

INSPECTION REPORT

**HELME CE VOLUNTARY AIDED JUNIOR AND
INFANT SCHOOL**

Helme, Huddersfield

LEA area: Kirklees

Unique reference number: 107746

Headteacher: Mrs Michele Cardnell

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 5 - 7 June 2000

Inspection number: 220335

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior and infant

School category: Voluntary aided

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Helme Village
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Huddersfield
West Yorkshire

Postcode: HD7 3RW

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Appropriate authority: Governing Body

Name of chair of governors: Mr Chris Hirst

Date of previous inspection: December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Fullwood	Registered inspector	Mathematics Information technology Physical education Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
Terry Heppenstall	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Joy Donovan	Team inspector	English The under-fives Art Design and technology	How well is the school led and managed?
Jane Pinney	Team inspector	Science Geography History Music Equal opportunities	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the edge of the village of Helme to the west of Huddersfield. There are 86 boys and girls on roll and presently there are more boys than girls. At the time of the inspection there were five pupils under five years of age at the school. Pupils live in a mixture of owner occupied and rented accommodation with a substantial majority living in a nearby local authority housing estate. Twenty one pupils are on the school's register of special educational needs, including four pupils with formal Statements of Special Educational Need. This is above the national average. Twenty six pupils are eligible for free school meals which is above the national average. No pupils have English as an additional language. The attainment of the pupils on entry to the school, although wide ranging, is below average.

HOW GOOD THE SCHOOL IS

Helme CE Aided is an improving school that provides a good quality education. Pupils make good progress in achieving standards which are generally in line with national expectations. The school is well led and managed and through the strong leadership of the headteacher has a clear educational direction and provides a caring and supportive learning environment for its pupils. The school provides satisfactory value for money.

What the school does well

- The quality of teaching is good or better in over half the lessons observed. The teaching of literacy and numeracy is particularly good.
- Standards of attainment in art and design technology are good at the end of both key stages and standards of attainment in mathematics and geography are above average at the end of Key Stage 1.
- The school provides a caring and safe learning environment where pupils feel valued and secure.
- The overall leadership and management of the school are good. The headteacher has developed a clear educational direction for the school and is ably assisted by staff and governors.

What could be improved

- Pupils' standards of attainment in science and information technology at the end of Key Stage 2.
- The consistency of provision for more able pupils.
- The provision made for multi-cultural education.
- The use teachers make of the assessment information they collect.
- The information about attainment and progress in pupils' annual reports.

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 significant progress in overcoming the serious weaknesses evident at the time of the last inspection in December, 1997. The management and leadership of the school have improved considerably since the appointment of the current headteacher who,

despite many changes in staffing, has very ably led the school through a period of rapid change. The work of the school is well monitored by the headteacher and governing body and management roles and responsibilities, although still developing, are clearly defined. Standards of attainment have been improved in English, mathematics, art, design and technology, geography, history and physical education. Standards in other subjects have been maintained, except in information technology. The quality of teaching has improved considerably through better curriculum planning and staff training. Lesson plans have clear objectives, which are clearly linked to the requirements of the National Curriculum, and procedures for assessing and monitoring the progress and attainment of the pupils are developing well. The accommodation for children under five years of age has been improved. Much has been accomplished in a short period of time but the impact of some of these changes has yet to be realised. The headteacher knows what the school needs to do to make further improvement. A period of time with a settled staff would improve its chances of success.

STANDARDS

Due to the small number of pupils involved, the attainment of the pupils at the end of Key Stage 2 in English, mathematics and science varies from year to year. Over the last three years attainment has been consistently below national averages. Inspection evidence indicates that by the end of Key Stage 2, standards of attainment in English and mathematics are in line with national averages but below average in science. Standards of attainment are average in most other subjects except for art and design and technology where they are above average, and information technology where they are below national expectations. Pupils make satisfactory progress overall but the needs of more able pupils are not consistently met.

In the 1999 end of Key Stage 1 national tests, pupils' standards of attainment were below average in reading and writing when compared to all schools but average when compared to schools who admit their pupils from similar backgrounds. Pupils' attainment in mathematics was well below average. Inspection evidence indicates that standards of attainment in the current Year 2 are above average in mathematics and average in English and science. They are above average in art, design and technology and geography and average in other curriculum subjects. Pupils make good progress and achieve well at this key stage. However, the needs of more able pupils are not consistently met.

Pupils under five make good progress and by the age of five achieve the learning outcomes deemed desirable for pupils of this age.

Pupils' literacy and numeracy skills are well taught at both key stages and standards are rising as a result. Pupils with special educational needs are well supported and make sound progress in relation to the targets set for them in their individual education plans.

Homework is soundly used to consolidate and extend what pupils have learned at school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; most pupils are well motivated and concentrate well. A few pupils in Years 3 and 4 show unsatisfactory attitudes to their learning.
Behaviour, in and out of classrooms	Good; pupils are generally courteous and show respect for one another. There have been no exclusions since the appointment of the headteacher.
Personal development and relationships	Good. Most pupils acquire positive values and a personal code for moral behaviour. Relationships are good and based on mutual respect.
Attendance	Good; attendance has been consistently above the national average over the last few years.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and only one unsatisfactory lesson was observed. It was satisfactory or better in 97 per cent of the lessons observed of which 50 per cent were good, and 11 per cent very good. The quality of teaching has improved since the time of the last inspection. Teachers are hard working and committed and generally enjoy good relationships with their pupils. They manage the pupils well.

The teaching of literacy and numeracy is good. Time is allocated each day and this is generally well used. Pupils' literacy and numeracy skills are satisfactorily developed in other curriculum subjects.

The school has set challenging targets for pupils' attainment in English and mathematics and although they were not reached in 1999 they are on track to reach them in this year's national tests.

The quality of teaching of pupils with special educational needs is good and these pupils are well supported in their learning.

Teachers generally make sound use of ongoing assessments to plan future work but this is not always the case. The same work is often planned for all pupils and this limits the progress of some more able pupils.

Homework is satisfactorily used to consolidate and sometimes extend what pupils have learned at school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; particularly for children under five and in Key Stage 1. The school has good strategies for teaching literacy and numeracy skills. Opportunities for extra-curricular activities are good.
Provision for pupils with special educational needs	Good; pupils with learning difficulties are well supported in class and when withdrawn for specific help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; particularly pupils' moral and social development. Satisfactory provision is made for pupils' spiritual development and their knowledge of their own culture. Provision for multi-cultural development is unsatisfactory.
How well the school cares for its pupils	Good; the school gives a high priority to the welfare of its pupils and provides them with a safe and caring environment.

The school has good relationships with its parents. Information provided about the school and its activities is very good but the quality of pupils' annual progress reports is inconsistent.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The school is very well led by the headteacher who has a clear view of the school's strengths and areas for development. She has improved the educational provision of the pupils considerably over the last year and monitors this closely.
How well the governors fulfil their responsibilities	Good. Governors play an active part in the school and give good support to the headteacher and staff. The governing body is well organised and fulfils its responsibilities well.
The school's evaluation of its performance	The school's procedures for monitoring its own performance are developing well. There are good procedures for monitoring the quality of teaching.
The strategic use of resources	The school's financial resources are well managed. There is careful financial planning and the school applies the principles of best value well.

The school is well staffed and they work well together as a team. Support staff are suitably trained and make a significant contribution to pupils' learning, particularly those with special educational needs. Arrangements for staff development have improved since the previous inspection and are now satisfactory. Significant improvements have been made to

accommodation, which is now adequate. Good quality displays of pupils' work enhance the learning environment.

Overall, learning resources are satisfactory. There are good resources for art, design and technology and for children under five. Resources in English have been improved by the creation of a new, well-stocked library. In science, resources are inadequate for practical investigation and are not well stored or easily accessible. The school makes good use of visits and visitors to broaden the 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"> • The school is well led and managed. • Children at the school are well behaved. • The approachability of staff. • Teaching at the school is good. • The school's high expectations of their children. 	<ul style="list-style-type: none"> • The provision of extra-curricular activities. • The number of staff changes. • Information from the school about their children's progress.

