high profiles serve as a good example for other staff and pupils. Both are good role models in their teaching and in involving themselves in extra-curricular activities. The headteacher is aware that the pupils' personal development and self-esteem need continually to be enhanced. He has high expectations of pupils, and has worked hard to ensure that all pupils are educated within a supportive, caring, Christian ethos. He creates a good environment for moral and social development and this results in pupils being very enthusiastic about their school. The headteacher has been particularly active and persistent in achieving improvements to the building, which has had a positive impact on the learning environment.
57. The school has made sound improvement since the last inspection and has addressed some of the weaknesses identified by that inspection successfully, such as:
 - short-term planning has improved;
 - co-ordinators now monitor the planning in their subjects;
 - the co-ordinators of English, mathematics and science monitor teaching;

- the governing body plays a more active role in reviewing the budget and receives regular reports from co-ordinators;
- policy documents are now in place for curriculum subjects, the school is using the new strategy documents for English and mathematics, a scheme has been written for science and one has almost been completed for physical education;
- the use of assessment has improved in English, mathematics and science.

58. Weaknesses that have not been fully addressed are:

- raising standards in information and communication technology;
- there are still some foundation subjects without schemes of work or helpful guidelines;
- there is no common structure for the writing or review of schemes taking into account new national initiatives that need addressing;
- the quality of reports giving parents information about their children's progress.

59. The headteacher now has a realistic perception of the strengths of the school and of the aspects that need improving. For example, following the disappointing science results in 2000, he identified that the teaching of science had not been allocated enough time and reorganised the timetable. Although the action to meet the school's targets has not yet been fully implemented in information and communication technology, the efforts the school is making are shown in the improved standards in Key Stage 1. The provision of booster classes in mathematics is helping to raise standards in mathematics in Year 6. His vision of how to raise standards further is demonstrated in the school development plan. The plan is a useful document identifying costing, professional development and the success criteria. However, although the success criteria identify the raising of standards, these are not quantified to give the school a measurable success target. Although the plan includes a few references to reviewing and writing schemes of work for the foundation subjects, it does not give a clear indication of how they will be adapted to the needs of the school and to the new national initiatives. There is no common agreed structure to ensure a consistent approach that will help teachers to plan the progression and continuity of knowledge and skills.

60. All teaching staff are given middle management responsibilities as co-ordinators. This helps in the smooth running of the school and also gives good opportunities for the teachers' own professional and personal development. The co-ordinators receive appropriate professional development to help them carry out their responsibilities. For example, they are being encouraged to monitor and improve planning in their subjects, although only the English, mathematics and science co-ordinators monitor teaching. The information and communication technology co-ordinator has been given specific time to monitor the training needs of the teachers as well as to identify the software needed to support the scheme of work.

61. There is good management of the provision for pupils with special educational needs and accurate records are maintained well. The funds allocated to the school for this area are used well and the governing body supports and monitors the school's provision. In their annual report, the governors explain the school's provision, including how resources have been allocated and used.

62. The headteacher is well supported by the governing body. A few governors visit regularly, for example, to help pupils develop their computer skills and their reading as well as supporting some class activities such as baking and artwork. As a result, they have developed good relationships with the staff. Governors have ensured that the school meets most statutory requirements though there are weaknesses in the statutory curriculum. This strategic direction is weaker than the general support governors offer. They have produced an attractive and interesting annual report to the parents. Governors are active in attending training courses and, with the support of the headteacher, a governors' 'Improvement Committee' has recently been established. This will support the school in improving standards, in shaping its strategic direction and ensuring full compliance with statutory requirements.

63. The headteacher and deputy play an appropriate role in monitoring and evaluating the school's performance, and are particularly effective in the area of monitoring teaching. Both have undergone their own professional development, for example attending training in school self-review. Together with the mathematics co-ordinator, they undertake monitoring of teaching in the core subjects of English, mathematics and science, and this has had an impact on the improvement in the quality of teaching since the previous inspection. The school has recently established a coherent strategy and structure for performance management in order to maintain the impetus towards raising standards, as well as helping individual teachers to develop professionally. A performance management group has set targets for the headteacher, focusing on school improvement. The headteacher has this year systematically assessed pupils' test data to analyse strengths and weaknesses and uses the information to inform future planning of the pupils' learning. This evaluation has been effective in altering the school's approach to the teaching of science and increased the allocation of time given to science in Key Stage 2. However, the remaining problems with the information and communication technology curriculum and the fact that the science standards have only recently come under this level of scrutiny show that prioritisation of school actions has not always been effective.
64. There is effective management of financial planning and deployment of resources. The budget is well planned, and produced a surplus last year that is being sensibly targeted towards further school improvement. The unit costs per pupil are very high when compared to most schools and have increased considerably since the last inspection. The school has used this increase mainly to support pupils with special educational needs. A high level of learning support is provided and very good support is given to the pupils. Principles of best value are applied well particularly when purchasing large items or when improvements to the building are being considered. Budgetary controls are good, and the governors monitor financial arrangements effectively. Value for money is judged to be sound despite the high costs because of the effectiveness of financial management.
65. There is an appropriate match of teaching staff to the demands of the curriculum and the skills of the support staff are very good with most assistants studying courses at a high level to further their knowledge. The assistants work well with the teachers, know exactly what is expected and play a valuable role in supporting pupils' learning. This is having a positive impact on the good progress made by pupils with special educational needs. The school runs smoothly on a day-to-day basis due to the good administration in the school office. Accommodation has improved since the previous inspection and, although two classrooms are long and narrow, nevertheless accommodation is satisfactory. The outside environment is good and has been considerably enhanced with a garden area, a pergola giving shelter on summer days and an area containing a range of low level play equipment and a covered sand pit. Together with the swimming pool that is used every day in the summer, it is an attractive and useful resource for the school. Resources are satisfactory overall and resources such as big toys for the children under five, art equipment, and information and communication technology hardware have been improved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. (1) Raise standards in science by:
- Ensuring that the time allocated to the teaching of science in Key Stage 1 allows the National Curriculum to be covered in sufficient depth;
 - continuing to address the areas of weakness identified following analysis of the national test results in Key Stage 2.***
(4, 27, 58, 63, 92, 93, 94, 96, 98)
- (2) Raise standards in information and communication technology by implementing the good quality action plan for the subject and:
- developing a scheme of work to guide teachers' planning and ensure full coverage of National Curriculum requirements;***
 - further develop consistent assessment procedures to provide a clear picture of pupils' skills and achievements;
 - ensuring sufficient time for pupils to develop their skills systematically in all aspects of the subject and by:
 - providing further training for teachers and support staff in order to increase their confidence and competence. ***
(10, 22, 27, 58, 63, 98, 116, 117, 118, 119)
- (3) Ensure that there is a common structure and agreed timetable for writing or adapting current schemes of work for foundation subjects in order to:
- ensure that teachers can plan the progressive development of knowledge and skills for pupils in mixed age classes and to meet the needs of all pupils.
(27, 58, 59, 103, 108, 112, 119, 123, 135)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- (1) Give the pupils greater awareness of the multiracial society of which they are a part.
(37)
- (2) Improve the quality of reports to parents ensuring that what their children need to learn is made explicit.
(50, 58)
- (3) Ensure that the middle ability pupils and the more able make as good progress as those with special educational needs.
(22, 23, 25, 80, 88, 92, 95, 194, 106, 110, 111)

*** indicates items already under consideration by the school

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 34 |
| Number of discussions with staff, governors, other adults and pupils | 28 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 23 | 59 | 18 | 0 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 119 |
| Number of full-time pupils known to be eligible for free school meals | 15 |

FTE means full-time equivalent.

