

INSPECTION REPORT

**LAUGHTON ALL SAINTS C of E (AIDED)
PRIMARY SCHOOL**

Laughton-en-le-Morthen, Sheffield

LEA area: Rotherham

Unique reference number: 106934

Headteacher: Mrs A. Burtoft

Reporting inspector: Mr G.R. Logan
11810

Dates of inspection: 9th – 11th October 2000

Inspection number: 224044

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:	Foundation
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	High Street, Laughton-en-le-Morthen, Sheffield
Postcode:	S25 1YF
Telephone number:	01909 550531
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S. Rodgers
Date of previous inspection:	10 th – 12 th June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G.R. Logan (11810)	Registered inspector	Mathematics, History, Information and communication technology, Design and technology, Physical education, Areas of learning for children in the foundation stage, Equal opportunities.	Teaching and learning; Pupils' attainment; Leadership and management.
Mrs R. Last (9411)	Lay inspector		Pupils' attitudes, values and personal development; How well the school cares for its pupils; Partnership between the school and parents.
Miss F. Robinson (22182)	Team inspector	English, Science, Art, Geography, Music, Special Educational Needs	The quality of curricular and other opportunities.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Laughton All Saints Church of England Primary School is a small, foundation primary school for boys and girls from 4 to 11 years, and has been in continuous existence as a school since 1612. The school serves the village of Laughton-en-le-Morthen, although some pupils attend from further afield. It has seventy-nine full-time pupils, two of whom are in the foundation stage. They are organised in three classes, one for Key Stage 1 and two covering Key Stage 2. A fourth class is provided in the mornings to enable the Year 2 pupils to be taught separately from the rest of Key Stage 1. Pupils enter the school full-time in the term in which they become five. Pupils' attainment on entry is generally below, and sometimes well below, that found nationally. Thirty-seven pupils have special educational needs. This is almost 47 per cent of the number on roll and is very high in relation to the national average. Three pupils have statements and proportionately this is well above the national average. There are no pupils who do not speak English as their first language. The proportion of pupils eligible for free school meals is above the national average and has increased significantly in the last two years.

HOW GOOD THE SCHOOL IS

Standards in the school have improved recently, particularly in science and mathematics, and effective strategies are in place to deal with those areas where pupils' performance is less secure. Pupils have very good attitudes and behave very well. The quality of teaching is good and pupils are learning well. The school has developed a broad and well-balanced curriculum, which meets the needs of individual pupils. The provision for pupils with special educational needs is a significant strength and there is excellent practice in relation to ensuring equality of opportunity for the pupils. The school cares for its pupils well and keeps parents and carers well informed about their child's progress. Although standards have fluctuated in recent years, reflecting, at least in part, the increasing proportion of pupils with special educational needs, the school has, overall, made satisfactory improvement. There is a clear understanding of what is needed to sustain the improvement evident at present. The school is effectively managed and provides satisfactory, but improving, value for money.

What the school does well

- The quality of teaching is almost always good and this ensures that pupils make good progress.
- Pupils have very positive attitudes and their behaviour is very good.
- There is very good provision for pupils' spiritual, moral and social development.
- The provision for pupils with special educational needs is very good.

What could be improved

- The standard of pupils' writing is not high enough.
- There are shortcomings in the standard of presentation of pupils' written work.
- Levels of attendance are unsatisfactory.

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

This is an improving school in which individuals are highly valued. Pupils have very positive attitudes, the quality of teaching is good and standards are rising.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. A number of issues were raised as key development points for the school. Two of these related to planning and the quality of the guidance provided by the school to support teachers. These have been dealt with very effectively, largely by adopting the national exemplar materials. One issue concerned the accuracy of assessments about pupils' knowledge and the extent of their progress. Good systems are now in place to enable the school to track the progress which pupils are making and this information is used well to assist the planning of

future work. The final issue indicated that standards were not high enough in design and technology and geography at Key Stage 2, or in information technology across the school. In all these subjects standards are now at least satisfactory.

The standards achieved by pupils are improving. The quality of teaching, satisfactory at the last inspection, is now good and this is having a significant effect on pupils' learning and progress. Overall, the school has demonstrated satisfactory improvement and the management team has a clear understanding of what is necessary to maintain an appropriate pace of improvement in the future.

STANDARDS

Standards in the 2000 national tests for eleven year olds were below average in science, well below average in mathematics and very low in English. This is the case, both in relation to other primary schools across the country, as well as in relation to those with similar intakes of pupils as All Saints. Because of the small number of pupils involved, standards vary from year to year and can fluctuate widely.

Since 1996, results in English have varied considerably, year on year, at both key stages – sometimes around, but more frequently below the national averages. The school recognises that writing has been, and remains, a key area of the school's work where improvement is needed. The quality of presentation of pupils' written work is sometimes a weakness. Standards in mathematics have begun to improve at both key stages. The results achieved in 2000 were the highest in both key stages in a five year period, although they were still below the expected levels at both key stages. In science, all pupils achieved the expected level at Key Stage 2, although too few were achieving the more challenging level 5.

Findings from the inspection judge that standards are average in mathematics, science and information technology at both key stages. There are weaknesses in writing at both key stages, although this is more marked at the end of Key Stage 1. However, standards in reading and in speaking and listening are in line with those expected in both Years 2 and 6. These judgements reflect the relative strengths of these year groups. Both have fairly low levels of pupils with special educational needs. Other year groups, particularly in Key Stage 2, have very much higher proportions of pupils with special educational needs (around, and in one case exceeding, two-thirds of those on roll). This means that the characteristics and potential attainment of different year groups vary very widely. Although for some pupils standards are below average when they leave the school, this does not accurately reflect the amount of progress which the school records show them to have made.

In the foundation subjects, standards are at least satisfactory. In art, design and technology, geography and music at Key Stage 1, and in geography and swimming at Key Stage 2, standards are good. Provision for the under fives in the foundation stage is good and the children achieve well.

Initiatives taken by the school in the last year are having a positive effect upon pupils' attainment. The school sets realistic targets for pupils' attainment in mathematics and English by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards their learning. They are attentive and interested in lessons. The school is a very orderly community, strongly reflecting the values set out in the school aims.
Behaviour, in and out of classrooms	Behaviour is very good, both in class and around the school.

Personal development and relationships	The school is very effective in promoting pupils' personal development. Relationships with adults and between pupils are very good.
Attendance	Attendance is unsatisfactory overall. This arises from a few instances of repeated absence, together with excessive levels of holidays being taken in term time.

The very positive attitudes of pupils and their very good behaviour contribute to the very positive learning environment which exists in the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Very 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.

Teaching in a high proportion of lessons observed was at least good and this represents a clear improvement on the last inspection. Teaching was of very good or outstanding quality in over one quarter of the lessons seen. Teaching in the foundation stage is very good. The high quality teaching is having a very positive effect upon the standards the pupils reach and upon their very good attitudes to learning. Teachers have a secure knowledge of the subjects which they teach. The literacy and numeracy initiatives have been implemented successfully. The quality of planning is good (and very good in Key Stage 1) and this enables teachers to provide for the needs of the very wide range of pupils in the school. The best teaching sustains a brisk pace and catches pupils' enthusiasm and interests. Questioning is used very effectively. This challenges pupils to clarify their thinking and to respond. Staff manage their classes well and build very good relationships with pupils. They make effective use of assessment to help the pupils to improve their work. The good quality support provided by learning support staff has a very positive effect on the pace and quality of pupils' learning, particularly those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, well-balanced curriculum which meets the needs of the pupils well. The extent to which the school is aware of issues relating to equal opportunities is excellent.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. They are very well supported, so enabling them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral and social development is very good. The support for their cultural development is satisfactory.
How well the school cares for its pupils	The school provides well for the needs of all its pupils. The ethos of the school is very strong and the quality of care is very good. Systems for assessing pupils' attainment and progress have improved significantly and are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and key staff are providing a clear educational direction for the school, strongly supported by the governing body and staff. Subject co-ordinators are enthusiastic and well-informed about their subjects and this is supporting the improvement in standards.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and are increasingly knowledgeable about its work. They have a clear view of its future development.
The school's evaluation of its performance	Procedures to check the effectiveness of the school have improved. The headteacher and governors use the information gained to plan future developments. The priorities in the school development plan are appropriate and implemented effectively. This is helping the school to increase the pace of improvement.
The strategic use of resources	The school uses its resources well and targets funding to initiatives which have a direct effect on pupils' learning and progress. Financial control is good, with due regard to the principles of best value.