Inspectors' judgements support parents' positive views and agree that the quality of reporting about progress in pupils' annual reports is not consistent across the school. Parents are concerned about the number of parents' consultation evenings. They do not perceive some of the opportunities as parents' evenings in the same way as the school. The range of extra-curricular activities is good. In the past year there have been several unavoidable staff changes and the inspection team share parents' concerns about the effects that these changes can have. However, these changes have been well managed to ensure the minimum of disruption to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of the children on entry to the school, although wide-ranging, is below average for their age. Evidence from the inspection indicates that, by the end of Key Stage 2, pupils' standards of attainment in English and mathematics are in line with national averages and their attainment in science is below average. Pupils make good progress in English and mathematics at Key Stage 1 and satisfactory progress at Key Stage 2. Satisfactory progress is made at both key stages in science. Standards in other relevant National Curriculum subjects are in line with those generally found in most schools for pupils of this age but standards in information technology are below national expectations. While at the school pupils generally make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. Since the time of the last inspection, standards have improved in English and mathematics. This is due to the good quality of teaching that they receive. The school has placed an appropriate emphasis on raising pupils' standards of attainment in these areas and increasing the support given to teachers by improving curriculum planning and the monitoring of teaching. This has also led to improvements from the time of the last inspection in standards of attainment in art and design and technology, and is helping to raise achievement in all subjects.
2. Children under five years of age make good progress in all areas of learning and by the time they are five the majority have attained the learning objectives deemed desirable nationally for children of this age. Children quickly settle into school and learn to follow daily routines and expectations. They learn to co-operate with one another and to take turns. Children show an increasing ability to concentrate and persevere in their learning. Children learn to listen to stories and rhymes and to clearly express their feelings and ideas. They enjoy books and know how they are organised. Many children recognise a few key words and know some letter names and initial letter sounds and higher attaining children read simple texts independently. Children make good progress in their basic writing skills and many can write independently using a word bank by the age of five. In mathematics the majority of children have made a good start in learning to count, some using numbers up to 20. Children begin to use appropriate mathematical vocabulary. They have frequent opportunities to develop their knowledge and understanding of the world. Children explore the natural world and begin to observe objects more closely. They begin to make simple artefacts and use construction kits and a computer with confidence. Children's physical skills are developing appropriately as they move confidently and demonstrate increasing control and co-ordination. They handle pencils, crayons and scissors with a good level of control. Through a range of creative activities in English, art, music and movement, children are increasingly able to use their imaginations. They make good progress.
3. In the 1999 national tests at the end of Key Stage 1, pupils' attainment was below average in reading and writing when compared to all schools but in line with the national average in comparison with schools who take their pupils from similar backgrounds. Pupils' attainment in this year's national tests has improved considerably but there are as yet no national figures to compare them with. During the inspection standards at the end of Key Stage 1 were judged to be average in

English. The differences in judgements regarding attainment are because of the better quality teaching which pupils receive. Pupils make good progress.

4. Within English, by the end of Key Stage 2, pupils' attainment in speaking, listening, reading and writing, is in line with national expectations. Standards observed during the inspection indicate that pupils' attainment is rising and that the National Literacy Strategy is making a positive contribution to standards. Pupils of all abilities make good progress in reading and satisfactory progress in speaking, listening and writing. In all aspects of English pupils' literacy skills are promoted well due to the good quality teaching they receive. Standards of attainment in English are in line with the national average but few pupils achieve higher levels. This represents good progress since the last inspection, when standards were below expectations.
5. In the 1999 end of Key Stage 1 national tests in mathematics, the attainment of the pupils was very low in comparison with all and similar schools. Inspection evidence indicates that pupils' attainment is above average and this year's national tests also indicate that this may be the case. Pupils' attainment has improved significantly due to the high emphasis given to improving provision for mathematics and the high quality of teaching and better quality curriculum planning evident within the school. The successful introduction of the National Numeracy Strategy and the close monitoring of teaching by the headteacher has considerably improved the quality of education which pupils receive in this subject and the standards achieved in most year groups. Pupils make good progress and standards have been improved since the time of the last inspection.
6. In mathematics by the end of Key Stage 2, most pupils are proficient with number. They use their good knowledge of number facts to calculate efficiently and effectively. Pupils are proficient at using fractions, decimals and percentages and collecting information to display in graphs and tables. They can identify the properties of common shapes. Pupils of all abilities make satisfactory progress. Standards have been maintained since the time of the last inspection.
7. In science, pupils' attainment is below average at the end of Key Stage 2 and average at the end of Key Stage 1. Standards were average at the time of the last inspection. Pupils generally make satisfactory progress in their knowledge and understanding of materials and their properties, and physical processes but tasks are often not adapted to meet the needs of higher ability pupils and this limits their progress. Pupils demonstrate an increasing use of scientific vocabulary and recent changes have meant that their scientific skills are being more effectively developed, and this is beginning to impact positively on their learning.
8. Pupils' skills in information technology are progressing well but until quite recently the provision made for the subject was unsatisfactory and their standards of attainment are in line with national expectations at Key Stage 1 and below at the end of Key Stage 2. Pupils' word processing skills are underdeveloped and few can edit their work effectively and, as yet, they have had few opportunities to develop their skills in control technology. Most pupils are proficient at displaying information in a variety of forms and using data-handling programs.
9. Pupils' attainment in the foundation subjects of art and design and technology is above that usually found in most schools at the end of both key stages. It is also above average in geography at the end of Key Stage 1. Attainment in history, music and physical education is average. Standards of attainment have improved

in art, design and technology, history, geography and physical education since the time of the last inspection.

10. Pupils with special educational needs make sound progress in relation to the targets set for them in their individual education plans and their previous learning. These pupils are now well supported in their learning. Increased provision is quite recent for many of these pupils. The headteacher has improved the procedures for identifying pupils with particular learning difficulties and ensuring that appropriate support is available to assist teachers in providing for their individual needs.

Pupils' attitudes, values and personal development

11. The school has maintained the good ethos reported at the time of the last inspection and pupils develop a love of learning from the outset of their education. They enjoy coming to school, quickly settle into the daily routines and establish effective relationships with adults and each other. They work and play happily on their own and mostly collaborate willingly in a range of activities. The children's behaviour is good and they co-operate well with adults. They learn to share resources and to take turns in activities, for example when playing musical instruments. Mostly, children are attentive and their skills of concentration develop well. They respond appropriately to questions, enjoy stories and happily join in with songs and rhymes. The children demonstrate increasing confidence, are keen to please and enthusiastic when attempting new tasks. This has a positive impact on their progress.
12. In Key Stages 1 and 2, pupils generally have good attitudes to learning. They are well motivated and interested, applying themselves well to their lessons. Most pupils concentrate well and collaborate effectively in groups or pairs, as when planning a scientific investigation into which materials will muffle sound. Pupils have a positive attitude to their work and are keen to succeed. They listen attentively and settle quickly and calmly to their work. Generally, pupils share resources sensibly and look after equipment carefully. A few pupils in Years 3 and 4 do not always concentrate well and, when inappropriately challenged in their work, demonstrate a disregard for classroom discipline. Mostly relationships are very good. Adults in the school provide good role models. Teachers know their pupils well and value their opinions. Staff and pupils enjoy mutual respect.
13. Behaviour around the school is good and confirms the positive views of the parents. Pupils generally move around the school in an orderly way, although they sometimes run when not being closely supervised. Noise levels in the dining area are socially comfortable and pupils eat their meals sensibly. In lessons, behaviour is generally good, except where classroom management is less secure. Pupils are courteous and trustworthy and treat school and personal property well. Pupils are familiar with the school code of discipline. They know what is expected of them and the sanctions which will result if they do not follow the rules. They mostly want to achieve well and value the positive comments and rewards they are given for good behaviour. Bullying or harassment is not a problem in this school and there are no recent exclusions.
14. The personal development of the pupils is good. Most pupils acquire positive values and a personal code for moral behaviour. All pupils participate effectively in the life of the school, Pupils of all ages, from the oldest to the youngest, develop their independence by accepting a level of responsibility for tasks they are given. For

example, older pupils answer the phone and prepare the hall for assemblies, while younger pupils deliver messages and take the register to the school office.

15. The level of attendance is good and it has been consistently above the national average since the previous inspection. There are no unauthorised absences. This is due, in part, to good co-operation from parents over absence reporting.
16. Evidence from the attendance registers and observations during the inspection indicate some lack of punctuality but this is not a serious problem. There are a few persistent late comers despite good efforts by the school to improve their timekeeping. The school day starts promptly and the time in registration periods is used well. Registration is efficient and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall and only one unsatisfactory lesson was observed. It was satisfactory or better in 97 per cent of the lessons observed of which 50 per cent were good, and 11 per cent very good. The quality of teaching has improved considerably since the time of the last inspection. Teachers are hard working and committed and generally enjoy good relationships with their pupils.
18. Significant strengths of teaching are the generally good management of pupils, the relationships teachers have with their pupils and the good quality of teachers' planning. A weakness is that the same work is sometimes planned for all pupils and the needs of more able pupils is not consistently met.
19. The quality of teaching of children under five years of age is good overall and varies from very good to satisfactory. It was good in 40 per cent of lessons and very good in 20 per cent. The teacher and support assistant have a good understanding of the needs of these young children. The learning support assistant has been the only constant staff member throughout the year, and her knowledge of the children and expertise is a significant strength. The good level of teaching is characterised by the good range of appropriate activities on offer and the close match of the teaching to individual needs. Expectations for both work and behaviour are made clear, and although sometimes the teacher has to work very hard to achieve it, behaviour is good. There are no significant weaknesses in the teaching seen in the reception class during the inspection. However, the unavoidable changes of staff have been unsettling and the headteacher and governors are aware of the need to address this situation as a matter of urgency.
20. The quality of teaching at Key Stage 1 is good overall and varies from very good to satisfactory. It was satisfactory or better in all cases, good in 47 per cent of lessons and very good in 15 per cent. Teachers manage the pupils well and have high expectations of what pupils can achieve. Lesson planning is good and what it is the pupils are expected to have learned by the end of the session is identified. In the better quality teaching, activities are tightly structured and this ensures that pupils work at a good pace and that good use is made of the time available. In these lessons pupils make good progress. Pupils make good progress in English, mathematics, art and geography, and their progress in other subjects is satisfactory.
21. The quality of teaching at Key Stage 2 is good overall with only one unsatisfactory lesson observed. It was satisfactory or better in 94 per cent of lessons, of which 55 per cent were good and six per cent very good. It was particularly good in the Years

