

INSPECTION REPORT

LOXLEY C.E. COMMUNITY PRIMARY SCHOOL

Loxley, Warwick

LEA area: Warwickshire

Unique reference number: 125639

Headteacher: Ms. Deborah Holt

Reporting inspector: Alison M. Cartlidge
OIN23609

Dates of inspection: 29th –31st October 2001

Inspection number: 217227

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Loxley Warwick
Postcode:	CV35 9JT
Telephone number:	01789 840211
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. C. Wall
Date of previous inspection:	November 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23609	Alison M. Cartlidge	Registered inspector	Foundation Stage English Art & Design Design & Technology Music	The school's results and pupils' achievements Pupils' attitudes, values and personal development How well is the school led and managed?
9895	Roger Williams	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
23239	Mike Capper	Team inspector	Mathematics Science Geography History Information & Communication Technology (ICT) Physical Education Religious Education Special Educational Needs Equal Opportunities	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Barron Educational Company Limited
Hendre, Loudwater Lane,
Rickmansworth,
Hertfordshire
WD3 4AN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
 HOW HIGH ARE STANDARDS?	 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
 HOW WELL ARE PUPILS TAUGHT?	 11
 HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	 13
 HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	 15
 HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	 16
 HOW WELL IS THE SCHOOL LED AND MANAGED?	 16
 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	 18
 PART C: SCHOOL DATA AND INDICATORS	 19
 PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	 23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Loxley C.E. Community Primary School is situated in the village of Loxley in Warwickshire. The school is much smaller than average, with 35 pupils between the ages of four and eleven on roll. Pupils are taught in two classes, with three and four year groups in each class. Pupils come from a mix of owner-occupied and rented housing and are all from homes where English is the first language. Children start school in the September of the year they become five and attend part-time for the first half term. Children's attainment on entry to the school varies significantly from year to year but is broadly average. No pupils take free school meals and this figure is well below average for the country. The school has forty-six per cent of its pupils on the register of special educational needs and this figure is above the national average. No pupils have a statement of special educational need. The number of pupils with special educational needs has risen by ten per cent since the last inspection and includes a significant number of younger pupils with emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

This is a good school that helps pupils to learn well. The school is well led by the headteacher and teaching is good overall. Pupils' attainment is better than expected in many subjects, and most are enthusiastic about school. The cost per pupil is very much higher than usual, even for a small school. Nevertheless because standards have improved rapidly, the school provides sound value for money.

What the school does well

- Leadership and management are effective in raising standards, particularly in Years 3 to 6.
- By the end of Year 6, pupils' attainment is well above average in art and above average in reading, science, Information and communication technology (ICT), history and physical education.
- Teaching is good overall from Year 1 to Year 6.
- Members of staff are successful in developing pupils' self-esteem and confidence.
- Pupils in Years 3 to 6 are mature and sensible and behave very well.
- The school has very good links with the community and parents are very supportive.
- There is an interesting and stimulating curriculum for pupils in Years 1 to 6.

What could be improved

- Provision for children in the Reception Year.
- The level of challenge for higher attaining pupils in mathematics throughout the school and in writing in Years 1 and 2.
- Rates of attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1999 when it was identified as having serious weaknesses. Issues identified at that time have been tackled comprehensively. Leadership and management have improved significantly and assessment and planning procedures are now effective. Pupils' attainment has improved significantly in Years 3 to 6.

STANDARDS

The table showing the standards achieved by pupils at the end of Year 6 has not been included because fewer than 10 pupils take the tests each year.

By the end of the Reception Year, most children are attaining the standards expected for their age in all areas of learning and they make satisfactory progress overall. However, lower attaining children sometimes make insufficient progress because work is not always provided to meet their needs.

In the present Year 2, pupils are on target to attain above average results in reading and science and average results in writing and mathematics. Pupils make good progress in learning to speak clearly, and in reading and science. They make satisfactory progress in listening, writing and mathematics. Taking the test results of the last three years together, pupils at the end of Year 2 have exceeded the national averages in reading, writing and mathematics. However, higher attaining pupils do not achieve as well as they should in writing and mathematics.

In the present Year 6, pupils are on target to attain above average results in speaking and listening, reading and science, and average results in writing and mathematics. Pupils' written work and end of year test information shows that pupils are making at least good progress in English and science. Higher attaining pupils make insufficient progress in mathematics, though the progress of other pupils is satisfactory. Test results at the end of Year 6 have been below average over the last few years, but they have been rising faster than the national trend.

Throughout the school, attainment is above national expectations in ICT and history, and in line with the national expectations in design and technology and geography. Attainment in music is in line with national expectations by the end of Year 2. Attainment in physical education is above national expectations by the end of Year 6. Attainment in art and design is above national expectations by the end of Year 2 and well above national expectations by the end of Year 6, with pupils making very good progress over time. Pupils' attainment meets the expectations of the locally agreed syllabus for religious education. It was not possible to form a judgement about attainment in physical education by the end of Year 2 or music by the end of Year 6 because no lessons were on the timetable during the inspection.

Overall, pupils achieve well in Years 1 to 6, with little difference between the attainment and progress of girls and boys. Pupils with special educational needs make good progress overall due to the high quality of additional support they are given.

The school sets realistic but suitably challenging targets in English and mathematics for the end of Year 6, and these were achieved in 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils like school and work hard in lessons.
Behaviour, in and out of classrooms	Good overall. Pupils behave well especially in Years 3 to 6. A small number of pupils in Years 1 and 2, do not always behave well.
Personal development and relationships	Good. Relationships between pupils and members of staff are good and pupils are polite and friendly.
Attendance	Unsatisfactory. Attendance rates are below average, and regular absences of a small number of pupils in Years 3 to 6 have an impact on their learning.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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.

Overall, the quality of teaching is good and it is never less than satisfactory. Weaknesses in the curriculum for children in the Reception Year mean that teaching for this year group is only satisfactory. Teaching is good in English and satisfactory in mathematics. In subjects such as physical education,

art, music and religious education, part-time teachers make a good contribution to learning because of their good subject knowledge. There is a high level of adult support available in most lessons, and this has a good impact on learning. A well-trained special needs assistant gives pupils with special educational needs high quality support.

In the Reception Year, children learn best when working with a learning support assistant. The teachers and learning support assistant plan a range of interesting activities. However, planning does not take enough account of the needs of individuals, especially lower attaining children. The children in the Reception Year do not learn as quickly as they should when they do the same activities as the older pupils in the Reception to Year 2 class, and they sometimes lose interest in their work.

A strength of teaching in Years 1 to 6 is the way that teachers explain tasks clearly and make learning purposeful to the pupils. Lessons are well resourced, with very good use being made of computers to support learning. Teachers give pupils good opportunities to use their numeracy in different curriculum areas, for example by measuring and recording in science. A scrutiny of pupils' previous work shows that pupils in both key stages are given good opportunities to write purposefully. However, teachers do not spend enough time teaching pupils how to write in Years 1 and 2.

Teachers write detailed comments to help pupils understand what they have achieved or how they could improve further. With the exception of mathematics, teachers make good use of this assessment information to help them decide what needs to be taught next. In mathematics, teachers do not take enough account of what pupils have already learnt before planning their next activity. This affects higher attaining pupils in particular, who are given insufficient challenge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good in Years 1 to 6 and stimulating and exciting activities are planned for pupils. Very effective use is made of the local community, visits and visitors to further enrich the curriculum. Statutory requirements are fully met. The breadth and balance of the curriculum for children in the Reception Year is unsatisfactory.
Provision for pupils with special educational needs	Good. Most pupils with special educational needs make good progress because of the high level of educational support available in classes. However, the progress of a small number of pupils identified as having emotional and behavioural difficulties is less secure.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Discussions are used effectively to promote an understanding of right and wrong. Assemblies are well planned and pupils are encouraged to take responsibility for various aspects of school life. There are good opportunities for pupils to learn about and respect their own and other cultures.
How well the school cares for its pupils	Good overall. The school maintains high standards of health and safety for the welfare of its pupils. Academic and personal development are monitored well, promoting good standards of attainment and behaviour. Assessment information is not always used rigorously enough to ensure the needs of all pupils are met in lessons.

Parents have very positive views about the school, which has established strong links with parents. The quality of information the school gives to parents is good, and parents make a good contribution to their children's learning at home and in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a very clear vision of how the school needs to develop and ensures that priorities are closely linked with raising standards of teaching, learning and attainment.
How well the governors fulfil their responsibilities	Satisfactory. Governors meet statutory requirements and are supportive of the school's work. They are kept well informed by the headteacher and have a clear understanding of the school's strengths.
The school's evaluation of its performance	Good. There is a thorough timetable for monitoring teaching, learning and attainment, and information collected is used to identify what needs to be developed next.
The strategic use of resources	Satisfactory. Financial planning is closely linked to the development of priorities, and specific grants are used appropriately. The school has been over-cautious in the past and has built up a large contingency fund, but there are suitable plans for future spending. The school makes satisfactory comparisons with other schools to demonstrate best value principles.

The school's aims and values are evident in all aspects of its work and it is well placed to improve further.

The level and quality of staffing is very good, making class sizes small. The provision of educational resources is satisfactory overall.

Accommodation is unsatisfactory. The school has no hall and a small playground and this restricts the way physical education can be taught. There is no staff-room or medical room and the secretary and headteacher share a small office that also serves as the school entrance. There is no accessible fenced play area for reception children and this severely restricts their outdoor curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">Leadership and management have improved since the last inspection.Members of staff are approachable and the teaching is good.Pupils are expected to work hard and they make good progress.	<ul style="list-style-type: none">The range of extra-curricular activities.

