

INSPECTION REPORT

ASHILL CE (C) PRIMARY SCHOOL

Ashill

LEA area: Norfolk

Unique reference number: 121026

Headteacher: Mr A Haynes

Reporting inspector: P B McAlpine
21552

Dates of inspection: 21-24 January 2002

Inspection number: 221765

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	The Oaks Ashill Thetford Norfolk
Postcode:	IP25 7AW
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Appropriate authority:	The governing body
Name of chair of governors:	E John Seaman
Date of previous inspection:	7 February 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21552	P B McAlpine	Registered inspector	English Science Information and communication technology Design and technology Art and design Physical education French English as an additional language Special educational needs	What sort of school is it? What should the school do to improve? The school's results and pupils' standards? How well are pupils taught? How well is the school led and managed?
19320	B Attaway	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
11419	J Underwood	Team inspector	Foundation Stage Mathematics Geography History Music Religious education Equal opportunities	How good are the curricular and other opportunities offered to pupils? Spiritual, moral, social and cultural development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small rural school has been through a few difficult years, including extensive changes to the staffing. Under new leadership, it is now settled and improving. Currently, 111 boys and girls attend full time, organised into four mixed-age classes. The number on roll has fallen by about 17 per cent since a high point in 1998. Boys outnumber girls by about three to two. The proportion eligible for a free school meal, seven per cent, is well below the national average. Nearly all of the pupils are of white United Kingdom origin; about three per cent are from white European, mainly Dutch, backgrounds and two per cent are American. No pupil speaks English as an additional language. Twenty-two per cent of the pupils are on the special educational needs register; this is broadly average. Four pupils have statements of special educational needs, more than three per cent, and this is double the national average. The difficulties faced by pupils with special needs are mainly with reading and writing, though a small number have other difficulties including emotional and behavioural, physical, and speech and language. About 18 per cent of the pupils joined or left the school in the previous year at other than the usual time of transfer and this level of mobility is above average. Standards on entry to school vary from year to year but are broadly average overall. The headteacher has a teaching responsibility for more than half of every week and this reduces significantly the time he has available for management of the school.

HOW GOOD THE SCHOOL IS

This is a good school, reflecting the strong leadership of the headteacher. Standards among the oldest pupils are high and the pace of learning is currently quick. Standards that were broadly average on entry are raised to above average at the age of seven and to well above average at the age of eleven. The general behaviour of the pupils is good and they are very well motivated in lessons. The quality of teaching is better than is typically found and is consistent in quality throughout the school. The leadership and management of the headteacher, his deputy, and others with responsibility are very good and senior management is creating a high quality teaching team. The school is well supported by the governing body. The cost of educating a pupil at the school, although high compared to the average, is similar to other schools of this size and type and the educational value for money is good.

What the school does well

- Standards among the oldest pupils are well above average in English and mathematics and above average in science.
- Standards in reading, writing, and mathematics have risen to above average in the infants.
- Nearly all of the pupils like the school and respond with interest and enthusiasm to lessons.
- Behaviour in and out of the classroom is good and the pupils invariably work in an atmosphere that is free from bullying and other forms of oppressive behaviour.
- The attendance of the pupils is well above average.
- Leadership and management are strong and effective and have improved in quality significantly since the previous inspection.

What could be improved

- The implementation of the nationally agreed curriculum for the Foundation Stage; in particular, the provision for pupils in the reception year to learn through physical activity outdoors.
- Standards, teaching and organisation of music throughout the school.
- The balance of time given to non-core subjects in the juniors.
- The provision for multicultural education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The current inspection is the school's third. The school was first inspected in July 1996. That inspection was successful but there were aspects for improvement. The second inspection, a short inspection, was in February 2000, when serious weaknesses were found in standards, in teaching in the infants, and in leadership and management. In particular, the second inspection found that the school had not improved and shortcomings from the time of the first inspection had not been remedied. Following the second inspection, a visit to check on progress was made in April 2001 by an Additional Inspector from the Office for Standards in Education. Since the second inspection, a new headteacher, deputy headteacher, and teachers for the reception year, Years 1 and 2, the infant age groups, and Years 3 and 4, the early

junior years, have been appointed. Some of these changes took effect only a few months before the current inspection and the very newly appointed teachers have had to work hard and quickly to establish themselves. The changes since the previous inspection have been overseen effectively by the governors and the headteacher. There has been good improvement in the test results at the age of eleven and the current standards in that age group are consistent with the 2001 test results. There has not been time since the new appointment of teachers for the test results at the age of seven to rise but the current work of the seven-year-olds is showing signs of improvement. The pupils in Year 2 are now on course to attain above average results in reading, writing and mathematics in the 2002 tests. The overall quality of teaching has improved significantly and is now better than typically found. The headteacher and his staff, with the full support of the governing body, have responded effectively to the issues for action identified at the previous inspection. Leadership and management are now very good and there is effective delegation. The arrangements for school development planning are good. There is now an appropriate system for monitoring the attainment and progress of pupils and a very good and motivating system for setting relevant individual targets for pupils. The provision for personal, social and health education has been improved significantly and is now good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	B	B	A	A*
mathematics	B	D	A	A
science	B	C	B	B

Key

well above average A

above average B

average C

below average D

well below average E

The 2001 test results for eleven-year-olds, the oldest at the school, were well above average in English and mathematics and above average in science. Achievement in reading was excellent for the eleven-year-olds tested in 2001, with all of them making or exceeding the expected amount of progress since the age of seven; achievement in mathematics and science was good; achievement in writing was satisfactory. These pupils have now transferred to the high school. The overall trend of improvement in results at the age of eleven is better than the national trend and the performance of the oldest pupils in 2001 compared highly with schools with pupils from similar backgrounds. Results at the age of seven, however, declined steeply between 1997 and 2000. The results of the seven-year-olds in 2001, having had a new teacher for one term, showed slight signs of recovery, especially in reading. The achievement of those seven-year-olds, compared to their baseline assessments when aged four, was poor and they had not made the progress that they should during the infant years. Those pupils are now in Year 3 and their current pace of learning is good. The targets for the eleven-year-olds in English and mathematics were exceeded in 2001. The targets for 2002 are challenging in mathematics but should be set higher in English.

The standard of current work among the eleven-year-old pupils is well above average in English and mathematics, and above average in science. The Year 6 pupils are on course to match the 2001 results in 2002. The pupils in Year 6 attain average standards in all of the other subjects except music, where inadequate provision is resulting in below average standards; and in art and design where the evidence is very limited. Among the seven-year-olds, current standards are above average in English, mathematics, and science, and average in all of the other subjects except music, where standards are not as high as they should be. In the Foundation Stage, standards are above average in personal, social and emotional development, and in mathematics, and average in communication, language, and literacy and in knowledge and understanding of the world. The evidence in physical development is limited; the available evidence points to average standards. The evidence in creative development is very limited. Boys do particularly well in the juniors, often better than the girls do, and this is different to the national picture. The progress made by pupils with special educational needs and by gifted and talented pupils is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. This is an improvement since the previous inspection. Pupils show high levels of interest, motivation, and application to work in almost all lessons. Commitment to extra-curricular activities is high and sustained over time.
Behaviour, in and out of classrooms	Good. Pupils work in an atmosphere that is free from oppressive behaviour and bullying. The midday break is civilised. Pupils play well together and there are far fewer lapses in good behaviour on the playground than are typically found.
Personal development and relationships	Personal development is good. Relationships are very good.
Attendance	Well above average. Pupils are eager to come to school. Punctuality is good.

The attitudes, behaviour, and personal development of the pupils are strong characteristics of the school. This is a good improvement since the previous inspection.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 teaching is good and has improved significantly since the previous inspection. The shortcomings in Years 1 and 2 have been remedied and learning in reading, writing, and mathematics is now much improved. The teaching in English and mathematics is very good throughout the school and much better than typically found; literacy and numeracy are well taught. The teaching is consistently motivating. It captures pupils' attention and engenders enthusiasm and a willingness to sustain work over long periods. Basic skills such as phonics and mental arithmetic are clearly and effectively taught. Lessons are well organised and prepared. Explanations are clear and questions are thought provoking. The behaviour of the pupils is very well managed. Only one lesson, in music, was unsatisfactory; the methods were inappropriate and lost the interest of some of the pupils. In Years 1 to 6, the teaching is meeting the learning needs of all pupils in the core subjects of English, mathematics, and science and mostly doing so in the non-core subjects. In the Foundation Stage, learning needs are met during teacher directed and shared activities, such as literacy and numeracy lessons, but the need to consolidate and explore learning through well organised independent activities is not consistently met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Statutory requirements are met. The nationally recommended curriculum for pupils in the Foundation Stage is not taught in full.
Provision for pupils with special educational needs	Good. The specific needs of pupils are identified early and appropriate action is taken to support and improve learning. A well-trained adult supports withdrawal groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for personal development is good and much better than at the time of the last inspection. The provision for spiritual, moral and social development is good and teachers lead these aspects very well by example. The provision for cultural development is unsatisfactory because not enough is done to prepare pupils for life in a multicultural society.
How well the school cares for its pupils	Typical of most schools. Appropriate child protection arrangements are in place. Systems for maintaining safety and supervision are satisfactory. The systems for monitoring attainment and progress in English and mathematics are good but these systems do not extend to other subjects and this is a weakness.

Effective action is being taken to develop the curriculum. Priority has been given to core subjects first, which is

appropriate given the importance of these subjects and the limited number of teachers available to carry out the developments. Information and communication technology is now receiving attention and development work is in hand. Art and design, and music, however, are underdeveloped and will need the attention of senior management soon so that standards and the quality of provision in these subjects can be raised.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is providing strong and appropriate leadership. He is well supported by an able deputy headteacher and by a competent staff. Delegation is good and all those with management responsibilities are effective in their roles.
How well the governors fulfil their responsibilities	The involvement of the governors is typical of most schools. They have appropriate oversight of major decisions and properly hold the school to account for the standards achieved. All relevant statutory requirements are met.
The school's evaluation of its performance	Good. A rigorous programme of lesson observations is established. Performance data is gathered from a range of sources and used as a guide to action and development.
The strategic use of resources	Satisfactory. Resources are managed prudently and used effectively to drive forward development priorities. Best value principles are applied to purchases.

Teachers are appropriately qualified and provide good subject expertise between them. The high turnover of teachers in the past two years has stopped. The accommodation is small and the temporary classroom used by the oldest pupils does not have toilet facilities or adequate display and storage space. The hall is too small to accommodate junior classes for games. The outdoor swimming pool is unserviceable, disused, and unsafe and this should be remedied quickly. Resources are satisfactory in most subjects but there are shortcomings in information and communication technology, English in the juniors, and outdoors in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress. • Behaviour is good and pupils are expected to work hard. • The teaching is good. 	<ul style="list-style-type: none"> • Homework. • Working closely with parents. • Induction arrangements for pupils entering the reception year.