5 and 6. Teachers' planning is sound. Learning objectives are made known to the pupils, so that they are aware of what is expected of them during the lesson. In the better quality teaching pupils are challenged by the activities provided for them and are motivated to give of their best. The pace of such lessons is brisk. For example, in a Year 5 and 6 mathematics lesson, during the mental arithmetic session, the teacher made her obvious enthusiasm known to the pupils. Through focused questioning she probed individual pupils' understanding of their work by asking them to describe how they had carried out their calculations. A good competitive atmosphere was created and the teacher used her good knowledge of the pupils' abilities to sensitively ensure that no one was anxious about her questions. Pupils generally make satisfactory progress in their learning and in the better quality lessons, their progress is good. This was particularly evident in the Year 5/6 class.

22. The teaching of literacy and numeracy is good. The National Literacy and Numeracy Strategies have been implemented well and are having a positive effect on pupils' attainment. Time is allocated each day for the development of pupils' literacy and numeracy skills and this is generally used well. Use is made of a range of teaching strategies including whole-class instruction, group and practical work. In numeracy lessons, good use is made of mental arithmetic sessions at the start of lessons and effective strategies are used to consolidate learning during plenary discussions at the end of lessons. In literacy lessons the provision of the same tasks for pupils of all abilities sometimes limits the progress possible, particularly for more able pupils. Pupils' numeracy skills are satisfactorily developed in other subjects, such as measuring in science and data handling in information technology. Pupils' literacy skills are effectively developed in other areas of the curriculum, such as in history and geography.
23. The quality of teaching of pupils with special educational needs is good. Teachers plan specific work for these pupils based on their individual education plans. Classroom assistants provide good quality support to ensure that pupils have access to the full curriculum and provide well for their particular needs when they are withdrawn from lessons for specific support. Pupils make satisfactory progress.
24. Teachers generally make sound use of ongoing assessments to plan future work but this is not always the case. The scrutiny of pupils' previously completed work reveals that on many occasions, in subjects such as science and mathematics, the needs of more able pupils are not consistently met and that the work that they complete varies little from that expected of other pupils.

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

25. The quality and range of learning opportunities provided by the school are good, particularly for children under five and pupils in Key Stage 1. The school's curriculum meets the statutory requirements of the National Curriculum. However, at the end of Key Stage 2, the school is currently allocating a minimum amount of time to history and geography and the long gaps between units of study make it difficult to ensure systematic progression in the development of skills, particularly in geography.
26. The curriculum meets the statutory requirements for sex education. A planned programme of drugs education is followed most effectively and other issues of

personal and social education are addressed through circle time and class discussions. Throughout the school, all pupils have equal access to the full curriculum, regardless of gender, creed, background or attainment level. No pupils are excluded from school at the present time.

27. The curriculum for children under five is good and is firmly based on the recommended areas of learning. The present class teacher has a good knowledge of the children in her care and the curriculum is effectively tailored to meet their individual needs. Children are appropriately introduced to the National Curriculum as they become ready and are well prepared for their work in Key Stage 1.
28. The curriculum provided for pupils with special educational needs is satisfactory. The school has a clear policy, which complies with the Code of Practice. Appropriate targets, which are 'small step' and achievable are identified and individual education plans are sound and used well. The school ensures that pupils with special educational needs take part in all activities.
29. The quality of curriculum planning has improved significantly since the previous inspection and further improvements have been targeted in the school development plan for the near future. There are policies for all subjects apart from science, art, design and technology and information and communication technology. Effective schemes of work are in place for all subjects. In all subjects, teachers plan half termly effectively and provide weekly plans in detail, linking learning objectives closely to the National Curriculum and clearly identifying the specific skills and knowledge to be acquired. However, teachers' planning does not consistently include details of how activities will correctly match the different attainment needs of pupils within the class. Planning is effectively monitored to ensure full coverage of all the Programmes of Study of the National Curriculum. Regular visits from outside agencies and a most effective drugs education programme ensure that pupils are aware of the difficulties and dangers outside school.
30. The school has good strategies for teaching basic skills in literacy and numeracy. The National Literacy and Numeracy Strategies have been enthusiastically and successfully introduced. In addition, other initiatives, such as additional literacy support have been introduced to further improve curriculum provision.
31. Opportunities for extra-curricular activities are good for a small school. These include physical education, recorder, cross-country running and football clubs. These activities also make a good contribution to pupils' social development.
32. The school has good and developing links with the local community given the limited range of opportunities in the immediate area. Overall, they make a good contribution to pupils' learning. For example, there are strong and valued links with the church and the school participates in many community events such as representation at a local science fair. There is a good relationship with a local building firm that has provided the school with a computer, and an opportunity for pupils to contribute to a millennium time capsule. The curriculum is enhanced by visits to places of interest in the locality. Visitors to the school include a theatre group and the local policeman. Major developments in community links, including a county wide music project and a family based literacy and numeracy project, are about to start.

33. Overall, the school has sound links with pre-school providers and with the secondary schools, to which most pupils transfer. Transfer arrangements to the secondary school try to ensure that pupils are well prepared for the change and they include visits for pupils and visits by secondary staff. However, discussions with pupils who are about to transfer showed that they were very unclear about these arrangements.
34. The school makes good provision overall for pupils' personal development as they progress through the school. Spiritual development is promoted satisfactorily. The school provides an environment where all pupils are valued. Stories, discussions and the daily act of worship affirm the importance of respect for others' beliefs and values. The result is that pupils treat each other with sensitivity and respect. Some opportunities are provided for pupils to explore their own feelings, as when they describe their feelings on listening to a particular piece of music. They begin to establish their own sense of self worth and to learn to appreciate others; as for example when pupils are invited to write about the good qualities of their friends. The daily act of collective worship fulfils statutory requirements. In assemblies, pupils are given the opportunity for prayer and quiet reflection. In other curriculum areas, opportunities for spiritual development are sometimes missed.
35. The provision for moral development is good. It is effectively promoted through the caring ethos that is built upon respect for others. Staff understand the importance of raising self-esteem through rewards rather than sanctions. They consistently apply the code of discipline, supported by the effective use of rewards for good behaviour. Lunchtime assistants have received training in discipline procedures and all staff work well as a team, presenting a united front to ensure that rules of behaviour are consistently applied. All staff in the school provide positive role models. They work hard to ensure that pupils are considerate, tolerant of others and happy to help those in need. Pupils are encouraged to treat their own and others' property carefully. Assemblies, stories and discussions are effectively used to reinforce moral issues, with the result that pupils are aware of the difference between right and wrong.
36. Provision for social development is good. Teachers show respect for pupils and expect the same in return. Teachers take frequent opportunities to encourage pupils towards developing a positive self-image. For example, in Year 4, 'special executives' are appointed each day to help with specific tasks and this has a positive effect on raising individuals' self-esteem. In all aspects of school life pupils are given frequent opportunities to work together and to participate as part of a group, as when Year 6 pupils worked in pairs to analyse data referring to the local football team. Pupils are encouraged to take on responsibilities, which increases as they grow older. For example, reception pupils are required to tidy up after themselves, Year 4 pupils answer the school phone, and Year 6 pupils act as 'buddies' in support of younger pupils. Pupils' awareness of their place in the wider community is enriched through the school's strong association with the wider community.
37. Provision for cultural development is unsatisfactory. Pupils develop a good understanding of their local culture through subjects such as history and geography. A range of visits to local places of interests and visitors to the school, such as theatre companies, are used effectively to promote awareness of local heritage. Pupils learn something of the traditions of other countries, for example, they evaluate the compositions of European composers during music lessons. However,

