

INSPECTION REPORT

BRAMLEY CE AIDED INFANT SCHOOL

Bramley, Guildford

LEA area: Surrey

Unique reference number: 125243

Headteacher: Miss C Cottrell-Smith

Reporting inspector: Mr John Bishop
12184

Dates of inspection: 29 - 31 January 2001

Inspection number: 197722

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant school
School category:	Voluntary Aided
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Birtley Road Bramley Guildford Surrey
Postcode:	GU5 0HX
Telephone number:	01483 892346
Appropriate authority:	The governing body
Name of chair of governors:	Rev. John Bundock
Date of previous inspection:	29 September - 1 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12184	John Bishop	Registered inspector	English Information and communication technology Geography History Physical education Foundation stage Equal opportunities	What sort of school is it? How high are standards? a) The school's results and achievements. How well is the school led and managed?
9405	Josephine Philbey	Lay inspector		How high are standards? b) 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?
18935	Christopher Bolton	Team inspector	Mathematics Science Art and design Design and technology Music Religious education Special educational needs	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This Church of England Aided Infant School caters for pupils from the ages of four to seven. Children are admitted to the reception class in September of each year; those who are not five before Christmas attend part-time until the beginning of the term in which they are five. There are 44 pupils on roll, of whom 17 are in the mixed reception and Year 1 class, with six attending part-time: the school is smaller than most other primary schools. The proportion of pupils eligible for free school meals is 12 per cent, which is broadly in line with the national average. Almost all of the pupils are from the white ethnic group with five per cent of pupils having English as an additional language, and this is low. There are five per cent of pupils on the special needs register and this is well below the national average; there is one pupil with a Statement of Special Educational Need and again this is lower than usual. Children's levels of attainment on entry to the reception class cover the full range. Overall, they are similar to those found nationally.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. It helps pupils to achieve high standards and serves the community well. The quality of the teaching is good and the pupils are encouraged to work hard. The leadership and management of the school are very good. This is manifested in a strong commitment to raising standards and to offering a broad and interesting curriculum. In spite of the high cost of educating a pupil in a school of this size, the school provides good value for money.

What the school does well

- Standards are high in English and mathematics; reading is a strength. Pupils achieve well in art, design and technology, information and communication technology and physical education.
- The high proportion of good and very good teaching results in pupils of all abilities making good progress.
- The leadership and management of the school are very good with the headteacher offering clear and positive educational direction.
- The school has won the confidence of parents and home/school relationships are very good.
- Pupils have good attitudes to school. They arrive on time and are keen to take part in school work. The school provides a caring ethos and this results in good relationships throughout.

What could be improved

There are no major issues for the school to resolve; the following are less important weaknesses:

- The leadership of some subjects is not clearly defined and this constrains curriculum development.
- Governors have established systems to monitor and evaluate the outcomes of school developments and these now need to be implemented.
- The provision of planned activities to develop pupils' awareness of the richness and diversity of the different cultures in British society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in 1997 found the school to have both strengths and weaknesses. Since then, the school has successfully addressed most of the weaknesses identified. Changes in the governing body have delayed plans to monitor and evaluate the outcomes of school development. Standards are higher; standards in reading, writing and mathematics are above those reported at the last inspection, with the school's national test results improving considerably, apart from a dip last year. There has been a significant improvement in the quality of teaching, particularly in the percentage of teaching which is very good. More monitoring of teaching has occurred and this has resulted in improvements in practice, for example the more effective use of learning support assistants. Staff have developed the assessment of pupils' work and they use the information gained to adapt their planning as well as to monitor pupils' progress as they move through the school. Parents' views of the school are now very good.

STANDARDS

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

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

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

National test results since the last inspection in 1997 have shown considerable improvement. In 1998 and 1999 results in reading, writing and mathematics were well above national averages. The results for 2000 suggest a fall but work seen during the inspection indicates that the current Year 2 pupils are achieving as well as those in 1998 and 1999. In small schools such as Bramley with low numbers of pupils taking the tests, disproportionate percentage swings can often occur. The school is achieving the targets it has set for itself. Reading is a particular strength of the school. Standards are also higher than usual in art, design and technology, information and communication technology and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils enjoy coming to school and are interested in what they do. They are proud of their achievements and keen to talk about what they do.
Behaviour, in and out of classrooms	Good throughout the school.
Personal development and relationships	Good; pupils develop confidence as they progress through the school and become increasingly more responsible. The very good relationships within the school help to create a safe and stimulating learning environment.
Attendance	Satisfactory; attendance is slightly below the national average but pupils arrive at school punctually and lessons start promptly.

The good relationships between pupils are a reflection of those between the adults working in the school. They make a positive contribution to the standards achieved in the school.

TEACHING AND LEARNING

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

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

The quality of teaching is very good in 45 per cent of lessons, good in 50 per cent and satisfactory in five per cent. There were no unsatisfactory lessons. This represents a significant improvement since the last inspection and reflects the good support given by the headteacher. The school meets the needs of all pupils well. The teaching of the children of the reception year concentrates well on social skills and attitudes to learning. These skills are built on through the two classes where teaching is focused on developing the core skills of literacy and numeracy within a broad and balanced curriculum. Teachers have adopted the National Literacy and Numeracy Strategies well and the teaching of English and mathematics is very good. Teachers help pupils to understand the relevance of what they are doing by sharing with them the learning objectives for each lesson and encouraging them to review their achievements at the end of the lesson. Valuable adult support is directed towards pupils who have special educational needs or those who speak English as an additional language; this results in their making good progress towards the targets set. Teachers manage pupils well and have high expectations of behaviour. Consequently, no time is wasted and pupils try hard to do their best.

Teachers are encouraging; this results in pupils becoming confident and keen to answer questions and present their own points of view.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and provides a good range of learning experiences for all pupils. No regular extra-curricular activities take place.
Provision for pupils with special educational needs	Pupils with special educational needs receive good support and progress well towards the targets set in their Individual Education Plans. The organisation of the provision is good. Staff work well as a team to meet the needs of these pupils.
Provision for pupils with English as an additional language	Such pupils are few in number but are well supported and are fully involved in all activities. They make similar progress to that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development through the promotion of spiritual awareness and knowledge of social and moral responsibilities is good. Not enough is done to teach pupils about cultural diversity.
How well the school cares for its pupils	Staff have good knowledge and understanding of their pupils and make good provision for their welfare and health and safety, although there are times in the school day when no trained first-aider is present.