The inspectors agree with parents that their children like school, that they make good progress, that behaviour is good, that the pupils work hard and that the teaching is good. Inspectors think that the arrangements for homework are good; they are better than typically found and appropriately linked to lessons. The arrangements the school has adopted to work with parents are the same as most schools and some aspects of consultation through meetings and questionnaires are very good practice. Inspectors can find nothing in the policies or in relationships that prevent full and equal access to school for all parents. The headteacher is concerned that a few parents think that the school does not work closely with them and is intending to explore ways that this can be improved. The induction arrangements for pupils entering the reception year are satisfactory. Pupils settle quickly and are at ease with the adults.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in Year 6, the end of the junior key stage, are well above the national average in English and mathematics; above average in science; average in history, geography, information and communication technology, design and technology, physical education, French, and religious education. Not enough work is available from the current school year to judge standards in art and design in Year 6, and the lack of work is unsatisfactory. Standards in music are below average. The bulk of curricular time is given to core subjects, where teaching is also the most effective, and this is leading to all pupils currently in Year 6 making or exceeding the nationally expected amount of progress over the four junior years. The generally good level of achievement of Year 6 pupils in the core subjects is matched in Years 3, 4 and 5 and this bodes well for standards in future years. Achievement in the majority of non-core subjects is satisfactory. An exception is music, where not enough time is given to the subject and progress is slower than it should be. The standard of current work in Year 2 is above average in reading, writing, mathematics, and science, and average in all of the other subjects except music, where standards are below average. The strong improvement in standards in Year 2 shows that the school has turned the corner and is leaving behind the serious weaknesses in standards found at the previous inspection.
2. The test results for the oldest pupils have improved since the previous inspection. The 2001 results in English and mathematics were well above average for eleven-year-olds and position the school in the top 25 per cent of schools nationally in these subjects. Each year since 1999, the proportion attaining the expected national level has increased, in total by about a third over three years, which is better than the national picture, and there have been significant increases in the proportions exceeding expectations. In reading in 2001, every eleven-year-old attained the expected level and three-quarters of them exceeded expectations, which was excellent. In writing in 2001, more than three-quarters attained or exceeded the expected level, with more than a quarter exceeding expectations. The 2001 results at the higher level in English were in the top five per cent of schools nationally. In mathematics, more than four-fifths of the pupils attained or exceeded expectations, with about two-fifths exceeding expectations. The 2001 results in science were above average. Nearly all of the eleven-year-olds in 2001 attained or exceeded the expected level in science, which was much better than most schools, but the proportion exceeding expectations, just over a third, was not significantly higher than the other schools.
3. The achievement of the eleven-year-olds tested in 2001 was very good in English overall when compared to their attainment in 1997 when aged seven, especially in reading, where achievement in this aspect of the subject was excellent. Every eleven-year-old had increased their attainment in reading by the expected amount over the four junior years, and nearly half increased their attainment by much more than expected. In writing, while a third of the pupils did significantly better than expected, about one in five did not do as well and a few who attained expectations at seven, but only just, did not repeat their success at the age of eleven. The achievement of the eleven-year-olds in mathematics in 2001 was good and all but one pupil increased their attainment by the expected amount; only a small number exceeded expectations. In science in 2001, all of the pupils had increased their attainment by the expected amount over the four junior years, with about a third exceeding expectations, and this is good achievement. The 2001 results for eleven-year-olds in English were better than almost all schools with pupils from similar backgrounds; in mathematics they were better than about three-quarters of similar schools; in science, they were better than three-fifths of the similar schools. These broad indicators of educational value added for 2001 are very positive.
4. The 2001 test results for seven-year-olds were average in reading and mathematics but below average in writing. All of the pupils in reading and mathematics, and nearly all in writing, attained the expected national level, which was better than most schools, but very few exceeded expectations and this was worse than the majority of schools and dragged down the overall results. The teacher of the seven-year-olds who were tested in 2001 took over the class part way through the academic year and had only a few weeks with the pupils before they were tested. Although the overall result shows little sign of improvement compared to previous years, the proportion of seven-year-olds attaining the expected level increased significantly, by about a quarter in reading, showing what can be achieved. Even with this increase in the number of pupils at the threshold level, compared to baseline assessments, many of the seven-year-olds in 2001 were still underachieving; almost all of them were pupils with high attainment at the age of four. Test results at the age of seven had spiralled steeply downwards before 2001. The results in that year in

reading and writing were worse than similar schools. The early signs are that the downward trend was halted in 2001. The standard of current work has now risen to above average, primarily because there are more pupils on course to exceed expectations in 2002.

5. In the Foundation Stage, standards are above average in personal, social and emotional development and in mathematics. Nearly all of the pupils in these areas of learning are on course to attain or exceed the nationally agreed early learning goals by the end of the year; several of the children have already attained these goals almost six months ahead of expectations. Standards are average in communication, language, and literacy, and in knowledge and understanding of the world; about 80 per cent of the pupils are likely to attain or exceed the early learning goals by the end of the year and some have already done so. The evidence in physical development is limited because the pupils do not have daily access to facilities outdoors; the available evidence points to average standards. The evidence in creative development is very limited. These variations in standards in the Foundation Stage primarily reflect provision that is insufficiently based on the nationally agreed areas of learning.
6. Skills of speaking and listening are well above average. Pupils in Year 6 talk and listen with confidence in all of the situations they experience in school and express themselves clearly and thoughtfully. All of them can read at the appropriate level for their age and have the phonic and deductive skills to decode most unfamiliar words. The highest attaining eleven-year-olds are reading material of adult difficulty. A substantial proportion of the Year 6 pupils write clearly and purposefully, use a broad vocabulary, good grammar and spelling, and joined, legible handwriting. The higher attaining pupils vary their writing style according to the purpose and use both simple and complex sentences, organised into paragraphs. In Year 2, the pupils are starting to reveal confidence in talking and listening, with the higher attaining pupils showing good understanding of the main points in discussions. All pupils in Year 2 are well launched into reading, with some already reading a range of material confidently and fluently. In writing, Year 2 pupils organise their ideas logically and are beginning to use a broad and appropriate vocabulary. The high standards among the oldest pupils reflect very effective teaching and a curriculum that is well organised and consistently taught.
7. In mathematics, pupils in Year 6 have a well-developed knowledge of addition, subtraction, multiplication, and division, both mentally and using pencil and paper methods, and they can apply their knowledge to every day problems. Their knowledge of algebraic formulations is good. Many pupils understand addition and subtraction using negative numbers, and this is advanced for their age. All pupils have appropriate knowledge of shape, space, and measures, and of data handling. Nearly all pupils in Year 2 are confident using number facts to 20 and the higher attaining pupils know many of the multiplication tables.
8. In science, the pupils in Year 6 and Year 2 have a broad knowledge of life processes and living things; materials and their properties; and physical processes at levels that are appropriate to their age. Nearly all of this knowledge has been acquired through experimental and investigative work and all pupils have a good knowledge of scientific enquiry. High attaining pupils are generally well challenged by the work in science but more could be done to identify and support pupils who are particularly gifted in the subject. The evidence in art and design is very limited in the juniors and not enough time is given to the subject over the year. In design and technology, the substantial majority of the pupils throughout the school attain standards that are typical for their age in both the making and the designing elements of the programme of study. However, the junior pupils' knowledge of a range of materials is narrow and this limits the breadth of their design work. The evidence in geography is limited; the small amount available shows satisfactory standards. Standards in history are broadly satisfactory but the learning in Years 5 and 6 is disrupted by many pupils being withdrawn for music. The satisfactory standards in information and communication technology reflect, in part, the effective teaching of a specialist consultant, who is helping the school to improve its provision. Knowledge of word processing and databases is satisfactory but the pupils' knowledge of modelling and control technology is not as high as it should be. In French, the pupils understand simple questions and statements, can reply using single words and very short phrases with satisfactory pronunciation, and can read single words. In music, few pupils sing as tunefully as they should; the teaching has limited effectiveness, not enough time is devoted to the subject, and progress is slow. The substantial majority of pupils in physical education have the level of control, coordination, and dexterity expected for their age. In religious education, nearly all pupils have a satisfactory knowledge of Christianity and of several of the other major world religions.
9. Most of the pupils with special educational needs are at the early assessment stages and these pupils mainly have difficulty with literacy; a few have difficulty with numeracy. Few of them are significantly behind and their difficulties are mostly transient in nature. Support for them is effective, their progress is generally good, and many of them are on course eventually to catch up with national expectations. A few pupils have more significant difficulties; they,

also, are well supported and make good progress in relation to their difficulties. One or two pupils are especially gifted in literacy and numeracy. They have been identified early and given both encouragement and support to excel, which they are doing in these subjects.

10. Boys throughout the school are doing particularly well compared to boys nationally and have done so for two years. There are no significant differences in attainment between boys and girls in either reading or writing, and this is better than the national picture. Boys are doing better than are the girls in mathematics and science, more so than occurs nationally. Partly, this is because the school has strong male and female role models that inspire pupils but, more especially, the teaching captures the interest of all pupils, makes learning enjoyable, and boosts self-esteem.

Pupils' attitudes, values and personal development

11. Attitudes to school are very good and this is better than the previous inspection. The improvement reflects the much better quality of teaching, especially in Years 1 and 2, and this is leading to high levels of interest, motivation, and application to work in almost every lesson throughout the school. A criticism at the last inspection of limited extra-curricular activity has been remedied well, with the result that pupils respond enthusiastically to the varied activities offered to all ages and both genders, increasing their desire to come to school. There is strong support for the various activities, such as drama and gymnastics. Support has not reduced over time; one club was over subscribed and now has two groups.
12. Behaviour throughout the school is good. This is a result of the strong leadership shown by the headteacher and the consistent methods used by teachers to manage behaviour. All pupils do as they are told in the classroom, get on very well with each other in the main, and show appropriate regard for others in corridors, the hall, and at playtime. The pockets of misbehaviour found at the last inspection have been remedied. Bullying is rare and any instances that do occur are dealt with promptly and fairly. Pupils demonstrated a clear understanding of what constitutes bullying and harassment and follow teachers' guidance on the rare occasions that such behaviour occurs. The pupils think that the judgements that teachers make when dealing with misbehaviour are fair and say that bullies do not repeat the offence once they have been cautioned. The only exclusion in the last reporting year was managed correctly; the pupil concerned was reintegrated into school successfully.
13. Pupils' personal development is good and encouraged through a consistent expectation of high standards and good manners, with staff acting as appropriate role models. The standard of personal development has improved since the last inspection because of improvements to the provision. Extra-curricular activities, part of the improved provision, are helping pupils to develop good self-esteem and appropriate self-control. There are increased opportunities for all pupils to take responsibility for their own actions as they get older. Pupils are regularly expected to collect and put away their own equipment and resources. Each class agrees its own rules at the beginning of the school year, creating a strong sense of ownership, and it is these rules that form the basis of the present behaviour and discipline policy. Class and school monitors were seen undertaking their jobs with enthusiasm, for example tidying library shelves at lunchtime, setting up and clearing away equipment used in assembly, and ensuring that the external door to the playground was closed at the end of lunchtime. The elections to the class councils established in the autumn term, together with the recently created school council, are beginning to help pupils of all ages understand that they live in a democracy where they have a right to be heard. Good manners are expected to be a part of everyday school life and were much in evidence during the inspection, for example standing aside for an adult to pass in front. There were good examples of pupils working independently, for example in the Year 5 and 6 class.
14. The timetable allows opportunities for pupils to share their thoughts and problems with their class. Reception and Year 1 pupils had practice in taking turns when they were asked to suggest a way in which they thought the world could be a better place. Several pupils said that they watched the news on television and, in response to images of war and starvation, commented on the need for kindness and food. These young pupils demonstrated confidence in expressing themselves as well as a growing awareness of values and moral principles. Relationships throughout the school are very good. At lunchtime, older and younger pupils share tables, and this is enabling a good bond to be created between pupils. A buddy system operates between the reception and Year 1 class, and the Year 3 and 4 class, which received favourable comments from parents. Shared reading has created integration between the year groups and has enabled younger pupils to be more confident when talking with older ones. Attendance is very good and well above the national average. Unauthorised absence is less than half the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The teaching is good. It is better in overall quality than the national picture; 97 per cent is satisfactory or better, including 71 per cent that is good or better and 26 per cent that is very good or excellent. This is a significant improvement since the previous inspection. The shortcomings found at that time have been remedied. In particular, the attention of pupils is sustained throughout nearly all lessons; behaviour is very well managed; work in literacy and numeracy is appropriately matched to the learning needs of all pupils; satisfactory strategies are in place, in the main, to deal with different year groups in the same class. The pace of learning in core subjects is now very good throughout the school and has improved significantly in reading and writing in Years 1 and 2, where it was too slow at the time of the previous inspection. In non-core subjects, learning is satisfactory in all subjects except music, where the teaching is not always as effective as it should be, and in history in Years 5 and 6, where the withdrawal of pupils for music slows learning for most pupils.
16. Teaching in the Foundation Stage is generally good though with aspects for improvement. Basic literacy and numeracy skills are well taught and learning is brisk in these aspects. Personal, social and emotional development is well provided for in the teaching and the teacher is successful in putting pupils at ease and securing confidence. The planning and the teaching, however, do not always distinguish sufficiently between the needs of older and younger reception pupils in the other nationally agreed areas of learning or provide sufficient opportunities for independent learning.
17. Teaching is very good in English, mathematics and science; good in physical education, and religious education; satisfactory in design and technology, history, information and communication technology, and French; and unsatisfactory in music. In English, mathematics and science, nearly all of the teaching is good or better, and a substantial amount is very good or excellent. Phonics and other basic skills are consistently and purposefully taught. Overall, the skills of literacy and numeracy are very well taught. Basic skills in other subjects are effectively taught in the main, although no teaching was seen in art and design or in geography.
18. A substantial majority of the lessons capture the pupils' interest and create an atmosphere of enthusiasm and willingness to complete the work in hand. In an excellent literacy lesson in Years 1 and 2, the teaching was stimulating, reflecting the high level of teacher expertise in that subject and the broad range of methods and strategies that were used. Songs were used to consolidate basic knowledge of phonics. Shared work extended reading comprehension, the use of adjectives, and composition. Simple resources such as individual white boards were used very well to involve all pupils and to get each one of them thinking and answering questions. Individual target setting helped pupils focus on specific skills. Assistants were deployed to support low attaining pupils and help them complete appropriately challenging work. There was a brisk momentum to learning. Questions were well targeted at individuals. Explanations were very clear. The work extended all pupils.
19. Relationships are mostly very good. Pupils are confident and know that teachers will listen to them and deal with misconceptions appropriately. The only occasion where this was not as strongly the case was in a music lesson, where a few pupils lost interest and became disengaged; this lesson was unsatisfactory. In all but two lessons, the organisation enabled pupils to keep up with work and complete the task in hand. Planning for the week and for lessons is consistent in quality in all subjects. Planning is very good overall. It is detailed in English, mathematics, and science and usually contains specific objectives for pupils with different levels of attainment; this is a good improvement since the previous inspection. Day to day assessment is being used to set individual targets for pupils, which they were seen using regularly to remind themselves what it is that they should try to do better; this is excellent practice and a good improvement since the previous inspection. It is helping pupils to know how well they are doing and giving them confidence. Another good improvement is in behaviour management. All of the class teachers and their assistants explain clearly how they expect pupils to behave; praise good behaviour; explain why behaviour is good and the impact of misbehaviour; and apply consistent sanctions that start with a verbal reminder and gradually increase in severity if misbehaviour persists.
20. Homework is appropriate in quantity, quality, and range and forms an integral part of the teaching. A very good science lesson in Years 5 and 6 started by using information pupils had collected at home. In Years 3 and 4, regular homework is set and covers both literacy and numeracy. Pupils understand the policy and know that homework is valued.
21. The learning needs of the more able pupils are now well met throughout the school in the core subjects. Work is regularly provided at different levels and this is helping all pupils to excel. The learning of gifted and talented pupils is particularly quick in English and mathematics. In non-core subjects, less work is specifically provided for pupils at