Special educational needs

| | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 7 |
| Number of pupils on the school's special educational needs register | 37 |

English as an additional language

| | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 1 |

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 6 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.9 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.2 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 9 | 7 | 16 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 8 | 9 |
| | Girls | 6 | 6 | 6 |
| | Total | 14 | 14 | 15 |
| Percentage of pupils at NC level 2 or above | School | 88 (76) | 88 (81) | 94 (86) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 9 | 9 |
| | Girls | 6 | 7 | 6 |
| | Total | 14 | 16 | 15 |
| Percentage of pupils at NC level 2 or above | School | 88 (81) | 100 (86) | 94 (86) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 7 | 9 | 16 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 5 | 6 | 6 |
| | Girls | 7 | 6 | 6 |
| | Total | 12 | 12 | 12 |
| Percentage of pupils at NC level 4 or above | School | 75 (73) | 75 (47) | 75 (67) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 7 | 6 |
| | Girls | 7 | 6 | 6 |
| | Total | 13 | 13 | 12 |
| Percentage of pupils at NC level 4 or above | School | 81 (67) | 81 (60) | 75 (80) |
| | National | 70 (68) | 72 (69) | 80 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 101 |
| Any other minority ethnic group | 1 |

This table refers to pupils of compulsory school age only.

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

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 5.1 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 30 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 165 |

Exclusions in the last school year

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

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

Financial information

| | |
|----------------|---------|
| Financial year | 1999/00 |
|----------------|---------|

| | £ |
|--|---------|
| Total income | 238,626 |
| Total expenditure | 235,943 |
| Expenditure per pupil | 2,107 |
| Balance brought forward from previous year | 15,579 |
| Balance carried forward to next year | 18,262 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 112 |
| Number of questionnaires returned | 32 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 63 | 28 | 3 | 3 | 3 |
| My child is making good progress in school. | 50 | 47 | 0 | 0 | 3 |
| Behaviour in the school is good. | 26 | 68 | 3 | 0 | 3 |
| My child gets the right amount of work to do at home. | 19 | 59 | 16 | 3 | 3 |
| The teaching is good. | 59 | 34 | 3 | 3 | 0 |
| I am kept well informed about how my child is getting on. | 28 | 44 | 22 | 6 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 56 | 32 | 6 | 3 | 3 |
| The school expects my child to work hard and achieve his or her best. | 38 | 59 | 0 | 0 | 3 |
| The school works closely with parents. | 28 | 53 | 13 | 6 | 0 |
| The school is well led and managed. | 34 | 45 | 12 | 0 | 9 |
| The school is helping my child become mature and responsible. | 44 | 53 | 3 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 13 | 19 | 16 | 41 | 11 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Children are admitted to the reception class in September. The older ones start their full-time education almost immediately while the younger children attend part-time until January when they become full-time. They are accommodated in a large classroom that also includes Year 1 pupils. Most children have experienced the pre-school provision that is on the school premises. There is very good liaison between the teacher and the staff of the pre-school group and this has a positive effect on the way in which the children settle down quickly at the beginning of the foundation stage. Evidence from the baseline assessment of the present year group and inspection evidence show that attainment on entry is broadly average and reflects a wide range of backgrounds. However, attainment on entry does vary from year to year.
68. Children make a very positive start to school and participate fully in all the activities provided. They make good progress and firmly develop and consolidate their skills. Most children will exceed the national early learning goals by the end of the foundation stage in all areas of learning. This is an improvement from the findings of the last inspection. The quality of teaching is good and leads to good achievement. The teacher has very high expectations of the children and they respond positively by quickly applying themselves to the tasks she has organised. Additional strengths in the quality of teaching include a very good understanding of the needs of young children, a gentle but encouraging style which values the contributions of all and very well managed children. The skilled classroom assistants are very much part of the team and are used effectively to ensure that all children receive as much individual and small group support as possible. Planning, overall, is satisfactory and the organisation of the activities in lessons is skilful. The reception children are given appropriate activities that meet the requirements of the foundation stage curriculum. Assessment is carried out to ensure that the children have covered each area of learning satisfactorily each week.

Personal, social and emotional development

69. Children have many opportunities to develop their personal and social skills. They are eager to come to school because they enjoy the activities and working together in pairs or groups. Most children, including the very few with special educational needs, will attain above the national expectations of the early learning goals at the end of the foundation stage. This shows good achievement and reflects the very good teaching in personal, social and emotional development. Classroom procedures are well established. Children are very secure in the routines and have begun to develop their independence by moving around the school to assembly and lunch very confidently. They are aware of the teacher's expectations and pay close attention to the rules governing, for example, the number of children allowed in an area at any one time. They choose activities in a sensible, structured way and apply themselves to tasks enthusiastically. They concentrate and persevere, are eager to explore new learning and solve simple practical problems with confidence. Children collect their clothes for physical education quickly and are able to get dressed and undressed without much support. They know that in the morning when they enter the classroom there will be activities arranged for them and they quickly become involved and chat to their friends.
70. Children play and work together well. Behaviour is very good and the children show consideration towards each other. The adults provide good role models for the children and always treat each other and the children with courtesy and respect. This leads to trusting relationships. The adults encourage the children to tidy away all equipment at the end of lessons to help them to become independent.

Communication, language and literacy

71. Most children, including those with special educational needs, will exceed the national early learning goals in communication, language and literacy. Attainment is above the expected standard. Teaching in this area is good. Opportunities are given for children to develop their speaking and listening skills through taking turns when playing games and by asking and answering questions. Several children speak with confidence. Elements of the literacy hour are used well by the teacher and she develops a good understanding of the link between letters and the sounds they represent through effective word, sentence and text level work using well-known stories. Phonic skills are taught well when playing games, which take place in the hall. Most children have a go at writing and, in the literacy hour, about half of the pupils can write simple words about the Three Little Pigs either accurately or in a phonetically plausible way. Lower attaining children can tell the story to the assistant who writes down their sentence and the children can copywrite underneath.

Mathematical development

72. Attainment in this area is above the expected standard and most children, including those with special educational needs, will exceed the national early learning goals by the end of the foundation stage. Teaching in this area is very good. The teacher's skills in the opening sessions of the numeracy lessons are very good and ensure that the children really enjoy the lesson, listen intently and watch closely. They respond to her questions as quickly as possible. They are very eager to learn. As a result, they are beginning to understand mathematical vocabulary such as 'one more than 6 is 7' and most children recognise numerals to 10 and several up to 20. They develop their mathematical skills through a variety of practical activities, for example, making shapes with playdough and wet sand. Their numeracy skills are developed well through fun activities, such as passing a toy bear around and, when the teacher says 'Stop', the child holding the bear attempts to count to ten. Children also develop their numeracy skills through singing number rhymes and identifying numbers on large cards that the teacher slowly releases from a book so that the shape gradually becomes recognisable. The children love this game and learn quickly.