The inspection team agrees with parents' positive views. Inspection findings are that the provision for extra-curricular activities is satisfactory, given the size of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is broadly average, although it varies significantly from year to year because of the very small year groups and the varying numbers of pupils with special educational needs. By the end of the Reception Year, most children are attaining the standards expected for their age in all areas of learning and they make satisfactory progress overall. However, lower attaining children sometimes make insufficient progress because work is not always provided to meet their needs. Attainment is broadly the same as at the time of the last inspection.
2. Taking the test results of the last three years together, pupils at the end of Year 2 have exceeded the national averages in reading, writing and mathematics. In 2001, pupils' attainment was in the top five per cent nationally in reading, average in writing and below average in mathematics. Whilst all pupils attained the expected level (Level 2) in mathematics no pupils attained the higher level (Level 3). Inspection findings show that in the present Year 2, pupils are on target to attain above average results in reading and science, and average results in writing and mathematics. Pupils make good progress in learning to speak clearly and in reading. They make satisfactory progress in listening, writing and mathematics.
3. Over the last few years, test results at the end of Year 6 have been below average but have been rising faster than the national trend. In 2001, pupils' attainment was in the top five per cent in English, average in science but well below average in mathematics. Whilst most pupils attained the expected level (Level 4) in mathematics, no pupils attained the higher level (Level 5). In contrast, most pupils attained the higher level in English. Inspection findings show that in the present Year 6, pupils are on target to attain above average results in speaking and listening, reading and science, and average results in writing and mathematics. Pupils' written work and end of year test information shows that they are making at least good progress in English and science, and satisfactory progress in mathematics. Good use is made of pupils' literacy, numeracy and information and communication technology (ICT) skills to support learning in other subjects, especially in Years 3 to 6.
4. Throughout the school, attainment is above national expectations in ICT and history, and pupils make good progress in these subjects. Attainment is in line with the national expectations in design and technology and geography. Attainment is in line with national expectations in music by the end of Year 2 and progress is satisfactory. Pupils make good progress in physical education so that attainment is above national expectations by the end of Year 6. Attainment in art and design is above national expectations by the end of Year 2 and well above national expectations by the end of Year 6, with progress being very good over time. Pupils' attainment meets the expectations of the locally agreed syllabus for religious education. It was not possible to form a judgement about attainment in physical education by the end of Year 2 or music by the end of Year 6 because no lessons were on the timetable during the inspection.
5. Overall, pupils achieve well in Years 1 to 6, with there being little difference between the attainment and progress of girls and boys. Pupils with special educational needs make good progress overall due to the provision of high quality additional support. However, the uncooperative behaviour of younger pupils with emotional and behavioural difficulties limits their progress in some lessons when this additional support is not available. The poor attendance of a small number of older pupils has a negative impact on their progress. The school has not identified gifted and talented pupils, although additional provision has been made for some higher attaining pupils in Year 6 to join a special mathematics group with pupils from other local schools.
6. The school sets realistic but suitably challenging targets in English and mathematics for the end of Year 6, and these were achieved in 2001. All parents in the pre-inspection questionnaire said

that they were pleased with the progress their children make. Pupils' attainment and progress have improved significantly since the time of the last inspection, particularly in Years 3 to 6 where standards in science, ICT, history and geography were below national expectations and progress was slow.

Pupils' attitudes, values and personal development

7. The school has been effective in maintaining the good attitudes of pupils noted during the last inspection. Most pupils are keen to come to school and take part in the good range and variety of activities provided by the enthusiastic members of staff. Several parents who have transferred their children to the school commented on their children's improved attitudes since they have moved schools. Nevertheless, lower attaining and less mature reception children sometimes lose concentration and interest when the work they are given is too difficult or inappropriate.
8. Overall, pupils' behaviour is good, as noted at the time of the last inspection. This good behaviour is especially apparent in the Years 3 to 6 class, where pupils often work independently and co-operatively with minimal supervision. Pupils are well behaved when moving around school, and on the frequent educational visits. Pupils play together well in the small playground. All members of staff are aware of the school's policy on managing behaviour and bullying, and apply it consistently. There are very few instances of violence or bullying, and on the rare occasions when pupils breach the school's code of conduct, action is taken promptly by members of staff. Parents are involved where necessary. A few pupils in Years 1 and 2 who have been identified as having emotional and behavioural difficulties are restless and inattentive in some lessons, particularly when not personally supervised by the classroom assistant. This adversely affects the concentration and learning of some of the other pupils. During the inspection, one pupil was sent home to calm down following unacceptable behaviour. There have been no other exclusions in the past year.
9. In common with the last inspection, pupils' personal development is good. This is very apparent in Years 3 to 6, where pupils have various extra responsibilities to fulfil. They are willing to help younger children, especially when they first arrive at school. There is a school council, and Year 6 pupils research and publish a good quality newsletter each year for the local community. Pupils are pleased with the status and privileges they are given as rewards for taking responsibilities. The school makes effective use of personal, social and health education lessons to develop responsibility through role playing, for example, acting out bullying incidents. Relationships at the school have continued to be good since the last inspection, and pupils' politeness to adults and to each other is a good feature of the school. Teachers have very positive relationships with the pupils, enabling effective learning to take place.
10. Attendance has not improved sufficiently since the last inspection. It remains below the national average and this is unsatisfactory. However, the school is working hard to improve pupils' attendance, and has managed to improve it significantly over the last year. This is despite some pupils being removed for holidays in term time and there being a small number of regular absentees in Years 3 to 6.
11. Most parents find that their children like school, are interested and well motivated, work hard and are helped to become mature and sensible. Parents find that the behaviour of most pupils is good, although some concern is expressed about the behaviour of the small number of pupils identified as having emotional and behavioural difficulties in the Reception to Year 2 class.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. Overall, the quality of teaching is good. It is very good in 12 per cent of lessons and good in 53 per cent of lessons. Teaching is never less than satisfactory. The quality of teaching in Years 1 to 6 is broadly similar to that found at the time of the last inspection, and there continue to be many strengths. Teaching in the Reception Year was found to be good when the school was last inspected, but weaknesses in the curriculum mean that teaching for this year group is less effective,

though it is still satisfactory overall.

13. The organisation of teaching in the mixed age classes is good. The use of part-time teachers who have particular specialisms or interests helps to ensure that the needs of all pupils are largely met. This is seen to good effect in science, where the school has recently employed an additional part-time teacher so that pupils in Key Stage 2 can be taught in two groups. This is very effective as it means that each group, made up of either pupils in Years 3 and 4 or Years 5 and 6, receives intensive support aimed at their particular needs. Although the school employs a higher than average number of part-time teachers, this does not have a negative impact on learning. In fact, quite the reverse is true. There are good procedures for ensuring that information is passed on from teacher to teacher, and, without exception, relationships between teachers and pupils are at least good. In subjects such as physical education, art, music and religious education, part-time teachers make a good contribution to learning because of their good subject knowledge.
14. A high level of adult support is available in most lessons and this has a good impact on learning. A well-trained special needs assistant gives pupils with special educational needs high quality support. This is particularly effective when the assistant supports pupils on a one-to-one basis. Teachers ensure that members of support staff are well informed and fully involved in all activities, including assessing pupils' learning. As a result, learning support assistants are used effectively in lessons.
15. In the Reception Year, children learn best when working with a learning support assistant. She gives good quality support, showing a good understanding of the needs of young children. She works closely with the class teachers, passing on assessment information and helping to identify what needs to be taught next. Together, the teachers and support assistant plan a range of interesting activities. However, planning does not take enough account of the needs of children of this age, particularly lower attaining children. The children in the Reception Year do not learn as quickly as they should when they do the same activities as the older pupils in the infant class. On these occasions, they sometimes lose interest in their work. This happens most often in the afternoons, when the learning support assistant is not in school.
16. A strength of teaching in Years 1 to 6 is the way that teachers explain tasks clearly and make learning purposeful to the pupils. They often share the purpose of a lesson with the pupils at the start and then regularly remind them as the lesson progresses. This was seen to good effect in a science lesson in Years 1 and 2, where the teacher kept asking the pupils what they were learning about and what they had learnt. Because of this, by the end of the lesson, all pupils had a good recall of the names of the 'five senses'. The pupils' involvement and interest is also increased by the very effective way in which teachers relate what is being taught to the pupils' own experiences. For example, in a religious education lesson in Years 3 to 6, the teacher helped pupils to understand what a 'centurion' was by getting them to think about other examples of 'cent' words that they knew.
17. Throughout the school, teachers work hard to manage pupils' behaviour, with good use made of praise to develop their self-esteem. This is largely effective, although on occasions some pupils in Years 1 and 2 do not behave as well as they should. In this class, the behaviour of a small number of pupils occasionally has a negative impact on the work of others. In contrast, teachers in Years 3 to 6 are very successful at managing behaviour and capturing the enthusiasm of the pupils. The teachers in Years 3 to 6 consistently engage the pupils. They present work in a very lively and stimulating manner, planning a range of exciting activities that shows challenging expectations of the pupils on most occasions. The pupils respond well to this approach and are keen to learn and consistently try hard.
18. Lessons are well resourced, with very good use of ICT to support learning. The use of ICT is carefully planned and very effective. There were many occasions during the inspection when pupils worked on the computers to find information, to make graphs or to record their work in a variety of formats. This helps to involve them in their learning and adds another level of interest to activities. Teachers give pupils good opportunities of using their numeracy in different curriculum areas, for example by measuring and recording in science. A scrutiny of pupils' previous work shows that pupils in both key stages are given good opportunities to write purposefully. This has a particularly good impact on progress in Years 3 to 6, where pupils get many opportunities to practice and refine

their writing skills. In Years 1 and 2, progress in writing is impaired by the limited opportunities that pupils are given to see writing 'modelled' by the teacher and to learn writing skills systematically. This is a weakness of teaching in these year groups.