different levels. In subjects such as design and technology, although pupils can often work at their own pace and apply knowledge at different levels to the same task, there are times when the more able pupils would benefit from tasks that contain extra challenge. Low attaining pupils and those with special educational needs are consistently supported, their specific needs rigorously targeted, and this keeps a good momentum to their learning. The few pupils from minority ethnic groups are well integrated and their learning is not significantly different to the other pupils.

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

22. The quality and range of the curriculum are satisfactory but there are aspects for improvement. The headteacher and his staff have worked hard to improve the statutory curriculum since the previous inspection and in the short time since then their success has been good, particularly since their extensive teaching commitment means that management time is much less than in the average school. Developments have concentrated on the core subjects, which are now taught effectively, with good curricular continuity and progression for all pupils, and on personal, social, and health education, where standards have risen from unsatisfactory to good. The statutory curriculum is in place in Years 1 to 6 and its breadth and relevance is typical of most schools. Balance, however, remains an issue for improvement, with insufficient time and emphasis being given to art and design, history, geography and music, particularly in the juniors.
23. All subjects now have a scheme of work to guide planning and to improve the continuity and progression in learning. This is a good improvement since the previous inspection. The content is taught on a two-year cycle to take into account the mixed age classes; this is appropriate. Teachers work closely together and plan jointly. This is effective practice that is contributing the good general consistency in teaching and is ensuring that Year 1 pupils, who are taught in two classes, experience a similar curriculum; and that communication is good in classes where pupils are taught by more than one teacher.
24. Literacy skills are well developed in all aspects of the curriculum. There are significant examples of pupils using their literacy skills in science, history, and religious education very effectively. There are good opportunities for pupils to develop their speaking and listening in a variety of situations such as during a religious education lesson in Years 3 and 4, when pupils were discussing the importance of Martin Luther King. There is good evidence of the use of mathematics across the curriculum such as measurement in design and technology, coordinates in geography, some data handling in science and time lines in history.
25. The curriculum for pupils with special educational needs is not significantly different from that of other pupils. The quality of the individual education plans for pupils with special educational needs is generally good. Nearly all of the individual plans contain focused, sharp, measurable learning objectives. Teachers are aware of the plans and appropriate provision is made based on them. Additional literacy support is provided and the quality of this support is good. Pupils with special educational needs or with low attainment in literacy and numeracy are regularly withdrawn from lessons to be taught in small groups or individually; this is appropriate. The adult who works with the pupils when withdrawn is well trained and very competent. The work when withdrawn is based on the pupils' individual plans; on the nationally prepared additional literacy support programme; and on identified needs that arise from specific difficulties experienced in lessons. The latter is an excellent feature of the provision. The withdrawal is well coordinated with other teaching so as not to disrupt shared work, and this is very good practice.
26. The curriculum in the Foundation Stage is satisfactory for personal, social and emotional development, literacy, and numeracy, but is not wholly adequate in knowledge and understanding of the world, physical development, and creative development. The curriculum for the latter three nationally agreed areas of learning is not provided for in full. In particular, the curriculum lacks adequate provision of a range of readily accessible activities, particularly independent activities such as role-play, sand and water play, large construction materials, natural materials, and large outdoor equipment for climbing and balancing, with which pupils can learn through physical activity outdoors and indoors.
27. In practice, the amount of time spent teaching each subject does not match national guidelines, particularly in the juniors. The bulk of the time is given to English and mathematics. Although this is understandable, more time than is recommended is devoted to those subjects, particularly English, where extra time is spent on spellings, reading buddies, and handwriting. Time for lessons is reduced by practices such as drinking milk after pupils return from play, regularly by as much as fifteen minutes, and by the lengthy time taken to transport pupils to and from the

swimming baths, though the latter the school can do little about. In addition, the teaching of music and instrumental tuition are largely undertaken by a specialist employed by the local authority. The timing of this specialist provision is leading to a significant reduction to the time that some pupils are taught history and geography, particularly in Years 5 and 6, and is disrupting progress in history. In a Year 5 and 6 history lesson, large numbers of pupils regularly left or returned to the classroom after music tuition and this reduced the effectiveness of the history teaching significantly. Past work in history and geography is sparse, showing limited recording and development of relevant skills, and much incomplete work. During the inspection, music was taught but the length of lessons varied from half to three quarters of an hour, and this is not enough for the programme of study to be taught in full. The imbalance of the curriculum, with some subjects not taught in full, calls into question the policy of teaching French, which is not a statutory requirement at this age and is taking time away from other subjects.

28. The range of extra-curricular activities is good. Pupils regularly attend sports practises and the football team has many successes; this is helping to boost confidence and self-esteem and is increasing the willingness of pupils to succeed in all subjects. Some clubs are open to all pupils, regardless of age. There are opportunities to belong to the drama club and to produce a school magazine. Musical instruments, ocarinas, recorders and keyboard are also available but the parents have to make a contribution towards this.
29. Not all pupils have equal access to the curriculum and a proportion of pupils from Years 5 and 6 regularly miss a history lesson to attend music. All pupils have equal access to both English and mathematics and teachers ensure work set is suitably matched to their needs. Provision for pupils' personal education has improved significantly since it was highlighted as a weakness in previous inspection and is now good. Circle time is provided to give pupils the opportunity to discuss issues of concern such as bullying. Themes chosen for assembly are used to explore ideas such as friendship, caring for others, sharing and many more. The pupils are encouraged to take responsibility for their learning particularly during literacy and numeracy lessons where they are often expected to work independently. Pupils take part in sporting competitions to improve both their sporting and social skills. There is no formal method in place to record pupils' personal development. Overall, pupils' social and health education is good. Health education is provided through science, where pupils study diet, healthy eating, and exercise. Drugs awareness is planned and the school nurse provides specific sex education for the oldest pupils.
30. Links with the community are satisfactory but few, particularly with industry and commerce, because of the rural locality. A nearby farm allows the pupils to visit during lambing and an engineering company has hosted visits in the past. Pupils' work is displayed in a nearby supermarket. Local residents have visited the school to talk about their childhood memories. Other visitors to the school include the vicar who brought his vestments for the pupils to see, a puppet theatre, the dog warden, a French person, a local magician to entertain pupils at Christmas, and a well-known author. The church plays a part in school life and helps to create a positive Christian ethos. Relationships with others school are good especially so with the High school. Pupils in Year 6 make two visits to the school and staff from the school visit the pupils in their own setting to talk about their next stage of education.
31. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. The good provision for spiritual development is interwoven into every aspect of school life. Religious education, assemblies and regular opportunities to discuss pertinent issues through circle time, help pupils gain knowledge and insight into values and beliefs and to reflect on their own and others' experiences. The introduction of the class councils and the school council has provided another avenue for pupils to express their views about the things that matter to them. Visitors from various church organisations add a further dimension to spirituality. The pupils are encouraged to consider the wonders of nature through observing the changing colours of the sky. Provision for moral development is good. The staff all provide very good role models and promote principles that distinguish right from wrong appropriately and consistently. Pupils show respect for each other and for the staff. Class rules are determined through discussion and circle time is used when necessary to reinforce good behaviour or talk about problems. Rewards, praise, and a celebration assembly are a feature of this positive approach to behaviour. Pupils are encouraged to work cooperatively and take responsibility for their work and for caring for the school environment. Their responsibilities within the school increase as they get older. The older pupils are expected to look after the younger ones, particularly at lunchtime. Their involvement in both class and school councils gives them opportunities to develop self-confidence and initiative as well as to begin to understand about democracy. The use of visits, inter-school competitions, and extra-curricular activities helps to develop pupils' social skills.
32. The provision for promoting the pupils' cultural development is unsatisfactory. Although much of the pupils' own culture is celebrated, there are insufficient opportunities to learn about other cultures. Through religious education, geography and history pupils learn something about the lives and customs of others but when it comes to