Knowledge and understanding of the world

73. Children enter the reception class with good general knowledge and most children will exceed the national early learning goals by the end of the foundation stage. The quality of teaching in this area of learning is good. Children build on their knowledge to help them understand more about the place where they live and what has happened to them since they were babies. They have made houses out of construction kits to fit the play people. They select resources and tools safely to construct and build. Several pupils use the computer with confidence; they use the mouse appropriately and recognise the letters on the keyboard as well as being able to click on the icons and use the drag feature. They need very little support. Children join in with the older pupils in the class and learn how a wooden, brick wall can be knocked down by a toy car if the ramp is raised high enough. They have experimented with magnets and found out what will be attracted to them.

Physical development

74. The children's physical development is on course to exceed the national early learning goals at the end of the foundation stage. Teaching in this area is good. The teacher makes appropriate use of language in the hall when teaching physical education lessons to encourage the children to move well. The children respond to instructions to use all of the space and also heed her instructions about safety issues. Their skills of catching a ball with two hands vary according to their maturity but only a minority have poor co-ordination. Their sense of balance is good when they move along the benches in different ways. There has been a considerable improvement in

the resources for the children when they play outside although these were not available during the inspection due to the low temperatures and rainy days. The children take turns to use the low-level play equipment, the slide and the huge log as well as all their own special big toys. The bikes, stilts, bats and skipping ropes are used in the spring and summer terms and also on Friday afternoons.

Creative development

75. Attainment in this area is likely to exceed the national early learning goals by the end of the foundation stage. Good teaching ensures that the children become totally absorbed in their music making and are thrilled when it is their turn to beat the drum with a rhythm and the teacher sings, "Listen, listen, here I come. Someone special gets my drum." They are learning how to beat loudly or softly. The children can use paintbrushes and paint well. Their efforts to paint trees and a background for a display of the "Three Little Pigs" are good. They also use implements such as sponges and printing equipment to make pictures successfully. The time they have to use their imagination in the role-play area is more limited due to the organisation of the timetable. However, they do have choice times when they have freedom to choose within a structure and show their independence.

ENGLISH

76. Inspection evidence shows that standards of attainment in the current Year 2 are above the national average, which is an improvement from the findings of the last inspection and shows good achievement. The results of the end of key stage national tests in 2000 show that standards in reading and writing were below the national average and well below the standard expected of pupils in similar schools. Few pupils achieved the higher levels in English. The trend in attainment at the end of Key Stage 1 during the past three years has been variable with the trend in reading close to the national trend. Standards in writing improved more than the national trend between 1997 and 1998 to fall again in the last two years. In 2000 girls attainment was slightly better than boys. Year on year comparisons are not reliable in a school with small year groups and the grades can give a distorted picture when compared with larger schools. However, explanations for the differences between inspection judgements and the results of the national tests may lie in the overall ability of the year group as well as the good teaching in Year 2 observed during the inspection. Achievement for the current Year 2 pupils, including those with special educational needs, is good.
77. Inspection findings are that standards of attainment in the current Year 6 are below the national average. This is a decline from the previous inspection when they were judged to be in line with national expectations. The results of the end of key stage tests in English in 2000 show that standards were above the national average and above average when compared with similar schools. This result was an improvement from the previous year but the school has still not attained the well above average results shown in 1997 and 1998. However, as explained earlier, year on year comparisons are not reliable when such small groups of pupils are being compared. The present Year 6 group of pupils has a significantly higher proportion of pupils with special educational needs than other groups in the school and, despite good teaching, their standards are below average. Their achievement is sound overall and good in the reading aspect of English, from a low starting point on entry. The achievement of those pupils with special educational needs and those with English as an additional language is good, but the achievement of the remainder is not as strong.
78. By the age of seven, pupils develop good listening and speaking skills. For example, they contributed well to the discussion during an experiment when they were predicting what would happen to salt and sugar in water. They also gave a reasoned answer in the opening session of the numeracy hour and explained clearly why they think they are correct. Many pupils read with confidence and reasonable fluency and expression, and can talk about their likes and dislikes in reading. Pupils' writing skills are above national expectations. Pupils develop a range of writing skills: for example, they write extended narratives based upon their holiday

experience, and they learn to retell popular stories, sometimes accurately, using speech marks to record dialogue. They can summarise the main parts of a story, and can write in different styles, for example making up a letter of 'complaint'. They also write poetry and complete comprehension and grammatical exercises in order to improve their knowledge, for example of the correct use of the past tense. Pupils learn to correct the mistakes of each other. Standards in spelling, handwriting and punctuation are good with most pupils in Year 2 joining their letters successfully. There is no significant difference in attainment between boys and girls.

79. By the age of eleven, pupils' listening skills are good but speaking skills are not so well developed. Several pupils lack confidence in putting their ideas forward and, other than making simple responses to direct questions, remain dependent on the teacher to develop ideas. Consequently, the independent learning skills of the average and lower attaining pupils are quite limited. Achievement of those pupils with special educational needs and those with English as an additional language is good overall in speaking and listening, and the achievement of the remainder is satisfactory. Pupils' reading skills are slightly below average. Several pupils read with fluency and accuracy but some of the average and lower attaining pupils lack expression and are less confident. Most pupils have sound research skills; they can use dictionaries and CD-ROMs competently. They enjoy the short sessions they are given for reading their personal choice books and the lower attaining pupils are always well supported by assistants. Good achievement is made in reading for all pupils from a low starting point. Writing standards in Year 6 are below average. The very few higher attaining pupils use a wider and more interesting range of vocabulary in their compositions. Most pupils can write books reviews and reports in the style of newspapers. Pupils write their own 'myths' or retell well-known legends. The quality of most pupils' handwriting and the presentation of their work has improved throughout the year. However, several lower attaining pupils make frequent errors in spelling and punctuation and become confused, for example, over the correct use of verb tenses. Achievement in writing is satisfactory overall for all pupils, including those pupils with special needs and with English as an additional language.
80. The overall quality of teaching in English is good in both key stages. The teaching is always good or very good in Key Stage 1; in Key Stage 2 it is good overall. In Key Stage 1, effective teaching of the literacy hour ensures that all the pupils know what they are supposed to learn in the lesson and, in the closing session of the lesson, it is made very clear to the pupils what they have achieved. This motivates the pupils to try their best. For example, in the lesson when they were following the story of the Three Little Pigs, the pupils worked hard to rewrite the story in their own words. Teachers have high expectations and take every opportunity to reinforce basic points about correct punctuation and spelling, which results in all pupils making good progress.
81. Good questioning in a Year 6 lesson helped all pupils to explore the moral messages implicit in fables from different cultures, which pushed their learning forward. However, from the limited and slow response of the average attaining pupils, it is clear their thinking skills and the development of their vocabulary is below average. The teacher's good organisation of the lesson includes the pupils researching information on the computers, which results in independent learning skills being extended. In the best lessons throughout the school, teachers use a combination of strategies to improve the pupils' literacy skills. These hold the pupils' attention and motivate them to work hard. For example, in a Year 2 lesson, the teacher focuses on the differences between 's', 'ss' and 'st' endings to words using good questioning, good resources and good explanations. The pupils make good progress in this lesson and are given a task to complete at home to collect sets of words in order to extend the work completed in the lesson. When teaching is satisfactory rather than good in lower Key Stage 2, the learning objectives of the literacy hour are not made explicit to the pupils; their involvement with the text is limited and the teacher's explanations of difficult vocabulary are not clear enough to help the understanding of most pupils. As a result, with the exception of the higher attaining pupils, their attention begins to wane, which has an impact on their learning, which is satisfactory overall. Teachers mark the pupils' work well and, in Year 6, marking is very good.

Teachers' positive and helpful comments give pupils a clear indication of what they have achieved and also how they can improve their writing.