Although the school occupies an attractive site and the classrooms are spacious, there are limitations in the availability of ancillary rooms for the headteacher and staff and for the teaching of small groups. The school hall is small in relation to the requirements of the physical education curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The approachability of teachers. • The quality of information provided by the school. • The strong Christian ethos of the school. • The range of extra-curricular activities. • The provision for pupils with special educational needs. 	<ul style="list-style-type: none"> • A few parents are unsure about the school's provision for more able pupils.

The inspection team fully endorses parents' positive views of the school. The school intends to provide parents with much clearer information about initiatives already taken, and planned, specifically for the support of higher attaining pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the last inspection, the findings indicated that standards in science were good at both key stages. In mathematics, standards were average, although slightly better at Key Stage 1. In English, while there were strengths in speaking and listening and standards in reading were secure, extended writing was a weakness. The school's national test results, which were published shortly after the inspection, did not fully support these findings. Both reading and writing were well below average at Key Stage 1, although English was slightly above average at Key Stage 2. Standards in mathematics were below average in both key stages and standards in science were well below average in Key Stage 1, although around the average in Key Stage 2.
2. Since that time, standards have fluctuated considerably and have, more often than not, been below average. Only recently have they begun to strengthen. There are several factors which account for such unpredictable outcomes. Overall, year groups in school are very small and the performance of one or two pupils can have a dramatic effect on overall figures. This makes it difficult to identify trends with confidence. Also, there has been a gradual change in the school intake. The proportion of pupils who receive free school meals has been climbing steadily and is now above average. Even more significantly, the proportion of pupils with special educational needs has increased considerably. These pupils now constitute almost half the enrolment of this small school, with many of them at high stages on the register. This is almost two and a half times the national average. The distribution of these pupils is uneven across the year groups. For instance, while there are relatively low percentages in the current Years 2 and 6 (so accounting for the stronger performance evident in those year groups), there are far more (up to three-quarters of those on roll) in other year groups, particularly at Key Stage 2. This has been a very significant factor in the school's performance in the past, and will continue to be so, as the year groups with high proportions of special needs pupils move through the school. In addition, records show that when children enter the school, their level of attainment is usually below, and often well below, average. It is also the case that a significant number of those pupils who have special educational needs do not necessarily enter the school in reception, but join the school at a later stage. The detailed pupil-tracking which is now in place shows that almost all pupils are making satisfactory progress, and many are making good progress, in relation to their level on entry.
3. In English, at Key Stage 1, standards in reading were well below average in relation to all schools in 2000. For the current Year 2, standards in reading are average. Standards in writing were well below average in relation to all schools in 2000 and remain well below average for the current group. At Key Stage 2, performance in English has been weak for a number of years. In 2000, standards were very low in relation to all schools. However, this was a year group with a high proportion of pupils with special educational needs. Writing has been identified as the weakest element in pupils' performance at Key Stage 2 and is the school's key identified priority at present. Both reading and speaking and listening are average for the current Year 6, while writing is only slightly below average, indicating that the intensive input to writing is beginning to have an effect.
4. In mathematics, the picture is stronger, as the benefits of the intensive support for the development of numeracy begin to show through. Standards have improved steadily at Key Stage 1, although until now slightly below the national averages. In 2000, however, ninety-three percent of pupils achieved the expected level 2¹ and this was above the national

¹ By the end of Key Stage 1, pupils are expected to achieve level 2 in all National Curriculum subjects. Those who achieve level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach level 4 by the end of the Key Stage 2. Pupils who reach level 5 are therefore attaining above the nationally expected level for their age.

average. Standards in the current Year 2 are around the expected, average, level. At Key Stage 2, standards in 2000, although well below average, were the strongest in any of the last five years. The current Year 6 is achieving the expected standards; however, the picture for other year groups in Key Stage 2 would be very different.

5. Performance in science in Key Stage 1 has been variable, on the basis of teacher assessment, although mostly below the national averages. Standards in the current Year 2 are average. At Key Stage 2, in 2000, all pupils achieved the expected level 4. This was a considerable improvement on performance in the previous years. Standards in Year 6, at present, are in line with what would be expected and pupils are making good progress.
6. The school met its target in mathematics in 2000, but not in English. Higher, challenging targets have been set for 2001. The school has an increasingly sharp awareness of where additional support is needed and is looking to build upon its provision for the more able pupils. Increasing use is being made of pupil tracking data, to ensure intervention is made at an appropriate stage. The progress which pupils are making is improving, boosted by the commitment of the staff, the high quality of teaching and the increased level of monitoring and target-setting.
7. While detailed information on standards in the wider curriculum are included elsewhere, a number of strengths emerge. Standards in information and communication technology have improved at both key stages and the weaknesses identified at the last inspection have largely disappeared. Standards in geography and design and technology, both areas where improvement was required, are now good at Key Stage 1, with strengths in geography also at Key Stage 2. Standards in art and music are good at Key Stage 1. In all other subjects, standards are satisfactory. No weak areas have been identified. The under-fives make good progress towards the Early Learning Goals². From, in many cases, below or well below average attainment on entry to school, they approach the average in areas other than communication, language and literacy and mathematics by the age of five, when they enter Key Stage 1.
8. The progress made by pupils with special educational needs is good at both key stages. Teachers plan carefully to meet their needs and use a good variety of strategies to provide suitable tasks for all pupils. Individual needs and prior attainment are taken into account in setting achievable targets. Pupils with individual education plans, including those with statements, make good progress towards their individual targets.

Pupils' attitudes, values and personal development

9. The attitudes of the children remain very good and are a strength of the school. Parents appreciate the values the school promotes and most pupils are eager to come to school. Pupils arrive at school in good time and settle rapidly in class. Lessons start punctually. Pupils' positive attitudes towards work favourably affect their performance in lessons. They are keen to learn. The orderly atmosphere creates a positive climate for learning.
10. Pupils behave very well in lessons and around the school. A high standard of behaviour is expected and pupils respond to this most positively. Pupils are courteous towards staff, visitors and each other. Relationships between pupils are very good and they are prepared to support each other in their learning. Older pupils have a caring attitude to younger ones and play happily together at break times. Relationships between pupils and staff are very good with the adults providing very good role models. The warm relationships help to create a climate where bullying does not flourish. During the inspection, no oppressive behaviour was seen. Since the last inspection there have been no permanent or temporary exclusions. There is respect for the feelings of others and a sense of concern for each other. Pupils take care of resources, such as library books, and the local environment.