understanding and raising awareness of life in a multicultural society, very little is taught. There is hardly any evidence of the pupils studying non-western art or listening to non-western music. There are no displays around that focus on other cultures. The school should now make improving this provision a priority for development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The arrangements to care for pupils are typical of most schools and children are in safe hands. Child protection arrangements are appropriate overall but need to be updated after recent staff changes. The coordinator's training is up to date but the support coordinator has not yet received training that is specific to her new local authority and this needs to be addressed. In the past year, teaching and non-teaching staff have received in-house training to refresh their knowledge of the procedures; the school needs to ensure that this good practice occurs annually.
34. The arrangements to ensure the safety of staff and pupils are satisfactory and addressed through a variety of relevant policies. The school has made good use of the expertise of a former governor who works in the health and safety field. Senior management and governors have moved forward since the last inspection when health and safety systems were described as basic. Health and safety audits are carried out annually. Fire and electrical equipment have been checked within the past twelve months. The school has ensured that five teaching and non-teaching staff are trained in first aid.
35. The buildings are well maintained by the caretaker who ensures that staff, pupils, and visitors are in a pleasant environment. During the inspection, two parents expressed concern that they were not informed about their child being unwell. The arrangements have been checked by inspectors and are appropriate; the policy is for the school to make every reasonable attempt to contact parents of children who are not well or are hurt and who may need medical support. This is typical of most schools. During the inspection, the policy was followed. Both school and parents would benefit if there was sharing of the type of situations in which contact with parents might be expected to ensure that the range of occasions is complete and understood by all parties.
36. The close links with the playgroup ensure that there is a smooth transition into the reception year. A new induction programme has been in place since December 2000; it was prepared jointly by playgroup and reception staff, together with the headteacher. Before joining reception, playgroup pupils have opportunities to meet Ashill staff through staff visits to the playgroup and the pupils' visits to school. Playgroup staff have photographs of the school and its work which they share with the young children. The questionnaires sent out to parents showed that they were very happy with the outcome. During the inspection, one new reception pupil was crying before morning bell but willingly entered school accompanied by a reception assistant and settled quickly after that. The evidence does not support a criticism at the parents meeting that the induction procedures are ineffective.
37. Procedures for monitoring attendance are satisfactory. Good standards of behaviour are achieved using consistent and well thought through procedures and by the staff providing effective role models. High expectations and the constructive involvement of pupils in rule-making reinforce this. Pupils are actively and appropriately involved in decision-making. They are positively encouraged to talk to the headteacher about what they would like. Pupils created the school magazine following a suggestion. A member of staff supports its development. The gymnastics and drama clubs, in particular, have enabled pupils to develop confidence and self-esteem.
38. Teachers have created appropriate reward systems for each class. For example, in the Year 3 and 4 class, the pupils agree weekly behaviour targets such as listening and working without disrupting others. The children award points for good behaviour and those achieving two per week get a rosette marked on a trail leading to the target. The reward is fifteen minutes of golden time during which pupils can select their own activity. This scheme not only maintains good behaviour but also allows pupils' views to be heard and to recognise the good in others. House points enable pupils throughout the school to support their house and achieve group success. Points are gained, for example, at carpet time by answering questions using knowledge and understanding.
39. A weekly tidiness challenge, suggested by the caretaker, has been introduced this term, with the winning class awarded a plaque for the week. The award is given to the class who has maintained the tidiest room for the week; the floors and desks are expected to be tidy. This whole class activity ensures that all of the pupils can be a beneficiary of an award.
40. The arrangements for assessing and monitoring pupils' attainment and progress are satisfactory and have been

developed since the previous inspection. Pupils' attainment in reading, writing and mathematics is assessed at the end of each year and used as a check on their annual progress as well as providing data to set a target for the following year. This is good practice, particularly as pupils identified as not attaining highly enough or making enough progress are supported with extra teaching. The arrangements do not extend to science or to the non-core subjects. Although it is unrealistic in a school of this size to expect the same level of assessments as in English and mathematics, the lack of any assessment in science and the non-core subjects is a weakness. A very good system has been introduced for the setting of relevant curricular targets for individual pupils. These targets are liked and well understood by pupils and the system is motivating them to overcome difficulties. The system for tracking the progress of pupils with special educational needs is good and provides a clear oversight of individual and group progress in relation to specific targets and to progress in core subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. At the last inspection, parents' views about the school were generally positive but the homework system, communication with the school and information about pupil progress were identified as needing improvement. The picture has now improved. This inspection found the partnership with parents to be good. Most of the parents responding to the questionnaire and those attending the parents' meeting are happy with what the school provides. A minority of parents would like to see the school working more closely with them and would like to feel more comfortable in approaching the school with problems.
42. The governing body approved a homework policy in December 2001. It is explicit in the school's expectations of pupils and about how parents can help their children at home. Thirty to forty parents accepted an invitation to an evening meeting to learn more about the homework policy. Communicating information about the policy is also a part of the new induction procedures for reception pupils, with emphasis on reading. The teachers are operating the policy consistently and it is beginning to form an important link between home and school. The parents' meeting and the questionnaires were completed within the first week of term; at this early stage most parents expressed support for the policy, which they fully understand. At the parents' meeting, the homework policy was seen as a strong aspect of the school. All parents have signed the home-school agreement, showing good support.
43. A reading event has enabled parents of younger pupils to have a better understanding of how reading is taught and to make their home contributions more effective. The school is supporting its reading policy further by issuing to all families a booklet about helping children to read at home. A mathematics event is planned for May. The topics to be taught during the term are not, however, consistently shared with parents. Those who come into the school regularly generally get to know but parents whose work circumstances, for example, prevent regular face to face contact are slightly disadvantaged.
44. At the last inspection, pupils' annual reports were considered bland, scant and lacking good indications of pupils' strengths and weaknesses. The school has reviewed pupils' annual reports and improved them; reports for the summer term 2001 are good. In particular, they are more detailed, focused, identifying strengths and weaknesses and follow a common format. They demonstrate that teachers have adopted good practice.
45. There are two consultations each year. The main consultation evening has been brought forward to enable problems to be discussed earlier in the school year. Parents have a choice of two evenings and this flexibility allows more opportunity for parents to attend; the letter of invitation aims to ensure that every parent attends. In the summer term the open afternoon and evening also offers similar flexibility; parents have an opportunity to discuss their children's annual reports. Teachers are regularly available at the start and end of the school day. Four in every five parents attend consultation evenings, which is average. The school has not ascertained the reasons for some parents feeling uncomfortable in approaching the school, nor have they analysed the data on the one in five parents who do not attend consultation evenings. Addressing these two issues will enable closer school-home relationships to be built.
46. Parents readily accept invitations to help in school and do so across all age groups; there is a policy statement to ensure that teachers make good use of this additional support. Parents were observed hearing pupils read and showed they have a good command of the skills required. They also help with information and communications technology, netball coaching and the gymnastics club.
47. At present, there is one newsletter each term, which is of good quality. The newsletter is supported well by regular

letters on day to day matters. The school listens to parental suggestions and has used questionnaires to ascertain parental views. There is a thriving parent teacher association, which receives good support from parents, staff and pupils, and the local community. Pupils have received substantial educational benefits from the funds raised. Pupils' have benefited from a donation towards the new reading scheme, playground equipment, and paving in an area subject to frost, and the provision of a storage shed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are very good. The headteacher provides strong and purposeful leadership through the very good example of his teaching, relationships with pupils, and his vision of good practice in teaching, learning, and school management. He is very well supported by an able, competent deputy headteacher who also leads through the very good example of her teaching. Together, with the good support of teachers, other staff, and the governing body, they are transforming the school for the benefit of all the pupils.
49. The school's aims are relevant, clearly communicated, and shared by all those who work at the school. Strong emphasis is placed on a welcoming, caring environment; a commitment to high personal and academic standards; and to individual excellence. The aims have been achieved in core subjects and attention is being turned to achieving them in the non-core subjects. The headteacher has successfully established an orderly community, where pupils are enthusiastic and eager to learn, and where individuals matter.
50. A high performing team of teachers is being created. The appointment of new teachers has been effective in raising standards and all teachers share a common vision of good practice in teaching. Delegation is good. All teachers have an appropriate job description. Management responsibilities for the curriculum are adequately shared between all teachers, as far as this is possible with such a small staff. Responsibilities are clearly understood and there is good evidence of coordinators being active in their roles. A subject focus for each half term guides the direction of weekly staff meetings, which are led in turn by teachers with subject management responsibilities. This is very good practice. In the past year, staff meetings have systematically reviewed personal, social and health education; English; mathematics; and information and communication technology. Science is next on the list. The meetings examine current teaching and curricular guidance in these subjects and decide what needs to be done next. The senior management team meets every two weeks; its prime purpose is to review the progress of the action plan for improving the school; this is appropriate. Teachers also meet as infant and junior teams to plan lessons; this, again, is appropriate.
51. The governors fulfil their responsibilities appropriately, in a manner that is typical of most schools. They have oversight and final approval of all major decisions and have clear and appropriate systems of delegation. The composition of the governing body has changed since the previous inspection and about a third of the governing body is very new. All of the governors are committed to the school and anxious for it to improve. The minutes of the governing body and the range of committees established show that members are appropriately involved in the life and work of the school and hold senior management properly to account for the standards achieved. The governors fully accepted the findings of the previous inspection and have worked hard and effectively to remedy the shortcomings in leadership and management and in teaching through the appointment of new staff. The procedures that they follow are appropriate and all relevant statutory requirements are met apart from a curricular statement, where improvement is needed. The governors keep themselves adequately informed about standards at the school, mainly through informal but satisfactory means, and have a good grasp of the main strengths and weaknesses. The systems for appraisal and performance management have been appropriately established.
52. The arrangements to monitor and evaluate the performance of the school are good. A range of evidence is gathered annually by senior management, with the help and advice of the local authority, using the national inspection schedule as a guide. The evaluations are recorded, with rigorous, perceptive, and honest comments, and the findings used to guide the identification of school development priorities. A regular programme of visits to classrooms is well established. The task of observing lessons is shared between the headteacher, deputy headteacher, literacy and numeracy coordinators, and all teachers have been observed several times, including the headteacher. This is a good level of monitoring of teaching for a school of this size and type. The findings are used to share good practice and improve effectiveness. Test and assessment data is analysed and used, together with samples of work, to monitor the individual attainment and progress of pupils, to check on the performance of groups and cohorts, and to identify those in need and provide extra support where necessary.

53. The priorities for development are appropriate. The serious weaknesses identified at the previous inspection, particularly raising standards in reading and mathematics in the infants, in the teaching, and in the effectiveness of management remain the core priorities of the current plan. The development plan is of good quality and provides a practical and manageable order to tackling the development priorities. There is a sensible realisation that not all weaknesses can be tackled at once but a determination that all will be tackled in time. Appropriate priority is given in the plan and in the general development ethos of the school to raising standards in core subjects, not just in the infants, where they were weak, but throughout the school. The plan is based on evaluation of previous performance, is clear in the actions to be taken, and gives a strong sense of educational direction.
54. The management of special educational needs is satisfactory. A new coordinator has been in post less than a year. Since then a new policy has been written and implemented. Basic records pertinent to pupils with special educational needs are satisfactory. The date and the scope of discussions with parents are not always formally recorded and this should be remedied. Individual education plans are reviewed each term and this is good practice.
55. The strategic use of resources is satisfactory. The management of the budget by the headteacher and the governors is prudent and that the school lives sensibly within its means. Income and expenditure per pupil are well above the national average for primary schools. This high level of funding mainly reflects the small size of the school and expenditure is not excessive when compared with other small schools. A large proportion of the expenditure goes on staffing costs. High expenditure on supply and relief teachers used during 2000-2001, reflecting the high turnover of staff at that time, is the main reason for the above average expenditure on staffing. This cost is set to more than halve during the current financial year because staffing is now stable. Expenditure on educational support staff is high compared to other schools. Expenditure on learning resources is broadly average. The amount spent of buildings and grounds is relatively low. A surplus of six per cent accumulated during 2000-2001 but this will halve in the current financial year. The school receives additional funding for pupils with special educational needs, for professional development, and a national grant to aid school improvement. These funds are managed appropriately.
56. Day to day financial planning and administration are good; ensuring that spending is on pupils rather than on peripheral items. Best value principles are applied to purchases but now need to be applied systematically to long term developments, where currently there is nothing in place to link expenditure on past decisions to rises in standards so that value for money can be evaluated. The school secretary is now able to maintain tighter monitoring of orders following a review of the ordering procedures; this review emanated from a full audit by the local education authority. Use of diagnostic software shows the preparation of the budget to be good, with only minor adjustments necessary. A close watch is maintained to ensure spending it is in line with the budget.
57. Staffing is satisfactory but the accommodation and learning resources have aspects for improvement. Teaching staff turnover during the past two years has been very high, with more teachers leaving and joining than currently comprise the full-time teaching establishment. The teaching staff is only just adequate in number and there are more pupils per teacher than is the average. The recruitment of teachers is not easy because of local demography and there are more part-time than full-time teachers. The governors have been patient and thorough in their search for new teachers and appointment procedures are good. The headteacher has managed the changes effectively. Teachers are appropriately qualified and between them provide a good level of subject expertise. Induction of new staff is good. New members immediately feel part of a team, supported well by their job description, which clearly identifies their role. A useful staff handbook has been developed in the last two years. Training needs are met well and best practice is shared through monitoring, which gives all of the teachers an opportunity to observe others, and through in-house systems for staff meetings and training.
58. The aggregated hours worked by educational support staff is well above average, reflecting the priority placed by management on meeting the needs of individual pupils. About half of this provision is linked to pupils with special educational needs. All of the assistants work effectively with pupils and the expenditure on support assistants represents good value for money.
59. The accommodation has shortcomings. Three of the teaching areas are adequate in size and create a pleasant learning environment. The oldest pupils, however, are housed in temporary accommodation that does not have toilet facilities and very little display or storage space; it is not adequate. Space in the main building is tight and although there is potential to house all of the pupils under one roof, the lack of space for teaching withdrawal groups and for storing equipment makes the option of housing all pupils in the main building an impractical one. The hall is too small and insufficient to accommodate a full class for games using small apparatus. Facilities outdoors for Years 1 to 6 are satisfactory; there is an adequate playground and a good-sized field, though drainage is not as good as it

could be. Facilities in the Foundation Stage for physical activity outdoors are poor. Not enough has been done to develop the area adjacent to the room used by the reception class. The weatherproof surface is not large enough and inadequately equipped with large apparatus. The school has an outdoor swimming pool that is unserviceable. Its present condition is unsafe, it has not been used for several years, and it has the potential to attract vandalism; all those with governance of the school should seek to remedy this situation as a matter of urgency.