82. The school has made considerable strides in developing literacy across the curriculum, and it is having a positive effect upon standards in certain areas. For example, teachers put considerable emphasis upon pupils speaking and listening appropriately. In physical education lessons pupils listen well to instructions and act accordingly; whilst younger pupils both in a religious education lesson and in circle time are encouraged to listen to each other and talk confidently about a range of sensitive issues such as bullying. Pupils' attitudes are good or very good in the great majority of lessons. This results in lessons having a good productive working atmosphere throughout and enables good learning to take place.
83. The English co-ordinator provides good leadership. The school has correctly identified the improvement of literacy as a priority, and the co-ordinator monitors teaching in English. Both she and other teachers receive good professional development to further their skills, and the Additional Literacy Strategy is being used effectively to raise the standards of particular groups of pupils. All pupils are given appropriate targets for their improvement in English, based on the detailed assessment procedures. Resources for the literacy hour and the books in the library are good. The library service is used to supplement resources. English policies are being sensibly revised as a basis for teachers' planning.

MATHEMATICS

84. Inspection evidence shows that standards of attainment in the current Year 2 are above the national average and this is an improvement from the findings of the last inspection. The results of the end of the key stage tests in mathematics in 2000 were below the national average and well below the national average when compared to similar schools but were an improvement from the previous year when results were well below the national average. Year on year comparisons are difficult owing to the small number of pupils taking the tests each year as well as the variance in ability of the different year groups on entry to the school. However, as in English, explanations for the differences between inspection judgements and the results of the national tests are possibly because of the difference in the general overall ability of the year group as well as the very good teaching in Year 2 observed during the inspection. The achievement of pupils, including those with special educational needs, in Year 2 is good.
85. Inspection findings are that standards of attainment in Year 6 are below the national average. This is a decline from the previous inspection when they were judged to be in line with national expectations. The results of the end of key stage tests in mathematics in 2000 were above the national average and above average when compared with similar schools. This was a significant improvement from the previous year when there had been a sharp dip in performance. However, as the school's year groups are small, there is considerable variation from year to year and the grades can give a distorted picture when compared to larger schools. The present Year 6 group of seventeen pupils is generally of below average ability overall with a high proportion of pupils with special needs and three pupils with Statements of Special Educational Need. The achievement of pupils with special educational needs and with English as an additional language is good while, for the remainder, achievement is satisfactory.
86. The quality of teaching and learning in Key Stage 1 is good and, sometimes, very good. The opening sessions of the numeracy hour are taught very well in both classes and, as a result, the pupils' ability to think mathematically and to calculate quickly is good. In Year 2, the pupils are very secure in their knowledge of the number system and can explain, using the hundred square, why patterns of numbers behave in a particular way. For example, one pupil could explain very clearly when counting in twenties, "You go down two because on each line there are ten numbers". The very good pace in Year 2 impacts on the pupils' concentration and perseverance. They enjoy answering questions about how many silver coins make a certain amount, such as 50 pence. The teacher's very good resources of large card coins and a

washing line enable her to peg out the pupils' answers to give them a visual resource. Visualisation of number is also in evidence when the teacher uses a finger puppet to encourage pupils to count in doubles very quickly. She asks them to imagine the number if there are two puppets on her fingers. As a result the pupils are very involved in the activity and persevere with the answers. Their skills of doubling are good.

87. In Year 1, teaching of the opening sessions is very good also. Several different very good resources ensure that the pupils enjoy mathematics. For example, pupils holding cards showing a variety of numbers were given the task of rearranging themselves in the right order. The teacher's good questioning ensured that the pupils moved forward in their learning of mathematical vocabulary, such as, the smallest or the largest. Very good methods show that pupils are learning number bonds to ten accurately. Pupils can count further than twenty. A direct lesson on shape shows that pupils are developing their knowledge of the properties of a cube. The teacher's clever method of drawing faces on each face of the cube ensures the pupils' quick learning. Comparisons made by the teacher between a cube and a cuboid enable the pupils' vocabulary to develop well and to learn words such as wider, longer, bigger, small, smaller and smallest. The pupils' individual work using multilink cubes to construct the solid shapes is carried out quickly with good mathematical discussion between the pupils and their teacher.
88. The quality of teaching and learning in Key Stage 2 is good overall and never less than satisfactory. The opening sessions for the average attaining pupils in the Year 6 'Booster' classes taken by the headteacher every day begin with a quick revision of tables as well as discussion about the strategies the pupils need to calculate the tables they do not know. Good methods ensure that the pupils know the variety of different calculations that can be carried out if they know one number bond, such as nine times eight is 72. This consistent approach is having an impact on their learning of tables and they show confidence and an ability to respond quickly. Pupils' knowledge of how to use their knowledge of the number system in order to find an answer quickly is not so secure. For example, they know immediately that eleven nines are ninety-nine but have difficulty finding twelve nines. This is because they lack experience of finding the quickest route to the answer mentally. From the scrutiny of work it is evident that the very few higher attaining pupils in Year 6 can order decimals to three places and can subtract decimals with understanding, can add one digit numbers to four digit numbers accurately and have an understanding of improper fractions. However, in discussion with a group of average attaining pupils, it is clear their understanding of equivalent fractions, simple decimals and percentages is well below average.
89. Although all the pupils have completed work on data handling, their results show a below average knowledge and understanding of different types of graphs and how to interpret them. This was clear in a science lesson when the pupils needed significant support to group data they had collected in equal class intervals. In Year 6, the teacher's methods of ensuring that pupils develop their understanding of the properties of shape are sound. Good resources are provided for the pupils to have concrete experience that impacts on their concentration and interest, which are good. The teacher's good explanations in her direct teaching session ensure that the pupils' understanding of the properties of parallel and perpendicular lines is moved forward. Pupils have gained a good knowledge in previous lessons of the names of angles and they know that angles are measured in degrees. Opportunities were missed at the beginning of lessons during the inspection week to enhance the pupils' mental mathematics. This omission results in the higher and average attaining pupils not making more than satisfactory progress in their mental mathematics skills. It is evident that pupils take home mathematics work to finish in this year group.
90. In Year 4, the teacher's questioning of the pupils is good and has an impact on the pace of learning numeracy skills in this class. He uses the hundred square resource skilfully and demands quick answers to his questions about how many different ways the pupils can add sixteen and eleven by partitioning the numbers. The pupils show, in their response, their good knowledge of how to break numbers down into manageable chunks and are accurate. Good

methods ensure that the level of difficulty becomes a little harder and the pupils show they are capable of adding two digit numbers to two digit numbers. Good achievement is being made in this class by all pupils, including those with special educational needs, who are well supported by the assistant. Good resources ensure that pupils are capable of reviewing their own skills in number bonds. They work in pairs quickly and harmoniously and test each other's skills. This good organisation has a positive impact on their learning. In the main part of the lesson, the pupils show good skills of investigating equilateral triangles and make predictions about whether certain arrangements of the triangles make three-dimensional shapes. The pupils in this year group are achieving standards much closer to those expected for pupils of their age group.