19. The other important weakness in the teaching is that in mathematics there is not always enough challenge for higher attaining pupils. Teachers plan work in mathematics using a commercial scheme to support learning. This is not as effective as it should be when all pupils work through the same pages, whatever their previous learning. This means that higher attaining pupils spend too much time consolidating existing skills and knowledge rather than extending their learning further.
20. The quality of day-to-day assessment is good. Work is marked regularly, with detailed written comments to help pupils to understand what they have achieved or how they could improve further. With the exception of mathematics, teachers make good use of this assessment information to help them decide what needs to be taught next. For example, after marking some geography work, the teacher noted that pupils were not using their research skills effectively to record their findings. The next time these skills were used in a religious education lesson, another teacher went through his expectations in greater detail, making very clear how the pupils were to apply their skills to the task of finding out about life in Judea at the time of Jesus. In mathematics, teachers do not take enough account of what pupils have already learnt before planning their next activity. This affects higher attaining pupils in particular.
21. Parents are happy with the provision of homework, and inspection findings are that arrangements for homework are good. Teachers plan thought-provoking and interesting homework in a range of subjects, such as English, mathematics, science and religious education. Pupils report that they enjoy the homework that they are given.

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

22. The school provides a rich and stimulating curriculum with a very good range of additional activities. The curriculum fully meets statutory requirements. This represents an improvement since the last inspection, when provision for many areas of the curriculum for Years 3 to 6 was unsatisfactory. The school has worked very hard to rectify weaknesses in the curriculum. There are now schemes of work in place for most subjects, to ensure that pupils' skills and knowledge are developed systematically. The school has identified the need to develop further planning in physical education and religious education. Nevertheless, the detailed yearly planning that is currently in place in these subjects is sufficient to ensure that pupils' learning does not suffer from the lack of a scheme of work. At the time of the last inspection, the school did not have a structured approach to pupils' personal, social and health education. This issue has been fully addressed, with provision now carefully planned and including opportunities for drugs and sex education.
23. The curriculum for children in the Reception Year is not as well developed as in the rest of the school. Limitations in the accommodation mean that it is difficult to plan the range of activities that are found in most reception classes. Planning does not take full account of the needs of the youngest children. This has a significant impact on the attainment of lower attaining children in particular, who would benefit from a wider range of practical and play activities and opportunities to take the initiative in their learning. This is most evident in the afternoons, when children in the Reception Year work alongside pupils in Years 1 and 2, often doing the same or very similar tasks. In the mornings, children's needs are met more effectively. This is because a learning support assistant works closely with the teachers in planning and assessing pupils' learning and gives the children good support.
24. The literacy and numeracy strategies have been fully implemented and are having a good impact on standards, especially in English. Teachers plan activities carefully and emphasise the use of literacy and numeracy skills in different curriculum areas. A comparative weakness in Years 1 and 2 is the limited amount of time allowed for teaching specific writing skills. This affects the progress of higher attaining pupils in particular. In numeracy, a commercial scheme of work is

used to support planning. This provides a good structure, but there is not always enough challenge for higher attaining pupils. This is because pupils from the same year group work through the same pages most of the time, and teachers do not take account of the needs of pupils who could be challenged further.

25. Great care is taken by all members of staff to enrich the curriculum whenever possible. A stimulating range of educational visits and visitors is planned each year, making a good contribution to pupils' learning. Pupils have recently visited a Sikh temple, worked in an education centre run by the Severn Water company, and visited the Egyptian exhibition in Birmingham museum. All activities are carefully followed up in class, and pupils recall with enthusiasm what they have learnt on their various days out of school.
26. Links with the local community are very good and further enhance the curriculum. Regular visits from members of the local community are used to good effect in lessons. For example, a local resident came to the school to talk about life at school when he was a boy. The school has good links with local industry and this helps the school in a number of ways. Financial support was provided to enable pupils to learn new ICT skills during visits to a technology centre run by a car manufacturer. The impact of this work was evident in lessons, with pupils having quickly acquired a good range of skills from this visit. The school has good links with other local schools in order to ensure that transfer arrangements are smooth and problem free.
27. The school provides a small number of extra-curricular activities in music and sport. Although a significant number of parents feel that the school could provide more out of school activities, inspection findings are that provision is satisfactory, given the size of the school.
28. The school works hard to ensure equal access to the curriculum for all pupils. However, the occasional lack of challenge for higher attaining pupils in mathematics and weaknesses in provision for children in the Reception Year mean that they are not entirely successful in achieving this aim. On the other hand, provision for pupils with special educational needs is good overall. Most pupils with special educational needs make good progress because of the high level of educational support available in classes. These pupils are given individual education plans that are detailed and so provide clear guidance for members of staff when planning work. However, the progress of a small number of pupils, who have been identified as having emotional and behavioural difficulties, is less secure. The school has carefully thought out strategies for dealing with these pupils, but these procedures are not entirely successful on occasions in Years 1 and 2. When this happens, the learning of all pupils is affected.
29. The school's provision for pupils' personal development continues to be good. Stories in lessons promote pupils' awareness of moral values, and school rules are prominently displayed around the school. Teachers use discussion times to promote an understanding of right and wrong, and to enable children to have an insight into how their actions affect others. Assemblies are well planned and include an opportunity for prayer or quiet reflection. In religious education, pupils learn about Christianity as well as other faiths such as Islam and Judaism.
30. Provision for social development is good. Pupils are encouraged to take responsibility for aspects of school life and they do this well. They are given many opportunities to show initiative when working and to take part in tasks that require collaboration. This helps to develop social skills.
31. Provision for pupils' cultural development was identified as a weakness at the time of the last inspection. This is no longer the case, with pupils given good opportunities to learn about their own and other cultures in lessons and through visits and visitors. These help pupils to appreciate each other's cultural differences and to learn to respect views or beliefs that are different from their own.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Procedures for child protection and looking after children's welfare have improved since the last inspection and are now good. The head teacher is responsible for child protection and is fully trained. All members of staff are aware of child protection procedures and good systems are in place. Health and safety measures are a priority at the school. Regular risk assessments and the involvement of governors ensure high standards are maintained, and good records are kept.
33. The school has good long-term procedures for monitoring pupils' academic performance and personal development. Other than the head teacher, members of staff are part-time. Despite this, they have a very good knowledge and understanding of their pupils and mostly meet their needs well. Educational and personal support and guidance for pupils are satisfactory overall, but they are restricted for children in the Reception Year due to the lack of outdoor play facilities.
34. Procedures for monitoring and improving attendance have continued to be satisfactory since the time of the last inspection. The head teacher monitors attendance and works closely with the educational social worker and other schools in trying to improve it. The school has had some success over the past year, though some initiatives, such as setting each class a target of full attendance for a week, have not yet been successful. Although the school has not classified any absence as unauthorised, the rate of authorised absence is above the national average. The school continues to work with parents and seeks their co-operation on pupil attendance.
35. The school's procedures for monitoring and promoting good behaviour are also satisfactory, as they were at the last inspection. There is a clear code of conduct and positive behaviour policy agreed by members of staff and pupils. Pupils are fully aware of what the school expects of them, and they generally comply happily. They understand the rewards and sanctions that apply, and instances of poor behaviour are relatively rare. There is good supervision of pupils during play, and suitable games equipment available for use in the playground. Oppressive behaviour is also monitored satisfactorily and rare incidents are dealt with effectively, involving parents and governors if necessary. Appropriate records are kept.
36. Pupils' attainment and progress are assessed well at the school, and procedures have improved since the last inspection. A good range of tests is used at several stages in pupils' development, to ensure that levels of attainment are being achieved and that individuals are making suitable progress. A good software package is in use to ensure best use is made of this information for pupils' benefit and to guide curricular planning. The school does this well.
37. Procedures for monitoring and supporting pupils' academic progress have improved since the last inspection and are now satisfactory overall. However, the school does not yet use assessment information to meet fully the needs of higher attaining pupils in mathematics and writing, particularly in Years 1 and 2.
38. The school monitors pupils' personal development well and this has improved since the last inspection. Members of staff make good use of their knowledge of individual pupils' personal needs.
39. Pupils in the Reception Year and those with special educational needs are monitored satisfactorily by the school but the provision for these pupils does not always match their individual needs effectively. Pupils in Years 3 to 6 develop well and their maturity and effort is recognised and rewarded by the school. These older pupils carry out a variety of initiatives and projects, such as a traffic survey in the village and they publish a very professional community newsletter.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents have very positive views about the school. This was also the case at the last inspection, though at that time some parents had significant areas of concern. These aspects have improved considerably and no longer remain concerns.
41. The school has good links with parents, who are encouraged to become involved with school life. Some parents attend school regularly to help in class, and others help to supervise pupils during educational visits.
42. The quality of information the school gives to parents is good, and all parents who responded to the pre-inspection survey felt they were well informed about the school. Newsletters are very informative and provide good information on the curriculum. They explain topics and events in advance, and inform parents of occasions when their help would be appreciated in school. Annual reports on pupils' progress are satisfactory and meet requirements. Parents are given suitable opportunities to discuss reports with teachers and to help set targets for the pupils. Members of staff are always present in the playground at the beginning and close of school, and parents appreciate the easy availability of all members of staff for informal discussion when required.
43. The school re-issues its home school agreement annually, and this very good practice re-emphasises their mutual responsibilities. As a result, parents' contribution to their children's learning is good, which is an improvement since the last inspection.
44. Parents consider the right amount of relevant homework is given, and that they are encouraged to comment and ask questions if needed. They take an active part in supporting their children with homework.
45. Parents make a good impact on the work of the school. The very active 'Friends' association raises substantial funds to help buy equipment and subsidise school visits. The "Friends" also help at school events and form a vital link with the village community. Overall, parents work hard to support the school in its aims, and their efforts have contributed to the improvements made since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. Leadership and management are good overall and have improved considerably since the time of the last inspection when they required substantial improvement. Prior to the last inspection, there had been a lack of focus on raising standards, and planning and assessment procedures were unsatisfactory. The present headteacher was acting headteacher at the time of the last inspection and was covering a long-term illness. Whilst she offered effective leadership for the staff, there was uncertainty about the future leadership of the school. At that time, she had not had sufficient time or opportunity to establish priorities for school development. She now provides good leadership, has a very clear vision of how the school needs to develop, and ensures that priorities are closely linked with raising standards of teaching, learning and attainment. Issues identified at the time of the last inspection have been tackled very thoroughly, and the school has made good progress over the last two years.
47. There is a strong commitment and enthusiasm from all members of staff, despite most of them working part-time. All take on responsibilities for managing different aspects of the school's work. They have clear job-descriptions, and co-ordinators lead their subjects effectively. The school's aims and values are evident in all aspects of its work and the school is well placed to improve further.
48. The school development plan is clear and focused on raising attainment in areas that the school has identified as weak. The school has taken effective action to ensure that its targets are met successfully. Progress towards targets set in the school development plan has improved since

the last inspection and is no longer slow. The headteacher has established a thorough timetable for monitoring teaching and learning, and has successfully involved other members of staff in this process. Information gathered is used effectively to raise standards. The school has effective procedures for appraisal, including the work of non-teaching staff.