The curriculum is enhanced by the provision of a good range of visits and involvement in school performances.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision for the school, central to which is the raising of standards. She is effective in monitoring a team which has a shared sense of values and priorities. Some subjects do not have a clearly defined curriculum leader and this constrains curriculum development.
How well the governors fulfil their responsibilities	The governors fulfil their roles with enthusiasm and are fully involved in the school development planning process. They have established systems to evaluate the school's strengths and to identify priorities for improvement. These have yet to be implemented due to numerous recent changes within the governing body. All statutory requirements are met.
The school's evaluation of its performance	Good. The school analyses the strengths and weaknesses of the school and decides what to do next.
The strategic use of resources	The school manages and uses its resources well and priorities for development are appropriately financed. The headteacher and governors seek to obtain the best value for their spending.

The school is appropriately staffed. The buildings are well kept with spare accommodation thoughtfully used.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like going to school, make good progress and achieve good standards. • Pupils' good attitudes and behaviour. • The teaching is good and children are expected to work hard. • The school is well led and managed and parents are well informed about how their children are getting on. • The school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • Regular activities outside formal school hours.

Parents are highly supportive of the school. There are no out-of-school activities at present. General activities such as French or football have been put on hold until sufficient numbers of pupils are available to make the activities worthwhile. Swimming, which is non-compulsory, has been dropped from the curriculum as this left insufficient curriculum time for other subjects. Out-of-school activities remain under review.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the first class with a wide range of attainment. Initial assessments carried out soon after children start school indicate that most have scores that are generally in line with what is expected nationally in all areas of learning except for speaking and social skills where they are often lower. At present, 17 children in the reception year are taught alongside ten Year 1 pupils. Children in the reception year make good progress and, on entry to Year 1, their attainment is typical for this age group; they reach the Early Learning Goals in language, literacy and mathematics. Most of the children are aware of different forms of print and contribute well in discussions. They recognise initial letter sounds, enjoy handling books and develop appropriate early writing skills. They count up to 20, more able children recognise simple addition.
2. At the end of Key Stage 1, standards in reading, writing and mathematics are high overall and are well above the national average when the national test results for the three years are taken together. Standards have also compared very well to those of pupils in similar schools over the same period of time. Overall, there has been a continuous rise in standards since the last full inspection in 1997, although results in 2000 declined, particularly in writing and mathematics. It should be noted, however, that there may often be large statistical swings in small schools with low numbers of pupils taking tests. Work seen during the inspection indicates that pupils in the current Year 2 are performing well again. There is a continuing rise in the quality of work produced by the pupils.
3. Standards in English are good. Pupils in Years 1 and 2 are making good progress in developing their listening skills. They generally listen well to one another and to adults. Pupils are keen to answer questions and voice appropriate views when predicting the outcome of stories. Pupils' learning needs are analysed carefully and they are given appropriate work. The school identified a comparative weakness in writing in last year's national tests. Teachers are concentrating on this aspect of English. Pupils are beginning to write at length, with older pupils using effective punctuation. Standards of handwriting are good. Spelling is strongly supported by regular homework and is satisfactory. Reading is a strength of the school. Pupils show interest in their books and their reading is expressive, taking note of punctuation. Their understanding of letter sounds is very good. The standards achieved are a result of good teaching and of the teachers' sound understanding of the Literacy Hour.
4. Pupils make good progress in mathematics. Standards in the current Year 2 group are good and pupils' work observed during the inspection suggests that they are set to remain so. Pupils in Years 1 and 2 read, write and count numbers to 50. Their mental mathematics is developing well with most pupils counting on and back in twos and tens. Most are skilled in doubling numbers such as six. The higher attainers know the names of solid shapes, although they are less certain about describing their properties. Pupils of all abilities benefit from the appropriately challenging work set in the two classes.
5. By the age of seven, standards in science match national averages according to the Teachers' Assessments and the work seen during the inspection. Pupils' knowledge of scientific facts is sound and their skills in investigative science are good. Teachers provide planned extension activities to challenge and encourage further exploration.
6. Attainment in information technology is good. This subject is well resourced, skills are taught systematically and pupils' progress is recorded and monitored carefully. Information and communication technology is well used to support learning in subjects such as English and mathematics.

7. Standards in art, design and technology and physical education are good. Standards in history, geography and music are satisfactory.
8. There are very few pupils in the school who have been identified as having learning difficulties. These pupils make good progress. The small number of pupils who have English as an additional language also make good progress and are quickly and successfully integrated into the school.

Pupils' attitudes, values and personal development

9. Pupils have good attitudes to school and to their learning. This reflects the findings of the last inspection report and makes a positive contribution to the standards pupils achieve. Pupils come to school happily and are eager to learn. They want to achieve well and listen carefully to directions given by their teachers. All pupils, even the very youngest, enjoy contributing to discussions and answering questions posed in lessons or during assemblies. A good example of this was seen in the reception class where pupils were painting pasta and sensibly discussing the colours they should use and how their work could be improved. Pupils sustain their concentration and work well independently. On the week of inspection, pupils in the Year 1 and 2 class were working well while unsupervised, writing their stories on computers and readily using their dictionaries. Pupils are very friendly and polite and care for each other. Parents are pleased with the school's family atmosphere and the values their children acquire.
10. Pupils' behaviour is good. They behave well in the classrooms and move around the school building in a very orderly way. In the hall at lunchtimes, the atmosphere is congenial and pupils are courteous and well-mannered. Pupils play happily together in the playground and enjoy each other's company. During a wet playtime pupils were seen sitting quietly in the hall completely absorbed by a film on video. No harassment or bullying was observed during the inspection. There have been no exclusions in recent years.
11. Throughout the school, pupils form very good relationships with one another, and with teachers and adults. In mixed age classes, the older pupils take responsibility in helping the younger ones. Pupils work effectively, both individually and collaboratively. On a number of occasions, pupils were seen working well in pairs and in groups on task projects, such as when playing board games based on letter sounds.
12. Pupils have a clear sense of responsibility. During the week of inspection they collected and returned class registers, acted as helpers and took messages. Pupils are encouraged to be part of the local community and give good support to local events such as the Bramley Village Fete. Pupils' personal development is further enhanced by visiting a local elderly citizens' home to provide Christmas entertainment.
13. Attendance throughout the school is generally satisfactory although slightly below the national average. Rigorous monitoring ensures that unauthorised absence is nil. Pupils arrive at school punctually and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is good overall. Teaching was good or very good in 95 per cent of lessons seen. This is a significant improvement since the last inspection.
15. The teaching of basic literacy and numeracy skills is good. As a result, the progress that pupils make with their learning in these subjects is good. Teachers use language well to promote technical vocabulary and consequently pupils use words accurately when talking about their work. Teachers have good subject knowledge, which they impart to their pupils.