60. Resources are adequate in quantity, quality, and range in mathematics, science and in most of the non-core subjects. In English, resources have been improved in the infants and are now sufficient for needs. There are not enough big books to support shared work in the juniors, however, and the range of fiction and non-fiction for older pupils is too narrow. The library is under-stocked. The computers are relatively up to date and have network and Internet access. The number of computers, however, is now less than is typically found and the range of software and hardware applications is too narrow. Although the parent-teacher association has acted sensibly to improve resources in the Foundation Stage, all those with governance of the school need to do more to improve the range and quantity of resources for use outdoors.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. All of the shortcomings found at the time of the previous inspection have been remedied, or are on course to be remedied soon. The procedures to raise standards in reading, writing, and mathematics have been effective and the school must ensure that high standards are sustained. Now that the initial targets have been achieved, attention should be turned to raising standards and improving provision in the non-core subjects, especially music, and the depth of provision in the Foundation Stage. The headteacher and his staff, with the support of the governing body, should:
- ☐ implement in full the nationally agreed curriculum for the Foundation Stage by:
 - improving the provision for pupils to learn through physical activity outdoors, including increasing the range, quality and quantity of resources and providing appropriate physical challenges on a daily basis;
 - providing relevant training for teachers and support staff so that they know how to use the resources effectively and efficiently;
 - planning on a termly, weekly and daily basis to provide a suitable range of activities in all of the nationally agreed areas of learning;
(Paragraphs 5, 16, 26, 59, 60, and 63-76)
 - ☐ raise standards in music by:
 - improving the effectiveness of the teaching, including setting targets for increased effectiveness in teaching and monitoring regularly to check that the targets are achieved;
 - writing and implementing a policy for teaching music that sets out what is expected of teachers and the school's vision of good practice;
 - increasing the time given to the subject to the nationally recommended time;
 - assessing regularly the attainment of the pupils and setting targets for improvement;
(Paragraphs 1, 8, 15, 17, 19, 22, 27, 29, 32, 109, and 117-119)
 - ☐ improve the balance of the curriculum in non-core subjects by:
 - specifying the number of hours per year that are allocated to each subject and then monitoring the provision to check that the allocation is implemented;
 - identifying the number of lessons to be taught during the year, the main objective for each lesson, and checking that the programme of study fits into the time available;
 - ensuring that activities such as drinking milk do not reduce teaching time;
(Paragraphs 22-29)
 - ☐ improve the provision for multicultural education by:
 - writing and implementing a policy for cultural and multicultural education;
 - increasing the opportunities that pupils have to learn about the ways of life and backgrounds of people from ethnic groups different to their own.
(Paragraph 32)
62. In addition, the governors should consider including the following issues in their action plan:
- ☐ ensuring that the disused pool is made safe and that reasonable measures are taken to prevent access by pupils and others (paragraph 59);
 - ☐ improving the teaching accommodation for Years 5 and 6 (paragraph 59).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	14	8	1	0	0
Percentage	7	19	45	26	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y1-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	111
Number of full-time pupils known to be eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	Y1-Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	24

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	5
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	3.8

Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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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 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	11	10	11
Percentage of pupils at NC level 2 or above	School	100 (76)	91 (86)	100 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	91 (76)	100 (81)	100 (57)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. The numbers of boys and girls are not shown when they are less than 10.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	8	10	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	17	15	17
Percentage of pupils at NC level 4 or above	School	94 (85)	83 (70)	94 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	Confidential	Confidential	Confidential
	Girls	Confidential	Confidential	Confidential
	Total	14	13	15
Percentage of pupils at NC level 4 or above	School	78 (50)	72 (65)	83 (90)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. The numbers of boys and girls are not shown when they are less than 10.

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	107
Any other minority ethnic group	4

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	1	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)	4.6
Number of pupils per qualified teacher	24.1
Average class size	28

Education support staff: YR-Y6

Total number of education support staff	4
Total aggregate hours worked per week	124

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	260834
Total expenditure	242540
Expenditure per pupil	2091
Balance brought forward from previous year	-2122
Balance carried forward to next year	16172

Recruitment of teachers

Number of teachers who left the school during the last two years	6.2
Number of teachers appointed to the school during the last two years	6.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	111
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	36	6	3	0
My child is making good progress in school.	50	44	5	1	0
Behaviour in the school is good.	45	46	4	3	2
My child gets the right amount of work to do at home.	40	40	11	6	3
The teaching is good.	65	34	0	1	0
I am kept well informed about how my child is getting on.	44	45	7	4	0
I would feel comfortable about approaching the school with questions or a problem.	65	25	10	0	0
The school expects my child to work hard and achieve his or her best.	64	34	1	1	0
The school works closely with parents.	38	49	11	2	0
The school is well led and managed.	49	41	3	2	5
The school is helping my child become mature and responsible.	41	49	3	2	5
The school provides an interesting range of activities outside lessons.	49	44	5	0	2

Other issues raised by parents

None.

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

63. The provision for the children in the Foundation Stage is in the reception year and the pupils are taught alongside about half of the Year 1 pupils. Children join the reception year* either in September or January depending on the date of their birthday. At the time of inspection, there were 16 reception age children in a mixed age class with Year 1 children. Nine of these children had experienced one term in full time education the others had only been at school for two weeks. The majority of children in the reception class have had some form of pre-school education.
64. The teacher for this age group has only recently been appointed, having been in charge of her class for about a term. She has formed very good relationships with the pupils, who are settled and get on well with both the teacher and her assistant. The pace of learning in literacy and numeracy is good but the provision is dominated by the National Curriculum requirements for Year 1 pupils. Because of this emphasis, the nationally agreed curriculum for pupils in the Foundation Stage is not taught in full; this is unsatisfactory. Those children who began school in January experience a curriculum that is too narrow, particularly in the nationally agreed areas of knowledge and understanding of the world; creative development; and physical development. In particular, the provision for learning through physical activity outdoors is poor. Both senior management and the teacher are aware of this and are planning improvements.
65. The attainment of most children on entry is broadly typical for their age, or better, and this is confirmed by the baseline assessments. The majority of children are on course to achieve the early learning goals in all areas of curriculum by the end of the reception year. A small number of children have already achieved the early learning goals particularly in personal, social and emotional development and in mathematics and standards in these nationally agreed areas of learning are above average. This is an improvement since the visit of the Additional Inspector in April 2001. Nevertheless, standards could be higher, particularly in knowledge and understanding of the world and physical development.
66. Teaching in the Foundation Stage is good overall, particularly in literacy, numeracy, and in investigative work, despite the lack of appropriate provision for the youngest children. The teacher has a good relationship with the children and encourages them to respond to questions, which they do with confidence. There are high expectations of behaviour and of work. Adults in supporting roles liaise very closely with the teacher and complete a record for the group of children with whom they have worked. Lessons are well planned with clear objectives that are relevant to the older reception children but are sometimes less relevant to those children who have only been in school since the beginning of January. The planning and the teaching needs to take more account of the youngest children entering after Christmas and provide an accessible range of activities to develop language, manipulative skills, and role-play. These activities are not readily available and reduce the effectiveness of what has the potential to be good provision. One of the weakest areas is outdoor play. Although the school has an outdoor space next to the reception classroom, it is currently too muddy for play. During the inspection, no lesson was observed when the children experienced wheeled toys, which are available, or specific outdoor play activities. Larger outdoor apparatus for pupils to climb over, through, and balance on is not available and there is no provision for pupils to use a range of materials, including natural materials, for construction and play.

Personal, social and emotional development

67. Standards are above average. Almost all of children are on course to attain or exceed the early learning goals by the end of Year R; many are already well on the way to attaining them. Children enjoy coming to school and are eager to learn new skills and, when activities are appropriately stimulating and challenging, put in considerable effort and concentration. There is a caring, sensitive ethos. Well-planned activities help children appreciate the need for rules and routines. Relationships are positive and children are encouraged to reflect on their feelings, actions, and experiences. Pupils are encouraged to consider the feelings of others and to understand the consequences of their actions. Most children show confidence and an eagerness to learn. They work well together in twos or small groups, sharing ideas and resources, learning to take turns and to wait patiently. This was a feature of the circle time, where children had to take turns at speaking. However, there are too few opportunities for children to explore situations in the role-play area or in other activities such as outdoor play, construction, or painting. This particularly affects the development of the youngest children.

Communication, language and literacy

68. Standards are average. Progress is satisfactory, particularly for the oldest, and about 80 per cent of the children are on course to achieve or exceed the early learning goals by the end of Year R. A few of the older children have already achieved these goals. Children are encouraged to be good listeners and to enjoy stories and rhymes. They are becoming confident, articulate speakers and respond well to questions. Many of the older children are developing writing skills and the higher attaining pupils are already beginning to write independently, producing a short simple sentence. This level of skill is already consistent with the early learning goal and indicates attainment that is six months or more ahead of expectations. These children are being made aware of the need for a full stop at the end of their sentences. Their letters are recognisable and quite well formed. The lower attaining pupils are able to write a few recognisable letters. The youngest children, after only two weeks in school, are generally not able to write any letters but are, nevertheless, showing typical knowledge for their age.
69. The children all enjoy listening to stories, reading and sharing books. They handle books with care and know how to turn pages. Both the average and the higher attaining readers are already confident with words. They can talk about their books and retell their favourite stories in the correct sequence of events. All of the older children and many of the younger ones can sound out unfamiliar words but the lower attaining pupils find it more difficult to blend the sounds together to make a word.
70. The teaching in shared literacy sessions, which follow the principles of the National Literacy Strategy, is mainly good, and effectively helps all of the children. The pupils, however, do not get enough opportunities to extend their skills of speaking and listening through independent and collaborative activities, such as role-play, construction activities, and imaginative play.

Mathematical development

71. The teaching is good and this ensures that all children make good progress. Standards are above average. Nearly all of the pupils are on course to achieve the early learning goals by the end of the reception year. Some of the older children are already achieving these goals, well ahead of expectations. During a well-managed shared session, the children were able to recall numbers facts to five and could explain how they arrived at their answer. One child said that she just knew the answer. Another explained how he had counted on. Children are able to use a pair of dice to give them two numbers to add. All children were able to complete this task. The oldest children are able to count back from 20, know number facts to 10, can carry out simple addition and subtraction, and know the names of several two-dimensional shapes. There is clear differentiation in the provision between the higher attaining pupils and those with lower attainment. Classroom assistants support the youngest children, who were able to recognise numbers from one to three. Work is well matched to learning needs. Number rhymes are used to reinforce understanding.