there are insufficient planned opportunities for pupils to develop their understanding of the beliefs and values of the diversity of cultures in Britain today and throughout the rest of the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school gives a high priority to the welfare of its pupils. It provides them with a safe and caring environment and many welfare provisions have improved since the previous inspection.
39. The school has satisfactory procedures in place for assessing and monitoring the pupils' academic attainment and is in the process of initiating further improvements. This is an improvement on the previous inspection.
40. Arrangements for initial testing of children on entry to the school and for the assessments of standards in English, mathematics and science at the ages of seven and 11 years meet statutory requirements. These national test results are analysed by the headteacher for areas of strengths or weaknesses. In addition, informal testing is carried out in Years 3, 4 and 5 to track pupils' progress. As a result of the analysis and informal tracking, the school has begun to set whole-class targets for improvement, which are used to guide teacher planning. In writing, the school has begun to identify individual strengths and weaknesses and to establish individual targets for improvement, which are shared with the pupils. As yet, individual targets have not been established in other curriculum areas. Record sheets effectively monitor pupils' progress and identify levels of attainment in all subjects and these will be further improved when a 'Watch My Progress' record, which has been on trial in Years 3 and 4 is adopted by the rest of the school in the next academic year.
41. The school has a portfolio of pupils' work assessed against National Curriculum levels in English but has yet to do this in other subjects to assist teachers in their own assessment of pupils' work. The assessment co-ordinator is knowledgeable about this aspect and, although she has only been at the school for a short time, has worked well to improve procedures throughout the school.
42. Procedures for monitoring pupils' personal development are satisfactory but rely on the class teacher's personal knowledge of their pupils, rather than any formal arrangements. However, the caring ethos of the school, good relationships and the ease of communication in a small school compensate for the lack of formality. Details about personal development are recorded on annual progress reports. Good levels of personal support are provided, for example, individual support for pupils with behaviour problems.
43. Procedures for monitoring and promoting attendance are good, although there is no formal policy. Good attendance is actively promoted and attendance registers, which satisfy legal requirements, are monitored regularly by the headteacher and education welfare officer. There are effective recording and communications systems but there is no consistent procedure to deal with absence without a known cause and no procedure to record temporary absence during the school day. These deficiencies have been acknowledged.

44. The procedures for monitoring and promoting good behaviour are very good and are consistent with the school's high expectations in this area. There is a carefully considered and regularly reviewed policy based on simple rules, rewards and sanctions and there is consistent and regular monitoring of each pupil's behaviour. Pupils understand and are influenced by the scheme and they are aware of improvements in behaviour since its introduction. Parents fully support the policy.
45. Child protection arrangements are satisfactory. There is a designated teacher and policy but there has been no recent training for the staff. Lunchtime supervision arrangements are effective. Supervisors are aware of their responsibilities, which are well documented, and they have attended a course on behaviour management. Arrangements to ensure appropriate health and safety standards are very good. The governing body is actively involved and there are thorough arrangements for the inspection of the premises and relevant equipment. The caretaker has had health and safety training and also has an active inspection role. However, the work of the governing body and caretaker is not co-ordinated.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school has good relationships with its parents. Evidence from meetings with parents and the questionnaire indicate clearly that they like and support the school. However, there are reservations about some features, in particular, the range of activities outside lessons and information on pupils' progress. Inspection evidence does not support the concerns about outside activities but there are reasons for perceptions of poor information.
47. Information provided about the school and its activities is very good. There are, for example, very regular newsletters, half-termly information about forthcoming curriculum topics and comprehensive guidance to allow parents to help with homework. The prospectus and governors' annual report, both of which are compliant with statutory requirements, are presented well. Information about pupils' progress is satisfactory. The quality of pupils' progress reports, which are issued annually, is not consistent. Only the very best examples give any constructive criticism and an indication of steps to improve. Furthermore, the reports do not clearly distinguish between all subjects of the curriculum. Parents' evening are well attended but there is some confusion about the formal occasions for parents to discuss the progress of their children. There is no consistent view about what constitutes a parents' evening and, consequently, there are differing views about the number of opportunities provided by the school. However, the provisions for informal discussions are very good. The school promotes, and is seen to promote, an open-door policy and parents appreciate the approachability of staff. Parents of children with special educational needs take advantage of suitable opportunities to attend review meetings.
48. The level of direct parental help in school is satisfactory and growing. An example of this is the help given by a parent in accompanying the pupils singing. Parents are expected to contribute to their children's learning at home and available evidence indicates that they respond well. The school provides them with good guidance and support. The 'Friends of Helme School' make an important contribution to the life of the school. For example, they provide over £1000 per year for school use.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. Overall the school is well led and managed. The headteacher is very effective in her role and has made a significant impact on the educational direction of the school. There are many strengths in the leadership and management, and where there are areas for development, there is an effective strategy to improve further. There is a clear commitment to improving standards, which is shared by all staff and governors. The headteacher and governors are clear in their understanding of the school's strengths and weaknesses.
50. There has been a significant improvement in the standard of the leadership and management since the last inspection, and the majority of this has occurred over the last year, since the appointment of the headteacher. There are clear improvements to the self-evaluation and monitoring processes. Good management at all levels is having a direct impact on the standards achieved and the quality of education provided.
51. Despite the many changes of staff, the headteacher has raised expectations of what the pupils can achieve and this is already being reflected in the standards of work and good behaviour seen during the inspection in most classes. The staffing difficulties are being well managed and induction and staff development procedures are effective.
52. The management of the provision for children under five years of age in the reception class is good. Since the previous inspection the school has provided a more appropriate classroom with access to outdoor play. At present this does not include a sink for creative activities, but there are plans to remedy this in the near future. When this is achieved the accommodation and resources will be good.
53. The roles and responsibilities of subject managers are well defined and curriculum subjects are well managed. Inevitably, in a small school, the headteacher takes the responsibility for leading most subjects. This would need to be re-defined should it be necessary for her to take on a class teaching commitment. At present the headteacher is responsible for monitoring the teaching and learning in the school. This is effective and appropriate targets are set for improvements in all subjects. The school is beginning to keep school and pupil data to enable progress to be tracked and targets set. As yet this does not clearly link attainment on entry to later assessments and allow an evaluation of progress and the value added by the school.
54. Governors play an active role in shaping the direction of the school. They fully understand their responsibilities and support the headteacher well. The governing body is enthusiastic in its support of the school and the pupils. They are well organised and have established an effective committee structure and terms of reference. They have trust in and respect for the headteacher, but expect her to be fully accountable to them. The governors have made good progress in developing their role since the last inspection.
55. The school's aims and values are reflected in all its work and there is a strong and positive ethos that promotes challenge and care for all. The school values its pupils, staff and parents, and parents in their turn clearly support the school and appreciate what it has achieved. Achievement is celebrated and pupils of all

abilities are appropriately challenged to work hard and behave well, through a system of rewards and sanctions. Much is done to ensure a calm and happy environment for the pupils.

56. The school has a detailed development plan that has been closely monitored by the headteacher and governors over the last year. This has been effective in supporting the wide-ranging improvements and developments, both to the curriculum and the school buildings, in recent months. This has ensured that the school has made good progress against all the key issues from the previous inspection. As yet this plan has not been extended to provide a longer-term view, and decisions about budget expenditure and staffing issues are frequently reactive, rather than part of a strategic plan for development. There is no clear overview to enable the school to see priorities and costs at a glance. However the headteacher and governors are aware of this and there are plans to develop the strategic planning for the school in the next year.
57. The school is well staffed and there are sufficiently qualified and experienced teachers to effectively teach the National Curriculum. This was the case at the previous inspection. In the past year there have been several staff changes in the school, which has adversely affected learning in the classes concerned, even though the school has minimised disruption as much as possible by providing extra support in these classes. There are a good number of support staff, who are suitably trained and make a significant contribution to pupils' learning, particularly those with special educational needs. Across the school, staff work together well as a team, to the benefit of pupils. Arrangements for staff development have improved since the previous inspection and are now satisfactory. Staff development is primarily based on the priorities of the school development plan, but also on the outcomes of individual appraisal. Teaching is monitored and all teaching staff benefit from regular meetings with the headteacher to discuss strengths and areas for development in their teaching. All teaching staff have job descriptions that are pertinent to their role and are regularly reviewed. Job descriptions are in place for most other members of staff.
58. Recently, significant improvements have been made to the standard of accommodation. A new library, and computer suite, have been established and the accommodation for children under five has been much improved. Work will begin in the summer holidays to further improve the accommodation by extending the school to include a further class for pupils that are at present housed in a temporary classroom. Elsewhere, the accommodation is satisfactory. Throughout the school the good quality displays enhance the environment.
59. Overall, learning resources are satisfactory. There are good resources for the effective teaching of art, design and technology and for children under five. In English, pupils' learning is positively enhanced by the provision of the new, well-stocked library. In science, resources are inadequate for practical investigation and are stored in a disorganised way, which hinders their accessibility. Good use is made of resources from outside the school, such as visits to museums and travelling theatre groups visiting the school.
60. Financial planning and control are good. The governors' finance committee monitors closely educational spending and is fully involved in the budget setting process. The available funding is targeted through the school development plan and has an appropriate focus on improving the quality of educational provision and

raising standards. Good quality, up-to-date budget monitoring sheets, are regularly made available to governors, by the headteacher and school secretary. This enables effective, regular oversight of the budget situation. The school effectively applies the principles of best value, for example it makes use of the county's central stores in order to obtain value for money.