91. The National Numeracy Strategy has been implemented effectively throughout the school. Opportunities are taken in other subjects to teach numeracy skills. For example, in design and technology the pupils use skills of measuring to make their boxes to contain biscuits as well as using calculator skills to find out the comparative prices of packs of biscuits. In science, teachers ensure that the pupils use graphs to display their data collected from experiments.
92. The co-ordinator is knowledgeable and well qualified to manage the subject. He is enthusiastic and plays a prominent role in supporting mathematics in the local area. The school uses the national scheme to plan for mathematics but also uses an adapted local scheme that helps considerably with mixed year groups. Monitoring of the subject is good and assessment is being reviewed by the co-ordinator to ensure that the key objectives in the strategy are being assessed consistently. Day-to-day assessment is good which is an improvement from the last inspection. Resources are good throughout the school although the resources available for teaching the opening sessions of the numeracy hour were not in evidence in Years 5 and 6 during the inspection week. Links were made with information and communication technology in the mathematics lessons in Year 6 during the inspection week, but little evidence was seen in the work scrutiny of this being consistent. In discussion, it is clear that the pupils in Years 3 and 4 practise their basic skills on the older computers in the classrooms. The subject makes a positive contribution to the pupils' social development when they are continually working in pairs and groups and meets statutory requirements.

SCIENCE

93. Standards of attainment in science in the current Year 2 are average and are in line with the findings of the last inspection. Teachers' assessment for pupils aged seven in 2000 indicate that the percentage of pupils attaining the expected levels is close to the national average. Very little work was available for scrutiny for Year 2 pupils and the judgements are made on the lesson observed. On this basis, achievement for pupils in Key Stage 1, including those pupils with special educational needs, is sound. However, pupils are not doing as well in science as in English and mathematics. More could be expected of higher attaining pupils. There is no difference in the achievement of boys and girls.
94. Inspection evidence shows that standards in Year 6 are below average. This is a decline from the previous inspection when inspection findings show that standards were average. The results in the statutory tests for pupils at the end of Key Stage 2 in 2000 show that the percentage of pupils attaining the expected levels were well below average and also well below when compared to schools in a similar context. They were significantly worse than those in English and mathematics. The findings of this inspection are that the school has now achieved a small improvement from well below average to below average. However, it is too early to be sure that the improvement will be maintained.
95. The reasons why the inspection findings in Year 6 vary from the previous inspection and the 2000 results are that inspection judgements are being made on a different group of pupils. As stated in the summary statement, there is a very high percentage of pupils with special educational needs in this small group of seventeen boys and girls. An additional factor to upset the continuity of teaching is that six pupils have left the school since Key Stage 1 and six have

joined. Nevertheless, the school is determined to improve results and has analysed very carefully the assessment data from the national tests in 2000 to identify areas of weakness as well including specific tasks when planning on which to focus teaching. The organisation of the teaching of science has also been reviewed to ensure that all aspects of science are revisited in a regular short cycle. The achievement of the pupils in lessons when they are involved in practical activities, such as predicting and investigating, is good when their prior attainment is considered. However, their skills of writing and analysis are below average and, for example, when tabulating the information they have collected in a lesson, their achievement is satisfactory rather than good. The overall achievement of all pupils, including those with special educational needs, is satisfactory. The achievement of the very few higher attaining pupils could be better.

96. The quality of teaching observed in Key Stage 1 is never less than good, which has an impact on learning in the lessons. This is an improvement from the last inspection. Teachers give pupils the opportunity to learn the investigative process, to collect first hand evidence and to write a description of their findings. For example, in their work on materials in Year 2 all pupils recognise the changes that take place when they add water to flour. Their scientific vocabulary is developing well when the teacher encourages them to change their description from 'gooey' to 'sticky'. The pupils' predictions about what will happen when the teacher adds water to sugar and salt are first of all variable. However, due to good questioning from the teacher they quickly make accurate predictions as the salt and water are swished around in the glass container. In Year 1, pupils are developing their understanding of how brick walls are built. Good methods of teaching ensure that the pupils are able to observe and make simple predictions about what will happen when the teacher rolls the toy car down a ramp towards the two differently constructed brick walls. Her good questioning enables the pupils to give sensible suggestions about lifting the ramp higher and results in the weaker brick wall toppling over, much to their great amusement. By the end of the lesson pupils know that brick walls are stronger when the bricks overlap.
97. The quality of teaching and learning in Key Stage 2 is good and sometimes very good, which is an improvement from the last inspection. This is why pupils now have satisfactory achievement despite problems in earlier years, when weak curriculum organisation limited progress. The current progress of pupils with special educational needs is good because of the very good support they receive. However, as for others in the group, past experiences mean that current standards represent only satisfactory achievement. The main reason for the improvement is the sharper focus given to teaching the subject and the revision of when and how to teach the different aspects of science. The co-ordinator for the subject teaches Years 5 and 6 and, at certain times during the week, the year groups are separated into smaller teaching groups. This good organisation and time allocation to science ensures that the pupils' knowledge and understanding is deepened. In the very good lesson observed, the teacher used probing questions to ensure the pupils' understanding of how the heart acts as a pump to circulate the blood through vessels. The pupils show by their response that they know that veins and arteries carry the blood around the body and have gained a good understanding of the circulatory system. A brisk pace ensures that the pupils complete their practical investigation in a short time and are able to arrive at conclusions about what makes the heart rate beat faster. They discover that it is sometimes easier to feel the pulse in the neck and that the pulse rate increases after exercise.
98. In Years 3 and 4, the teacher ensures that the pupils' understanding of a fair test is secure by demonstrating the significance of using similar surfaces when testing the forces of friction. The teacher's good demonstration of how the force of gravity acts upon objects of different weights and substance, such as a pen and a very light piece of cloth, ensures that the pupils' understanding is deepened. They know that gravity is the force that is pulling down and they know that the cloth takes longer to drop to the floor because of air resistance. Good methods used by the teacher result in pupils discussing and preparing in small groups what they will need for their experiment, which they will carry out the next day. The lower attaining pupils find this task challenging but are well supported by the assistant. They make good progress.

99. The co-ordinator is well qualified and leads the subject well. A good programme of monitoring science is in place and a rigorous analysis of the pupils' test papers reveals any weaknesses that need addressing. Planning and assessment are good, which is an improvement from the last inspection. Assessment of the pupils' progress takes place regularly and any problems are identified and acted upon. Literacy and numeracy skills are developed in science with several examples of descriptions of how an experiment is carried out, as well as work on tables to show the results of the data they have collected. The scheme of work has not been updated to take account of National Curriculum 2000, which includes an emphasis on including opportunities for the pupils to use information and communication technology (ICT) to further their scientific learning. Not enough use is made of ICT in science. Although the subject meets National Curriculum requirements, the time allocated to science for the seven year olds is below national recommendations. This is likely to affect the depth of pupils' understanding and could be a reason for the comparatively weak performance in this core subject.
100. Lessons in science contribute to pupils' spiritual development when they watch intently to see the salt dissolving in the water. The very young pupils are developing the ability to reflect upon the physical world when they realise how much stronger a wall can be when the bricks overlap. Pupils' social development is good in science because of the many occasions they are working together in pairs or groups and learning to share and listen to the opinion of others. Morally, they are very aware that they must take care and respect the equipment they are using.