16. Lessons are well organised and resources are used to good effect; for example, in a design and technology lesson, resources were readily to hand to make 'a bus for a mouse' and consequently the lesson ran very smoothly.
17. The quality of planning is very good and teachers know what they expect pupils to achieve by the end of the lessons. They often make their objectives clear to pupils at the beginning of the lesson, which gives a sense of purpose to the work and increases motivation. A good example of this approach was seen in a mathematics lesson when the teacher took pupils through each stage of the planned work of partitioning addition into tens and units so that they were absolutely clear about what they had to achieve. In English, mathematics and science in particular, teachers also make sure that the work is suitable for pupils of different abilities. As a result, all pupils usually make good progress in lessons.
18. The quality of teachers' expectations of what pupils can achieve and of how they should behave is very good and this has a positive effect on pupils' attitudes to learning. Teachers often lead by example, as in an English lesson where the story was read with enthusiasm and expression. Where examples such as this happen, pupils respond with interest and make good progress in their learning as a result.
19. Most teachers make good use of a range of methods of organisation and teaching techniques to help pupils learn effectively. They use a mixture of approaches that include whole-class, group and individual teaching. A particular strength of all teachers is their skills of questioning. This makes sure that pupils of all abilities are challenged well. A good example of such an approach was seen in a science lesson where good use of questions encouraged pupils to observe carefully and to suggest variables that would influence the fairness of their investigations. Homework produced by the pupils is valued by the teachers and is helping to raise standards.
20. Teachers make positive and constructive comments to pupils as they work and this helps pupils to increase their learning. Marking is good and this helps older pupils know what to do next to improve their work.
21. Throughout the school, the teachers and support staff provide effective support for pupils with special educational needs and for those who have English as an additional language. The quality of the Individual Education Plans for pupils with special educational needs is good and there is good liaison between teachers and support staff. A particular feature of several lessons was the way in which teachers, at suitable moments, give these pupils time to consider questions and respond, enabling them to achieve success.

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

22. The quality and range of the curriculum are good. The curriculum is rich and varied, incorporates all of the subjects of the National Curriculum and meets statutory requirements. It meets the needs of all pupils, including the highest attainers and those with special educational needs. Curriculum provision for children under five is good, offering a range of well-planned experiences designed to allow the children good coverage of the areas of learning for children of this age.
23. Teaching is well supported by schemes of work. The use of well-planned work ensures pupils make good progress as they move through the school. The National Literacy and Numeracy Hours have been implemented effectively. The good planning for personal, social and health education, the awareness of drugs misuse and sex education promotes pupils' personal development well.
24. All pupils have access to the whole curriculum and the school's policy for equal opportunities is good. Provision for pupils with special educational needs is good and pupils benefit from additional adult support in small classes; pupils each have Individual Education Plans which help effectively

to guide planning.

25. Too few pupils have presented themselves for extra-curricular activities in recent times for clubs such as French to be maintained, although a sound range has been previously provided. The school welcomes and makes effective use of a number of visitors, such as a theatre group and the Hydestyle Animal Sanctuary, to extend pupils' experiences. Good use is made of resources in the community to provide a range of planned activities which contribute positively to pupils' learning. Annual visits takes place, such as to Marwell Zoo or Portsmouth Sea Life Centre. This broadens pupils' experience and brings relevance to the curriculum. The school is a member of a well-developed partnership of local schools, which work well together to support curriculum development. Productive links have been established with the local schools to which the pupils transfer at the age of seven.
26. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and shows a significant improvement in relation to social development since the last inspection. Cultural development remains less well developed.
27. The school makes good provision for its pupils' spiritual development. There is a pervasive Christian ethos in the school strongly supported by the leadership of the headteacher and the staff. Classrooms and public spaces around the school have attractive displays that celebrate pupils' work, reminding everyone of the value and uniqueness of each individual. Acts of collective worship make a good contribution to pupils' spiritual development. Music is used well both to create a sense of special occasion and to teach pupils to appreciate the wonder and beauty of good music.
28. Pupils' moral development is good. Pupils of all ages respect and value their own achievements and those of others and act considerately towards each other, their teachers and visitors. Pupils are aware of the high standards of behaviour expected of them and have a clear sense of what is right and wrong. Such issues are specifically planned for in the personal and social education programme. In some subjects, particularly in English, art and music, pupils have opportunities to explore their ideas and feelings.
29. The school makes good provision for social education. There is a strong sense of community within the school. Adults work well together and provide good role models on which pupils base their own relationships with others. There are good examples of pupils in lessons working with each other in pairs and groups. Pupils are given a range of responsibilities to carry out school routines as helpers and take a pride in the tasks they complete.
30. The provision for pupils' cultural development is unsatisfactory overall. Pupils increase their knowledge and understanding of their own culture soundly through art, literature and music and visits to the local church. There are some worthwhile opportunities to study other cultures, for example, in their work on the Chinese New Year. At the time of the last inspection, it was reported that there were insufficient planned opportunities for pupils to develop their awareness of the richness and diversity of the different cultures represented in British society. This is still the case.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school's provision for the educational and personal support and guidance of the pupils is good overall. This small school's warm and friendly family atmosphere has been maintained since the last inspection. The school provides a secure and calm learning environment and pupils are happy to come to school. Relationships between pupils and staff are very good and pupils confidently turn to staff for help and guidance, when needed.
32. The school's arrangements for promoting the welfare, health and safety of the pupils are good. The member of staff responsible for child protection has been trained. Staff are well aware that any concerns should be reported immediately. The school follows the borough's stated

procedures on child protection and this information is readily available to the staff. There are appropriate policies to support health and safety and pupils are confident that they will be well cared for if they feel unwell. The school has only one first-aider, who is not available throughout the lunch hour. Two of the lunchtime supervisors have had first aid training but are not currently registered. There are very good relationships between the pupils and the lunchtime staff, who are friendly and caring.