Knowledge and understanding

72. Standards are average. The substantial majority of pupils are on course to attain the early learning goals by the end of the reception year. The teaching in the shared and directed work, which is the bulk of the provision, is good and some provision is made to meet the different learning needs of older and younger pupils. In a science lesson, while Year 1 pupils and the older Year R pupils made model windmills, the younger Year R pupils went on a windy-walk to investigate and experience the power of the wind. They were able to use their sense, particularly sight, hearing, touch and smell to investigate the wind and objects that are blown by the wind, such as washing and leaves. They were able to look closely and notice pertinent details. Not enough opportunities like this are provided, however, for pupils to consolidate their knowledge through independent activities and through physical activity outdoors.
73. The children have acquired early knowledge about past and present events in their own lives and those of their families and the other people that they know. They know some of the foods they should eat to stay healthy. They are aware of the different seasons and the kind of weather found in each season. They are beginning to appreciate the differences between past and present through their studies of homes and artefacts last term and toys this term. They are excited by the old toys and compare them modern toys noticing the wear and tear and the different types of materials they are made from. They have walked around the school grounds and visited the duck pond. As part of their religious education lessons they shared the Christmas story and talked about baptism.

74. Although teaching is good, with appropriate questions being asked, and a range of artefacts and resources to support the topic they were studying, there are very limited opportunities for the children to explore sand and water play, to use the role-play area or to choose to use the computer. In fact, none were observed during the inspection. Such activities should be available for those children who started in the class after Christmas, as they are not ready for education that is more formal.

Physical development

75. The evidence is limited because the pupils do not have daily access to appropriate provision for physical activity outdoors. The evidence that is available from physical education lessons in the hall and from activity in the classroom shows that the majority of children are likely to attain most of the early learning goals by the end of the reception year. The teaching of physical education is satisfactory in the main but does not always take into account the specific needs of the youngest reception age pupils. The older reception pupils are beginning to develop good spatial awareness and to control their bodies. They can move in a variety of ways to suggest a stiff robot or a floppy toy. They are taught that before each session they must warm up and the cool down at the end. All the older reception children have good pencil control and many are able to write recognisable letters. Of the youngest children, a couple of them struggle to hold their pencil correctly or to colour neatly inside the lines. Most children can use scissors and cut, following lines, quite well.

Creative development

76. There was no opportunity to observe any sessions in this area of the curriculum but from the planning and pieces of work in the children's folders it can be seen that they experience a range of activities including colour mixing, collage, printing and painting. They also enjoy a weekly music lesson with the peripatetic teacher. The class teacher uses action songs, number rhymes, and other simple songs to enhance the children's development and understanding in a variety of areas and this aspect of the provision is good.

ENGLISH

77. The standard of current work in Year 6 is well above the national average and consistent with the 2001 test results for this age group. Standards have improved considerably since the previous inspection. All of the eleven-year-olds are on course to attain or exceed the expected national level for their age in reading, with nearly half likely to exceed expectations, and this is excellent. In writing, about 80 per cent are likely to attain the national expectations, with nearly 15 per cent on course to exceed them; this is well above average. These high standards are the result of very effective teaching, which is leading to all pupils making relatively quick progress compared to the typical pupil nationally. The achievement of Year 6 pupils is very good when compared to their attainment when aged seven, especially in reading. All of them have increased their attainment in reading over the four junior years by at least the expected national amount and a significant number with above average attainment at seven now have well above average attainment. Achievement in writing is nearly the same as reading, although not so many pupils make more than the expected progress. Elsewhere in the juniors, standards are generally above average. Pupils in Years 3 and 4 entered the juniors with relatively low standards but have rapidly caught up with and surpassed the standard where pupils of the same age are normally found to be, reflecting the effectiveness of the teaching. Pupils in Year 5 are taught with Year 6 and they are making rapid progress. More pupils in Year 5 have special educational needs in literacy than other year groups and, because cohorts are small, this means that the proportion of pupils at the expected levels in that year group is smaller than elsewhere.
78. Standards in Year 2 are above average in reading and in writing. The work of these seven-year-olds was below average at the start of the school year. Since then, they have made very rapid progress, reflecting the excellence of the newly appointed teacher in this year group. All but two of the Year 2 pupils are on course in reading and writing to attain or exceed the expected level for their age by the end of the school year and, in reading, almost half of them are likely to exceed expectations. The Year 1 children, taught alongside those in Year 2, also make very good progress, and are on course to attain above average standards by the end of the year.
79. Boys in Year 6 are doing particularly well compared to boys nationally and the current picture is consistent with the 2001 test results for the cohort last year. This year, boys and girls are doing equally well and there are no significant differences in attainment between the genders in either reading or writing. This picture is replicated in most of the other year groups. The school has strong male and female role models and this is partly the reason for the success

of the boys compared to boys nationally. More especially, the teaching captures the interest of all pupils and makes learning enjoyable. In addition, the strong emphasis in the school on sports and extra-curricular activities is boosting the self-esteem and the commitment of the pupils, which is having a knock-on effect in all of the core subjects, particularly for boys.

80. Good provision is made for pupils with special educational needs. Work in lessons is pitched at different levels so that the pupils who have difficulties with literacy work at a level that is appropriate to their need. Very few pupils are significantly behind national expectations and most catch up with or get close to them by the age of eleven. Effective additional literacy support is provided for low attaining pupils, including those with special educational needs. In a good additional literacy support lesson, a group of seven pupils from two different year groups worked with a well-trained assistant. They practised and developed a range of phonic skills. The lesson maintained a quick pace and used a range of resources that ensured every pupil was engaged intellectually and participated to the full. Pupils who are gifted and talented in literacy are identified early and given extra support and encouragement to do well; at least one pupil in Year 6 is on course to exceed expectations significantly in both reading and writing.
81. Speaking and listening skills are very well developed. In a good lesson in Years 5 and 6, all of the pupils showed considerable confidence when discussing possible interpretations of a myth and of a legend. They listened attentively to the ideas expressed by others, added to or disagreed with the ideas, adapted their talk to the needs of others, and provided lengthy, thoughtful, and detailed responses. In Year 2, levels of confidence are appropriate, and nearly all pupils are willing to talk about their work and things that interest them. They listen carefully to the teacher and generally carry out instructions accurately. More than half the Year 2 pupils have very well developed vocabularies for their age and they can generally explain their thoughts at length.
82. Pupils in Year 6 have well-developed preferences for author and type of story. They read silently for study purposes, with good comprehension. They read aloud with confidence, fluency, and considerable expression, showing, for example, that they are following the thoughts and actions of the characters with high levels of understanding. Phonic and deductive skills are very well developed. High attaining pupils are capable of reading material that is of an adult level of difficulty. One pupil explained in depth her reasons for choosing Tolkien and had read all of his books that she could find. Her phonic skills were excellent and she was able to make detailed inferences and deductions about the feelings and motives of characters from their actions and dialogue. The substantial majority of pupils in Year 2 read familiar texts confidently and accurately. They are beginning to acquire the skills necessary to tackle unfamiliar words and can generally blend sounds and search for clues in the text to predict the meaning of unknown words. The few seven-year-olds who are not quite attaining that standard are not far behind and can identify the separate letter sounds of words they do not know but cannot yet blend the sounds together without adult help. High attaining pupils in Year 2 read as well as a typical nine-year-old; they are fluent, read with expression, read silently, tackle difficult unfamiliar words with confidence, and demonstrate appropriate understanding of the main themes and events.
83. The writing of pupils in Year 6 is generally well organised, imaginative, and clear. The pupils are able to sustain their writing at length, use a broad vocabulary, with stories showing the use of dialogue, interaction between characters, and paragraphs. Occasional lapses in punctuation and capitalisation are found in the work of the typical pupil but not in the work of higher attaining pupils, who use complex sentences and have appropriate mastery of different genres. In Year 2, most pupils organise their ideas and sentences logically. They are using adjectives and adverbs regularly to increase clarity and the high attaining pupils use capital letters and full stops consistently and accurately. Satisfactory opportunities for writing are provided in other subjects, including information and communication technology.
84. The teaching is very good and has improved significantly since previous inspections. All of the teaching is satisfactory or better, including half that is good and a further quarter that is very good or excellent. Every lesson is well planned and prepared. Teachers sustain the interest of the pupils throughout lessons by being clear about the purpose of the teaching, using resources effectively, and keeping a good momentum to the consolidation of previous learning and the introduction of new ideas. In an excellent lesson in the Year 1 and 2 class, the deputy headteacher very effectively used phonic songs, individual white boards, targeted questioning, and shared writing methods to extend quickly the pupils' knowledge of consonant blends, the use of adjectives, sentence composition, character profiles, and story writing. By the end of the shared work, which moved forward quickly but was not hurried and allowed time to clarify misunderstandings, all pupils were eager to write independently and explore the knowledge that they had learnt. This purposeful, motivational teaching is a characteristic of all the lessons seen.

85. Individual target setting is very well developed, particularly to extend writing skills, with pupils understanding the purpose of the targets and using them regularly to check whether they have been met. The individual targets are helping pupils to know how well they are doing and to gain in confidence and self-esteem. Teachers know the pupils well and use this knowledge to ask questions and set work at different attainment levels, so that no pupil finds the work too easy or is left struggling with work that is too difficult.
86. Leadership and management of the subject are good. The coordinator is a part-time teacher but is successfully overcoming any potential problems this circumstance might create and is leading effectively through the good quality of her teaching. Provision within the subject has been audited and the teaching of literacy is monitored regularly. There is a clear and appropriate action plan to raise standards. Documented curricular guidance is appropriate and half-termly and weekly planning is consistently good in quality throughout the school. The arrangements to assess and monitor the progress of pupils, other than the individual target setting, are satisfactory. Book and other resources in the infants are adequate and have been considerably improved during the previous year. Resources in the juniors have been identified as limited by the coordinator, and confirmed as such by the inspection, particularly the range of fiction material for the older and higher attaining junior pupils, and the range of big books for teachers to use with juniors during shared reading. The library is located in a corridor, which is not ideal. The books are stored accessibly and well organised using an appropriate classification system. The range of information books, however, is narrow and the quantity of books is low.

MATHEMATICS

87. Current standards in Year 6 are well above average. Standards in Year 2 are above average. Standards have improved considerably since the previous inspection. The standard of current work in Year 6 and the results of the 2001 national tests are consistent. All Year 6 pupils are on course to attain or exceed the national level expected of an eleven-year-old by the end of the school year. There has been a fluctuation in test results in the past but after falling in 1999 and 2000, when results were just below average, they rose dramatically in 2001 and seem likely to remain at this level for 2002. There is little difference in the performance of boys and girls as sufficiently challenging work is set for all pupils.
88. The standard of current work in Year 2 shows an improvement over the results of the 2001 national tests. In Year 2, the majority of pupils are on course to attain or exceed the national level for seven-year-olds. There was an enormous dip in results in 1999 to well below average. Since then, the results have been consistently close to the national average.
89. The seven-year-olds have a good understanding of numbers and their values up to 100 with a few pupils who are familiar with numbers to over 1000. They are confident, know their number facts to 20 and can recall them without difficulty. Doubles and halves have also been investigated. They are able to use their skills to add up money and find the change. The higher attaining pupils know all relevant multiplication tables and are aware of the relationship between multiplication and division. All pupils can find the missing numbers in a sequence. Most pupils have had some experience of measuring using non-standard measures such as parts of the body. All pupils are taught appropriate mathematical vocabulary. All pupils are confident to explain what they are doing and why.
90. Pupils in Years 3 and 4 build well on the knowledge acquired in the infants. They are becoming secure in their knowledge of hundreds, tens, and units and in using multiplication tables. They use a variety of methods for addition and subtraction when solving problems mentally. Many of the pupils understand the principle of subtraction by decomposition; only a few are unsure of this method. In Years 5 and 6, the higher attaining pupils use brackets in formulating algebraic expressions. One question initially challenged all the pupils: $(4-2) \times (5-?) = 20$. A variety of answers were suggested. Eventually the pupils realised that a negative number was required. The pupils have appropriate knowledge of three-dimensional shapes, recognising the number of faces and edges they have. They also have knowledge of methods to calculate area, including irregular shapes.
91. The achievement of the pupils is good when compared, in the case of seven-year-olds, to their attainment on entry and, with the eleven-year-olds, to their attainment when aged seven. The pace of learning in lessons is good, at times very good, reflecting the well developed subject expertise of the teachers and work that is well matched to the pupils' learning needs. Throughout the school, pupils enjoy the subject and respond well to the teaching, particularly the mental sessions at the beginning of lessons, and this is an improvement since the previous inspection. Pupils are well motivated and keen to succeed. They remain on task working quietly with little adult intervention. They help

each other; for example, in one class, one child read the word problems to his partner so they could both have success, share resources and collaborate. Many pupils take pride in their work, laying it out neatly and dating it.