49. The governing body is satisfactory overall, and has improved since the last inspection when governors were not ensuring that statutory requirements were fully met. Governors are supportive of the school's work and have a clear understanding of its strengths. They are kept well informed by the headteacher and are keen to extend their involvement in the future. Several governors are new or have recently changed their role and are not in a position to take more of a lead in school development. The lack of committees, particularly for curriculum and finance, limits the governing body's impact on standards and the depth to which spending effectiveness is analysed.
50. Most parents are pleased with the way the school is led and managed. They appreciate the positive changes since the last inspection, especially the permanent appointment of the headteacher and the improved and friendly atmosphere in the school.
51. Staffing has improved since the last inspection and the provision is now very good. Members of staff have a high level of subject knowledge and good use is made of their individual strengths, particularly in Years 3 to 6. Class sizes are small, which means that pupils receive a high level of individual adult support. As at the time of the last inspection, effective use is made of specialist teachers in physical education and music. The high turnover of staff since the last inspection has been managed effectively. New members of staff are supported effectively. There are relatively few hours for school administration, which means that at times there is no one available to answer the door or telephone.
52. Accommodation is unsatisfactory. The school has no hall and this restricts the way physical education can be taught, particularly when the weather is unfavourable. There is no staff-room or medical room, and the secretary and headteacher share a small office that also serves as the school entrance. Outside there is a small play area that provides insufficient space for physical education lessons for the older pupils. Adequate provision is made for these pupils to use the village playing field and swimming pool and gymnasium in a local town. There is no accessible fenced play area for reception children, which severely restricts their outdoor curriculum. An attractive and well stocked library supports pupils in their learning effectively.
53. The provision of educational resources is satisfactory overall. A recent improvement in resources for science, history and ICT has had a good impact on standards in these subjects.
54. The school carried forward a large sum of money into the present financial year. Whilst some of this is being retained as a contingency against a falling roll, the balance is being used to support learning in the Years 3 to 6 class, making it possible for teachers to plan for a narrower band of educational needs and work with smaller groups. Financial planning is closely linked to the development of priorities, and specific grants are used appropriately. The school makes satisfactory comparisons with other schools to help it consider cost effectiveness. However, not all the recommendations made in the last audit have been implemented. The cost per pupil is very much higher than usual, even for a small school. Nevertheless because standards have improved rapidly, the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1) Improve the provision for children in the Reception Year by, (Paragraphs 1,12,15,23,28,39,52,55-62,64,66-70)

- Reviewing the curriculum to ensure that children are given the full range of recommended early learning experiences.
- Ensuring that information on attainment and progress is used in planning work that meets the needs of all children.
- Increasing the opportunities for children to learn outdoors, particularly in physical development.
- Providing greater opportunities for children to make choices about what they are going to do.

2) Increase the level of challenge for higher attaining pupils in mathematics throughout the school and in writing in Years 1 and 2 by, (Paragraphs 2,18-20,23,24,28,37,71,75,84,86,88,92,93)

- Raising expectations of what these pupils can achieve.
- Making greater use of information on pupils' attainment and progress to provide suitably challenging work.
- Increasing the time teachers spend demonstrating writing and the opportunities for pupils to write unaided in Years 1 and 2.

3) Improve the rates of attendance by continuing to monitor attendance rigorously and by discouraging parents from taking term-time holidays. (Paragraphs 10,34,76)

In addition the following minor areas for development should be considered for inclusion in the action plan,

- Review procedures for managing the behaviour of pupils with emotional and behavioural difficulties at Key Stage 1. (Paragraphs 8,17,91)
- Complete the recommendations of the last financial audit. (Paragraph 54)
- Investigate ways of improving accommodation for children in the Reception Year (Paragraph 52).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	9	6	0	0	0
Percentage	0	12	53	35	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

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)	35
Number of full-time pupils known to be eligible for free school meals	0

Special educational needs

	YR– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	16

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	7.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Fewer than 10 pupils take the National Curriculum tests each year and therefore the tables showing tests results have been omitted.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	32
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

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

Total number of qualified teachers (FTE)	2.7
Number of pupils per qualified teacher	13
Average class size	18

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	37

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	2000
----------------	------

	£
Total income	160,056
Total expenditure	151,280
Expenditure per pupil	4,089
Balance brought forward from previous year	8,261
Balance carried forward to next year	17,037

Recruitment of teachers

Number of teachers who left the school during the last two years	1.8
Number of teachers appointed to the school during the last two years	1.9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	32
Number of questionnaires returned	17

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	76	24	0	0	0
Behaviour in the school is good.	53	41	6	0	0
My child gets the right amount of work to do at home.	59	35	0	0	6
The teaching is good.	88	12	0	0	0
I am kept well informed about how my child is getting on.	76	24	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	76	18	6	0	0
The school is well led and managed.	82	12	6	0	0
The school is helping my child become mature and responsible.	65	35	0	0	0
The school provides an interesting range of activities outside lessons.	24	29	18	0	29

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

55. Attainment on entry to the school is broadly average, though it varies significantly depending on the number of children with special educational needs in each year group. During the inspection, there were two children in the Reception Year. Judgements about attainment and progress have been based on current work and samples taken from the previous Reception Year. Children generally make satisfactory progress so that most attain the expected levels for their age by the end of the Reception Year, with higher attaining pupils exceeding these levels. Lower attaining children do not make sufficient progress when not supported by an adult. Children's attainment and progress are similar to those found at the time of the last inspection.
56. The quality of teaching is satisfactory overall, though no teaching of physical development was observed. Teaching is not as effective as at the time of the last inspection because in recent years there have been more lower-attaining children and children with special educational needs in the Reception Years and their needs are not being met fully. A learning assistant provides effective support during literacy and numeracy lessons by asking probing questions and by encouraging children to discuss their work. Whilst separate plans are made for reception children in most lessons, the work provided is not always appropriate, particularly for lower attaining or less mature children, and this is unsatisfactory. Teaching is at its best when children are given practical tasks that are purposeful and fun, and least effective when children are given meaningless worksheets to complete.
57. The curriculum for the foundation stage is unsatisfactory. Whilst teachers base their planning on the nationally recommended areas of learning, limitations in space in the classroom and no ready access to the outdoors have severe implications for the quality of the curriculum provided. Children have very limited opportunities to make choices about what they are going to do or what resources they wish to use, and there is not enough physical activity. These weaknesses in the curriculum have greatest impact on lower attaining and less mature children.
58. The co-ordinator has a good awareness of what needs to be done to improve provision for children in the Reception Year. Resources have been improved over the last year. For example, the aprons are better organised, enabling children to develop their independence by fetching and putting them on themselves. Whilst the teachers and classroom assistant keep helpful notes on what children have learnt, not enough use is made of this information to provide work that meets the needs of all children.

Personal, social and emotional development

59. Children settle quickly into the school routine and understand the rules of the classroom well. They take part in activities and share resources with each other sensibly. They form good relationships with each other and members of staff. They are happy to try new activities when suggested, but rarely take the initiative in their learning. Higher attaining children write simple prayers and show consideration for the views and feelings of others. Lower attaining children are not attentive when the teacher talks about cultures other than their own. They find it difficult to concentrate and lose enthusiasm when tasks are not practical or are unsuitable for their needs. Attainment is not as good as at the time of the last inspection when children showed greater maturity and there were fewer with low attainment.
60. Whilst members of staff and most older pupils give good role models of behaving well, children have very limited opportunities to make choices about their learning, or to select resources and try out their own ideas. This is a significant weakness in the curriculum.

Communication, language and literacy

61. Children enjoy sharing books with an adult and talk freely about the pictures and their own experiences. They follow simple instructions accurately, such as 'find a doll and give it a cuddle'. Most children recognise different letters and know the sounds they make and attempt to spell some words for themselves. Higher attaining children write some simple sentences using capital letters and full stops correctly. Lower attaining children have immature speech and find it difficult to listen during whole class discussions.
62. The quality of teaching is satisfactory overall. Speaking and reading are taught well by the teacher and learning support assistant, by constantly questioning the children and encouraging them to develop a love of books. Children are given limited opportunities to write independently, although they are encouraged to write lists, tickets and letters when playing in the role-play area.