61. The efficient school secretary closely monitors all items of the budget. Daily administration is very efficient and effective and makes an important contribution to the smooth running of the school. The recommendations in the last audit report have been implemented.
62. Specific grants are used for their appropriate purposes with effective systems in place to evaluate whether initiatives have had a positive effect on teaching and learning. The local education authority has been very supportive of the school in the light of the serious weaknesses highlighted at the time of the last inspection. The headteacher has ensured that any appropriate funding has been made available to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The governing body, headteacher and staff, with appropriate support of outside agencies, should:
 - (1) Raise pupils' standards of attainment in science at Key Stage 2 by:
 - i. developing staff expertise in the subject so that the National Curriculum Programme of Study is covered in sufficient depth for pupils of this age;
 - ii. adapting work in lessons to meet the needs of all pupils, particularly the more able.

(see paragraph 97)

- (2) Raise pupils' standards of attainment in information technology at Key Stage 2 by:
- i. making good use of the improved resources and provision for the subject so that pupils continue to make good progress, as has been the case over the last six months;
 - ii. continuing to provide appropriate training to support staff in teaching the subject, particularly control technology and sensing physical data.
(see paragraph 122)
- (3) Provide more consistently for more able pupils by making better use of the information gained from the good assessment procedures in place for English, mathematics and science. (see paragraph 24)
- (4) Improve pupils' understanding of other cultures by:
- i. providing more planned opportunities for pupils to learn about the richness of a variety of cultures in Britain today;
 - ii. improving resources to support the teaching of this aspect of the curriculum.
(see paragraph 37)
- (5) Improve the information given to parents about their children's attainment and progress by:
- i. giving clear information in pupils' annual reports about what they know, understand and can do, and how they might improve their performance;
 - ii. ensuring that reports contain information about attainment in all subjects, particularly information technology and design and technology;
 - iii. ensuring that parents are aware of the particular purpose of the parents' consultation evenings.
(see paragraph 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	50	36	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	86
Number of full-time pupils eligible for free school meals	26
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	21
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	8
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.5

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.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	11	7	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	9
	Girls	6	5	5
	Total	17	15	14
Percentage of pupils at NC level 2 or above	School	94 (64)	83 (79)	78 (93)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	6	11
	Girls	5	3	6
	Total	15	9	17
Percentage of pupils at NC level 2 or above	School	83 (64)	50 (93)	94 (64)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

No data for Key Stage 2 can be published because of the small size of the cohort involved.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	85
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	5
Number of pupils per qualified teacher	17.2
Average class size	21.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	57

Financial information

Financial year	1999-2000
	£
Total income	203,381
Total expenditure	208,339
Expenditure per pupil	2,423
Balance brought forward from previous year	27,099
Balance carried forward to next year	22,141

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	86
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	24	3	3	0
My child is making good progress in school.	52	41	0	3	3
Behaviour in the school is good.	38	62	0	0	0
My child gets the right amount of work to do at home.	45	48	7	0	0
The teaching is good.	45	52	3	0	0
I am kept well informed about how my child is getting on.	41	31	21	7	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	55	41	3	0	0
The school works closely with parents.	38	52	0	0	10
The school is well led and managed.	55	45	0	0	0
The school is helping my child become mature and responsible.	38	52	7	0	3
The school provides an interesting range of activities outside lessons.	17	41	28	0	14

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

64. Overall the provision for and teaching of children under five is good. Admissions are twice yearly, in September and in January. There are sound arrangements for helping children settle into school, including close liaison with parents and a part time start.

Attainment

65. Attainment on entry to the reception class is below that expected of children nationally, although some children enter school with higher levels of attainment. The majority of the children who were admitted in January 2000 have particularly low levels of attainment. This affects their ability to concentrate on tasks, and many have difficulty listening to the teacher, even when they are interested in the activity. From this starting point they settle quickly into school and learn the routines and expectations. The older children in the class have already made good progress and by the age of five are achieving the learning outcomes deemed desirable nationally for pupils of this age.

Personal and social development

66. Personal and social development is given an appropriately high priority and children are on target to meet, by the age of five, the Desirable Learning Outcomes in this area of learning. Children have established good relationships with the teacher, in spite of her short time with them, and with the support assistant. They are friendly and generally co-operative with each other and select activities independently, which they then sustain. They are developing independence in dressing themselves and a sense of right and wrong. They are eager to explore and willing to have a go at new activities. The staff provides very good role models for the children and they know what is expected of them.

Language and literacy

67. Most children attain the Desirable Learning Outcomes in language and literacy by the age of five. The children enjoy listening to stories and respond well, even in the whole-school assembly. They talk freely to each other and adults while they are working and show an increasing vocabulary in all aspects of learning. For example, in a mathematics lesson they use words like 'more' and 'less' with understanding and they also enjoy saying rhymes to reinforce the language of number. They enjoy role play and all enjoy books. There is always at least one child sitting looking at the books in the book corner, and they know that pages turn from left to right and can point to the words. More able children recognise a few key words, and know some letter names and initial letter sounds. The most able can read simple texts independently and talk about the story and characters in it. The children have many opportunities to practise their developing handwriting skills. The least able use random letters to record what they want to say, but many can use a word bank to write a simple sentence with a little adult support. More able children are writing independently using the word bank and invented spellings. They make good progress because teaching is good and targeted at individual needs.

Mathematics

68. Attainment in mathematics is in line with that expected of five year olds nationally. The majority can count forwards and backwards to 20, replace numbers on a number line and name numbers one more or one less than another. In one lesson they enjoy identifying the smallest and largest of three numbers, and identifying the missing number in a line. They are offered a good range of practical mathematical activities, using sand, water, mathematics games, number puzzles and the computer in structured and free play tasks. They are already beginning to use the appropriate mathematical language and enjoy singing a range of number songs and rhymes.

Knowledge and understanding of the world

69. The children have a developing knowledge and understanding of the world and attainment in the aspects seen during the inspection is in line with expectations. The children are given opportunities to explore and talk about objects and events in the natural and made world. In a science activity they enjoyed planting bean seeds and are enthralled as they watch a paper towel absorbing water. They talk excitedly about what they do and use magnifying glasses to observe closely. The majority of children are developing the skills of cutting and joining and can use construction kits with skill. They use the computer confidently and most are becoming skilled at using the mouse. During the inspection there were no opportunities to assess how the children were progressing in history and geography related activities.

Physical development

70. Most children achieve good standards in their physical development. They move confidently with increasing control and co-ordination. They really enjoy physical education lessons and run, stop and jump competently. They are aware of how their bodies respond to exercise and can name a range of body parts. The school has provided some large wheeled toys for outdoor play. Fine motor skills are also developing well and most children handle pencils, crayons, scissors and construction kits with a good level of control.

Creative development

71. Attainment in the creative areas is in line with expectations and sometimes good. The children enjoy music lessons and can beat a steady rhythm and their names. They use untuned percussion instruments carefully and can follow simple picture notation. In a singing session with the older pupils they enjoy singing a range of melodies and enthusiastically join in the actions. The children use a range of play equipment, including role play, creatively and are well organised in their play. They use paint, glue, crayon and collage materials to create lively pictures and patterns.

Teaching

72. Teaching in the reception class is good and the staff have a good understanding of the needs of these young children. The learning support assistant has been the only constant staff member throughout the year, and her knowledge of the children and expertise is a significant strength. The good level of teaching is characterised by the good range of appropriate activities on offer and the close match of the

teaching to individual needs. Expectations for both work and behaviour are made clear, and although sometimes the teacher has to work very hard to achieve it, behaviour is good. There are no significant weaknesses in the teaching seen in the reception class during the inspection. However the (unavoidable) changes of staff have been unsettling and the headteacher and governors are aware of the need to address this situation as a matter of urgency.