² Early Learning Goals – these are goals for learning for children by the time they enter Key Stage 1 at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

11. The personal development of the children is very good. Pupils are involved in their learning. Overall there is a commitment to undertake homework satisfactorily and pupils take advantage of the extra-curricular activities after school and at the weekend, ranging from the magazine club to football. Opportunities are given to the pupils to do specific jobs and they enjoy the responsibility, as in the day-to-day running of the library and serving at lunch time. The extent to which pupils perform well in this area is influenced strongly by the encouragement given by their teachers. Educational visits provide occasions for pupils to develop personally and socially, although there is no opportunity for pupils to have a residential experience. Pupils with special educational needs are well behaved and make good progress. Parents feel the school is helping their child to become more mature and responsible and inspectors' findings support this.
12. Since the last inspection, levels of attendance have fallen below the national average and are now unsatisfactory. This arises from some persistent absence by a very small number of pupils, together with holidays taken in term time. This is in spite of the school's determined efforts to direct parents' attention to the effect on their children's learning.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is good. It has improved substantially since the last inspection when almost twelve per cent of the teaching was unsatisfactory. Much has changed since that time. All but one of the staff are relatively new and there is now a strong spirit of co-operative working, backed by more secure documentation and planning procedures. The improvement in the quality of teaching is largely responsible for the rising standards. It is also having a significant positive effect on pupils' attitudes.
14. Teaching in all of the lessons observed during the inspection was at least satisfactory with four-fifths being good or better and over one quarter very good or excellent. The greater percentage of very good or excellent teaching is found in Key Stage 1 and the foundation stage. There was no unsatisfactory teaching.
15. The improvement in teaching quality results from the increase in monitoring and support for teachers. High quality teaching is having a very positive effect upon the standards which pupils achieve and upon their attitudes to learning. The strengths of the teaching are evident in the teaching of literacy and numeracy and in the effective way in which investigational science has been developed. This is largely responsible for the rising standards. All teachers have a secure knowledge of the subjects which they teach. Those areas where weaknesses had been identified, such as information technology, have improved significantly. Teachers have gained confidence in their skills and techniques from the literacy and numeracy initiatives, which they have implemented effectively. The quality of planning has improved and teachers are specific as to the knowledge, skills and understanding which they are to teach. For example, in science, pupils have good opportunities to investigate and to plan their own experiments. In Key Stage 1 there is a very clear understanding as to what is appropriate to the needs of the children and activities are structured accordingly, from a common theme. Lesson objectives are clearly identified and made explicit to pupils. They understand the focus for their learning. This is an effective strategy which has a positive effect upon the rate of pupils' learning.
16. Teachers have worked hard to improve the standards reached by the time the pupils leave the school at the age of eleven. With the introduction of better subject documentation, teachers now have a secure basis upon which to plan their lessons. Teachers' expectations have improved significantly, particularly at Key Stage 2, and pupils are being increasingly challenged. All staff are involved in planning and a culture of close working among staff ensures that there is an appropriate awareness of skills, knowledge and understanding to be taught and reinforced as pupils move through the school.
17. A major contributory factor to the quality of teaching and of pupils' learning is the high calibre of the learning support staff. They have developed considerable skills in supporting pupils so that their performance is enhanced. Some very effective work was observed when support staff were working with individual pupils with severe learning difficulties. This enables these

pupils to make good progress in relation to their ability. Support assistants have clearly defined roles, working closely with individuals and groups during the literacy and numeracy hours, as well as at other times during the school day.

18. Children are taught very effectively when they enter the school and the provision for the under fives is very good. This enables them to make good progress from what is, for a significant number, a relatively low starting point. By the time they are seven they have made good progress across the curriculum. The standards achieved are variable, largely because of the high proportion of pupils with special educational needs in many year groups. Teachers' planning ensures that, when children remain in one class for two years, the tasks provided for them are increasingly demanding as they move through the key stage. In Key Stage 2 the expectations of all staff continue to be high. The tasks planned for each year group build upon the pupils' prior learning. Teachers are aware of the need to ensure that higher attaining pupils are faced with tasks which suitably challenge them and extend their understanding to exceed the expected levels for their age. This was evident, for example, in a Key Stage 2 mathematics lesson, where pupils were developing strategies for the mental multiplication of complex numbers. Positive support was targeted at the group of special educational needs pupils to enable the class teacher to concentrate on working with the most able pupils. Elsewhere, additional support is planned effectively by the teachers for pupils who need help with numeracy and literacy. This has a good effect upon raising the standard of pupils' work.
19. There is a positive ethos in each classroom and pupils recognise that teachers expect them to work hard, to sustain their concentration and to do the best they can. The pace of the lessons is consistently brisk. The teachers use a variety of teaching styles, ranging from whole class sessions to group work and individual tasks. This enhances the quality of learning effectively. The quality of marking of pupils' work is satisfactory. The scrutiny of pupils' past work indicates that there has, at times, been insufficient focus on the quality of presentation of pupils' written work. This reflects, in part, the whole-school issue of writing, but it is an area which staff are currently working to improve.
20. The on-going assessments used by teachers during lessons are accurate and carried out skilfully. They question pupils effectively to ensure that they understand new concepts. They make good use of their judgements to help pupils to improve their work. The school has put into place systems to record pupils' acquisition of new skills and understanding and these are well established in the core subjects of English, mathematics and science. The system for recording information about the under fives is very good and long-term profiles have been implemented with targets identified.
21. Teachers set homework on a regular basis and this is well-established across the school. This includes reading in all year groups and additional tasks, which may include English, mathematics or research assignments, to be completed at home. These tasks increase in challenge as pupils get older. The use of homework in Key Stage 2 is productive and prepares pupils well for the next stage of their education. Parents have been uncertain about the quality of homework provided; such concerns are unnecessary.

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

22. Overall, the school provides a broad, well-balanced and relevant curriculum for its pupils. The curriculum planned for children under five in the foundation stage is good and it is firmly based on all the areas of learning recommended for young children. It prepares them well for the National Curriculum and the next stage of learning. At Key Stages 1 and 2 the school provides a good curriculum that meets National Curriculum requirements. Religious education is taught in accordance with the Diocesan Agreed Syllabus and locally agreed syllabus. Appropriate provision is made for pupils' personal, social and health education including sex education and drug awareness. The school prepares pupils for the next stage of their education successfully.

23. The quality of the curriculum has improved since the previous inspection and the school has adopted appropriate strategies for teaching the basic skills of literacy and numeracy. The literacy strategy is established appropriately with good practice evident at both key stages. The school has recognised its weaknesses in writing and is monitoring progress carefully throughout the school. The National Numeracy Strategy has been implemented effectively.
24. There are policy documents in place for all subjects, although many are awaiting revision, and the school has adopted suitable national documentation, where appropriate, to support pupils' learning. The planning is good and provides a secure framework for the good quality teaching in most subjects. The school has taken account of the revised curriculum now in force. Planning and subject documentation, both issues at the previous inspection, have improved significantly.
25. The amount of teaching time allocated to subjects is generally appropriate with a significant amount of time being spent on English and mathematics.
26. Overall, the pupils have excellent equality of access to the curriculum. The school takes appropriate account of pupils' ages, attainment, gender, ethnicity and needs. Very good arrangements are in place to ensure that pupils with special educational needs have full access to all activities. The provision made for these pupils is of a very good standard and the Code of Practice³ is being fully implemented. Pupils on the special needs register have appropriate targets in their individual education plans and the in-school support is very good.
27. The school offers a good range of extra curricular activities during school time including drama, football, art club, gardening, cookery, recorder and violin lessons. Three-quarters of parents in the parents' survey identified that the school provides an interesting range of activities outside lessons.
28. The school has good links with the community, neighbouring schools and partner institutions. Pre-school links are good and on going links with the comprehensive school are positive. Staff and past pupils visit the school on a regular basis. Induction procedures are well established and there is effective sharing of information.
29. The personal development of all pupils is very effectively supported. The provision for pupils' cultural development remains sound, whilst that for spiritual, moral and social development continues to be very good and a strength of the school.
30. Spiritual development is very good. It is promoted not only through the whole school acts of worship, but in the wider curriculum. Acts of collective worship comply with statutory requirements and contribute to the development of pupils' spiritual and moral awareness. There is a close relationship with the local church. The school admirably fulfils one of its main aims: helping pupils to develop spiritually within the ethos of a Church of England school. Pupils' moral development is very good and the day-to-day teaching makes a significant contribution to this. Pupils behave well around the school and understand right from wrong. Planned opportunities are provided, for example in circle time, for pupils to discuss moral issues.
31. The school has high expectations for pupils' social development and provision is very good. Pupils are given many opportunities to show consideration for others. The school is effective in fostering very good relationships. The school promotes a sense of community in which all are valued and respected.
32. The provision for cultural development remains satisfactory. Pupils study their own culture through literature, geography, history and music and enjoy their visits to art galleries and museums. Extra-curricular activities make a positive contribution to pupils' broader cultural