Mathematical development

63. Most children can name basic shapes and count and add to 10 correctly. They make sensible estimates using non-standard measures, and sort objects according to their different attributes. Lower attaining children do not count reliably to ten but have a suitable understanding of mathematical vocabulary, such as 'smaller', 'bigger', 'higher' and 'lower'.
64. The quality of teaching is satisfactory. A strength in teaching is the provision of practical activities such as laying the table and discussing the relative position of the cutlery. Well-organised, practical activities were also a good feature at the time of the last inspection. The learning support assistant has a good relationship with the children and gives effective help in practical activities and by teaching a range of suitable number rhymes. A weakness is the inappropriate use of workbooks for lower attaining children, where the tasks are too difficult and lack meaning.

Knowledge and understanding of the world

65. Most children understand that light comes from a variety of sources and that we can use our senses to make discoveries. They know that different vehicles use the road outside the school and that there is a war memorial in the village. They know that there are various religious festivals and that certain parts of the church are important, such as the cross, font and bell. Children use the computer to make simple pictures and to play various educational games.
66. The quality of teaching is satisfactory. Children are fully involved during practical science lessons when interesting activities are planned, such as guessing what certain foods are from their smell. Year 2 pupils and the learning support assistant help children effectively during practical work. However, children are less involved when towards the end of the lesson older pupils record what they have learnt. Children are not given enough opportunity to share what they have learnt with the rest of the class, and some work sheets are too difficult to be meaningful.

Physical development

67. As at the time of the last inspection, no specific lessons for physical development were on the timetable during the inspection. Children successfully roll, shape and cut dough into various shapes and use a range of small construction toys to make models. Lower attaining children have weak hand control and do not draw accurately. Children show reasonable control when moving around the classroom and playground.
68. Teachers' planning shows that children are not given enough opportunity to improve their physical development indoors or outside by working with large equipment, climbing, balancing or playing games.

Creative development

- 69. Children join in singing well-known songs and rhymes, and make simple pictures from paint and various materials. Lower attaining children are weak at handling and using pencils and crayons.
- 70. Children have limited opportunities to extend their imaginations during role-play. Whilst teachers work hard to provide interesting resources, these resources are often not available because of the limited space in the classroom and the need for quiet when older pupils in the same class are working.

ENGLISH

- 71. A very small number of pupils take the national curriculum tests each year, and attainment varies considerably depending on the number of pupils identified as having special educational needs in each year group. Taking the test results of the last three years together, pupils at the end of Year 2 have exceeded the national averages in reading and writing. In 2001, pupils' attainment was in the top five per cent nationally in reading and average in writing. However, no pupils attained the higher level (Level 3) in writing. Inspection findings show that pupils in the present Year 2 are on target to attain above average results in reading and average results in writing. Pupils make good progress in reading and in learning to speak clearly. They make satisfactory progress in listening and writing. Progress is slower in writing because teachers do not always expect enough from potentially higher attaining pupils and teachers spend less time demonstrating writing than reading.
- 72. Over the last few years, test results at the end of Year 6 have been below average but they have been rising faster than the national trend. In 2001, pupils' attainment was in the top five per cent. Most pupils attained the higher level (Level 5) overall, although their writing continues to be weaker than their reading. Inspection findings show that in the present Year 6, pupils are on target to attain above average results in speaking, listening and reading, and average results in writing. Pupils' written work and end of year test information shows that overall, pupils are making at least good progress in English. Throughout the school, attainment has improved significantly since the last inspection when it was average at both Key Stages. Effective teaching and a good curriculum have supported pupils' learning effectively.
- 73. Pupils usually listen carefully to the teacher and to each other in literacy lessons, although Key Stage 1 pupils do not always listen attentively in other subjects. Throughout the school, pupils speak clearly and correctly. They answer teachers' questions thoughtfully, using interesting vocabulary in their answers. By the end of Year 2, pupils talk confidently about matters of immediate interest and the topics being discussed. By the end of Year 6, pupils discuss their work with the teachers and each other. They take an interest in a wide range of topics and show that they have listened well by the quality of their well thought-out answers to questions.
- 74. In reading, Year 2 pupils read fluently and confidently with good expression. They are very keen to read aloud to the class and use their knowledge of the sounds that groups of letters make to help them read unfamiliar words. Most pupils are good at discussing the plot and predicting what might happen next. Higher attaining pupils can empathise with the characters. Most pupils read and follow a list of instructions accurately and work sensibly without adult support. Pupils enjoy reading, choose books from the school library, and express preferences for types of books. By the end of Year 6, all pupils know how to use the library to find information on a given subject. They have preferences for certain authors or types of book and discuss what they have read in depth. Pupils read fluently and use their general knowledge and understanding to help them make predictions and to explain why certain events have taken place.
- 75. By the end of Year 2, pupils produce a good quantity of written work, although most of this is in the form of comprehension exercises and spellings rather than extended, independent writing. Pupils' spelling, including that of lower attaining pupils, shows a good awareness of the sounds different letters make, and incorrect spellings are usually plausible. Pupils take care with the

presentation of their work and most use correct punctuation. Lower attaining pupils are often given additional support to help them complete written tasks and tend to write only short sentences, sometimes without punctuation. Pupils with special needs sometimes copy the teacher's writing or complete work at home when they have been uncooperative in class. By the end of Key Stage 2, pupils are developing a good knowledge of how to write for different purposes. They show a good understanding of the need to change tense when writing about the past or future. Their handwriting is neatly joined. Most pupils use punctuation correctly at the start of a piece of work, but their accuracy lessens towards the end of the piece and they do not correct errors of punctuation or spelling consistently. Higher attaining pupils use a range of punctuation and choose vocabulary to make their work interesting. Lower attaining pupils have weak spelling.

76. Overall, pupils make good progress at Key Stages 1 and 2, with little difference between the attainment and progress of girls and boys. Overall, pupils with special educational needs make good progress due to the high quality of additional support they are given. The poor attendance of a small number of older pupils has a negative impact on their progress. The school has not identified any gifted and talented pupils. However, the school sets realistic but suitably challenging targets for the end of Year 6, and these were achieved in 2001. All parents in the pre-inspection questionnaire said that they are pleased with the progress their children make. Pupils' progress has improved significantly since the time of the last inspection, particularly at Key Stage 2.
77. As at the time of the last inspection, the quality of teaching is good throughout the school. Teachers write clear lesson plans and explain the purpose of activities effectively at the start of each lesson, enabling pupils to work quickly. Teachers make clear links with the uses of literacy skills in everyday life, which helps pupils to understand the importance of what they are learning. For example, at the start of a lesson for pupils in Years 3 and 4, the teacher asked pupils to suggest where they would find written instructions at home. Pupils produced a long list of suggestions, and this provided a good background for their work.
78. Teachers are particularly skilled at asking questions about shared texts to encourage pupils to think carefully about what they have read. For example, in a lesson for Years 1 and 2, the teacher quizzed pupils about the meanings of a number of new words. In Years 5 and 6, the teacher asked pupils to explain the methods used in journalistic writing to interest the reader. Close links are made between whole class work and work pupils are expected to complete individually, which means that newly learnt knowledge and skills are reinforced well. Praise is used effectively and this motivates pupils to learn.
79. Throughout the school, teachers demonstrate a good knowledge of the subject, and share this successfully with the pupils. Teachers have good relationships with the pupils and manage behaviour effectively. Teachers mark pupils work very well, showing clearly what they need to do next to improve their work. Homework makes a good contribution to pupils' learning, and most pupils are keen to practise reading at home and to complete written tasks. Sometimes the effectiveness of teaching is lessened slightly when not enough time is allowed at the end of the lesson to review the work that has been covered.
80. The curriculum for English is good overall and has improved since the last inspection. Good use is made of pupils' literacy to support learning in other subjects, particularly in Years 3 to 6, where pupils are given opportunities to write for a good range of purposes. However, when carrying out individual research some pupils copy information rather than putting it into their own words. Detailed information on pupils' progress is used well to help improve the curriculum. For example, a comparative weakness was identified in pupils' use of inference when reading, and so this aspect is being more strongly emphasised this year.
81. The subject is well led and managed. The co-ordinator understands the strengths and weaknesses in the subject and monitors teaching and learning very well. Effective use was made of intensive support from the local education authority shortly after the last inspection to improve provision in the subject.

82. Effective use is made of the community to extend pupils' learning. For example, pupils visit a theatre in a nearby town. Good use is made of information and communication technology to support pupils' writing. For example, older pupils produce a good quality newsletter for parents and use palm top computers to make notes for newspaper articles they are drafting. A well stocked library supports pupils in their learning.