ENGLISH

73. Standards of attainment in English are in line with national expectations throughout the school, although few pupils achieve higher levels. This represents good progress since the last inspection, when standards were below expectations. Pupils make good progress in Key Stage 1, but progress in Key Stage 2 is only satisfactory. This reflects the impact of recent improvements to teaching and the curriculum, which have not yet had a full impact on the learning of older pupils.
74. In the 1999 national tests at the end of Key Stage 1, pupils' attainment was below average in comparison with all schools but in line with the national average when compared to schools who take their pupils from similar backgrounds. In the 2000 national tests for seven year olds pupils achieved the national average in writing and in reading almost 50 per cent achieved the higher levels. Results for 11 year olds are not available, but teacher assessments indicate that pupils have achieved standards in line with expectations. This is reflected in the standards seen in lessons and work during the inspection. Indications are that standards are rising in the school and that the National Literacy Strategy is making a positive contribution to pupils' learning.
75. Standards in speaking and listening are satisfactory throughout the school. Pupils in all classes listen carefully and follow instructions well. Speaking skills develop as they move through the school and opportunities are given in all classes for pupils to contribute their ideas and develop appropriate vocabulary. By Year 6 pupils prepare and read poems, individually and in chorus, using good pace, expression and rhythm. Opportunities for drama are given regularly, and in one lesson Year 4 pupils showed that they can interpret vocabulary, show character and express emotion through mime and language.
76. By the end of Key Stage 1, pupils attain standards in reading in line with the national average, and many read well. They read a wide range of books and talk about their preferences. They use a range of strategies with increasing independence and show a sound level of understanding. At the end of Key Stage 2, the majority of pupils read with fluency, accuracy and understanding, although few read at the highest levels. They discuss genre and their favourite authors confidently and show increasing levels of understanding. Throughout the school, pupils of all abilities make good progress in reading and show confidence and enjoyment.
77. Attainment in writing is satisfactory throughout the school and most pupils make sound progress. Again few pupils achieve the higher levels. There is a dip in attainment in Year 4 where pupils are producing written work at the lower end of that expected. By the end of Key Stage 1 the majority of pupils can write simple stories and reports, using capital letters and full stops, and spelling basic words accurately. They can make plausible attempts at unknown spellings, and use a neat cursive script. By Year 6 pupils produce writing that is more sustained. They

are beginning to use more adventurous language for effect, and are able to write in different forms. Spelling is usually accurate and presentation is neat.

78. The quality of teaching in English is good overall. Teachers have satisfactory subject knowledge and basic skills are well taught through the effective implementation of the literacy strategy. The most effective teaching is matched closely to the needs of pupils, has high expectations of the pupils, and is well paced throughout the lesson. A general weakness in the English lessons seen is the provision of the same tasks for pupils of all abilities. While staff do allow for differing abilities in the level of support provided, and the expectation of work levels, they rarely plan different tasks. This is a particular issue in mixed age group classes and frequently limits the progress possible. The support of learning assistants makes a significant impact on learning, particularly for the pupils with special educational needs.
79. Attitudes and behaviour in English are good. Pupils work well together, they are keen to contribute their ideas, and work independently, sustain concentration and usually complete tasks.
80. Provision for English is good. Pupils are offered a broad and balanced curriculum with additional opportunities for extended writing, which has enabled standards to rise significantly. There is a strong emphasis on literacy skills in other lessons. The curriculum is enriched by visits of theatre groups and an author to school and by a book week. Resources for learning are satisfactory in quantity and of good quality. The new library is attractive and useful, and although book stocks are not extensive, they are of a high quality. Library loans extend the provision of books available to pupils. All pupils take home at least two books each week. Reading is an important part of the homework expectation throughout the school, and the majority of pupils read regularly at home.
81. Planning for English is effective and there is a good written policy. There are good assessment procedures in place and pupils' progress is comprehensively tracked and monitored. The school is beginning to develop the use of this data for individual and whole-school target setting. In general staff support pupils' learning well by the use of positive and developmental marking. There is a policy of celebration of good work and this is apparent in all lessons.
82. Good progress has been made in English since the last inspection. Attainment is improving, teaching is generally good, planning and assessment are in place and there is a sound basis for further improvement.

MATHEMATICS

83. Inspection evidence indicates that pupils' attainment is above the national average by the end of Key Stage 1, and in line with the national average by the end of Key Stage 2. Since the time of the last inspection, standards have improved at Key Stage 1 and have been maintained at Key Stage 2.
84. In the 1999 end of Key Stage 1 national tests, the attainment of the pupils was very low in comparison with all schools and schools who take their pupils from similar backgrounds. The percentage of pupils attaining Level 2 or above was well below the national average and no pupils attained the higher Level 3. Only four pupils were involved in the 1999 end of Key Stage 2 national tests and, therefore, no

overall judgements can be made from the results. However, over the last three years pupils' attainment has remained consistently below national averages at the end of both key stages. Care needs to be taken when interpreting these figures as the size of the groups of pupils concerned in any one year was small. At both key stages, pupils' attainment has improved, significantly so at Key Stage 1, due to the high emphasis given to improving provision for mathematics and the high quality of teaching and better quality curriculum planning evident within the school. The current groups of pupils in Year 2 and Year 6, are again, small in number. However, the successful introduction of the National Numeracy Strategy and the close monitoring of teaching by the headteacher has considerably improved the quality of education, which pupils receive, in this subject, and the standards achieved in most year groups.

85. By the end of Key Stage 1, most pupils have reasonable mental recall of number facts to ten, and higher attaining pupils can do so to 20. Most pupils understand place value to 100 and a significant number understand place value when using larger numbers. Pupils identify fractions of a shape and a number and are confident when identifying the properties of two-dimensional shapes. They make use of appropriate mathematical vocabulary such as edges, surfaces and vertices. More able pupils are able to use Venn diagrams to sort shapes by two criteria. Most pupils can draw simple graphs and tables from data they have collected and interpret graphs to find information.
86. Overall, pupils make good progress over time and in the lessons observed during the inspection. High expectations are evident in lessons and pupils generally achieve well in relation to their previous attainment. However, the needs of more able pupils are not always met. The introduction of the National Numeracy Strategy has ensured that all pupils make appropriate progress in the development of their skills of mental calculation and their knowledge of number facts.
87. By the end of Key Stage 2, most pupils are proficient in calculating using the four rules of computation involving numbers beyond 1000 and involving decimals to two places. They have a good knowledge of basic number facts including times tables, and add and subtract mentally, quickly and with good accuracy. Higher-attaining pupils know how to carry out pencil and paper methods of calculating amounts involving long multiplication and division, and below average pupils know how to do so when multiplying or dividing by a single digit number. Most pupils are aware of simple fractions and their decimal and percentage equivalents. Average and higher attaining pupils add and subtract fractions and calculate the fraction of a given amount of money. Below average attaining pupils can colour in a simple fraction of a shape. All pupils are able to draw their own graphs and tables and average and higher attaining pupils can interrogate data to find appropriate answers to their teacher's questions. Pupils are developing an appropriate knowledge of two and three-dimensional shapes and classify them according to their properties, including line and rotational symmetry.
88. Overall pupils make sound progress. Pupils in the Year 3/4 class have made sound progress since March but have had to repeat some of the work they completed earlier in the year due to gaps in their understanding and misunderstandings in their concepts of number and shape. By the end of the key stage pupils make particularly good progress in their ability to calculate mentally and in their knowledge of number facts. Their progress in other aspects of the subject is satisfactory.

89. Pupils have satisfactory attitudes to the subject. They listen attentively to teachers' instructions and explanations and apply themselves appropriately to their work. Attitudes towards mathematics are good in the Year 1/2 and Year 5/6 classes where the quality of teaching is good and pupils enjoy competing with one another to be the first to answer. In both key stages, the progress of higher attaining pupils is slowed by the lack of difference in the starting points of the work which they complete. Evidence from the scrutiny of pupils' previously completed work, shows that on many occasions the work set for them varies little from the rest of the class. Although this is appropriate for revision purposes with some aspects of the subject that are only visited from time to time, such as shape or data handling, it also happens in number work where pupils have considerably different abilities.
90. The implementation of the National Numeracy Strategy has been well managed. Staff have received appropriate training and have a good knowledge of the numeracy framework. Lessons are well organised and good use is made of mental arithmetic sessions to promote pupils' mental calculation skills. Good use is also made of the plenary discussions at the end of lessons to consolidate what pupils have learned. Inconsistent use is made of focused group work to provide for the needs of pupils of different attainment and abilities.
91. The quality of teaching is good overall and was good in two-thirds of the lessons. It was never less than satisfactory. Teachers have a secure knowledge of the subject and lessons are well organised and structured. Good use is made of questioning to ensure pupils think about their work and help them to share their methods of calculating. Teachers generally have good relationships with their pupils and make good use of praise to involve them all in responding to questions. Lessons have clear learning objectives which are shared with the pupils and inform them of what they are expected to know by the end of the session. Good use is made of a range of resources, such as digit cards in Year 6 and geometric shapes in Year 2, to support pupils' learning. Teachers are clear in their explanations and make good use of mathematical vocabulary.
92. The subject is well managed by the co-ordinator. Over the last 12 months she has raised the profile of mathematics and made significant improvements to provision, with the result that pupils' standards of attainment are rising and the subject is now taught better. There are now whole-school procedures for the planning of mathematical work, close monitoring of the quality of teaching, and clear tracking of individual children's progress. Parents' evenings and workshops have explained to parents how mathematics is taught at the school and ways in which they can help their children at home. Resources for the subject are satisfactory.

SCIENCE

93. Statutory teacher assessments of pupils' attainment at the end of Key Stage 1 in 1999 show attainment to be above the national average in the percentage of pupils achieving the expected Level 2 and the higher Level 3. In comparison with similar schools, pupils' results are well above average. From the work seen, pupils currently at the end of Key Stage 1 are meeting national expectations.
94. The results of national tests for Key Stage 2 pupils in 1999 showed standards of attainment to be well below average at the expected Level 4 and very low at the higher Level 5, with no pupils achieving this level. Pupils' attainment was well below the national average when compared with similar schools. However, these results

are not significant because of the small numbers of pupils involved. Inspection findings show that standards have improved since last year, although they remain below average. Currently, there are no pupils who are achieving the higher Level 5. The trend over the last four years shows that standards have remained the same.