ART AND DESIGN

101. Due to the organisation of the timetable during the inspection week it was not possible to observe any lessons in art during the inspection, but it was evident from the substantial amount of artwork around the school that standards are in line with expectations for pupils by the ages of both seven and eleven. This is in line with the findings of the previous inspection. Achievement is good for all pupils including those with special educational needs.
102. Pupils in Key Stage 1 investigate various ways of using a range of materials and processes both to develop their own ideas and to model those of others. They learn about the qualities of different materials. For example, pupils in Year 2 learn how to print small and large objects. They learn to improve their observational skills, such as studying sculpture and then making their own effective 3-D objects. Similarly, they sketch designs based on their observations of still life. Pupils explore how to make lighter and darker shades of colour. Although it was not possible to listen to pupil discussions and how they evaluate their own and the work of others, it is evident from the finished products that pupils have achieved a sound level of knowledge and understanding of the nature of a variety of art forms. They also learn to recognise different types of fabric, for example exploring the African techniques of batik, of which there were some excellent examples on display.
103. Pupils between the ages of seven and eleven continue to investigate various forms of artistic design, developing both their own practical ability and their knowledge and understanding, working individually and collectively. They show a good awareness of the importance of elements such as pattern, line, form and space when studying artists such as Cezanne, and then painting their own still life pictures to a similar design. Art software is used for pupils to model "snails" in the style of Matisse. Older pupils do more investigations into the possibilities of colour blends, for example designing patterns using a range of primary and complementary colours. Pupils make 3-D models, for example in clay, some of which were produced during the inspection. Achievement is good for pupils in Year 6 and shows good progress from a low starting point on entry.
104. Whilst no lessons in art could be observed, the sound quality of the finished work seen shows that the quality of teaching and learning of art is good and it is clear pupils enjoy the various activities and take pride in their finished product. This is an improvement from the last inspection. The co-ordinator is enthusiastic and provides good leadership in developing the

subject, although there is no scheme of work or formal assessment in art. The quality of planning is good and is monitored regularly by the co-ordinator. The provision of resources was identified as a weakness in the last inspection and this has been addressed successfully and there are now more art books, videos and famous pictures to increase pupils' knowledge and understanding and to provide them with more models.

DESIGN AND TECHNOLOGY

105. In both key stages pupils reached standards expected for their age in the lessons observed. It is not possible to make overall judgements due to a lack of evidence particularly of the planning and evaluation aspects of design and technology. In the last inspection, standards were found to be in line with expectations in both key stages. Pupils with special educational needs achieved well due to the very good support given to them by the assistants. However, more could have been expected of higher attaining pupils in Year 2.
106. The quality of teaching and learning in the lesson observed in Key Stage 1 was good. The teacher's opening session gave the pupils very clear instructions of how to make a book cover with a slide mechanism. One of the learning objectives for the lesson was for pupils to learn to follow instructions from a text and this was achieved well by the pupils. The teacher's methods were clear and effective and the pupils were very keen to begin the task. Good monitoring by the teacher ensured that all pupils were successful and some finished the task very quickly. The pupils knew that their product will be used for the front cover of a story book they are going to write. Their skills of measuring, cutting and joining two surfaces were good. However, there was very little opportunity for the pupils to evaluate their work or to consider a different design when they can select materials and techniques of their own choice rather than those decided by the teacher. Their skills of planning and evaluation were limited. Several pupils asked for the teacher's instruction sheets to make another card at home.
107. The quality of teaching and learning in the lesson observed in Key Stage 2 is good and has a positive effect on achievement for the pupils. This is good progress from a low starting point on entry. Very good organisation of equipment and good liaison by the teacher with a helpful parent and a very skilled assistant ensured that all pupils were on their particular task and they made every effort to succeed. The teacher ensured that good attention was paid towards the need for hygiene and safety in the kitchen where pupils were making flapjack biscuits. This was reinforced strongly by the parent helper who supported a small group of pupils reading the recipe and taking turns at melting butter and using the scales. Effective group discussions led by the teacher took place about different types of biscuits, who might be likely to eat them and on what occasions. Pupils found it difficult to guess what the ingredients might be. A good explanation of the different styles of packaging was given by the teacher and the pupils showed considerable interest and curiosity about what was written on the package, such as the ingredients. Another group was given the task of making a box to contain biscuits. However, as in Year 2, the pupils were given little choice about the design or the materials with which to make the box. More could be expected of the higher attaining pupils in this group. Most of the pupils made a box in the shape of a cube and were supported very well by a skilled assistant. This activity enhanced their numeracy skills considerably. Numeracy skills were again in evidence when the pupils, with great excitement, opened their biscuit packages, counted how many biscuits there were and calculated the cost of each individual biscuit. The question was, "Which pack of biscuits is the best value for money?" This activity moved pupils' learning forward about technology and the skills of manufacturers.
108. Throughout Key Stage 2, as well as working with food, pupils use an increasing range of tools, materials and components including wood and paper. Pupils in Years 3 and 4 are working successfully with paper to make a rigid tower and to make a strong structure for a person to stand on. A scrutiny of work completed by Years 5 and 6 showed a good use of materials to make very beautiful masks that they subsequently used in a Christmas production. Their planning is sound but there is no evaluation of their product. This was a weakness identified in the last inspection.

109. There is a policy document but no scheme of work to support the subject. However, some teachers are beginning to use the units of work in the new national schemes, such as the lesson observed on food technology. This is a positive development but there is a danger of repetition of ideas or contexts in a school with mixed age classes, without a scheme of work. This subject contributes well to numeracy when pupils measure using rulers and protractors as well as showing the results of their investigation into the price of biscuits in a table. Formal systems to monitor teaching and progress and assessment procedures have not yet been established. The subject contributes well to the pupils' moral development when pupils are learning about the way manufacturers deliberately package goods to tempt people to buy. Socially, the pupils are developing good skills of working together when they take turns to use equipment and learn to discuss issues in a civilised manner.

GEOGRAPHY

110. During the inspection, it was only possible to observe one lesson of geography in Years 5 and 6. Very little work was available for scrutiny in either key stage so it is not possible to make a secure judgement on standards or the quality of teaching and learning in Key Stage 1. Standards can only be judged on the lesson observed in Year 6 in Key Stage 2. However, the teachers' planning indicates that appropriate coverage is given to the requirements of the National Curriculum. For example, pupils in Key Stage 1 study aspects of their local area; they develop basic skills drawing plans and study simple maps. Pupils are able to draw a map to show the route they took when following a trail to find a toy. Their understanding of directions is reinforced during the same task. During the week before Christmas pupils learned about customs around the world.
111. Standards of attainment in Year 6 are below average and show a decline from the findings of the last inspection. This is not related to the quality of teaching but to the below average level of ability of the pupils in the group. Pupils are showing appropriate achievement overall and those pupils with special educational needs are achieving well due to the good support they receive. The achievement of the middle attaining pupils is satisfactory but the higher attaining pupils were under achieving in the lesson observed.
112. The quality of teaching and learning in the lesson observed was satisfactory. Challenging questioning in the opening session ensured that the pupils concentrated well and responded to the objective of developing their knowledge of the most important rivers in the world using atlases. The teacher also took the opportunity to relate the lesson to current events well, such as the earthquake in India and its effects, which had an impact on the pupils' cultural development. The teacher's expectations resulted in the pupils developing the geographical vocabulary they need to study physical processes such as rivers and the water cycle. However, the very few higher attaining pupils were not given the chance to work at a higher level. The pupils were keen to complete the tasks they were given and the group plotting co-ordinates on a map showed that they have a good understanding of co-ordinates. However, the pupils' basic geographical knowledge of place and the ability to record it accurately on a map was generally below expectations. In discussion, pupils showed they are confused about the difference between a country and a continent. Opportunities were missed in this lesson to use information and communication technology programs on rivers. This could have been a method of extending the middle and higher attainers.
113. The co-ordinator is relatively new to the post but has begun to identify areas for development. She knows it is a priority to further develop the curriculum and intends to adapt the new national scheme of work to the needs of the school. Planning was identified as a weakness during the last inspection and has improved, but a scheme is still needed. No formal assessment of the pupils' progress takes place.