MATHEMATICS

83. Pupils' attainment is in line with national averages by the end of Year 2 and Year 6. This is similar to the findings of the last inspection. Pupils with special educational needs make good progress in lessons when they are supported by a learning support assistant. When there is no such support, progress is more uneven, especially in Years 1 and 2, where poor attitudes and behaviour sometimes impact on learning.
84. National Curriculum test results for pupils at the end of Year 2 and Year 6 are unreliable indicators of overall attainment over time. They vary significantly from year to year because year groups are very small and contain differing numbers of pupils with special educational needs. Test results for 2001 show that most pupils achieve the expected Level 2 or Level 4 by the end of Year 2 or Year 6, but no pupils achieved the higher Level 3 or Level 5. Inspection findings show that this is because there is not always enough challenge for more able pupils in lessons.
85. By the end of Year 2, pupils have a sound understanding of basic number concepts. They count forwards and back in ones, twos and fives, and add and subtract using numbers up to at least one hundred. More able pupils confidently work with larger numbers than this. When handling money, most pupils add together small sums using pence, and solve simple shopping problems. Pupils can halve shapes and numbers and sort objects into sets according to colour, shape and size. They measure accurately using everyday objects, and are developing an awareness of the need for 'standardised' units of measure.
86. By the end of Year 6, pupils have begun to work with larger numbers. They have a sound understanding of multiplication and division, and estimate accurately with numbers up to a 1000. Pupils recognise equivalence in fractions and tell the time accurately. They have a good knowledge of shape, correctly identifying different 3-D shapes, rotational and reflective symmetry, and calculating the perimeter of regular shapes. Higher attaining pupils have a better understanding of place value and are more confident about explaining how they have solved a mathematical problem. However, their progress is limited by the fact that they spend too much time consolidating existing skills rather than extending them further.
87. Throughout the school, pupils are able to carry out investigations and solve problems, successfully applying their mathematical knowledge to practical situations. They make good use of their numeracy skills to help them with their work in other subjects. For example, data-handling skills are used effectively in science and geography to record findings.
88. The quality of teaching is satisfactory overall, with examples of good teaching in Years 3 to 6 during the week of the inspection. Lessons are carefully planned and appropriate use is made of a commercial scheme to support learning. The scheme uses workbooks for different year groups. A scrutiny of pupils' previous work shows that pupils from the same year group generally work through the same pages of the book whatever their previous learning. This means that the work is not always matched closely enough to the needs of pupils, and more able pupils, in particular, are not consistently challenged. This is an important weakness of teaching.
89. There are many good features in the teaching of mathematics. It is most effective when the needs of all pupils have been considered. Lessons are well organised and teachers give a good emphasis to the teaching of mental mathematics skills. This has helped pupils to become more confident about solving problems in their head and explaining their strategies for doing so. Teachers ask suitable questions to ensure that pupils understand and use praise well to reward success. They make appropriate use of a review session at the end of lessons to share and reinforce what has been learnt.

90. Teachers are enthusiastic and resource lessons well. This leads to pupils being well motivated and keen to learn. Very good use is made of ICT to support learning. For example, in a Year 5/6 lesson, pupils used the computers to draw graphs and pie charts from a previous survey on favourite leisure activities. Pupils were enthused by the practical emphasis to the activity, and there was a buzz of purposeful conversation as they worked together on the computers, discussing what they had found out.
91. The very good management of behaviour of pupils in Years 3 to 6 has a good impact on their learning. Teachers handle pupils sensitively, showing a good understanding of their individual personalities and using humour to good effect to ensure that pupils work hard. In Years 1 and 2, the management of behaviour is less effective. Most pupils are enthusiastic and work hard. However, a small number of pupils show lower levels of concentration and, on occasions, their lack of interest in the work they are given impacts on the learning of all pupils. This is most evident when there is no additional adult support in the classroom to work with pupils who have been identified as having emotional and behavioural problems.
92. The curriculum is broad and balanced, and the numeracy strategy is firmly embedded in school practice. A commercial scheme is used to good effect to support teachers when they are planning work. However, the needs of all pupils are not met when work from the scheme is allocated merely on the basis of year groups, with all pupils of the same age doing the same piece of work.
93. There are good procedures for monitoring pupils' attainment and progress. The school makes effective use of National Curriculum tests and other assessments to measure progress through Years 1 to 6. These results are carefully analysed to identify how pupils' attainment could be improved. The commercial scheme provides weekly tests to assess learning, and teachers mark work carefully, showing what could be improved. However, the use of this information to inform future planning is less well developed and it is not used sufficiently to identify the needs of different groups of pupils.
94. Management of the subject is good. Effective monitoring of teaching and learning has helped the co-ordinator to develop a good understanding of strengths and weaknesses in provision throughout the school. There is a good awareness of what now needs to be done to improve standards, including the need for greater levels of challenge for more able pupils.

SCIENCE

95. Pupils' standards of attainment are above national averages by the end of Year 2 and Year 6. They have a good knowledge of scientific concepts, and confidently apply these skills to practical situations. Standards of attainment are much higher than those found at the time of the last inspection. At that time, there were significant weaknesses in the curriculum in Key Stage 2. This is no longer the case. Good quality teaching based on a well planned and stimulating curriculum has ensured that pupils make good progress and learn well.
96. National Curriculum assessments for pupils at the end of Year 2 and Year 6 support inspection findings. There has been a steady improvement in standards since the last inspection. This good rate of progress is being maintained with the current Year 6, which will be the first group to have had access to a full science curriculum throughout their time in school. Pupils with special educational needs are well supported and make good progress in many lessons. There is no significant difference in the attainment of boys or girls or pupils from different backgrounds.
97. By the end of Year 2, pupils know which types of food are good for you and which are less healthy. They understand that plants need light and water to grow, and describe different habitats in simple terms. They can explain what the five senses are and know that some things are dangerous to eat. By the end of Year 6, pupils have improved their range of scientific knowledge to cover topics such as 'sound', 'teeth and eating' and 'Earth, Moon and Sun'. They know that

vibrations cause sounds and can explain how different sounds are made. They accurately describe the different phases of the moon and make different sorts of electrical circuits. Pupils categorise food into types and understand which groups of food are important parts of a balanced diet.

98. Teachers plan many activities that involve pupils using their knowledge to carry out investigations. This helps pupils to develop good scientific skills. By the end of Year 6, pupils have a good understanding of what is meant by a fair test, and they measure accurately using equipment such as thermometers. A strength in attainment is the wide range of methods that pupils use to record their findings. Pupils make good use of their literacy and numeracy skills by using diagrams, reports, drawings, tables and graphs to show what they have learnt. Equally good use is made of ICT, with pupils word-processing work or using the computers to draw graphs or tables. Teachers encourage pupils to think scientifically and to try and explain their observations in their own words. Pupils are less confident about doing this, and it is a comparative weakness of attainment, with explanations, both verbal and written, sometimes being superficial and not truly reflecting the pupils' understanding of what they have seen.
99. The quality of teaching is good throughout the school. Teachers prepare and plan carefully for lessons, making good use of resources, including ICT where appropriate. Behaviour is well managed, and pupils quickly become engrossed in their work. Teachers constantly reinforce key skills or knowledge through questioning, and encourage pupils to think about what they are learning. In the discussion in a lesson with Years 1 and 2, for example, the teacher kept coming back to the key purpose of the lesson, to teach pupils the names of the five senses. She probed and questioned to ensure that all pupils understood what was being taught, constantly referring to the key areas of concepts that she expected pupils to have learnt by the end of the lesson. This had a good impact on the rate at which pupils of different abilities recalled what had been taught.
100. Teachers are very enthusiastic about science and this is reflected in the pupils' responses. Activities are nearly always practical and often involve pupils finding out for themselves. Pupils work conscientiously in pairs or groups. They support each other well, sharing ideas and resources. This was seen to good effect in a Year 5 and 6 lesson, where pupils worked together making 'string telephones'. Teachers are careful to use the correct scientific vocabulary; a good example of this was seen when the Year 5 and 6 teacher spoke to the pupils about the meaning of 'transmit' and 'source' when talking about where sound comes from.
101. The school provides a broad and balanced science curriculum, and has adopted an appropriate scheme of work since the last inspection to ensure that skills are developed systematically. The organisation of learning in Years 3 to 6 is very effective. The school has appointed a part-time teacher to support learning in these years, which means that pupils can be taught in two groups: a Year 3/4 group and a Year 5/6 group. This has helped the teachers to match work very closely to the needs of pupils.
102. The school has good procedures for assessing attainment and progress. The commercial science scheme that is used to support learning includes regular assessment activities at the end of a topic. These helpfully show what has been learnt and this information forms a good basis for deciding what needs to be taught next. More importantly, though, very thorough marking of pupils' work gives teachers a good picture of what has been achieved in lessons. Detailed written comments often identify what has gone well and shows how work could be improved in the future,
103. Management of the subject is very good. The co-ordinator has had a very good impact on standards in the two years that she has been working in the school. She has a very good knowledge of strengths and weaknesses in the subject and realistic expectations about how to further improve provision.

ART AND DESIGN

104. Pupils' attainment is very much higher than the national expectations by the end of Year 6, with examples of outstanding work. Throughout the school, all pupils, including those with special educational needs, make good progress in learning a wide range of techniques, with very good progress being made in Years 3 to 6. Older pupils make effective use of sketch books to try out their ideas and show competence in the way they use inks, charcoal, pastels, paper cut-outs and paint to build up high quality finished products, such as their vibrant pictures of summer flowers. They mix a wide variety of 'cool' colours and use these effectively to make attractive, swirling water patterns inspired by water moving around pebbles. Younger pupils use pastels well when making bright and colourful pictures in the style of Hunderwasser. Throughout the school pupils develop a good knowledge of the work of famous artists. Attainment and progress have improved throughout the school since the last inspection when attainment was broadly in line with national expectations.
105. The quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6. The quality of teaching has been maintained since the time of the last inspection. Teachers have a good knowledge of the subject and plan lessons carefully. Effective use is made of resources to make learning interesting. For example, pupils in Years 1 and 2 had the opportunity to explore and discuss the properties of a range of textiles, and pupils in Years 3 to 6 enjoyed studying various works by Picasso before starting their own pictures. Questioning is used well to involve all pupils, including those with special educational needs. Teachers explain clearly what pupils are expected to learn. The effective teaching of specific skills gives pupils the confidence to try new ideas, and pupils are successfully encouraged to look closely at the shapes, colours and textures in objects and pictures. Their careful observation is evident in the detailed patterning and use of shading in their still-life pictures. Teachers are skilled in inspiring pupils to work hard and as a result pupils behave well. Pupils are keen to discuss their work with each other, and teachers use this interest as an opportunity to refine their ideas. For example, pupils moved the basic shapes of their abstracts of musical instruments after looking at and discussing each other's work.
106. The curriculum for art is very good. There are well-planned opportunities for pupils to acquire a wide range of knowledge and skills. A good range of resources is made available in lessons, giving pupils the opportunity to make choices about what they are going to use. Very good use is made of the local community to support learning in the subject. For example, older pupils visited the grounds of a local manor and made interesting sculptures in the style of Goldsworthy from the natural materials they had found. Information and communication technology makes an appropriate contribution to pupils' learning, and they use programmes to create their own designs.