92. The quality of teaching is very good. Where lessons are good or better, teachers plan well, have very clear idea of what pupils will learn during the lesson and pupils are aware of what teachers' expectations are for both behaviour and work rate. Lessons are taken at a good pace with quick-fire mental questions at the beginning before the main teaching begins. Because teachers are enthusiastic, there is a good working atmosphere and pupils are motivated to learn and extend their knowledge. All teachers have good relationships with their class giving all pupils the confidence to explain their answers even if they are incorrect. They encourage their pupils to succeed. Support staff are used very effectively and work alongside the pupils both during shared work and the group work. They record the pupils' successes and difficulties on a specially prepared sheet relevant to the lesson.
93. The effective introduction of the National Numeracy Strategy has led to teachers developing clear ideas of the most effective ways of teaching the various elements of the curriculum. The benefits of improved mental recall and systematic development of mathematical knowledge, understanding and vocabulary can be seen in pupils' approach to the subject. The guidance provided by the numeracy strategy has supported teachers with planning, leading to detailed plans with well-defined learning objectives.
94. Pupils' attainment is regularly assessed and the results carefully analysed. This is good practice and provides useful information about weaknesses in the provision. The quality of teaching has been monitored and improved across the school. Good systems are now in place for the school to track its pupils' progress from year to year. This has allowed teachers to focus on individual pupils to improve their performance. The coordinator is knowledgeable and enthusiastic and has a clear idea of developments to ensure that the high standards are maintained.

SCIENCE

95. Standards are above average throughout the school. Almost all of the pupils in Year 6 are on course to attain the expected national level by the end of the school year; this is better than the typical picture. Of these, about a third are likely to exceed expectations, which is similar to most schools. In Year 2, all of the pupils are on course to attain the expected level, with an average proportion likely to exceed expectations. The pupils' knowledge is at an appropriate depth in relation to each of the national attainment targets, with particular strength in the skills of scientific enquiry, reflecting the very strong emphasis placed on investigation and experimentation in the teaching. Boys do particularly well. Pupils with special educational needs are well supported and make good progress. High attaining pupils are appropriately challenged in the main but more could be done to identify and support pupils who are gifted in the subject.
96. Pupils in Year 6, from their current studies of materials and their properties, have acquired a broad knowledge of solutions and factors that affect dissolving. They know of a range of every day substances that are dissolved when being used and that factors such as temperature and stirring might affect the rate of dissolving. They have a good understanding of the principles of fair testing, the need to identify as many of the variables as possible, and the need for consistent measurement. Their work this academic year shows good progress and broad coverage of the programme of study. The Year 6 pupils have, for example, appropriate knowledge of sound and how it is dependent on vibration; light, including reflections and investigations into beams of light; forces, including friction and air resistance; and filtration. The pupils in Years 3 and 4 are developing a secure knowledge of magnetism, which they have acquired through experimentation. They know that various metals are attracted to magnets, as well as a few that are not, and can devise a fair and appropriate test to investigate the strength of different magnets, recording their results appropriately. They are beginning to link cause and effect and to appreciate the need to control some variables in order to test the effect of others.
97. Pupils in Years 1 and 2 have appropriate knowledge of physical processes, such as the force created by strong wind. They know that the power of wind drives boats with sails, dries washing, and creates electricity through wind turbines; they have the skills to explore the strength of the wind through experimentation and are aware of the importance of measurement when investigating. Their work shows that they know about electrical circuits and the effect of powering several devices from the one circuit, and about life processes and living things, having investigated aspects of growth and reproduction in different species.

98. The teaching is very good; all of it is good or better, with half being very good or excellent. A significant strength of the teaching is the strong emphasis on the pupils learning through experimentation and investigation. In an excellent lesson in Years 1 and 2, the teacher conveyed her excitement and enthusiasm for the investigation in hand. The lesson was very well planned and prepared and very effective use was made of resources. The purpose and objectives for the lesson were shared with the pupils at the outset. The pupils extended their knowledge of wind power by watching a carefully edited video. The short discussion that followed enabled good links to be made with previous experience, such as a visit to a local wind turbine. A number of model land yachts had been made to which the pupils added sails and then investigated which land yacht travelled the furthest when blown by an electric fan. This activity created great excitement among the pupils. The task of adding the sails involved discussion about the best materials to use and the need to measure size and position. The results were continually discussed, a process which led the pupils to increasing their awareness of the need to keep as many aspects of the experiment as possible the same so that the investigation was fair. They realised, for example, that the bases of the land yachts, the wheels, and the axles were the same for each yacht but that the size and shape of the sails varied. To test fairly, they decided after several trial runs that the starting position, the power setting on the electric fan, and the length of time that the fan was switched on, would have to be the same each test. Throughout this investigation, the six and seven-year-olds sustained total concentration and retained great interest and motivation; their learning was efficient and very effective.
99. In a very good lesson in Years 5 and 6, the teacher had very effectively prepared the pupils by asking them before the lesson to complete a simple research task for homework. This research was then cleverly used as a starting point for the teaching of new knowledge. The teacher's good subject knowledge enabled him to respond to the different findings from the homework; the effect was to motivate and involve all pupils at a personal level and give them a strong sense of owning the lesson and the subject being studied. Throughout the school, all lessons are well planned and prepared and the teaching effective. The teachers' subject knowledge and expertise is good; this is enabling them to manage investigative work well and to make the most educationally of the unexpected discoveries that can arise during investigations and experiments. The methods used are appropriate and effective; all teachers make good, consistent use of demonstration, direct teaching and of independent experimentation.
100. Leadership and management of the subject are good. The coordinator leads very effectively by the example of his teaching. Curricular planning and organisation are based on nationally prepared schemes and this is appropriate. Half-termly planning identifies an objective for each week of the half term; this is good practice. The planning is consistent in format and quality throughout the school. Development of the subject has not been as high a priority as the other core subjects, which is acceptable in the short term given the pressing need a year ago to raise standards in English and mathematics. The consistency of teaching has nevertheless been increased through the development of the curricular planning and schemes of work, and this is satisfactory. Checks on what pupils have learnt are made through regular assessments at the end of each unit of work; this is satisfactory but the assessments are not linked to the National Curriculum criteria, making the measurement of individual progress difficult and this should be remedied. The teaching has only been monitored informally, again because of the pressing need to improve teaching in the other core subjects. The inspection has not raised any issues about the teaching to warrant urgent formal monitoring of lessons but this good management practice should be included in senior management's programme of routine monitoring to check that consistency and quality are being sustained. Resources are good in quality, quantity, and range.

ART AND DESIGN

101. The evidence is very limited and no teaching was seen. The subject is not given sufficient priority and this should be remedied now that the standards in core subjects have been improved. The lack of evidence is particularly acute in the juniors and it has not been possible to make a secure judgement about the standards or the achievement of the oldest pupils. This situation is different to the previous inspection, when evidence of improvement was found. Displayed work in the infants indicates broadly average standards and satisfactory progress. The subject is taught alternately with design and technology and was not timetabled during the inspection, which partly accounts for the shortage of evidence. Very little work has been retained from the autumn term in Years 3 to 6, almost none is on display, and the volume of work in sketchbooks is thin and diminishes in quantity and quality as pupils get older; this distant perspective and empty horizon paints an unsatisfactory picture. In Years 1 and 2, retained work contains one or two good quality pencil drawings based on observation; average quality colour wash paintings; self-portrait paintings; block printing and collage work. The work shows that pupils have average levels of accuracy, control and attention to detail when using different media, but that the range and volume of learning experiences is

less than typically found. The termly planning is based on weekly themes; it is not as specific as it should be and indicates only basic coverage and range. The amount of time given to the subject in the juniors is about a third less than the amount recommended nationally and this should be remedied. Resources for two-dimensional work cover an appropriate range but resources for three-dimensional work are limited.

DESIGN AND TECHNOLOGY

102. Standards are average in Year 6 and in Year 2 and the achievement over time of most of the pupils is satisfactory. Almost all pupils attain a level that is consistent with national expectations for their age. Few pupils exceed the expected level, however; the work is provided at mainly one level and this is not allowing the pupils who are more able to excel. The subject was not mentioned in the previous report and so it is not possible to evaluate improvement.
103. Pupils in Year 6 are generally able to generate ideas by collecting information. In a lesson where the purpose was to make instruments to produce specific sounds for a radio drama, they researched the sounds made by different instruments and materials until they found what they wanted. As they worked, they reflected on their designs and made changes to improve the quality and effectiveness. Previous work in Year 6 shows that the pupils have the knowledge to research and make model shelters, umbrellas, and bridges and to test the strength of some of the materials before using them. Their knowledge of design enables them to produce satisfactory sketches beforehand and to label the components. In Years 3 and 4, the pupils know about packaging designs and how to manufacture a box from one piece of card using a net design that is folded and glued using tabs. Their knowledge of different materials, however, is limited mainly to paper and card and they have not had sufficient experience of other materials, such as wood and plastic; nor had they the knowledge to consider whether the package needed to be rigid or flexible.
104. Pupils in Year 2 are beginning to develop knowledge of mechanisms. In a good lesson, Year 1 and 2 pupils made card toys with sliding mechanisms. In a previous lesson, they learnt about lever mechanisms. The quality of their work was satisfactory and they showed good enthusiasm. Attention was paid to the quality of the finished article and most pupils handled tools such as scissors with confidence and safety. Previous work shows that they have knowledge of food technology, including food hygiene and making skills such as cutting, grating, slicing, and squeezing.
105. The teaching is satisfactory and leading to an appropriate pace to learning for most pupils. The nature of the work is allowing pupils to work at their own level in the main. Even so, the challenge for the pupils who are more able could be increased. Curricular planning follows national guidance and uses nationally prepared schemes of work; this is good practice. Assessments are made in relation to the learning objectives for each unit and this is good practice. However, no assessment of pupils' attainment is made using National Curriculum level criteria and this makes it difficult to measure progress. The amount of time allocated to the subject over the course of a year is less than recommended. The range and quantity of tools are satisfactory. The range of materials available is too narrow.

GEOGRAPHY

106. The subject was not taught during the inspection nor was it evaluated in the previous inspection. The evidence is obtained from plans, displays, pupils' work, and an interview with the coordinator. Standards are broadly average in Years 6 and 2. The volume of written work, however, is low and much is incomplete. Pupils in the infants have a satisfactory knowledge of the local area, gained from map work and local studies. They can locate places they have visited for a holiday in England, Europe, and further afield. Each holiday destination has been examined and a range of questions asked and answered as part of a research project, for example, *why did you go there; how did you get there; what did you do?* There was some very brief writing about Australia. Pupils in the juniors develop the holiday idea further by devising holiday brochures. This is a good idea but some of the ones displayed contain a lot of pictures and computer-generated research but little of the pupils' writing. In Years 5 and 6, the pupils have acquired knowledge of a contrasting area to Ashill. The coordinator has been in post only a short time and has had little opportunity to monitor planning, teaching or look at pupils' work. The schemes of work are based on national guidance, which has the potential to help teachers build progression and continuity into the learning. A recent field trip has been organised to give pupils first hand experience of the seaside.