HISTORY

114. Due to the organisation of the timetable it was not possible to observe any history lessons during the inspection and owing to the limited quantity of pupils' work it is not possible to make a secure judgement on standards or the quality of teaching and learning in Key Stage 1.
115. The range and quality of work completed by the older pupils in Year 6, as well as discussions with pupils, show that by the age of eleven pupils attain standards of knowledge and understanding that are at least in line with national expectations, and this in line with the findings of the last inspection. Achievement for all pupils, including those with special educational needs, is good. This is good progress from a low starting point. By the age of eleven pupils have a basic understanding of some of the differences between the past and present in features of everyday life, and some of the reasons for those differences. Pupils complete detailed and well-presented projects. For example, they take pride in the manner in which they collate all their work on ships and seamen from the time of Hudson, Columbus, Drake and James Cook. Pupils also study the myths and legends of Ancient Greece and it is evident that higher-achievers are more successful in showing their knowledge and understanding in their writing tasks. Pupils show interest in, and knowledge of, various aspects of Tudor England, such as, what the food was like, how children were treated and educated, the differences in family life to their own and the clothes and entertainment. Some pupils list bibliographies and software sources to show their ability to research information. Older pupils begin to make links between the causes and consequences of events and investigate why things happen.
116. Although no lessons in history were observed, the scrutiny of planning and the work available shows that the teaching of history is at least satisfactory in helping older pupils develop a range of historical skills, such as summarising and evaluating evidence. It is clear there is appropriate coverage of the curriculum although there is no monitoring of teaching in history and no formal assessment. Planning has improved since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Overall, achievement in information and communication technology (ICT) is unsatisfactory. Standards for pupils in Key Stage 1 are in line with national expectations, which is an improvement from the last inspection. However, these same pupils are achieving better in mathematics and English. Standards in Key Stage 2 are well below expectations and have not improved since the last inspection. The lack of breadth and depth in pupils' knowledge and skills means that the school is currently not meeting the statutory requirements for information and communication technology for pupils in this age group. This was a key issue identified in the last inspection and insufficient improvement has been made overall. Nevertheless, the school is now addressing well the issues identified in the previous inspection and standards have improved in Key Stage 1. The school has found it difficult to keep pace with the increasing demands and changes in the subject.
118. The quality of the teaching observed in the lesson in Year 2 was good. Patient questioning and good explanations increased the pupils' knowledge of how to retrieve relevant information. However, the quality of learning was only satisfactory as only one computer was available and some pupils did not have any hands-on experience in the lesson. The teacher's good methods involved a few pupils using the computer and they were able to demonstrate their understanding of how to access information. Several pupils showed their ability to carry out basic commands on the computer, such as using the scroll bar, resizing images and altering windows on the screen. Although pupils had limited hands-on experience of the computers, they could describe instructions for processes such as entering and editing information in the correct order. There was also evidence from displays of pupils using the Paint programme, for example, to shade in different outline drawings. Pupils learn to word process their stories, create pictures, find out information from CD-ROMs and can create simple pie charts in order to represent information. They are also developing the ability to control a programmable floor robot. When carrying out these activities, pupils demonstrate an appropriate ability to develop and refine their ideas and consequently acquire relevant knowledge and understanding of the potential of ICT as a learning

tool. The pupils show a good understanding of various types of information sources, such as the Internet, television and CD-ROMs.

119. No whole-class teaching of ICT was timetabled for pupils in Key Stage 2 although several pupils worked individually on computers in lessons in other subjects, such as mathematics, with the support of assistants and a helpful governor. Much of the pupils' work is based on basic word processing, for example their compositions in English. Older pupils also use graphics packages for some of their artwork and work in design and technology lessons, for example in "designing" a classroom. However, substantial areas of the ICT curriculum and areas of knowledge and understanding are currently not addressed. Pupils do not explore simulation and they do not use software to work on databases. They are not used to using computers to interrogate data or to make complex searches and investigate relationships and patterns. For example, pupils have not been taught how to use spreadsheet models. Whilst pupils are familiar with programmes like Flare and Textease, they are used at a mostly simple level. Discussions with older pupils and observations of them at work on computers show that they do have a satisfactory level of understanding of the importance of computers as a means of communication in the modern world, or at least of some of their possibilities. Lower achieving pupils experience difficulty in using basic commands on the computers, although most can use CD-ROMs and the Internet satisfactorily for gathering information. Many pupils have had some very limited experience of using e-mail within the school.
120. The co-ordinator for ICT is providing good leadership. She has monitored planning and is working hard to develop the confidence and competence of the teachers. The school is using the national scheme of work for ICT and this is being adapted to meet the school's needs. There is a shared commitment to succeed. However, no monitoring of the teaching has yet taken place and assessment procedures are inconsistent in the four classes. The school has acquired more computers, although there are currently technical problems. The potential is there for the school to meet the statutory requirements for Key Stage 2 and the provision of ICT is improving.

MUSIC

121. In Year 2 the pupils attain the standards expected for their age in the two lessons observed. This is in line with the findings of the previous inspection. Achievement is satisfactory for all pupils in Key Stage 1 including those with special educational needs. No music lessons were observed in Year 6 owing to the organisation of the timetable during the week of the inspection and no judgement on standards in music can be made. However, the Key Stage 2 pupils were heard singing in assemblies on four occasions and their singing is judged to be average overall.
122. The quality of teaching and learning in Key Stage 1 was good. Good questioning by the teacher in Year 2 ensured that all the pupils listened attentively and tried hard to answer her questions about the untuned percussion instruments. This lesson was linked to the music of "Peter and the Wolf" the pupils had been listening to and they learned how different musical instruments can represent a person or animal. The teacher's good methods ensured that the pupils persevered and succeeded when they tried to match the sounds of the percussion instruments to feelings of anger or happiness. Pupils knew the names of the various instruments and enjoyed their musical activities. In Year 1, good teaching methods ensured that all the pupils were involved in beating out a rhythm on their "rhythm sticks". The teacher's very good resources ensured that most pupils knew when they should stop or start banging their sticks together and they are developing well the ability to beat quietly or softly.
123. No judgement can be made on the quality of teaching in Key Stage 2. However, the pupils sing with enthusiasm in assemblies with accurate pitch, they vary dynamics and show their appreciation of rhythm. Pupils clearly enjoy singing and sang the hymn, "When your father made the world", with sensitivity and clear diction. Pupils in Key Stage 2 enjoy playing the recorder in the lunchtime clubs and good progress is made by the small group of Year 6 pupils, in particular, who can read simple music notation well. The whole school and visitors enjoyed

their polished performance in one of the assemblies. These pupils are attaining above average standards in music and their achievement is good.

124. The subject is well led and promoted by the co-ordinator who has a personal interest in music. She is very keen and ensured her own musical ability at playing the piano has been enhanced by taking additional lessons. The co-ordinator is beginning to review the dated scheme of work by adapting some of the lesson units from the new national scheme of work. Although resources are adequate, some of the instruments need renewing as they deteriorate with constant use. The music curriculum is enhanced by visitors to the school, such as musicians playing Latin American music and instruments and the joint ventures of the local small schools. The subject makes a good contribution to the spiritual, moral, social and cultural development of the pupils when they reflect upon music, share instruments, polish their performance together and learn about instruments originating from other countries.