DESIGN AND TECHNOLOGY

107. There were no lessons in design and technology on the timetable during the inspection. Judgements have been made by scrutinising pupils' work and teachers' lesson plans. Pupils' attainment is in line with national expectations by the end of Year 6. All pupils, including those with special educational needs, make satisfactory progress throughout the school. Pupils make greater progress in their making skills than in designing. By the end of Year 6, they investigate and describe how various musical instruments have been constructed. Pupils make beautifully crafted books, using a range of effective pop-up mechanisms, and design and make attractive bags from fabric and embroidery. Photographs of wooden frames and moving vehicles with axles show that they use woodworking tools competently. Pupils in Year 2 draw various toys, labelling the various components, and make their own soup, fruit-salad and biscuits. Standards of pupils' attainment and progress have been maintained since the last inspection.
108. The curriculum for design and technology is satisfactory. Effective links are made with other subjects. For example, pupils designed and made a wizard's cloak based on a story studied in literacy lessons, and playground equipment using their knowledge of electric circuits from science. Older pupils make limited use of their numeracy skills to show the intended dimensions of their models on their plans. Throughout the school, very effective use is made of visits to help pupils learn about commercial processes such as baking at a local supermarket.

GEOGRAPHY

109. No geography lessons were timetabled during the inspection. Judgements on attainment and progress have been made by scrutinising pupils' work and teachers' planning.
110. The standards of attainment achieved by the pupils at the end of Year 2 and Year 6 are broadly in line with national expectations. Standards are higher in Years 3 to 6 than they were at the time of the last inspection. This is because the school has improved long and short term planning so that pupils are now regularly taught geography, with clear progression from lesson to lesson and term to term.
111. All pupils, including those with special educational needs, develop a sound factual knowledge of where they live and places further afield. They are effectively encouraged to apply their geographical skills to a range of activities. By the end of Year 2, pupils are beginning to understand that not all places are the same. They are helped to develop this understanding by the travels of 'Barnaby Bear', who accompanies pupils, parents and teachers on their holidays. The information 'he' brings back encourages pupils to look at maps, photographs and postcards of where he has been. This means, for example, that pupils now know that in Morocco it is very hot and very dry. Pupils draw simple maps of where they live and compare their village with other locations, such as the Isle of Struay. By the end of Year 6, pupils have a wider understanding of a range of locations. For example, they can describe some features of France. They carry out their own research using books and maps. However, they occasionally make errors when reproducing maps, and their research skills are limited by their ability to record their findings in their own words. For example, the pupils' own findings about different French rivers were largely copied out of books. Pupils are developing appropriate map reading skills. They identify on maps the countries in the United Kingdom and continents in the world and draw their own maps using different keys and symbols.
112. There is insufficient evidence to make a judgement on the quality of teaching. A scrutiny of pupils' previous work shows that activities are interesting and appropriate, although there is an occasional lack of challenge for more able pupils. This is because pupils sometimes do the same work whatever their ability or age. A good feature of work is the quality of teachers' marking, which identifies clearly what has been achieved and what could be improved further. For example, the teacher had noted that many pupils had just copied from a book when researching French rivers. The teacher's marking gave pupils clear pointers about how they should improve their work in the future.
113. Teachers' planning indicates that good use is made of local resources and visits. There are also good planned opportunities for links between geography, numeracy and information and communication technology through the production of graphs and research on the Internet about different locations.
114. Since the last inspection, the school has significantly improved the quality of planning to ensure that skills are learnt progressively. Good use is made of a nationally recommended scheme of work to support teachers in their planning. Effective assessment procedures are linked to this scheme of work. Geography is taught regularly, and the time allowed is sufficient for pupils to improve their skills and knowledge at an appropriate rate. This was not the case at the time of the last inspection.
115. Work in geography makes a good contribution to pupils' cultural development by extending their knowledge of the world and its peoples.

HISTORY

116. No history lessons were timetabled during the inspection. Judgements on attainment and progress have been made by scrutinising pupils' work and teachers' planning.
117. Pupils' standards of attainment are above national expectations by the end of Year 2 and Year 6. Standards are higher than they were at the time of the last inspection, when they were only satisfactory by the end of Year 2. Pupils' learning has benefited from a well-planned and stimulating curriculum, with a high amount of time allocated to the subject.
118. All pupils, including those with special educational needs, develop a good factual knowledge and are effectively encouraged to apply their historical skills to a range of activities. By the end of Year 2, pupils have a good understanding of how things change over time. They can recall in detail stories about the lives of famous people from the past, such as Florence Nightingale and Samuel Pepys. They know what caused the Great Fire of London and how arrangements for fire fighting have changed since then. Pupils write diaries showing what it would have been like to have been alive when the fire started. These show a good factual knowledge and an appropriate understanding of the difference between fact and fiction. By the end of Year 6, pupils have developed a good understanding of a wide range of historical topics. They study in detail subjects such as the Tudors and the Egyptians. Pupils are able to describe key features of life in Egyptian times; for example, they can explain what is meant by hieroglyphics. They describe in detail the hierarchical nature of Egyptian society and know the names of various Egyptian gods. Pupils successfully use a range of first and second hand sources to find out about what happened in the past. This is helped by the good range of visits that the school organises. For example, a recent visit to Birmingham museum gave pupils a wide range of experiences in handling and looking at artefacts from the Egyptian civilisation.
119. There is not enough evidence to make a judgement on the quality of teaching. However, a scrutiny of teachers' planning shows that activities are interesting and stimulating, with a good balance between teaching historical facts and giving pupils opportunities to develop historical skills. In discussion, pupils showed great enthusiasm for the subject, and it is clear that they are involved and motivated by the work they are given. Teachers make good use of resources, and the local community is a rich source of historical evidence that is used effectively by teachers. Visits to places further afield are carefully linked to what is being taught in lessons and successfully extend learning. A recent visit involved pupils dressing up and spending a day 'being Tudors'.
120. Teachers give pupils good opportunities to use their literacy skills by carrying out research and writing about their findings. Pupils confidently find out information for themselves, although they have limited skills at recording their findings in a suitable form. Many pupils merely copy text from a book rather than writing their own findings. Good use is made of ICT to support learning. Pupils confidently use computers to record work and make discoveries through CD-ROMS or the Internet. The well-resourced library is also used effectively by pupils who are carrying out individual research.
121. The curriculum is broad, balanced and carefully planned, using a nationally recommended scheme of work. Procedures for assessing pupils' attainment and progress are good. Detailed marking clearly shows what pupils have learnt and how they could improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. At the time of the last inspection, provision for ICT was judged to be unsatisfactory. The school has made very good progress since then in addressing weaknesses in provision. The school has improved resources, particularly in the area of control technology, and is now using a nationally recommended scheme of work to help teachers in their planning. This has had a good impact on standards, which are now above national expectations by the end of Year 2 and Year 6, with particular strengths in word-processing and control technology.

123. Throughout the school, pupils develop good computing skills and are able to apply these successfully to a range of practical situations. By the end of Year 2, pupils are becoming familiar with the layout of a keyboard and confidently type simple texts. They successfully play a range of language and mathematical games using the keyboard and mouse. By the end of Year 6, pupils have a wide a range of skills. When word-processing, they change the font, colour and size of their text, and present their work in a way that is attractive to an audience. They understand how computers can be used to present information in different ways. Pupils successfully use clip-art to make their writing interesting or to produce greetings cards and book covers. They have a good understanding of how to handle data and produce graphs. In geography lessons, for example, pupils carried out a survey of leisure activities. They recorded their findings on the computer using a database and then used their skills to reproduce their findings in a range of formats, such as pie charts and graphs.
124. There is a good development of skills in the area of 'control', which was an area of weakness at the time of the last inspection. Younger pupils confidently explain how they can make a toy move by typing in instructions. Older pupils use control technology to make pictures and patterns. Following a visit to a technology centre, they are able to use their ICT skills to make a range of equipment work. For example, pupils in Year 6 can programme the computer to make a set of working 'traffic lights' and they successfully change their instructions to alter the sequence of the lights.
125. Pupils have a good knowledge of the many applications of information and communication technology and understand that it involves more than just working on the computer. Even the youngest pupils confidently use tape recorders and understand how ICT can be used in everyday life. Pupils know that the Internet can be used to find information, and they do this confidently. For example, pupils in Year 6 investigated sounds using a web page.
126. The quality of teaching is good. A significant strength is the very effective way that teachers build the use of ICT into everyday work in all subjects. Teachers take care to ensure that all pupils, including those with special educational needs, have equal access to the curriculum. Pupils were observed developing their skills in a range of subjects, including literacy, numeracy, science and religious education. Teachers put the purpose of learning new skills into a useful context so that pupils are motivated to learn well. For example, older pupils are encouraged to improve their desktop publishing skills because they are taught how to produce a termly school newsletter. Good quality displays of pupils' work show how skills are used in different subjects. These displays help to make learning purposeful to the pupils and show the progression of skills across the school. Additional training has helped to make teachers more confident about using computers than at the time of the last inspection. Links with the local community have helped to raise standards. In particular, regular visits to a technology centre are sponsored by a local resident and have had a good impact on the development of skills in control technology.
127. The curriculum is broad and balanced and has improved significantly since the last inspection. It is carefully planned to meet the needs of pupils of differing prior attainment. This means that pupils are suitably challenged in class. There are good procedures for assessing pupils' attainment and progress, with an appropriate record of pupils' learning at the end of each unit of work. This shows clearly what has been learnt as well as who will need additional support when the topic is next taught.
128. Management of the subject is good. The subject co-ordinator provides good leadership and this is having a very positive impact on pupils' standards of attainment. Very good support is offered to colleagues, especially in the area of training. Pupils' learning is effectively monitored. There is a very good awareness of how provision in the subject can be further improved in the future, and the school development plan identifies appropriate priorities for future projects.
129. Resources have been improved since the last inspection and are now good. The purchase of new hardware and software has considerably improved the profile of the subject throughout the school, and pupils are benefiting from these new resources.