HISTORY

107. Standards are average throughout the school. The subject was not evaluated at the previous inspection. At the age of seven, the attainment of the substantial majority of the pupils is in line with expectations. The pupils are beginning to understand how artefacts from the past are different to those of today. They can explain why they think one toy is older than another by considering how worn it is, which is not always a reliable guide, the material it's made from, and how it works. The pupils recognise household items that were used in the past and compare them to present day.
108. At the age of eleven, the majority of pupils are attaining the expected level for their age; few exceed it. The pupils have a basic knowledge of life during the Victorian period and one or two have written thoughtful accounts of a Victorian childhood. A visit to Gressen Hall, where the pupils dressed up as Victorians, enhanced their understanding of the period. Presently they are looking at changes in Britain since 1948 and are becoming very aware of what happened after World War II and how the war continued to affect life and industry long after it ended. The oldest pupils found the production line at Ford's in the 1950's quite an eye opener as they thought robots make cars! Pupils in Years 3 and 4 are very involved in a topic about World War II. They are building up an appropriate knowledge of life during that period and of the key people and events and feel very sorry for the evacuees and the difficulties they faced.
109. The amount of written evidence available, particularly from Years 5 and 6, is very limited. One reason for this is the disruption during history lessons caused by music tuition. The disruption is preventing the older pupils from developing fully the skills of historical enquiry as about half the pupils in Years 5 and 6 spend too much of their time pursuing musical activities during history lessons. Many pupils' books have unfinished work and three pieces of written work in six months is insufficient for this age group. Pupils in Years 1 and 2 make satisfactory progress and acquire the appropriate skills, as do pupils in Years 3 and 4. Pupils in Years 5 and 6, particularly those involved in instrumental tuition, make less progress than they should because they miss part of every other lesson.
110. All pupils enjoy history and are fascinated by the past. The youngest children really enjoy looking at old toys and comparing them to present day including their own. The older pupils were transfixed by a video about evacuees. Pupils listen to teachers' questions and are keen to respond, often giving some well thought out answers. They respect the comments of others in the group and willingly join in a discussion.
111. The teaching is satisfactory overall. Two lessons were seen. One was satisfactory and one was very good. The very good lesson was well planned. Resources were used to good effect and questions were used very effectively to encourage the pupils to think and express their opinions. The enthusiasm and interest of the teachers motivate the pupils and have a positive effect on their learning. All teachers have good relationships with their classes. The coordinator for both history and geography has been in post only a short time and has had little opportunity to monitor planning, teaching or look at pupils' work. When these subjects are a priority, which they are not at the moment because of the need to raise standards in the core subjects, then the role will be developed more effectively. The schemes of work are based on national guidance, which helps teachers to build progression and continuity into the development of appropriate skills. Recent visits have been organised to give pupils first hand experiences of a Victorian household, a Saxon dwelling, and local history.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. Standards are broadly average throughout the school and the substantial majority of the pupils extend their knowledge over time at a steady pace. The improvements noted at the time of the previous inspection have been sustained. Even so, standards could be higher. Pupils in Year 6 are able to access the Internet and explore web pages and databases to search for relevant information. Keyboard skills are satisfactory and the pupils are familiar with basic terminology. In a good lesson with an information and communication technology specialist teacher, Year 6 pupils quickly learnt how to highlight relevant areas of information and then cut and paste them into another document. They were able to create titles and reformat their work to suit the intended audience. They could, for example, change the size, colour, and type of font. Knowledge of monitoring and control technology is, however, limited. Pupils in Years 3 and 4 can use a graphics program to design a net for a box, and this is relatively challenging. Pupils in Years 1 and 2 are able to use computer programs to support their work in literacy, showing satisfactory keyboard skills, and knowledge of the program. They can, for example, use icons and buttons to select various menus and to navigate through different windows. In one lesson, the seven-year-olds quickly learnt to frame search questions carefully and to initiate database searches by typing in specific key words. Good use is made of programs to support the learning of pupils with special educational needs, such as dyslexia, enabling interactive programs to provide instant responses to trial and error learning.
113. The teaching is satisfactory. The small amount of teaching seen was, however, the work of a part-time specialist. His teaching concentrated closely on specific skills, which was very effective, and involved small groups of pupils so that all of them could experience using the programs as well as listen to the teacher telling them how they worked. In lessons in other subjects, the pupils do not always get enough time to consolidate what they have learnt about specific programs or apply them consistently and rigorously to other work. Class assistants sometimes support pupils with their work when using computers; the quality of their support on these occasions is good. Half-termly planning is generally of good quality and consistent throughout the school. Much of the teaching with the specialist teacher involves the pupils being withdrawn from lessons in other subjects. In the main, this is appropriate but there were occasions during the inspection when the withdrawal interrupted learning in the other subject and this was unsatisfactory. Several of the teachers planned for work during withdrawal sessions to cover similar content to the work of the rest of the class, and this is good management. For example, a group used the Internet to find out about the fable of the tortoise and the hare, which others in the class were studying but using different sources.
114. The development of the subject was not a high priority until recently. The acquisition of resources and the development of teaching methods have not always kept pace with national recommendations and this has left the pupils' with inconsistent and sometimes shallow knowledge, particularly of monitoring and control technology. These weaknesses are recognised by senior management and are being remedied, with early signs of improvement.
115. Management of the subject is satisfactory. The curriculum is appropriately based on nationally prepared schemes, which are then allocated to specific year groups. Staff training has been provided, with more to come. A consultant is employed to work with the pupils and to advise the school on equipment purchases; working directly with pupils is a particularly effective strategy. Some additional funding has been used to network the computers and link them to the Internet; this upgrade work is not totally satisfactory and the school is experiencing equipment problems that interrupt learning and this is unsatisfactory. Further additional funding has been applied for, and awarded, but has not yet been given to the school. The ratio of pupils to computers is too high and does not meet current national good practice. There are limitations to the software and extensive upgrading is necessary to meet in full the range currently expected; this is recognised by the school and plans have been made to remedy this soon.

FRENCH

116. One lesson a week is taught to Years 5 and 6. The subject is not a statutory requirement at this age. Only part of a lesson was seen. The lesson was briskly managed and gave greatest priority to asking questions and receiving answers in French. The pupils' knowledge at this early stage of language acquisition is satisfactory. They are confident, show good understanding of the question being asked, and can answer appropriately, with satisfactory pronunciation. Responses are generally in the form of single words and short phrases. The higher attaining pupils are able to use set phrases with almost correct pronunciation. Almost all of the pupils demonstrate appropriate ability to read single words and very short phrases. The teaching is satisfactory, and makes good use of resources, such as an overhead projector, to provide visual support for vocabulary extension. Lessons and the work for the half term are appropriately structured and the teacher has good subject expertise.

MUSIC

117. The standards achieved in music are below average at the end of both the infants and the juniors. One lesson was seen together with singing in assemblies. Most of the teaching is by a peripatetic music teacher but it is not as effective as it should be. Pupils' often sing out of tune with voices failing to pitch notes correctly. When this happened in the lesson, there was little teaching to improve the standard. The younger pupils struggle to keep a rhythm or follow a beat. The older pupils, although they are successful at copying a rhythm pattern, are unable to sing in tune. Some of the singing is shouted and little effort is made to correct this. Singing in assembly varies in quality. In the main, it is weak but one of the hymns, one of the pupils' favourites, was sung with enthusiasm and in better tune.
118. The pupils make little progress in lessons and opportunities are missed to improve the standard. The pupils enjoy music but a few of them spoil it for the rest by behaving inappropriately, calling out, making unnecessary noises and wandering mentally of task. The quality of teaching in the one lesson seen was unsatisfactory. Although the range of activities planned were entirely appropriate for age group, the methods, and the management of the pupils was weak. Pupils, for example, were expected to learn a new song without looking carefully at each line in turn and this was inappropriate for the age or experience of the pupils. They were given little help to improve the singing either by being taught to pitch the notes correctly by breathing properly or to sing loudly or quietly. A small group carried out some of the activities when the whole class could have participated. Consequently little or no progress was made and the singing did not improve.
119. As the school does not have a musician on the staff, the services of a peripatetic teacher from the authority are bought in but this is not proving as effective as it should be because of the weaknesses mentioned elsewhere. The school needs to review this provision to ensure value for money. The pupils have opportunities to perform at Christmas, in church services and for local senior citizens, and this is appropriate. A relatively large number of pupils take up the opportunities to learn the recorder, guitar and ocarina, but the timing of these opportunities during the school day is inappropriate and is causing disruption to learning in other subjects.

PHYSICAL EDUCATION

120. Standards are average throughout the school and achievement is satisfactory. The pupils in Years 5 and 6 were only seen swimming. Almost two thirds of the pupils can swim the expected distance for their age, with the remainder on course to do so soon. The majority can swim using front crawl and are beginning to learn the backstroke. The pupils in Years 3 and 4 have a satisfactory understanding of the effects that physical activity has on the body. They are generally accurate when throwing and catching with two hands and have appropriate dexterity, agility and control for their age when involved in gymnastics, dance and games using small apparatus. Pupils in Years 1 and 2 are able to explore basic skills imaginatively; they could travel around the hall, for example, like a robot or a floppy doll, varying speed, direction and height. A few lacked spatial awareness and bumped into others but nearly all the pupils were alert to others and showed appropriate control and coordination.
121. The teaching is good, although the methods are not always consistent. In a good lesson in Years 1 and 2, the methods led to the pupils being constantly active yet regularly reflecting on their movements and improving them. Enjoyment was high and the pupils were very interested. In a satisfactory lesson in Years 3 and 4, the teacher used a dance routine as an appropriate warm up activity, leaving the pupils breathless and well exercised. A training circuit was then organised that used a variety of small equipment so that the pupils could practise the step-up, target throwing, skipping, rolling, and catching. Each of these activities were worthwhile in terms of consolidating skills but the method did not easily facilitate the acquisition of new skills because there were too few opportunities for direct and shared teaching or for observing the good practice of others.
122. Subject management is satisfactory. Planning for each half term is of good quality and consistent throughout the school. There is a strong emphasis on extra-curricular sports, which is allowing some pupils to excel. The amount of time given to the subject over a year is satisfactory. Resources are adequate but the hall is too small for the oldest pupils to use for games.

RELIGIOUS EDUCATION

123. At the age of eleven, and seven, pupils' attainment is broadly consistent with the expectations of the locally agreed syllabus. Progress is satisfactory. The evidence, however, is limited. Two lessons were seen, one in Years 3 and 4, the other in Years 1 and 2. Recorded work is limited in quantity and range. The oldest pupils know about Christianity and several of the other major world religions and are beginning to appreciate the importance of faith and worship to themselves and others. They have the knowledge to compare the influences on their own lives with those of a Muslim child. The pupils' own versions of the Lord's prayer shows some thoughtful writing and understanding of what the prayer might mean, for example, *our God who is in Heaven, your name is special; and lead us out of the things we can't resist*. When writing about Christian worship, they have the knowledge to discuss important aspects of faith such as communion. One pupil wrote that people go to church to *worship God and feel comforted as God is with you*. Pupils in Years 3 and 4 were able to participate in a discussion about the life of Martin Luther King. Some of the answers to the teacher's questions were very mature and showed a considerable depth of understanding of how faith and someone's beliefs influences their actions. Pupils in Year 2 are able, for instance, to use the idea of the Five Pillars of Islam to devise their own Five Pillars for school, their family, and their church, and they have appropriate knowledge of Christianity, including the Christmas story.
124. Pupils enjoy the subject; in both lessons, they remained on task, were well motivated, and fully involved. The quality of teaching is good. Teachers plan and use resources to good effect. Questioning is used very effectively to encourage the pupils to express their own opinions and develop an understanding of the subject. Teachers' enthusiasm, interest, and knowledge motivate and stimulate the pupils and have a positive effect on their learning. Both teachers have good relationships with their classes and pupils are not afraid to express their views. Leadership and management are satisfactory. There is a good range of artefacts for the various religions studied and sufficient books in the library.