33. Procedures for promoting discipline and good behaviour are good. Pupils understand that good behaviour is expected when they are in school. As a result, teachers do not have to spend an undue amount of time maintaining discipline. Good behaviour and achievement are praised during lessons and assemblies and rewarded by stamps and stickers which encourage the pupils. Clear procedures have been identified for pupils who do not meet the expected standards of behaviour. No incidents of bullying were observed during the inspection.
34. The school's procedures for monitoring pupils' attendance, absence and punctuality are good. Registration takes place before both sessions and attendance is recorded correctly in class registers. Parents are made aware through newsletters and the prospectus of the procedures to follow if their children are to be absent from school. Most parents telephone on the morning of absence. Should a parent wish to withdraw a child from lessons they are asked to complete an absence form that is scrutinised by the headteacher before authorisation. This rigorous procedure ensures that unauthorised absences are nil.
35. The school meets statutory requirements for assessment. Information from tests is used effectively to monitor areas where the school is doing well and where it could do better. There has been a significant focus on English, mathematics and science as well as information and communication technology. Assessment data are used effectively to plan the day-to-day learning of pupils. Data for English and mathematics are well recorded and clear targets identified to make sure pupils make progress in these areas; this is also the case for information and communication technology. Assessment in other subjects tends to be more informal and is not always recorded. This reduces its value as a means of raising attainment.
36. Procedures for monitoring and supporting pupils' personal development are satisfactory. The school does not monitor pupils' personal development formally. This is a small school however where pupils are well known to their teachers, who are sensitive to their individual circumstances and needs. This is appreciated by the parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The school's partnership with parents is very good and has been maintained since the last inspection. Parents' views of the school are very favourable. This was confirmed at the parents' pre-inspection meeting when their opinions of the school were overwhelmingly positive. Parents report that their children come happily to school each day and enjoy their lessons. The school recognises that liaison between home and school is most important. Each morning the headteacher is at the front door to welcome parents and pupils coming to school. Parents appreciate the commitment of the headteacher and her staff and what the school seeks to achieve for their children.
38. The quality of information provided for parents is good overall. The school prospectus and governors' report to parents are comprehensive and easy to read. Parents are appreciative of the half-termly newsletters that keep them informed about school events and activities, and advise them of the current topics being taught. The curriculum notice board in the front hall gives parents the opportunity to see what their children are learning in the classrooms. Parents are pleased with the information they receive about their children's progress. There are formal consultation evenings in the autumn and spring terms when parents meet class teachers to learn about their children's progress and discuss specific targets for the next term. Parents are confident that if they have any concerns, class teachers are prepared to discuss and deal with these promptly. They are pleased with information contained in their children's annual written report. These give them

sufficient information about the progress their children are making and set useful targets for further improvement.

39. Parents are actively encouraged to be involved in the life of the school and are asked to sign a home-school agreement. They are encouraged to read with their children at home and all parents sign the reading diary. The school values the number of parents and volunteers who help in the school with mathematical games, reading, sewing and other classroom activities. A family open evening during the summer term enables parents and visitors to look around the school and see the children's work. Parents are invited into school for special assemblies and join their children at the end of each term for a service in the local Holy Trinity Church. There is an active Parent, Teacher and Friends' Association which organises social and fundraising events. The summer Fun Day and Christmas Fair are well supported by the whole village. Substantial funds have been raised to provide the school with resources such as computer software and playground equipment.
40. A number of parents are concerned at the lack of extra-curricular activities. The inspection finds that some activities such as French Club and football ceased because of insufficient uptake by the pupils. The school feels that swimming can no longer be offered due to the time demands of the curriculum. The headteacher is happy to discuss with parents any ideas for future after-school activities that would receive sufficient support and the situation remains under review.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher provides very good educational direction for the school and her ideas now influence all aspects of its work. The school community has been drawn together effectively to raise standards and ensure that pupils have high expectations of themselves. In partnership with the governors and staff, the headteacher has dealt decisively with issues identified in the last inspection so that the school has improved educational provision and driven up standards effectively. Standards of teaching have been monitored by a local education authority adviser and the diocesan adviser and this has aided the rise in teaching standards. Rigorous analysis of the school's test results has been made and this has identified areas of learning, such as pupils' writing, that require further improvement. The school's positive ethos impacts positively on the standards of pupils' behaviour, thus creating a very good learning environment.
42. The governing body fulfils the legal requirement to ensure that the school teaches the whole of the National Curriculum. There are appropriate schemes of work for all subjects and assessment procedures are good; these were issues at the time of the last inspection. Subject co-ordinators monitor learning well in English, mathematics, science and information and communication technology with the result that good practice is shared. The teachers have realised that plans for history and geography require revision to ensure that pupils do not repeat work in consecutive years. The school has focused attention on the basic skills to good purpose and is now developing other subjects further. Equal opportunities are provided and the progress of all pupils is monitored carefully to ensure that all pupils participate fully in all work and activities.
43. There are sufficient experienced and suitably qualified staff to teach the full range of the National Curriculum and the Foundation Stage in the reception year. There has been some turnover of staff but professional training has been organised very well to enhance the quality of teaching and establish consistent approaches to teaching and learning in the classrooms. There are appropriate arrangements for the induction of teachers and learning support assistants who are new to the school. There are job descriptions for all staff with clearly defined roles and responsibilities, although the headteacher is carrying too heavy a load of curricular responsibilities. Subject leadership is insufficiently widespread to use the full expertise of teachers in developing and promoting individual subjects. The school's performance management system is well based on individual targets for staff, and teachers benefit from professional discussions with the headteacher. Teamwork between teachers is very good and this takes the school forward very effectively and adds pace to improvements; all staff pull in the same direction. The extra money available for the provision of support for pupils with special educational needs is

carefully monitored and used well.