MUSIC

130. It was not possible to form an overall judgement on attainment in music by the end of Year 6 because no lessons for older pupils were on the timetable during the inspection. Judgements have been based on the observation of a recorder club and one lesson in Years 1 and 2. Pupils' attainment is satisfactory by the end of Year 2, with many pupils demonstrating a good awareness of pitch when copying phrases sung by the teacher. They follow simple hand signs to vary the dynamics of their singing, and listen attentively when the teacher sings or plays a piece of music. Higher attaining pupils can copy tuneful, rhythmic patterns accurately. All pupils, including those with special educational needs, make satisfactory progress overall. However, pupils with emotional and behavioural difficulties are sometimes withdrawn from lessons when they are being uncooperative. Pupils in Years 5 and 6 have a good knowledge of how musical notation is used and understand that note values and time signatures can be different. They play in tune with reasonable accuracy and keep together well when led by a conductor. They experiment with the sounds different notes make together and record their compositions by using a range of symbols. Higher attaining pupils are successful in playing a simple harmony. Evidence suggests that good standards in some aspects of the subject have been maintained since the last inspection.
131. The quality of teaching in the one lesson observed was satisfactory. The teacher has a very good knowledge of the subject and skills are successfully shared with the pupils. Fun activities for voice warming at the start of the lesson captured pupils' interest effectively at the same time as improving the production of sound. However, pupils' progress slowed towards the end of the lesson because the younger and less mature pupils lost concentration when the activity became too repetitive. In the recorder club, the teacher gave good advice on how pupils can improve their technique. No overall judgement was made about the quality of teaching at the time of the last inspection, although the quality of the teacher's good subject knowledge has been maintained.
132. There is a good curriculum for the subject that covers all the requirements of the national curriculum. Very detailed lesson plans ensure that pupils learn a good breadth of skills over time. A very thorough method of assessing attainment and progress enables the teacher to see what pupils need to learn next.
133. The new subject co-ordinator makes a valuable contribution to the development of the subject. She is enthusiastic and has a clear vision for the future. The pupils are given good opportunities to further their skills and knowledge outside lessons, which makes a good contribution to their personal development. All pupils in Years 3 to 6 belong to one of two recorder clubs, and all pupils take part in musical workshops and singing festivals. Over half the pupils in Years 3 to 6 learn to play the flute or violin in addition to the recorder. Overall, resources for the subject are satisfactory, although the school has a limited range of tuned percussion instruments. Effective use is made of information and communication technology to support learning in the subject.

PHYSICAL EDUCATION

134. During the inspection, only lessons in swimming and games for pupils in Years 3 to 6 were timetabled. Judgements on the attainment of pupils have been based on the work seen in the timetabled lessons and discussions with pupils and members of staff.
135. The school has maintained the standards found at the time of the last inspection, when pupils' attainment in swimming was found to be good. This continues to be the case, with the very good provision for the teaching of swimming and the high pupil to adult ratio in swimming lessons having a good impact on standards. Year 3 pupils, who have only just started swimming lessons, are quickly gaining confidence in the water, with some already swimming short distances using a recognisable style. By the end of Year 6, nearly all pupils are able to swim more than 25 metres, with most using well developed swimming strokes. Higher attaining pupils swim confidently for longer distances on their front and back, and are able to swim fluently on the surface and under water. Pupils with special educational needs are well integrated into lessons and are quickly gaining new skills. They are well supported by the teachers in swimming lessons.

136. In games in Key Stage 2, pupils show a good range of skills. Their throwing and catching skills are particularly well developed. They successfully apply these skills to small games of handball, showing a good awareness of space, and passing and receiving accurately. Pupils handle resources sensibly and work co-operatively when required to do so. They are beginning to show a good awareness of the effects of exercise on their bodies.
137. The quality of teaching is good, with good use made of subject specialists to take lessons. Visits to the swimming pool are very well organised, with a very good awareness of health and safety issues. Pupils are taught by teachers or learning support assistants from the school or the leisure centre. All these adults have very good subject knowledge. They introduce new skills carefully, ensuring that pupils are given many opportunities to practise new skills in order to improve their confidence. Praise is used effectively to help the less able, and one-to-one support is provided when needed. The behaviour of pupils during swimming lessons is very good. They listen carefully to instructions and help each other when necessary.
138. In the games lesson, the teacher showed good subject knowledge and activities were carefully planned to allow pupils to develop and practise a range of skills. Good use was made of demonstrations by pupils or the teacher to guide the improvement of skills, and there was a good balance between individual work and group activities. Behaviour was managed effectively and pupils responded well to the sensitive way in which the teacher helped them as they worked.
139. The curriculum is satisfactory in Years 1 and 2 and good in Years 3 to 6. Pupils in Years 3 to 6 benefit from the higher than average amount of time allocated to the teaching of the subject. This has a good impact on standards. The school has identified in its development plan the need to formalise long term planning so that what pupils are expected to learn over a longer period of time is clear.
140. Nevertheless, teachers' planning ensures that pupils' skills are developed progressively from lesson to lesson. In Years 1 and 2, the curriculum is hindered by the quality of available accommodation because there is no hall and only a very small playground. The school compensates well for this problem for pupils in Years 3 to 6 by making good use of a local leisure centre as well as the village playing field for games and swimming lessons. This means that learning in Years 3 to 6 is not affected, but the lack of facilities limits pupils' progress in Years 1 and 2. The school could make better use of available facilities by ensuring that outdoor lessons are not cancelled without need.
141. A satisfactory range of extra-curricular provision enriches learning opportunities. Good use is made of visits by coaches from various sports clubs to introduce pupils to new activities and supplement learning that takes place in the classroom. Pupils are able to compete against each other in lessons and at sports days, as well as in cross-county and swimming competitions against other schools.

RELIGIOUS EDUCATION

142. Pupils' attainment meets the expectation of the locally agreed syllabus by the end of Year 2 and Year 6. This is similar to the findings of the last inspection. Pupils with special educational needs make satisfactory progress and achieve standards appropriate to their prior attainment.
143. Pupils make satisfactory progress overall in developing an appropriate knowledge and understanding of several major world faiths. For example, pupils in Year 6 know how Jews worship and the importance of the Torah in Judaism. They successfully learn about different places of worship, and show sensitivity and respect for the beliefs of others. They can retell different parables from the Bible, such as the story of the prodigal son, and explain what values Jesus was teaching when he told these stories. For example, a pupil explained that the story of the prodigal son had taught him to *'treat your enemy as your friend'*. Younger pupils develop an appropriate knowledge of various festivals and the purpose of religious artefacts. For example,

pupils in Year 2 are able to explain what happens when Sikhs visit a gurdwara to worship. They recall some of the stories of Buddhism and relate the concept of the 'middle way' to their own experiences. Throughout the school, pupils are successfully encouraged to consider the needs of others by making contributions to both local and national charities.

144. The quality of teaching is good overall, with an example of very good teaching in Key Stage 2. This lesson was particularly successful because of the teacher's good subject knowledge and enthusiasm. The lesson was well organised and suitable work was planned for the different age groups in the class. The teacher helped to involve pupils by cleverly relating their learning to their own experiences. For example, when talking about Roman centurions, the teacher used modern examples to help pupils learn about the function of a 'centurion' in the Roman army. As a result, pupils were interested, well motivated and took a good part in the discussion. Very good questioning was used to encourage pupils to think about the differences between '*faith*' and '*hope*' and this helped them to develop their own ideas about the importance of trust. In this class, the quality of the teacher's marking is excellent. It provides clear detail of pupils' learning, identifying what they have achieved as well as what they could improve in the future.
145. Throughout the school, teachers plan their lessons carefully. The use of resources to stimulate learning was identified as a weakness of teaching at the time of the last inspection. This is no longer the case, with resources now used effectively to interest the pupils. In a lesson for Years 1 and 2, for example, the teacher gave each pupil a grain of rice to hold as they listened to the story of 'Buddha's Gift'. After reading the story, the teacher asked pupils if they thought that they could live on just one grain of rice. This helped pupils to understand what it would be like to have very little food. In Years 3 to 6, very good use is made of ICT to support pupils' learning. In the very good lesson, pupils used CD-ROMs and word-processing skills to research and write about what life would have been like in Judea at the time when Jesus was alive. Good use is made of literacy skills in lessons, with pupils given many opportunities to record their own ideas.
146. Teachers' lesson planning shows that good use is made of visits to help pupils learn about their own and other faiths. Pupils regularly visit the local Church of England. They also have opportunities to visit other places of worship. For example, pupils in Years 1 and 2 were able to recall many features of the Sikh religion after a visit to a Sikh temple in the last year. These visits make a very significant contribution to pupils' cultural development, helping them to appreciate the values of living in a multi-racial society.
147. Collective worship makes a valuable contribution to pupils' understanding of faith and beliefs. Prayers are said at different times during the school day, and pupils are encouraged to think about how they can help those who are less fortunate than they are.
148. There is an appropriate curriculum. The school has identified the need to develop long-term planning that is more closely linked to the locally agreed syllabus and to formalise procedures for assessing pupils' attainment and progress. Nevertheless, current arrangements for planning work and assessing learning are sound and are sufficient to ensure that pupils learn new skills at an appropriate rate. Management of the subject is satisfactory.