95. At Key Stage 1, as part of their work on living things, five year old pupils in the reception class are growing beans to investigate the conditions necessary for growth. They are successfully acquiring the skills of scientific investigation as they examine the beans through a magnifying glass and record their observations of the growing beans as a picture diary. Pupils in Years 1 and 2 identify and name the parts of a plant. They can classify materials according to their properties. Most pupils are able to differentiate between natural and man-made sources of light. They understand that light will not pass through all materials and that when it does not it will create a shadow. They understand that some materials are magnetic. Pupils carry out simple scientific experiments, such as investigating what happens to an egg when it is heated, by describing the task and explaining the outcome. As yet, written investigations demonstrate limited understanding of the principle of fair testing.
96. By the end of Key Stage 2, pupils know that magnets exert forces that pull and push. They test a range of materials for their magnetic qualities. They are aware of the importance of a healthy diet and can identify which foods are necessary for maintaining good health. Pupils are developing their knowledge of the purpose of the organs of the body and are beginning to understand the positive effects of exercise on the body. For example, Year 6 pupils know that the heart pumps blood around the body and measure the effect of exercise on the rate of the heartbeat. Year 6 pupils can describe the life cycles of humans and plants and understand different methods of seed dispersal. They correctly classify substances into solids, liquids and gases and understand that some changes in materials can be reversed while others cannot. By the end of the key stage pupils use their own ideas when conducting investigations. They make predictions and decide what evidence to collect. Pupils knowingly consider what equipment to choose and use it correctly. They present their findings in charts and tables.
97. Pupils in Key Stage 1 learn well and pupils with special educational needs are well supported. It was not possible to observe any lessons in Years 1 and 2 during the inspection. However, scrutiny of work and photographic evidence indicates that pupils are systematically developing their skills of scientific enquiry through frequent opportunities for practical investigation. For example, photographic evidence identifies pupils applying their knowledge of electricity to build lego lighthouses. These successfully incorporate switches to turn the light on. As with this task, pupils of all abilities are suitably challenged and make good progress. At Key Stage 2, the lack of staff expertise in the subject results in some of the Programmes of Study being covered in insufficient depth. For example, in their study of life processes there is no evidence of Year 6 pupils using keys to help them classify living things. Although all classes contain mixed year groups, pupils frequently complete the same activity in the lesson, regardless of age or ability. This limits progress, particularly for higher attaining pupils, for whom some tasks are insufficiently challenging. In both key stages, pupils demonstrate a growing scientific vocabulary. The school has recently begun to use the Qualification and Curriculum Authority scheme of work which, through providing guidance in the progressive development of skills, is beginning to have a positive impact on learning throughout the school. Pupils make unsatisfactory progress at this key stage.

98. The quality of pupils' response throughout the school is generally good. In the reception class, five year old pupils listened carefully as their teacher explained how to place their broad bean between the jar and the blotting paper. They concentrated very well as they attempted to manipulate their bean into place and were enthralled as they watched the blotting paper begin to draw up the water as it was added. In both key stages pupils show interest and enthusiasm for practical tasks. They work co-operatively in groups and pairs and handle equipment sensibly, as when Year 6 pupils collaborated to devise and experiment for testing which materials are best at muffling sounds. At the beginning of Key Stage 2, in lessons where tasks provided are insufficiently challenging, a minority of boys do not apply themselves to the task in hand, becoming restless and disruptive.
99. The teaching of science is satisfactory overall and some teaching is very good. During the inspection, the teaching of one lesson was judged to be unsatisfactory. Teaching is best when lessons are well planned with concise learning objectives and activities that are appropriate to pupils' individual needs. In the most successful lessons, pupils are given ample opportunity for practical activity and investigative work. Good use is made of resources. Where teaching is unsatisfactory, tasks are insufficiently challenging, as for example when a major part of the lesson is spent in drawing a house, rather than in scientific enquiry. Most teachers have high expectations of behaviour. They have established very good relationships with the pupils and manage them well.
100. The headteacher is at present fulfilling the role of science co-ordinator and has a clear vision of future areas for development of the subject. Although there is as yet no science policy, the newly introduced scheme of work signifies the recent attention that has been given to raising standards of attainment in the subject. The school development plan targets forthcoming staff development to improve expertise in the subject. Assessment procedures are satisfactory at present and these will be further improved as new procedures that are currently on trial in Year 3 and 4 will be adopted by the whole school at the beginning of next year. Scrutiny of pupils' work indicates that little use is made of ongoing assessment to inform future planning. At present, resources for science are inadequate and are not easily accessible.

ART

101. Only one art lesson was seen during the inspection, but it is possible to make a judgement about provision based on teachers' planning and the work on display and in the pupils' sketchbooks. At the end of both key stages, pupils' standards in art are above those usually found in most schools for pupils of their age. This is an improvement since the time of the last inspection.
102. Overall provision for art is good. Pupils learn a range of skills and paint, draw, print and use collage materials with increasing skill as they progress through the school. They are provided with a good range of quality materials and work is very well displayed, allowing pupils to point out their work with pride. Resources are supplemented by an art loans service which enables pupils to study paintings and artefacts by other artists.
103. Although there is no written policy for art at present, this is planned for next year. The co-ordinator is both knowledgeable and enthusiastic, and leads the subject

well. Teachers' planning is effectively monitored, but as yet there are no systems in place to assess and record pupils' progress.

DESIGN AND TECHNOLOGY

104. Lessons in design and technology were not seen being taught during the inspection. On the basis of a scrutiny of teachers' planning and pupils' work on display, by the end of both key stages, standards of pupils' work are above those usually found in most schools for pupils of their age. Standards have improved since the time of the last inspection.
105. Pupils are offered a good range of tasks that enable them to make good use of the plan do and review sequence that forms the basis for these activities. Lessons include building and making using a range of craft materials and construction kits. Pupils also have the opportunity to sew and cook, although the latter is limited by the need to use a portable hot plate, there being no food activities area. Standards of work are good and there is good progress as pupils move through the school. They clearly take pride in their work.
106. As yet there is no written policy in place for this subject, and no formal assessment or record keeping. However the co-ordinator is aware of this and it will be included in the school development plan.

GEOGRAPHY

107. It was not possible to observe any lessons in geography during the inspection. Scrutiny of pupils' past work, photographs and teachers' planning indicates that standards exceed expectations at the end of Key Stage 1 and are in line with expectations at the end of Key Stage 2. This is an improvement on standards found at the last inspection, particularly at Key Stage 1. As with history, standards have risen, due to improved curriculum planning and increased staff expertise.
108. Year 1 and 2 pupils demonstrate a good understanding of where they live. They record their addresses, describe the features of their own house and contrast different types of houses in their local area. They draw simple maps of the area around the school, identifying some physical and human features. Pupils conduct a traffic survey and record the results. As they construct three-dimensional models of islands pupils use geographical terms for natural features.
109. At Key Stage 2, Year 3 and 4 pupils study the effects of weather patterns around the world, using colour keys to indicate the position of polar and tropical zones. As they study popular holiday destinations they demonstrate an awareness of the effect of weather on human activity. They use maps, globes and atlases effectively to identify countries and capital cities. In Years 5 and 6 pupils study their locality in detail; for example conducting detailed surveys into the effect of a new supermarket on trade and employment in the area. Pupils are able to use maps appropriately as they use co-ordinates to pinpoint destinations.
110. Pupils make good progress in Key Stage 1 in the development of skills and knowledge and understanding. Progress is enhanced through effective links with other areas of the curriculum, such as English, and through the good use of information technology to support learning. For example, pupils use a digital camera to record a bird's eye view of their islands and download a map of the area around

the school from the Internet. In Key Stage 2 progress is satisfactory. Examination of teachers' planning reveals that all aspects of the curriculum are covered, but the long gaps between the units of study, particularly at the end of the key stage, make it difficult to ensure a systematic progression in the acquisition of skills.

111. Discussions with pupils indicate that they enjoy geography and have positive attitudes towards learning. No lessons were observed during the inspection to be able to make a reliable judgement on the quality of teaching. Good use is made of the local environment to enhance learning. Resources for the effective delivery of the subject are adequate. The subject is soundly managed.