44. Governors fulfil their statutory responsibilities satisfactorily and they use their skills conscientiously in the service of the school. They have benefited from helpful training sessions organised by the Local Education Authority. Although there is a committee structure which covers all aspects of school management, governors have relied heavily on the headteacher because of changes in the make-up of the governing body, including three recent changes of chair. The governors have adopted appropriate procedures to improve their strategic monitoring and evaluating role; this is an improvement on the last inspection, even though the procedures are at an early stage of implementation.
45. Overall financial planning is satisfactory with specific grants well used; for example the school has one computer for every six pupils, which is a very favourable ratio. A financial manager is employed to guide spending and he keeps the headteacher and governors informed as to the state of finances and ensures that a satisfactory carry forward balance is achieved. The current School Development Plan addresses appropriate issues and has identified relevant costs. Governors ensure, through the finance manager, that resources are obtained at the most competitive prices and spending is monitored monthly. Systems for the regular financial management of the school are good and daily administration in the school office is also good. Matters are dealt with effectively so that they do not impinge on classroom teaching and teachers can proceed with their work uninterrupted.
46. Accommodation is satisfactory for the curriculum to be taught effectively. The headteacher and the governors have worked conscientiously to improve the school environment so that it is a pleasant place to work. Attractive and informative displays give value to pupils' work. Learning resources are satisfactory overall and often good, as in the reference library. Information and communication technology is used effectively for school administration and for the preparation of teaching and learning materials.
47. The key issues in the last inspection have been dealt with effectively. The curriculum provision is greatly enhanced and assessment procedures improved. As a result, pupils' levels of attainment have risen. The school's capacity for further improvement is good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. There are no major key issues but the governors should consider the following minor issues when considering a post-inspection action plan:
 - i) Appoint curriculum leaders for those subjects where there is shared leadership so that there is a responsible person undertaking in-service training and driving specific subjects forward;
(See paragraphs: 43, 87, 100)
 - ii) Implementation, by governors, of the strategies they have put in place to monitor and evaluate the outcomes of school development;
(See paragraph: 44)
 - iii) Develop the planned provision of cultural opportunities to widen pupils' knowledge of cultural diversity;
(See paragraphs: 26,30)
 - iv) Ensuring that there is sufficient availability of staff with appropriate first-aid experience.
(See paragraph: 32)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	45	50	5			

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		44
Number of full-time pupils known to be eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		2

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.3

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	10	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	18	15	16
Percentage of pupils at NC level 2 or above	School	100 (86)	83 (90)	89 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	16	15	15
Percentage of pupils at NC level 2 or above	School	89 (90)	83 (86)	83 (90)
	National	84 (82)	88 (86)	88 (87)

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

There are insufficient boys and girls in the school to make effective comparisons in the above tables.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	26
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

There have been no exclusions..

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	16.9
Average class size	22.0

Education support staff: YR – Y2

Total number of education support staff	2.0
Total aggregate hours worked per week	40.0

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	151339
Total expenditure	140957
Expenditure per pupil	3524
Balance brought forward from previous year	-1896
Balance carried forward to next year	8486

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	40
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	71	26	3	0	0
Behaviour in the school is good.	71	24	0	0	6
My child gets the right amount of work to do at home.	50	41	3	0	6
The teaching is good.	82	15	0	0	3
I am kept well informed about how my child is getting on.	65	32	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	21	6	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	59	35	6	0	0
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	62	38	0	0	0
The school provides an interesting range of activities outside lessons.	15	38	32	3	12

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

49. Children in the Foundation Stage are taught in the reception class along with Year 1 pupils. At the time of the inspection, there were 17 children on roll, 6 of whom attended only in the mornings. The class is staffed by a teacher, a qualified nursery nurse and a learning support assistant. Most children enter the school with levels of attainment which are in line with those expected for their age, although early tests suggest that some children are below expectations in speaking and social skills. They make good progress in all areas of learning and, by the time they enter Year 1 and start the National Curriculum, almost all are on course to reach the Early Learning Goals set for this age group in all the areas of learning listed below, with a significant number achieving above.

Personal, social and emotional development

50. The personal, social and emotional development of children in the current reception class is good, partly because of the high level of adult support. Children enjoy coming to school and show enthusiasm for the wide range of activities. Good teaching and staff expertise are evident in the management of these children and there is a consistently purposeful atmosphere in the classroom. Most children seek help confidently from the staff and all are encouraged to settle well into school life through regular routines. Children learn to take turns and listen to the staff and they further develop their skills in activities such as the carefully structured literacy and numeracy sessions. The supportive and positive atmosphere promotes good behaviour and a clear understanding of what is right and what is wrong. Children learn to respond positively to gentle reprimands when behaviour is unacceptable.

Communication, language and literacy

51. By the time they are old enough to join Year 1 most children's speaking and listening skills are in line with the expected level and they have the fluency and range of vocabulary necessary to begin the English curriculum at Year 1 with confidence. In the reception class, working with either the teacher or the nursery nurse, they gradually gain skills which enable them to express themselves orally and to interact with one another and with adults more effectively. The provision of good quality books motivates the children to read. They enjoy story times and recognise the principal characters in stories. They very much enjoy learning letter sounds through the fun of playing 'Jolly Phonics'. They handle books carefully in the book corner, turn the pages and know that print has meaning. Some read simple words confidently. Children have many opportunities to make marks and have books in which they write on their own initiative at any convenient time. A few higher-attaining pupils write their name confidently and copy or create simple sentences. Good teaching effectively supports all children, including those with special educational needs and those for whom English is an additional language, and all make good progress. Links with home are good; parents are encouraged to be involved in the school's literacy programme through the well organised homework system.

Mathematical development

52. Children's mathematical development is at least in line with that usually expected by the time they start the National Curriculum in Year 1. They develop their mathematical skills well through a carefully structured programme which includes the rigorous development of mathematical language. Mental arithmetic lessons are organised well by the teacher so that learning is fun and children want to contribute; they use dice games and sing rhyming songs such as the 'Five Little Ducks' and 'This Old Man'. These help children to gain counting and ordering skills. Children's mathematical vocabulary is consolidated effectively as they play with board games and solve practical problems. Very good teaching of mathematical concepts ensures progression in the children's learning. By the time they enter Year 1, most children can count to 20 and some can

count numbers up to 100 in 2s and 5s and show an understanding of simple addition.

Knowledge and understanding of the world

53. Teaching of this aspect is good and children attain standards which are generally in line with those expected for their age. The school locality is used to extend children's learning with visits to the church and use of the school grounds and their garden which has interesting leaves and shrubs. Other village amenities such as the shops are underused, mainly because of dangers caused by the heavy traffic passing through the narrow village streets. Children talk about where they live, their families and events in their own lives. Knowledge and understanding of life and living things develop well when children visit a sea-life centre and have first-hand experience of marine life and its habitat. In the listening corner, children put on headphones and listen to stories but they have insufficient contact with programmable toys or tape records to fully appreciate that machines respond to signals. As they use the wide selection of construction kits for model making, children improve their manipulative skills by constructing cars, lorries and houses.

Physical development

54. Children's physical development is broadly in line with expectations by the time they enter Year 1. In the outside play area and during physical education lessons with Year 1 pupils, most children move around with an awareness of space and are controlled and purposeful. Good teaching and planning of activities provide an appropriate range of physical experiences. Most children develop the manipulative control necessary for writing, drawing and painting and they fix components together effectively to make models from construction kits.