³ Code of Practice: this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

development. However, there are too few opportunities for pupils to interact with people from other ethnic origins and cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school continues to give a high priority to promoting the care of its pupils. All staff are well aware of child protection issues and implement rigorously the good procedures for health and safety. Regular fire practices take place and are clearly recorded, whilst risk assessments are consistently undertaken and the results acted upon. All pupils are competently supervised at work and at play. The governing body reviews safety and security on a regular basis. It acknowledges the unresolved issues relating to heavy traffic, together with inconsiderate parking, outside the school and the ensuing risk to children. The school is concerned about the safety of its pupils in these circumstances.
34. Pupils, parents and carers are frequently reminded of the importance of regular attendance. The system for recording attendance is implemented efficiently. Procedures are also in place to promote good attendance and are largely effective. However, with the small number of pupils in the school, the erratic attendance of a very small number of pupils has a significant effect on the overall figures. In spite of the school's determined efforts, holidays taken in term time account for a large proportion of absence. There have been no exclusions since the last inspection. Punctuality is carefully monitored.
35. Procedures for monitoring behaviour are very good with teaching and non-teaching staff working together, to ensure a consistent approach to dealing with inappropriate behaviour. This is very effective. Pupils have a clear understanding of the school's expectations of good behaviour. Anti-bullying strategies work very well and no bullying was observed during the inspection. Most parents believe that the standards of behaviour are high and the inspectors' findings support this view.
36. The school provides very valuable support and guidance, which helps pupils to make responsible choices. The staff know the pupils and their families well. They provide a supportive and caring environment for the children. Parents are well satisfied with the help their children receive and are particularly appreciative of support given by the school at times of family crisis. Assemblies celebrate achievement and allow the pupils an opportunity to share their successes. This boosts their confidence and their self-esteem.
37. Constant monitoring and assessment throughout the school supports academic progress well. Teachers and support staff check on pupils' progress through observations, questioning and tests. In reading and mathematics, standardised tests are used regularly to indicate pupils' development against age-related expectations. Teachers use this information to identify pupils with special educational needs and to set targets for each individual. Use is made of optional national tests at Key Stage 2 to inform staff about pupils' progress in the core subjects of English, mathematics and science. Teachers record in detail what individual pupils have covered and understood in all subjects. They make good use of the observations where pupils need challenging and where they need to reinforce skills in order to gain confidence. They use the information well to support the planning of future work.
38. Very good procedures are in place for the thorough monitoring and recording of information relating to any child with special educational needs and parents and carers are involved appropriately.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school welcomes parents and encourages their involvement. Visits to the school are welcomed. The strong Christian values and ethos of the school are greatly appreciated by the parents. They believe that all members of staff in the school are easily approachable. The school is seen as a very happy place where children enjoy learning and the inspectors support this view.

40. The overall quality of information to parents is good. Parents are kept well informed of their children's progress. There is now a termly formal consultation meeting with class teachers and, in the summer term, records of achievement are distributed. These give details relating to personal and academic development and offer an opportunity for parents to add comments, but do not consistently outline the next steps in learning. A few parents are unsure about the school's provision for more able pupils. The school intends to provide parents with much clearer information about initiatives already taken and planned, specifically for the support of the more able. In general parents are pleased with the progress of their children and the way they are told about it.
41. The school prospectus is attractive and helpful, although it does not include the details of authorised absence.
42. The parents believe behaviour is generally good, although not all are familiar with the behaviour policy. The inspectors found that conduct was very good overall and that there was virtually no anti-social behaviour throughout the inspection.
43. All parents are encouraged to become involved in their children's learning and this has a beneficial effect on their progress. Homework is set and is well supported by most parents. The amount of homework was identified by a few parents as an area of concern. There are conflicting views as to whether more or less homework should be set. The inspectors' view was that the amount of homework set was generally appropriate.
44. Parents of pupils with special educational needs are actively involved at all stages of the Code of Practice and in review procedures. They believe their children make good progress and the inspectors' findings confirm this. They are fully supportive of the work of the school and encourage pupils to complete homework tasks. The newly published information leaflet on special educational needs is very clear and useful.
45. Parents are very appreciative of the increase in extra-curricular activities. There is now a wide variety of activities including drama, cookery, football, Sunday Club and recorder playing, so that there is a good choice for the pupils, including those in Key Stage 1. Parents value the contribution these activities make to their children's development.
46. The staff welcome volunteers, both parents and other members of the community, who assist in the classroom and accompany school trips. This involvement is having a positive effect on standards and pupils' learning. Parents help children run the monthly Community Café to which all in the village are invited, thus giving an ideal opportunity for the children to develop socially. There is an active 'Friends of All Saints', which arranges successful social and fund-raising activities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. At the last inspection, the management of the school by the headteacher and the governing body was sound. No significant concerns were raised other than in relation to monitoring the progress of the school development plan and the lack of subject documentation and guidance which created difficulties for teachers' short-term planning. This in turn affected pupils' progression in some subjects.
48. The current headteacher took up her post in the year following the inspection. She works very closely with her key staff and together they provide good leadership for the school. The ethos of the school is very strong. The school has an increasingly clear educational direction. The headteacher has recently undertaken intensive monitoring of teaching and staff support, and of pupils' progress, with the aim of raising standards across the school. Strong evidence is emerging that standards are now rising.
49. A significant strength of the school at present is the high quality, competence and commitment of the staff – teachers, support and ancillary staff. They demonstrate a firm commitment to the

school, carrying out their roles and responsibilities very effectively. Subject co-ordinators have a clearly defined role. They are keen and knowledgeable and there is a much stronger, shared overview of the curriculum and a greater focus on the monitoring of standards than was the case.

50. The school aims of raising standards and improving the quality of education are increasingly reflected in its work. Parents are supportive of the school aims and many pupils travel some distance to attend the school. The governing body has become increasingly involved in the work of the school. Governors have extended their role in overseeing the planning and delivery of the curriculum. They are involved in monitoring standards and results in national tests. They are aware of trends in the performance of the school, take regular advice from local authority advisors and use the information in their strategic planning. The school development plan has improved and now looks at school development over a longer period. The plan is developed jointly by staff and governors. Governors fulfil their roles effectively in relation to staffing and premises' management. They are an integral part of the leadership and management of the school. Legal requirements are met, other than in a minor omission regarding pupils' attendance from the prospectus. Sound performance management systems have been implemented.
51. Since the last inspection, the governors and staff have dealt very successfully with all of the issues raised. Procedures for assessing pupils' work have improved significantly. There are now good systems in place to enable the school to track the progress which pupils are making, so enabling teachers to plan future work appropriately. A range of curriculum planning material has been adopted to ensure that teachers have sufficient guidance. Those subjects identified as having weaknesses have received attention and are now stronger areas of the curriculum. In these respects, the school has been successful. However, the standards achieved by pupils over this period have been erratic and it has taken time to redress the situation. In that context, the level of improvement has been satisfactory. Governors, headteacher and staff share a strong commitment to maintaining the pace of improvement.
52. Teachers set targets for individual pupils and the governors are moving towards identifying manageable targets for continued school improvement. There is a developing culture of monitoring and target setting.
53. The school is particularly successful at ensuring that all pupils have equality of opportunity to all aspects of the curriculum and other activities. Learning support assistants provide very good support for pupils with special educational needs, especially at Key Stage 2. They plan in partnership with staff and assess pupils' progress very well to inform future planning.
54. The school has a sufficient number of appropriately qualified staff. There is a good match between staffing and the demands of the curriculum. The professional development of staff is clearly linked to the school development plan and the needs of the school. Effective induction procedures are in place to support newly-qualified teachers.
55. The main building contains three classrooms, with an additional demountable building to the rear. As stated in the last report, the hall is small and is inadequate for the delivery of the full indoor physical education curriculum. There is no staffroom, or allocated space for the headteacher. Some support teaching of special educational needs pupils takes place in the corridor. The school is in good decorative order internally. The grounds are satisfactory, but there is no designated outdoor play area for the under-fives. A well maintained field is used for sports activities.
56. Resources are adequate in all subjects except indoor physical education and are well used. The resources for information technology and the range of books at appropriate levels have improved. In geography more multicultural artefacts are needed. Resources for pupils with special educational needs are generally very good.
57. The school development plan is produced alongside the school budget so that developments are carefully costed. The priorities are increasingly focused on the raising of pupils' attainment. Financial planning is good. Governors look closely at the effects of spending upon standards

and the quality of educational provision - for example, the allocation of additional funds to the employment of learning support staff. There is careful financial management. Monitoring of the use of specific grants, for example, to support pupils with special educational needs, is good. Information technology systems are used satisfactorily to provide budgetary information so that the school can monitor spending.