PHYSICAL EDUCATION

125. Activities in physical education were observed in dance and games at Key Stage 1, and in gymnastics, dance and games at Key Stage 2. Standards of attainment in physical education are above national expectations in both Year 2 and Year 6.
126. By the age of seven pupils show good standards in dance, and most perform above expectations. Their achievement is good. They learn to interpret music imaginatively and show a good sense of rhythm and co-ordination, both when working individually and in pairs. They learn to evaluate each other's routines constructively. In games, pupils can catch a ball two-handed with reasonable consistency, although lower achieving pupils display less co-ordination. By the age of seven, the great majority of pupils, both boys and girls, achieve well in the various physical education activities in relation to their prior attainment. This is an improvement from the last inspection. Pupils with special educational needs make good progress in developing their skills in performance.
127. By the age of eleven pupils attain above average standards in gymnastics, both when using the floor and when using apparatus. For example, pupils show a good standard of co-ordination and technical proficiency in carrying out tucked forward and backward rolls with control and precision. They take pride in performance and learn to evaluate both their own and each other's performance. In dance, pupils of all levels of ability develop a good sense of rhythm and co-ordination when learning interpretative dance. They show good concentration and confidence both in devising and refining imaginative routines. In short tennis, the majority of pupils learn to carry out a forehand and backhand drive with increasing accuracy, consistency and control.
128. The quality of teaching and learning is very good in dance in both key stages. Brisk, purposeful methods used by the teachers ensure the activities are very focused and result in pupils showing good control and making very good progress in developing their skills in interpretative dance. The very high expectations shown by the teachers and their good subject knowledge have a positive impact on the pupils' response when they all try very hard to do their best creatively. Very good questioning by the teachers result in pupils working hard to interpret the music and show initiative in developing their own routines. Very good relationships ensure that the pupils listen well to teacher explanation and lead to good gains in performance. Teachers make interesting use of resources to motivate pupils, for example aboriginal and Ghanaian music in dance.
129. The quality of teaching and learning in gymnastics and games is good in both key stages and is an improvement from the last inspection. Teachers tell the pupils very clearly what the objectives of the lesson are and, at appropriate intervals throughout the lessons, give the pupils a clear indication of how well they are achieving the objectives and how they can improve. This particularly good teaching method is observed in gymnastics. Teachers' good questioning of the pupils helps them to understand the impact of exercise on their bodies and ensure the pupils are made aware of safety issues. Teaching is briskly paced and confident, so that a

purposeful working atmosphere is maintained throughout the lesson. Skills practices in games and gymnastics are made progressively more challenging, which helps the pupils to develop their skills well. Teachers use pupils effectively to demonstrate good practice in gymnastics and dance. Pupils are also encouraged to evaluate their own performance and this leads to good learning overall. The emphasis put upon developing good listening skills also helps to improve understanding.

130. Although the hall is of a limited size, the school has a good range of outdoor facilities for physical education. There are several extra-curricular sports offered to older pupils, both in clubs and in school teams. Teams in sports such as football and netball frequently achieve success in competition against other schools. The high rate of participation in these activities demonstrates the enthusiasm of pupils and also contributes to improving standards in physical education.
131. There is no formal assessment or monitoring of teaching in physical education. However, the co-ordinator provides good leadership in developing the high profile which physical education already has in the school. A scheme of work for physical education is currently being prepared for publication. Provision and the time allocation given to physical education are good and this is exemplified in the sports afternoon each week when all the pupils in Key Stage 2 have the opportunity to play short tennis, football, netball or to practise circus skills, such as stilt walking. The headteacher and a skilled parent join the two teachers during this session to ensure that the pupils receive a high quality experience.

RELIGIOUS EDUCATION

132. Standards of attainment in Year 2 meet the expectations of the locally Agreed Syllabus, which is in line with the findings of the last inspection. Standards of attainment in Year 6 do not meet the expectations of the Agreed Syllabus, which is a drop in standards since the last inspection. However, this is not related to the standard of teaching but to the below average level of ability of the pupils in the group. Pupils throughout the school are achieving appropriately, including those pupils with special educational needs.
133. The quality of teaching and learning in Key Stage 1 is good, which is an improvement from the last inspection when teaching was judged to be sound. Good questioning reinforced the pupils' understanding of the role of the Church in Christianity. Pupils' responses showed they had clearly enjoyed their visit to the Church and understand it is "God's House" which the teacher explains effectively. He also used a good range of artefacts well and managed to convey to the pupils a sense of discovery. They were full of wonder at the models of the animals in the Stable, Mary and Joseph and the Shepherds. The teacher was very sensitive and skilled in explaining to these young pupils the symbolism of a candle and the cross. The pupils responded well and showed their knowledge and understanding of the story of Christmas. A few pupils remembered the Easter story.
134. The quality of teaching and learning in Key Stage 2 is satisfactory overall which is in line with the findings of the last inspection. In Years 3 and 4 the pupils were introduced to the challenging parable of the "Workers in the Vineyard". Teaching methods were good and ensured pupils' understanding by drawing an analogy to their own lives when, sometimes, they are asked to undertake certain tasks which do not seem fair. Good questioning and discussion allowed pupils to talk about jealousy and how it can make you feel. However, the discussion was short and did not allow the pupils to explore the feelings that sometimes lie in their own lack of self-esteem, such as "I am jealous that my brother can surf better than I can." A few lower attaining pupils were not quite sure of what constitutes jealousy and confuse it with other feelings, such as sadness. This was not explored enough.
135. In Years 5 and 6, the very good animated video of the life of Confucius held the pupils' rapt attention and when it ended there was a sense of disappointment. The teacher injected a very appropriate tone of respect and awe when she read one of the sayings of Confucius in his

simple but beautiful language, “In the wisdom of the past lies the hope of the future.” This linked with the work in English when the pupils had studied proverbs. In discussion, few pupils could offer their own opinions on the lessons Confucious was teaching and, generally, they found this a very difficult aspect of religious education to understand. This was confirmed by their response to the writing task when they were asked to make a comparison of the life of Confucious to that of Jesus. A few pupils could think of the journeys both men took and how they tried to bring peace to the world but, generally, their understanding and their ability to write such a comparison is below average. The time spent in discussion with the pupils is short and the pupils are not given enough opportunity to explore their own understanding in order to develop their thinking and writing skills.

136. The co-ordinator is knowledgeable about the subject and ensures that the resources are good which has an impact on learning particularly in Key Stage 1, where it is good. The staff base their planning on the Agreed Syllabus, which is a very helpful document. However, there are no guidelines which will help the staff to plan at what level they will pitch their expectations or how to differentiate the work in the mixed year classes in order to ensure progression. This has an impact in Key Stage 2 where the quality of teaching is often better than satisfactory but progress is satisfactory rather than good. There are good links with literacy when pupils write in narrative form about their special places or write small booklets about the story of Christmas for younger pupils. The subject makes a good contribution to the pupils’ spiritual development when a sense of wonder is injected into lessons. An occasional visitor is the representative of the local evangelical group, who tells Bible stories to the whole school in assemblies. Assemblies generally contribute to the pupils’ knowledge of the subject and there is a different theme each week, such as “Happiness and sadness”. The pupils visit the local Church regularly to deepen their knowledge and understanding.