Creative development

55. The children use a good variety of materials, including paint, crayon, malleable materials and textiles, to make pictures. They achieve standards which are broadly in line with those expected for their age. Early experimentation with paint leads to brightly coloured creations using pasta as a tool. Children explore colour, texture and shape in two and three-dimensions and gradually learn to make decisions and choices when selecting materials and equipment. Their skills develop as they experiment with finger and blow painting and they have made a fabric collage of Cinderella and a textured teddy bear. They join well with older pupils to sing songs in assemblies and play percussion instruments enthusiastically. Their singing is rhythmic and they keep to the beat when clapping. In role play areas, such as the house where Goldilocks lived with the three bears, children interact well with one another during imaginative play.
56. The quality of teaching is good in all six areas of learning and there is a strong awareness of the needs of young children. Planning is very good and it follows national guidance for children of this age. The daily organisation is very good and the classroom assistants and the nursery nurse support children effectively when working with those who have special educational needs and those whose language skills require further development. The management of children is very good and there is a calm atmosphere as the children move from one activity to another with a sense of purpose.
57. The new curriculum for the Foundation Stage has been introduced well and staff are aware of the 'stepping stones' of learning, which ensure that children progress systematically. Assessment procedures are good. Detailed records are kept and these are well used to plan appropriate work; this has a positive impact on the children's learning. Nationally required assessments are carried out appropriately and this provides information from which a teaching programme is prepared and future learning can be measured.
58. There is a good range of classroom learning resources and these are used successfully to support the teaching programme. The classroom is bright and airy with attractive and informative displays. The sound standards of work and good progress made by the children at the time of the

last inspection have been maintained.

ENGLISH

59. Pupils have made steady progress since the last inspection and the standard of work in lessons is often better than that in other schools. Pupils in Years 1 and 2 have had the advantage of good literacy teaching all the time they have been at school and their speaking skills are improving. Reading is a strength of the school. Teachers are focusing on raising standards of writing, which they perceive as a comparative weakness even though National Curriculum results over the past three years have been very good until 2000. This concentration has paid dividends with very good writing seen in class lessons during the inspection. Overall, English results were high in 1998 and 1999; there was an apparent fall in 2000 but large percentage swings often happen in schools which have a small number of pupils taking tests. Even so, the results achieved by seven-year-olds in reading in 2000 were above the national average and average in writing; when comparisons were made with similar schools, reading was above average and writing below. Pupils with special educational needs make good progress and the small number of pupils who speak English as an additional language are doing well because the support they receive is well targeted.
60. Average and below average-attaining pupils have a good grasp of letter sounds, mostly learnt from a singing and miming technique known as 'Jolly Phonics', which the pupils are keen to demonstrate. Above average pupils enjoy reading and readily spend time on this activity when opportunities arise. All pupils faithfully take home reading books to read at home with parents and this parental co-operation has been influential in the reading standards achieved by the school. Pupils also enjoy the class readings in the Literacy Hour and, at present, are enjoying traditional stories such as 'Puss in Boots' and 'Cinderella'. Reading is further strengthened by group reading at the start of every day. The older pupils are familiar with the school's reference library and they select books successfully using the simplified reference system.
61. Writing is generally sound. The most able seven-year-olds write very well. They write poetry, using computers, and produce interesting poems such as 'Gone, Gone, Gone' and in the Literacy Hour study how stories have to be set in context. This knowledge is then used to improve the writing of their own stories. Pupils use their writing skills when writing for other subjects; examples of this include 'The Great Fire of London' and 'Life on the Isle of Struay'.
62. Standards of handwriting are good. Pupils learn to join their handwriting from an early stage. Much pride is taken in the presentation of work and this is generally successful. Spelling is satisfactory and is supported by regular homework. Again, the enjoyable 'Jolly Phonics' game teaches pupils spelling patterns, particularly double sounds, and this supports the raising of standards.
63. The quality of teaching is good. Teachers in both classes have a good understanding of how to teach reading and writing. Teachers make sure pupils know what is expected of them by sharing the lessons at the beginning. Each week certain words are targeted and pupils are quick to call out when one of these words is identified in a class reading during Literacy Hour. Teachers share a writing checklist with pupils, for example: 'Have you introduced Character? Plot? Described setting? Used exciting words?' These remind pupils of what they have learnt before and make it clear what it is they have to do next to improve their work. Teachers mark work well and their comments again help pupils to understand what they must do to improve their work.
64. Pupils are set individual learning targets, which are shared with parents. Writing tasks given to the pupils are similar for pupils of all abilities but teachers make it clear to the more able pupils that much more is expected of them in choice of vocabulary and sentence construction. Pupils learn in a variety of ways; they are accustomed to working in groups, pairs and individually. The above average pupils readily use dictionaries, although they are only able to use the first letter as a reference point. Other pupils use lists of words appropriate to the work in hand to assist their spelling. A significant factor in promoting pupils' learning is the high level of knowledgeable adult

support available.

65. Teachers keep detailed records of pupils' progress in reading and use these assessments to adjust the planning for future lessons. Record keeping for writing is not as well developed and is less effective in helping pupils to make progress.
66. Pupils with special educational needs have detailed individual action plans which are followed carefully, and this results in focused teaching. The management of English is good. The headteacher, who is the co-ordinator, is very involved in the teaching and regularly supports lessons taught by other teachers as well as teaching herself. She has arranged for teaching to be monitored and the following evaluations are shared with teachers in order to improve the quality of teaching. However, this does not occur sufficiently regularly to be fully effective. Targets for improvement are set appropriately. The school is concerned that girls do not perform as well as boys but has not yet reached any conclusions as to why this is happening. Resources are good and are well used by both teachers and pupils.