58. The day to day administration of finance is good and best value principles are applied to all purchases. The most recent audit identified no issues of major concern. The school secretary is meticulous in her attention to detail in routine financial matters.
59. Standards across the school have begun to rise. The school has demonstrated a satisfactory level of improvement and has some notable strengths, particularly in the quality of teaching, the very good attitudes shown by the pupils, the progress which they make and the very good provision for pupils with special educational needs. The school receives an above average level of funding per pupil, although this is not dissimilar from that received by many other small schools. Taking into account the improving quality of education provided and the strengths identified, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The school is now making improved progress in raising standards as the benefits of recent initiatives begin to come through. In order to promote further improvement in standards, the governing body, headteacher and staff should:

- 1) improve the standard of pupils' writing in English across the school by:
 - (i) providing opportunities for pupils to write for a wider range of purposes and audiences;
 - (ii) adopting a structured approach to the teaching of spelling;
 - (iii) improving the quality and presentation of pupils' writing;
 - (iv) raising expectations of the standards to be achieved in handwriting and presentation in all types of written work;

(paragraphs: 3, 6, 19, 23, 73-84, 95,126)

- 2) seek, in co-operation with parents, to reduce the current unsatisfactory level of absence from school, thereby enhancing pupils' opportunities for learning;

(paragraphs: 12,34)

A number of other weaknesses exist, which the governors should include in their Action Plan:

- There are some inadequacies in the school accommodation.
- There is no dedicated safe play area for children in the Foundation Stage.
- There are some minor omissions from the school prospectus.
(paragraphs: 55/56/152; 55/70; 41/50)

(The school has previously identified most of these points as areas for action and they already appear in the school development plan).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	20	56	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	79
Number of full-time pupils eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	37

English as an additional language

	No of pupils
Number of pupils with English as an additional language	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	10
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.7
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	8	9	14
Percentage of pupils at NC level 2 or above	School	53 (39)	60 (67)	93 (67)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	9	11	10
Percentage of pupils at NC level 2 or above	School	60 (61)	73 (67)	67 (78)
	National	84 (82)	88 (86)	88 (87)

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

(The above table includes only composite data relating to Key Stage 1; the overall numbers in Key Stage 2, or of boys and girls separately in Key Stage 1, are small and fall below the level at which publication is permitted. This is to ensure that individual pupils are not identifiable.)

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	1
White	78
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	22.6
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	71

FTE means full-time equivalent

Exclusions in the last school year

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

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

Financial information

Financial year	1999/ 2000
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	£
Total income	188166
Total expenditure	178803
Expenditure per pupil	2032
Balance brought forward from previous year	7372
Balance carried forward to next year	16735

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

79

Number of questionnaires returned

24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	46	0	0	0
My child is making good progress in school.	50	42	0	4	4
Behaviour in the school is good.	38	50	4	8	0
My child gets the right amount of work to do at home.	29	38	25	4	4
The teaching is good.	92	4	4	0	0
I am kept well informed about how my child is getting on.	67	21	8	4	0
I would feel comfortable about approaching the school with questions or a problem.	88	8	0	4	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	50	38	8	4	0
The school is well led and managed.	33	54	8	4	0
The school is helping my child become mature and responsible.	50	46	0	4	0
The school provides an interesting range of activities outside lessons.	63	25	8	4	0

Other issues raised by parents

There were few written comments on the questionnaires returned; these included references to behaviour in the school, the school's provision for higher attaining pupils and a concern relating to past instability in staffing.

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

61. At the last inspection, provision for children under five, although not explicitly reported on, appears to have been a strong feature of the school. The provision remains good and the appropriate statutory curriculum is well established. The breadth, balance and relevance of the whole curriculum are good and give children a secure start to school life.
62. Children are admitted to the reception group within the Key Stage 1 class in the term in which they become five. The school has no nursery provision. At present, children are admitted in any of the three terms of the school year; all become Year 1 pupils in the following September. Some, therefore, have only one term in the reception class. Not all children have had pre-school experience, although the majority have had.
63. At the time of the inspection, only two children were under five. There is a good induction programme, which includes visits in the term prior to entry and ensures a smooth transition from home to school. The local authority's early assessment system for the reception class is in place. Children are assessed during their first term in reception. The information gained is used effectively by teachers to set targets for children in literacy and numeracy. It is also used to identify those children who may have special educational needs. Early assessment information supports the inspection findings that attainment on entry, for almost all groups, other than the current group, is below or well below the local authority average. The local authority average, in turn, is below the national average. School records show that autumn entrants typically demonstrate attainment on entry which is closest to the average, with summer entrants at the greatest disadvantage. Overall, children, including those with special educational needs, make good progress during the foundation stage, although many remain below the expected level as they enter Key Stage 1.

Personal, social and emotional development

64. The children under five make good progress in their personal, social and emotional development. They settle well into the caring and safe environment provided where basic routines and high expectations are fostered. They learn the importance of classroom routines such as lining up and listening quietly to the teacher. All are confident in dressing and in personal hygiene. They sustain interest for an acceptable period of time. They work and play well together. They learn to co-operate and share, taking turns to use the available equipment. They treat equipment with respect and show independence when tidying away resources. They happily undertake classroom 'jobs', such as changing the date or taking the register. They show increasing independence within the literacy hour, following instructions and sometimes working without direct supervision. Relationships with teachers and other adults are very good. The children show a growing awareness of the difference between right and wrong. Their behaviour is very good. The quality of teaching in this area is good, promoting good progress. By the age of five almost all are attaining the early learning goals in this area of learning.

Communication, language and literacy

65. In the reception year, children make good progress in communication, language and literacy. However, given the low starting point from which some children come, only a minority achieve the early learning goals by the end of their time in reception, in spite of the good quality of the provision.
66. The development of language and literacy skills is given an appropriate priority, with a particular focus on speaking and listening. The children enjoy a wide variety of stories, rhymes and poems. Very effective questioning encourages children to respond aloud to stories, developing confidence and self-esteem. Role-play opportunities enable the children to extend their language skills through imaginative play, enhanced by the good participation of

the adults. At the time of the inspection this area was structured as an optician's shop, enabling children to deal with customers and set up their appointments.

67. Children enjoy books, handle them carefully and treat them with respect. They are introduced to a good range of fiction and non-fiction books and good use is made of class 'big books'. A shared programme of reading encourages parents to be involved in their child's learning. The reception children are fully involved in the literacy hour, with appropriate activities and support. This helps children to listen to instructions and to talk about their work. The current under fives are beginning to recognise familiar letters and very simple words. The majority of the reception children are expected to have begun reading simple texts by the end of the year.
68. There is good provision for the development of early writing skills, with writing areas in the room, words of the week, a structured phonics programme and encouragement to children to undertake independent writing. By the age of five most children can recognise their name and are beginning to understand that writing is a means of communication. The children under five make a satisfactory start on developing their writing skills, but remain below average in early writing at the end of the year. The majority attempt to write, with higher attainers able to write several words and most letters independently. The others can copy letters from scribed text. The quality of teaching is very good.