HISTORY

112. The timetable for history meant that only one lesson was seen during the inspection week. From this observation, the limited scrutiny of work available and from wall displays and discussions with pupils, evidence indicates that standards of attainment are similar to those expected of pupils of this age. Standards have improved since the last inspection due to the introduction of a policy and scheme of work for the subject and to training that has improved staff expertise. They are no longer below expectations at both key stages.
113. At Key Stage 1 pupils are beginning to have an understanding of the passage of time as they talk about and sketch old and new houses. As they walk around their village they compare materials used in the construction of houses now with those used in the past. Pupils learn about famous events and people in the past. For example, in simple terms they understand why Guy Fawkes attempted to blow up the Houses of Parliament and they are familiar with the story of Grace Darling.
114. Pupils in Key Stage 2 identify some of the features from societies in the past in their study of ancient Egypt. They have a good understanding of living conditions in Victorian times and sound knowledge of the Tudor period. Pupils use artefacts and reference materials to help make deductions and they are beginning to understand how events and changes can be interpreted in different ways. Literacy skills are used successfully to find and record information and the subject is enhanced through the use of technology skills to download information from the Internet.
115. Pupils across both key stages make satisfactory progress in their ability to research historical information using primary and secondary sources. For example, pupils in Years 3 and 4 analyse an inventory from the Tudor period to gain information about the living conditions of the time. Good use of the local area successfully develops pupils' understanding of how things have changed over the years. Pupils with special educational needs make satisfactory progress in relation to their prior attainment.
116. From discussions with pupils and the lesson observed it is judged that attitudes to the subject are satisfactory. Pupils generally talk with enthusiasm and interest about history. They become particularly animated when they discuss their visit to a living history museum, which they clearly enjoyed. In the lesson observed at Key Stage 2, a minority of pupils were restless and rather noisy, demonstrating a lack of interest in the given task.
117. Too few lessons were observed to be able to make a judgement on the quality of teaching. In the lesson observed, support staff were well briefed and resources

were well prepared. However, progress was limited by the fact that the given task was too difficult for many pupils to achieve without assistance. Teachers use timelines effectively to help develop a clear sense of chronology. Local visits provide valuable opportunities for pupils to look for historical clues in a meaningful context. Teachers use artefacts effectively to extend skills of historical enquiry.

118. There is currently no co-ordinator for history, but the headteacher effectively monitors and evaluates the subject throughout the school. Resources are satisfactory.

INFORMATION TECHNOLOGY

119. Standards of attainment are in line with national expectations by the end of Key Stage 1, but below national expectations by the end of Key Stage 2. Since the time of the last inspection standards have fallen at Key Stage 2.
120. By the end of Key Stage 1, most pupils are effectively developing their word-processing skills as they use their keyboard skills to write short pieces of writing. Independently, pupils can change the font type and size using the highlight function. For example, when Year 2 pupils used a variety of pictures to decide on short statements to be included in speech 'bubbles' for display in the classroom. In response to their teachers' questioning they realised the need to make their work larger for the purpose of display. With adult help, pupils can use simple data-handling programs to display information they have collected. Pupils demonstrate confidence in accessing programs for themselves and using the cursor to click on icons to open a given program. They are able to print and save their own work. By the end of the key stage, pupils are able to enter a number of commands into a programmable toy in order for it to follow a simple route.
121. By the end of Key Stage 2, pupils' keyboard skills are poorly developed and many adopt a one-fingered approach to word-processing. With time, they are able to communicate information in a variety of formats but have had insufficient opportunities to use the edit function to cut and paste text when redrafting their work or to import graphics when desk-top publishing. Pupils data-handling skills are developing appropriately and they are able to display the information they have collected in a variety of graphs and tables and to use these to interpret the information other groups of pupils have created. Pupils are aware of the need to check the information entered in a database and the need to be precise about what information they require. Pupils in the Year 3/4 class are proficient in using 'paint', an art program to create pictures. They show appropriate co-ordination in clicking on particular functions, drawing shapes and changing their size and orientation.
122. Presently pupils at both key stages are making good progress in their information technology skills due to the improvement in the school's provision for the subject and the computer suite available to them since the start of the year. This has enabled the majority of Key Stage 1 pupils to make rapid progress and by the end of the key stage meet national expectations. At Key Stage 2, the increased provision and explicit teaching of information technology skills, is improving pupils' achievements but is too recent to have as yet sufficiently raised standards enough, and their progress by the end of the key stage is unsatisfactory overall. However, pupils now have frequent opportunities to develop their skills and this is evident in the aspects of the subject which have been covered recently.

123. Pupils have good attitudes to the subject and are keen to demonstrate their skills. They listen appropriately to instructions and by the time they leave the school are able to share equipment and take turns.
124. The quality of teaching is good overall and was good in two out of three lessons. Recent training has meant that teachers are confident in their own subject knowledge and provide clear guidance to pupils. They make good use of questioning to make pupils think about their work and how they can improve it. Lessons have clear learning objectives and activities are closely linked to achieving them.
125. Provision for the subject has been considerably improved by the creation of a computer suite to which pupils from both key stages have access. The level of resources is now satisfactory and is being well used. There is no written subject policy as yet but good use is being made of the Qualification and Curriculum Agency's guidelines when planning the curriculum. The subject is satisfactorily managed.

MUSIC

126. Standards in music, at the end of both key stages, are in line with those usually found in most schools for pupils of these ages. Standards have remained broadly similar to those found at the time of the last inspection.
127. At Key Stage 1, pupils recognise and name a variety of percussion instruments and are familiar with the sound they make. Five year old pupils in the reception class recognise how many beats there are in their names and can clap the appropriate beat. They are beginning to follow simple music sentences using picture symbols. Year 1 pupils play percussion instruments with good attention to the conductor's signals and with due attention to dynamics. In Year 2, pupils co-operate together to create simple compositions using a set of symbols to illustrate the phrase of music.
128. At Key Stage 2, pupils work in groups to compose the musical introduction to a television programme. The majority of pupils recognise and use some standard musical notation. Pupils write sensitive evaluations of a wide variety of different music. They are becoming familiar with the works of major composers. At assemblies and hymn practice, pupils from both key stages, sing hymns with satisfactory diction and due attention to pitch and tempo.
129. Teaching is good and pupils make good progress, particularly in composition and appraisal. Progress in singing is satisfactory. Teachers plan well and ensure that all pupils take a full part in lessons. Pupils are given the opportunity to take part in a range of practical activities that develop their musical understanding well. Pupils enjoy music lessons. They are enthusiastic and listen sensitively and appreciatively to the contributions of others.
130. Currently, the school is without a music specialist to co-ordinate the subject, but staff have successfully ensured that standards are maintained. Good use is made of visiting teachers and the contribution of a parent volunteer makes a significant contribution to the learning of pupils in Key Stage 1. The curriculum is enriched by the extra-curricular provision of a recorder club. Pupils in both key stages perform in the annual Christmas production but there is little opportunity at present for

performance within the wider community. Resources for music are satisfactory, although there are limited instruments from non-European cultures.

PHYSICAL EDUCATION

131. Pupils' attainment at the end of both key stages is in line with that usually found in most schools for pupils of this age. Standards have improved since the time of the last inspection.
132. By the end of Key Stage 1, pupils show reasonable control and co-ordination in their movements as they run, side step and dodge. They are beginning to show control when dribbling a ball between cones and realise the need to keep the ball close to them. When passing they know that the most success is achieved when they use the side of their foot. Most pupils are successful in aiming at a target. At Key Stage 2, pupils are beginning to show good extension in their movements as they stretch and limber up at the start of lessons. They show agility and co-ordination as they perform gymnastic movements, such as forward rolls. Year 3 and 4 pupils are aware of the need to control the speed of their movements and tuck tightly whilst in a roll. Pupils are able to sustain physical activities for appropriate amounts of time for their ages and are aware of the effects of physical exertion on their bodies.
133. It was not possible to see any swimming lessons during the inspection. However, the school makes good provision for this aspect of the subject. School records indicate that all pupils are able to swim 25 metres by the time they leave the school.
134. Pupils make satisfactory progress at both key stages. The youngest pupils in Key Stage 1 begin to show confidence in their movements and to work safely in the school hall. They are taught to listen carefully and to follow their teacher's instructions. Year 1 pupils follow instructions well and work hard to successfully complete the appropriate activities which are set for them. As they progress through the school pupils are able to build short sequences of gymnastic movements and to respond to musical stimuli in dance. Pupils' games skills are effectively developed as they show confidence in throwing and catching and play small-sided games, such as unihoc.
135. Pupils' attitudes to physical activities are good. They listen well to instructions and follow teachers' commands. Pupils dress appropriately for lessons and work safely in a small space. When asked to do so most pupils work well together, sharing equipment and ideas.
136. The quality of teaching was satisfactory in all of the lessons observed. Lessons have clear learning objectives and pupils are aware of what it is they are to have achieved by the end of the session. Teachers manage the pupils well and achieve good discipline and safe working practices. On occasions, teachers' concern for control and safety leads to pupils not having sufficient exercise so that they are physically exerted by the end of the lesson. Teachers make sound use of simple coaching points in order to improve pupils' performance.
137. The subject is soundly managed and there are adequate resources for teaching the National Curriculum Programme of Study.