MATHEMATICS

67. Pupils in Year 2 attain above average standards in all areas of mathematics (number, space, shape and measures and data handling). There has been good improvement since the last inspection, with standards improving year on year, with the exception of last year. In the 2000 national tests for seven-year-olds, results were below those of other schools nationally and well below those of similar schools. Analysis of the school's register of pupils with special educational needs indicates a higher proportion of pupils with specific learning difficulties last year and this affected the overall level of attainment. In 1998 and 1999, results were well above national averages. Work seen during the inspection indicates that this is the same again this year. The current Year 2 pupils have made good progress so far, representing good achievement.
68. By the age of seven, pupils explore number patterns successfully involving addition and subtraction up to 20 and beyond. They use quick and efficient methods of mental calculation. Examples of previous work show that pupils recognise odd and even numbers and identify simple fractions in numbers and area. They understand how bar graphs work and use them effectively in other subjects, such as science, to record their observations. Pupils classify flat and solid shapes by their properties. Most pupils discuss and explain their strategies in problem-solving tasks well.
69. The pupils' achievements are good and they make good progress in learning the skills of numeracy across the school. Pupils with special educational needs are well supported and make equally good progress. In Year 1, most pupils can count in twos from an odd or even number up to 50 and can count forward in tens. Most have a good knowledge of doubling and know, for example, that double six is 12. Year 2 pupils increase their speed of recall of adding two numbers together. They develop confidence as they explain their work and record it.
70. The quality of teaching has improved significantly since the last inspection when it was found to be mainly satisfactory. It is now very good. The teachers are familiar with, and have secure knowledge of, the National Numeracy Strategy, which they apply effectively. In lessons, there is a sharp focus on precisely what is to be learnt and this is shared with the pupils so that they know what is expected of them. Teachers expect pupils to concentrate in lessons and this has a positive effect on the quality of work produced. A feature of lessons is the skilful use of questioning to encourage pupils to extend their thinking. Mathematical vocabulary, such as 'digit', is used well to challenge pupils. Direct teaching of the basic numeracy skills is thorough and good opportunities are provided for pupils to use these in their investigations.

71. There is greater use of school and national tests since the last inspection to identify areas of weakness and to set realistic targets for pupils. This information is used well to inform teachers' planning and has contributed to a rise in standards. The co-ordinator has monitored the implementation of the National Numeracy Strategy and provides good leadership in the subject.

SCIENCE

72. In the past two years, Teachers' Assessments indicate that standards in science are average compared to those of other schools nationally. In general, standards are similar to those reported at the last inspection.
73. Overall, the inspection finds that standards in the current Year 2 are average, with a significant number of pupils achieving above the expected levels. This is largely due to well-focused teaching with single year age groups of pupils and effective planning for higher-attaining pupils. Examples of their work show that, by the age of seven, pupils have made good gains in scientific knowledge. They know what sort of foods are good for you and the effect of exercise on the human body. They make circuits to make bulbs light up and use this knowledge well for the models they make in design and technology. They show good skills of enquiry and prediction, for example, when investigating which materials will stretch the most. They make simple recordings of these experiments and use drawings, charts and labelling effectively.
74. All pupils, including those with special educational needs, achieve well in science. From an early age pupils receive a good grounding in scientific knowledge and methods of enquiry. They undertake a well-planned programme of work relating to growth and development in plants and animals, physical processes and materials and their properties. Early on in Year 1, most pupils make predictions, such as how far a block of wood would move down a ramp covered in different surfaces, for example sandpaper or felt. Year 2 pupils make more detailed observations and most understand that they need to make their test fair.
75. In the one lesson observed the teaching was very good. The lesson was well planned with a clear structure. Learning objectives were shared with the pupils so that they knew what was expected of them. The teacher used and emphasised the correct scientific terminology. She questioned pupils skilfully to establish what they knew, revised previous learning and consolidated learning at the end of the lesson. Pupils responded positively, were keen to participate and showed an interest in their work.
76. Science is well managed across the school. Teachers plan well together and pupils' work is monitored on a regular basis. A consistent approach is used to plan future work for pupils. Planning has improved since the last inspection. Resources are sufficient and used well. Good use is made of the attractive grounds for scientific investigations.

ART AND DESIGN

77. Art is timetabled provisionally alternatively with design and technology. Only one art lesson was seen during the inspection as design and technology is the focus for this half term. Evidence was also gathered from the policy and scheme of work, from an analysis of pupils' art that is well displayed around the school, from folios of previously completed work and from discussion with the art co-ordinator.
78. Standards in art have been maintained since the previous inspection and are above the levels expected for pupils at the age of seven.
79. Pupils have a variety of opportunities to express their creative and imaginative ideas and to use their observational skills. These skills develop systematically as they progress through the school. For example, the skills of sewing are taught from an early age. As a result pupils have

created a particularly impressive tapestry for the Millennium, photographs of which were used for calendars which were sold to raise money for the school. In Year 1, the majority of pupils draw confidently in pencil and some of their drawings show considerable maturity, with accurate recording of detail and suitable proportions. A few higher-attaining pupils are able to say what they like about their work and how they would improve it. Examples of Year 1 pupils' work show an ability to capture the style of paintings by L.S.Lowry in their 'matchstick' figures. Skills learned in Year 1 continue to be refined in Year 2, where pupils produce lively collages of 'The Creation' full of colour and a good sense of form. After a visit to the woods, working in pastels, pupils produce very good pictures of fallen trees, carefully executed and with good tone and texture.

80. The quality of teaching in the only lesson seen was good. The teacher provided a stimulating arrangement of spring flowers for pupils to draw. The teacher carefully explained the purpose of the task as the first step in designing a fabric collage. The result was that pupils produced interesting drawings in which they took pride. She circulated around the class encouraging them to observe carefully and thus improve their drawings. She had high expectations of pupils' learning and this led them to take care with their work and to persevere with the task. The leadership and management of art, by the headteacher, are good. The school has recently implemented a new nationally recommended scheme of work to help ensure that pupils' skills and understanding build up as they move through the school.

DESIGN AND TECHNOLOGY

81. Pupils of all abilities make good progress in design and technology. By the time they leave the school, the quality of their work in design and technology is above the level expected for pupils of this age. This is an improvement since the last inspection.
82. Year 2 pupils show a good understanding of the processes of design and technology, from investigation to design and making, although their evaluation skills are less well developed. What is particularly impressive is the way that pupils use the knowledge gained in other subjects and apply this to their work. For example, they use their knowledge of circuits, bulbs and switches to give their models lights. Pupils are taught the relevant skills to achieve success in making artefacts from an early stage. Year 1 pupils investigate different kinds of 'pop-up' books prior to making their own 'moving pictures'. They explore different ways of joining materials, such as hinges and split pins. They investigate sliding mechanisms. As a result, they produce good designs and models that are individual and suited to the purpose. These skills are built upon in Year 2 when well prepared plans enable pupils to select from a wide range of resources to make a model bus on which they fix wheels, axles and chassis. They are, though, slow to identify what they have found difficult about the task when discussing it at the end of the lesson.
83. In the one lesson seen teaching was good. The teacher knew much about the subject and was able to offer detailed advice to the pupils. The lesson was well organised and well prepared, resulting in the class settling down to work quickly and purposefully. Pertinent questions were asked to encourage pupils to think about the best way to join materials. The specific skill of using a small handsaw and vice was carefully taught and enabled pupils to use them safely and effectively. Pupils enjoy the subject, work hard and concentrate well. Since the last inspection, a new and widely recommended scheme of work has been put in place. This provides clear guidance as to the skills and knowledge that will be taught to pupils as they move through the school.