Mathematical development

69. The children make good progress in their mathematical development and attainment of the early learning goals in mathematics is satisfactory for most children by the end of the reception year. They can match and sort objects in a variety of ways and can sequence numbers and objects, for example by size. All can count to ten, with many able to recognise numbers and count up to twenty. They can identify groups of objects. They can add and subtract two single digit numbers within five, although there is no recording at this stage, beyond the tracking of number shapes. Many can name simple two-dimensional shapes such as circle, square and triangle. Number games and number rhymes are used well to reinforce their understanding. The under fives are included in the numeracy hour structure, with specific group activities in the main session. They have additional input from the learning support assistant. There are good opportunities for practical mathematical experiences: for example, regular cookery sessions. These enable children to extend their mathematical vocabulary. They prepare bar charts based on data which they collect: for example, on the types of fruit preferred by children in the class. Learning is reinforced well through the very good teaching and adult support.

Knowledge and understanding of the world

70. Children's knowledge and understanding of the world is below average when they first start school. The quality of teaching is good; children make good progress and by the time they are five, many attain at least satisfactory standards in this area. Children show interest in the world about them. They have a good knowledge of daily routines and understand that there are different times for daily events. They observe changing seasons and weather conditions. They learn about the texture of materials, grow seeds and learn about the life cycles of living things. Children take turns to look after Digby the hamster, and to experience the responsibility involved in looking after another living thing. They learn about houses and the materials used to construct them. They learn about the parts of their body, growth and development, the five senses and their families. They have heard about how people lived in the past compared to how they live now. They have studied travel and vehicles. During the inspection, attention was centred on a study of Scottish island life, as children learned about the imaginary Isle of Struay, which features in a favourite Katie Morag story. This was the focus for a number of activities, including a geographically-based discussion about transport links. Some use is made of the local environment and school grounds to explore and observe. They visit a local animal sanctuary. Children have regular opportunities to cook, helping to extend their scientific knowledge of how change takes place. They have regular access to musical instruments in music lessons. They use construction equipment confidently to build models. Through regular use of the computer they are developing an awareness of mouse control and basic keyboard skills.

Physical development

71. Children make satisfactory progress in this area of learning so that by the age of five attainment for most children is satisfactory. The quality of teaching is good. The children are provided with a range of planned activities, alongside the other Key Stage 1 pupils. Staff intervene appropriately to help them develop their skills, for example when modelling, using tools to make models and when controlling scissors and paintbrushes. They use sound manipulative skills when building with construction kits, painting, drawing, writing, cutting, sawing and colouring. They join the older children for gymnastics, dance and games sessions in the hall and outdoors. They climb and balance during the hall sessions. However, provision for outdoor play is restricted as there is no large scale apparatus, climbing equipment or balance beams within a dedicated play area. The school is aware of the limitations of the accommodation and is considering how to improve the situation.

Creative development

72. Children's creative development is good, they make satisfactory progress and many meet the early learning goals. Opportunities are provided for them to explore and experiment with a variety of media. Learning is enriched as a result of these experiences. The quality of teaching is good. Children use a variety of techniques including painting, printing, collage, drawing and modelling. Skills are effectively developed. They have produced collages of hot air balloons, plates of food and autumn leaves. The children use a variety of printing and painting techniques and have produced creditable self-portraits and paintings of the local church. They have regular access to free-painting opportunities. They construct junk models from available materials. Children explore the various textures of malleable media such as dough and clay. There is satisfactory provision for them to make choices and select resources. They have good experience of playing a range of percussion instruments. They sing a range of songs and rhymes, keeping good time and memorising words well. These experiences make a satisfactory contribution to the children's spiritual, moral, social and cultural development as well as enriching the curriculum offered.
73. The quality of teaching of the under fives is very good. The adults have a good knowledge of the early learning goals, particularly in personal, social and emotional education, communication, language and literacy and mathematics, and this is reflected in the teacher's planning. Adults work together well and the learning support staff and helpers have a very clear understanding of Early Years' practice. Daily routines provide a balance between planned activities that enable children to make choices and those that are led by adults. Relationships between adults and children are consistently good. Children are well managed and discipline is good. Children are prepared well for the transition to Key Stage 1. The effective use of resources contributes well to the good progress being made. The quality of record-keeping and pupil tracking systems is now very good and the information available contributes strongly to the progress which children are able to make.

ENGLISH

74. At the end of Key Stage 1, attainment in the 2000 national tests was well below the national average for reading and writing. Variable, but often low attainment has characterised the national test results over the last four years and reflects, to a large extent, the increasing proportion of pupils with special educational needs. At the end of Key Stage 2, pupils' attainment in English was very low both in relation to the national average and when compared with similar schools. The inspection findings indicate that reading and speaking and listening are in line with the national average for the current Years 2 and 6, both of which have a much lower proportion of pupils with special educational needs than other year groups. Writing, however, remains well below average at Key Stage 1 and below average at Key Stage 2 – a weakness acknowledged by the school and identified as a key area for improvement. The targets set for attainment at Key Stage 2 were not met in 2000.
75. The previous inspection found standards in speaking and listening and reading and writing to be average and teaching to be sound. However, the judgements in relation to standards were

not supported at Key Stage 1 in the subsequent test results. Here, standards at Key Stage 1 were shown to be well below the national average; at Key Stage 2 they were around the average. During the current inspection it was clear that pupils are making steady progress and improvements are now being made in English because the quality of teaching of literacy has improved. However, the school recognises that it still has much to do to improve the weaknesses in writing. Pupils with special educational needs make good gains in learning because the support they are given is well focussed.

76. Handwriting and presentation still need improvement, especially in Key Stage 2. Pupils are beginning to use a cursive style by Year 6, but presentation in English is often untidy. The school is increasing the focus on editing and drafting in writing. This has not, so far, been developed well. Pupils' skills in spelling and grammar are improving throughout the school through regular practice and careful monitoring. There is a renewed planned effort to use drafting and editing to develop narrative writing.
77. When pupils enter the school, their attainment in language is often below, or well below, average. However, in Key Stage 1, pupils achieve well and make satisfactory progress with their learning, especially with their basic skills in literacy. At Key Stage 2, learning is satisfactory particularly in Years 5 and 6. Focussed help for the high proportion of pupils with special educational needs, and the planning and targeting of work to meet individual pupils' needs is improving progress, particularly in reading, speaking and listening and spelling.
78. The school is implementing the National Literacy Strategy consistently in each year group. Teachers plan effectively to national literacy guidelines. The quality of planning has improved and teachers use planning sessions to share and consolidate learning.
79. At both key stages, pupils' speaking and listening and reading skills are developed successfully through links with other subjects such as art, science, history and geography. However, opportunities for writing more extensively are underdeveloped, especially at Key Stage 2.
80. Standards in listening are good at both key stages, while speaking skills are average. Pupils listen attentively and are very interested in what other pupils say. In a Key Stage 1 science lesson about 'Ourselves', pupils of all abilities were skilfully drawn into the discussion by the teacher and they benefit from being given good opportunities to contribute their own ideas. At Years 3 and 4, pupils are developing greater competency with the spoken word and by the end of the key stage they clearly express their points of view.
81. Standards in writing at Key Stage 1 are well below average. By seven, pupils are beginning to write for a range of purposes, but express themselves better in speech than in writing. The standard of spelling is improving. By the end of Key Stage 2 writing is below average. Pupils are making wider choices of vocabulary and the higher attaining pupils make good progress as they learn to structure narrative. The amount of writing produced by 11 year olds is less than expected. Standards are particularly poor for some pupils in Years 3 and 4, year groups with a high proportion of pupils with special educational needs.
82. Reading standards are in line with the national average by the end of Key Stage 1 and teachers use every opportunity to use and develop pupils' reading skills across the curriculum. Pupils enjoy exploring stories and talking about what might happen next. By the end of Key Stage 2, pupils' attainment in reading is in line with the national average and they enjoy reading the extract entitled 'Bullies at School'. They have access to a wider range of books, which ensures that there is breadth and progression in learning.
83. Pupils are well motivated and keen to learn. They work well together and enjoy discussions in mathematics, English and science lessons.
84. The quality of teaching is very good at both key stages. Teachers are confident in delivering the National Literacy Strategy. At both key stages there are many planned opportunities to develop pupils' literacy skills. Where teaching is very good, objectives are clear and tasks are matched well to pupils' ability. Homework effectively supports the work done in class and is

helping to develop individual research skills. Teachers mark pupils' work regularly and the use of individual target setting is particularly effective with special needs pupils who make good progress in relation to their ability.

85. The co-ordinator provides very good leadership, so ensuring a clear educational direction for the subject. There is a good, shared commitment to the raising of pupils' achievements in English and increased use is made of information technology by pupils. In partnership with the headteacher, the co-ordinator is monitoring closely the effectiveness of teaching and learning throughout the school. Good use is made of class libraries to support pupils' learning.

MATHEMATICS

86. The last inspection report indicated that attainment in mathematics was average at the end of both key stages, although progress, good for the younger pupils, deteriorated slightly as they moved through Key Stage 2. However, this judgement was not confirmed in relation to either key stage in the national test results which emerged shortly afterwards, when attainment proved to be significantly below that identified at the time of the inspection. Attainment in mathematics in Key Stage 1, although lagging behind national averages, rose steadily between 1996 and 2000, with a small regression in 1999. Pupils' performance at Key Stage 2 has, similarly, followed a steadily rising trend, with the exception of 1998. The percentage of pupils achieving the expected level 4 in 2000 was the highest in any of the last five years.
87. Pupils in the current Years 2 and 6 are attaining standards in mathematics which are in line with those expected nationally. This is a reflection of the relatively low levels of pupils with special educational needs in both of these year groups. In other year groups, particularly in Key Stage 2, the proportion of pupils with special educational needs is much higher – approaching three-quarters of those on roll. For those year groups, the overall attainment levels are significantly lower, and usually well below average. The school has had an above average proportion of pupils with special educational needs for some years and this has adversely affected attainment levels. That said, pupils with special educational needs benefit from the good provision which the school makes to meet their needs and often make good progress, achieving standards in line with their prior attainment. All judgements inevitably reflect the natural variations which arise in the context of the very small cohorts in each year group. Overall, standards, although below the national average, have improved steadily in the last four years. This is closely linked to the clear improvement in the quality of teaching, the benefits arising from stable staffing and the structure and consistency provided by the numeracy initiative.
88. The school has implemented the numeracy initiative successfully and teachers are using the structure well. Pupils have access to the breadth of the National Curriculum in mathematics and there is a good balance of experience through the school. In Key Stage 1 pupils acquire a secure foundation in mathematics, particularly number. They add and subtract accurately with numbers of increasing size, successfully perform simple multiplication calculations based upon familiar tables and estimate and measure accurately. They recognise time and clock-faces, understand symmetry and produce simple tally and bar charts. There is a strong emphasis on practical mathematical activities throughout Key Stage 1. The quantity of recorded work from the last school year is restricted. This was a deliberate decision by the school. Most of the current Year 2 pupils are working at or towards level 2, although a few are still working within level 1.
89. The emphasis upon number continues in Key Stage 2. The work sample indicates that the oldest pupils from the last school year covered a creditable range of work. They have had experience of fractions, decimals and percentages, long multiplication, bracket rules, primes and factors, the attributes of two- and three-dimensional shapes, area and perimeter of regular shapes by formula, co-ordinates in four quadrants, reflective and rotational symmetry, negative numbers, mean/mode/median and range. There is a satisfactory balance between the elements of the curriculum, although there is limited written evidence of basic geometry. As with Key Stage 1, there is some variation in the amount of written work produced in different

years. The quality of presentation is very variable across the key stage. More often than not, written work is untidy.

90. By the end of Year 6, pupils are familiar with, and can interpret confidently, pie charts, bar charts and line graphs. These activities are linked appropriately to other areas of the curriculum. There is good use of practical activities. Provision for investigative work remains a positive feature. Recent investigations have included work on odd and even numbers and on Pythagoras' Theorem.
91. The quality of learning is good at both key stages. Teachers now have a clear grasp of the standards which pupils should be achieving, and progress is increasingly brisk, although this varies according to the make-up of each year group. There is evidence of increasingly challenging work being provided for the higher attaining pupils. Where teaching is most effective, there are clear teaching objectives, high teacher expectations and a lively pace. These factors, together with the very effective support provided for pupils with special educational needs, underpin the improvement in standards in mathematics which is now coming through.
92. The oldest pupils show a satisfactory grasp of tables and of the strategies necessary for accurate mental calculations. Teachers recognise the importance of these skills and provide regular opportunities for practice. The development of mental mathematics is well-established, for example, in Years 5 and 6 where pupils were successfully developing strategies for the mental multiplication of two and three digit numbers by twenty.
93. Pupils have positive attitudes towards mathematics. When the teaching is stimulating they are attentive and co-operative. They work well together. This was seen, for example, in Key Stage 1, when the youngest pupils were ordering numbers to twenty on a 'washing line'. They were enthralled by the stimulating presentation and all were participating with enthusiasm. In another Key Stage 1 session, some older pupils were much less engaged and found it difficult to sustain the attention necessary. This affected their progress within that lesson.
94. The quality of teaching of mathematics is almost always good across the school and this includes the work of learning support staff. In one lesson observed, with the youngest pupils, the quality of teaching was outstanding. Teachers' subject knowledge is good. Expectations are high. Where teaching is best, teachers communicate their enthusiasm for the subject, so inspiring pupils to greater efforts. There is effective use of both whole-class teaching and group work within each class. The quality of teachers' planning is good. Learning objectives are often shared with the pupils as the session begins. This was seen used very effectively in both key stages.
95. Teachers provide some opportunities for the use of mathematics in science, design and technology and geography. Information technology is beginning to make a contribution to the data-handling element of the mathematics curriculum.
96. Procedures for assessing pupils' progress are good. This has been a recent area for development. There is regular use of standardised and other test material, to support teachers in their planning. The marking of pupils' work is generally thorough and developmental. There has not been a consistent emphasis upon the systematic presentation of written work, but this is improving, as pupils' mathematical understanding becomes more secure. Targets are identified for groups and for individual pupils. The co-ordinator provides very strong leadership for the subject and has a clear view of the standards being achieved. There has been a significant input into the monitoring of mathematics teaching, the establishment of shared planning, of mathematics 'areas' within each room and an effective homework policy. The school is well-resourced for mathematics, in all respects other than information technology software.
97. The success of the many initiatives which the school has undertaken is now evident in the improving standards being achieved across the school.