GEOGRAPHY and HISTORY

84. Standards are better than they were at the last inspection in both history and geography. At that time, they were described as just satisfactory. Standards are now firmly in line with national expectations. The improvements are due to schemes of work which list clearly the required

progression of skills that need to be learnt. There is still no clearly defined leadership in either subject. As a result, no one is obligated to attend training courses or take responsibility for ensuring that the school keeps up to date with developments on a local or national basis.

85. By the age of seven, pupils develop a knowledge of how historians are like detectives. They use a range of sources to find out about things in the past, for example when studying the 'Great Fire of London'. They develop an awareness of how eyewitnesses and newspaper reports are not always fully reliable and know that a wide range of evidence is necessary to find an accurate picture. In geography, by the age of seven, pupils are developing a good knowledge of the locality. They draw maps of the route to school. They explain and understand the differences between life in Bramley and life on the Hebridean Isle of Struay.
86. Work is further enriched in history by work based on the war memorial in Bramley and in geography by visits to Legoland, Windsor Safari Park and nearby farms. These activities give pupils first-hand experience of the subjects they are studying and motivate them to produce interesting work.
87. The progress of pupils is assessed by questioning them on their understanding. The results of these assessments are not formally recorded and this reduces their effectiveness. The subjects are led by the whole school staff working as a group. They have successfully prepared schemes of work with clearly defined aims, listing the progressive skills which pupils need to learn. These enable lesson plans to be effective in raising standards for pupils of all abilities. However, the continued development of history and geography is uncertain without a nominated teacher with responsibility for these areas. There is need, at present, for a two year cycle of topics to be developed to ensure that pupils do not repeat work each year.
88. Insufficient teaching in history and geography was seen to make a firm judgement on the quality of teaching. However, it is evident from looking at teachers' plans, scrutinising pupils' work and talking to pupils that teaching is effective in motivating pupils to produce good work. Resources are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

89. Standards in information and communication technology are above average overall. Many opportunities are taken to involve pupils with the subject. Computers are in regular use, allowing pupils appropriate 'hands on' experience.
90. The high standards are achieved mainly as a result of good teaching and detailed record keeping which identifies the skills of each pupil. The teachers are then able to plan effectively for the next stage of development. Teachers have high expectations of the pupils and teach them the basic skills well, although insufficient time is provided after some lessons for pupils to consolidate their newly learnt skills. Year 2 pupils program a moving toy, predicting its movements accurately. They use data to produce mathematical graphs and use different fonts and colours when word processing. Computer work is used to support learning in subjects across the curriculum. An example of this is in geography, where very clear maps of the Isle of Struay have been produced; pupils have been comparing life in Bramley with life in Struay. Poetry such as 'Gone, Gone, Gone' has been word processed for display. Pupils show extreme pleasure when successfully printing off their work. They demonstrate good mouse control but are sometimes left for too long without help when they are unsure of what to do next.
91. Recent government funding and a local charity have enabled the school to achieve the very good ratio of six pupils to one computer. The computer hardware is supported by a good range of appropriate software programs. The whole staff will soon be undertaking further information and communication technology training as a result of a government funding initiative. This has the potential to widen their already good expertise still further.
92. The school has made substantial progress in this subject since the last inspection. Standards

have risen, resources improved and the quality of teaching is better.

MUSIC

93. Pupils attain the standards expected for their age in music and enjoy their music making activities. The standards achieved are similar to those reported in the last inspection. By the time they reach Year 2 standards of singing are high. In assembly, pupils sing songs well from memory, confidently and with expression. In discussion with pupils, it is clear that they enjoy listening to music and could name some of their favourites, including the music of The Beatles. They keep time to music enthusiastically and move expressively to the rhythm of percussion instruments. They develop a sound knowledge of pitch and have good ideas of how they could record high and low notes using simple symbols. They respond well to the mood and feelings in recorded music such as 'Reflections on a Saxophone'.
94. In the one lesson seen, teaching was good. Work was well planned for the range of ability within the class, including activities for more accomplished pupils, who were encouraged to perform on their own. A good range of activities was provided, such as musical games and physical movement, as well as listening to and interpreting sounds. These motivated pupils well. Good questions, such as 'How can we record high notes and low notes without using words?' produced good ideas. Pupils concentrated well throughout the lesson.
95. A scheme of work has been put in place since the last inspection to ensure pupils' musical knowledge and skills build up over time.

PHYSICAL EDUCATION

96. Standards in physical education are above average at Key Stage 1. This represents an improvement since the last inspection when standards were described as average. There is no difference in standards between boys and girls. Swimming is no longer offered as an option due to the constraints of the timetable; this is a concern for some parents.
97. Pupils work enthusiastically in gymnastics, for example when exploring different ways of moving sideways, varying the shape, size and direction of their movements. They thoroughly enjoy their lessons and co-operate with each other well when joining their actions into a sequence of moves. In dance lessons, pupils respond well to the stimulus of percussion instruments and begin to form movements into a sequence without prompting from the teacher. Most pupils capture the mood of floppy puppets coming to life or the jerks of string puppets in action. They are motivated by the expressively read story 'Midnight in the Toyshop'.
98. The quality of teaching is good or very good in most respects. One shortcoming is when pupils erect apparatus noisily without taking sufficient care with what they are doing. A particular strength of the teaching is the use of demonstration by pupils and the use of critical discussion in order to increase the flow of ideas and raise standards of performance. Lessons have good pace and the exercises challenge pupils of all abilities.
99. The teachers have attended in-service training courses; this has given them good knowledge of the subject, resulting in well-structured lessons that develop skills systematically. Another reason for standards being good is that lessons are well planned with clear aims that are shared with the pupils so that they clearly appreciate what is required of them.
100. The scheme of work has been revised recently. It is well understood by the teachers who have introduced it to the school. It fully meets the requirements of the National Curriculum. Resources are good. The accommodation inside and out is more than adequate, although use of the playing field means an uncomfortable walk along a busy main road. Leadership of the subject is shared by all the teachers led by the headteacher. This shared responsibility has the disadvantage of

allowing decisions to be informal with no one person ensuring that the present above average standards are maintained and that new curriculum developments are considered.