SCIENCE

98. Standards at the time of the last inspection were reported to be in line with national expectations at both key stages. The test results which emerged later in the term, while supporting the judgement at Key Stage 2, indicated that standards were well below average at Key Stage 1, on the basis of teachers' assessments. In the intervening period, standards, although improving, have been generally below the national average at Key Stage 1, but have improved overall in Key Stage 2. In the most recent end of key stage tests in 2000, all pupils gained the expected level 4 in Year 6. This is, however, still below average in relation to similar schools because not enough pupils achieved the more challenging level 5. Again, results reflect closely the high proportion of pupils with special educational needs in many year groups in this school.
99. Since the last inspection there have been improvements in the leadership and management of the subject and in teaching, especially at Key Stage 2. This is having a positive effect on standards which have improved throughout Key Stage 2. Inspection findings indicate that standards at the end of both key stages, for the pupils currently in Years 2 and 6 (both of which have relatively low proportions of pupils with special educational needs) are average.
100. Pupils' learning is effective. Teaching is very good at both key stages resulting in pupils making good gains in learning. Pupils in Key Stage 2 are proficient at planning their investigations and setting them up. Their observational and recording skills are firmly in place and many of them can interpret their results and draw conclusions. Year 5 and 6 pupils are reaching higher standards all round. Their knowledge is secure and they achieve broadly average standards.
101. In a Year 4, 5 and 6 lesson on 'Changing State', pupils demonstrated that they are increasingly skilled at using appropriate scientific language and recording accurately what they see. They can demonstrate that they know the difference between condensation and evaporation when recording their work and understand the importance of fair testing. Samples of work show pupils are making steady progress throughout Key Stages 1 and 2.
102. At Key Stage 1 pupils were able to explain the differences between what they are like now compared to when they were small babies. Photographs and work sheets were well organised and for all pupils learning was good, due to the brisk pace and very good quality of dialogue stimulated by the teacher and support staff.
103. Pupils with special educational needs make good progress in relation to their prior attainment. They are supported well in their learning. All pupils behave well and co-operate sensibly with one another in group work.
104. The quality of teaching is a strength. In the best lessons introductions are brisk and the teacher acts as a positive role model. In a Year 4, 5 and 6 lesson, pupils' learning was good because of the very good quality of questioning and high expectations of pupils' answers. Resources were used effectively to illustrate condensation.
105. The co-ordinator provides very clear educational direction for this subject. She has worked hard to develop staff confidence and expertise and is very successful in motivating pupils of all abilities.

ART AND DESIGN

106. Only one lesson was observed in art and design, and so teachers' planning, work on display and pupils' previous work have been used to support the judgements made.
107. At the end of Key Stage 1 achievement in art and design exceeds what would be expected for the age group; this includes pupils with special educational needs. It is in line with what would be expected by the end of Key Stage 2. Current achievement is similar to that reported at the previous inspection. There has been an improvement in the range of resources provided in

lessons and in the use of information technology. This is reflected in the interesting displays of pupils' work.

108. All pupils, including those with special educational needs, make good progress as they express their ideas through a range of different experiences in art. Younger pupils learn how to mix colours and have regular access to paint and collage. This is evident in a good range of self portraits produced in paint and pastels. Good links are made with literacy as they write about themselves. Year 2 pupils have created good quality designs on the computer in the style of the Dutch painter Piet Mondrian. Year 1 pupils create high quality observational drawings of the outer casings of conkers and leaves.
109. At Key Stage 2, pupils in Years 3 and 4 produce some high quality observational drawings of feathers and shoes. Throughout the key stage they study abstract art in greater depth and reflect on the style and techniques of artists such as Monet, Salvador Dali and Van Gogh. Ideas from these artists provide stimuli for their own paintings.
110. Pupils behave well and work hard in lessons. They enjoy art lessons and share their resources sensibly. They are keen to discuss their work with others and some high quality displays result. Overall, the quality of learning is good, promoted by the good quality of teaching and the enthusiasm which pupils bring to their work.
111. Teaching in art and design is good at both key stages. Very effective lessons challenge pupils to explore fabrics and textures and experiment with new ideas. In a very good lesson at Key Stage 1, both the teacher and the learning support staff are confident to model techniques and skills where appropriate, such as exploring the sharp and smooth elements of conkers in clay. Teachers encourage pupils to reflect on their work and make improvements and this is helping to raise the quality of pupils' work.
112. The co-ordinator has expertise and enthusiasm and manages the subject very well. A useful policy and guidelines are in place. Resources are readily available and appropriately support learning.

DESIGN AND TECHNOLOGY

113. At the last inspection, the standards achieved by pupils in design and technology, although satisfactory at Key Stage 1 were, by the end of the Key Stage 2, for most pupils, below those expected. The progress made in developing skills and knowledge specific to this subject was increasingly unsatisfactory. There was a lack of variety and scope in the tasks provided. There has been a marked improvement in the intervening period and progress has been good. Standards in Key Stage 1 are now good and pupils in Key Stage 2 have a significantly more challenging curriculum which enables them to build a more secure skill base. They are now achieving standards which are consistently in line with those expected for this age group.
114. Pupils enter the school with limited skills. There is a programme of activities for Key Stage 1, which provides termly tasks such as constructing puppets, building moving vehicles, wind-up toys and model homes, as well as a food technology unit. In the current term, they had built a wheeled vehicle for use on an imaginary island. This involved even the youngest pupils in preparing a design brief, selecting materials and constructing the model. By the time of the inspection they were evaluating the models and deciding what modifications would improve their constructions. They realised that in some cases axles needed to be strengthened, or elsewhere lowered so that the vehicle would be securely in contact with the ground. These were appropriately challenging tasks for young pupils and the quality of the work observed was good, with a clear focus on skill development.
115. In Key Stage 2, the curriculum provides a wide range of experience including the construction of photograph frames, making slippers, analysing packaging, fairground models, constructing moving toys and musical instruments, baking bread and making sandwiches. Activities are securely focussed on the development of skills and are no longer adjuncts to other curriculum subjects. They prepare careful designs, evaluate and modify as they go along. In the lessons

observed, Year 3 and 4 pupils were constructing pop-up books. They were learning to incorporate simple mechanisms, such as levers and linkages and were enthusiastically engaged, demonstrating satisfactory craft skills. The oldest pupils were involved in a food technology unit, evaluating bread which they had baked against a range of criteria.

116. Both the quality of pupils' learning and the quality of teaching are good. Pupils have good opportunities for developing their skills and this encourages their interest and enthusiasm. The co-ordinator is very knowledgeable and has a clear view of what is needed to move the subject forward, providing good support for colleagues. Teachers now have the secure subject knowledge necessary to enable pupils, including those with special educational needs, to make sustained progress. They plan in detail and define clear objectives in their planning. Expectations are high and this has a positive effect on pupils' achievements. There is a strong emphasis upon good practice in the handling of tools and materials and in issues relating to health and safety.
117. The school is well-placed to meet current expectations for design and technology. The national programme of work has been adopted and provides an appropriate range of experience. Resourcing for design and technology, previously a weakness, is now satisfactory.

GEOGRAPHY

118. Only one geography lesson was observed, at Key Stage 2, so teachers' planning, work on display, previous work and discussions with pupils have been used to support judgements. Attainment by the end of both key stages is above what would be expected nationally. Given that standards in geography by the end of Key Stage 2 were an area of concern at the last inspection, this represents a good improvement.
119. Since the last inspection the teaching of map work skills has improved, with good links made between Laughton and the imaginary island of Struay in Key Stage 1 and effective development of mapping skills throughout Key Stage 2.
120. Pupils at Key Stage 1 are aware of localities beyond their own. In a lesson in Key Stage 1, they could use an atlas to locate the island of Struay and had a good understanding of the main types of transport used there. They complete sketch maps of their neighbourhoods to show where their house is located, including a key to the symbols used. Pupils' past work indicates that higher attaining pupils have a good understanding of human and physical features.
121. At Key Stage 2, younger pupils understand the water cycle and recognise different types of cloud, such as 'stratus' and 'cumulus'. Older pupils recall the names of climatic zones such as 'tropical' and 'temperate'. Pupils talk about the temperatures typical of particular climates and know about farming and crops locally and in other countries. They can read maps that show where different towns have similar name endings. Most can name the major oceans and use atlases to draw their own maps. Higher attaining pupils recognise physical processes, including erosion. By Year 6, knowledge of map features such as churches, roads and contours is good.
122. The quality of teaching is good at both key stages. Teachers' planning is thorough with clearly identified learning objectives and the good links established with other subjects enhance pupils' learning well. For example, when teachers ask pupils to create the physical island of Struay, they also increase pupils' geographical understanding. Good use of the final part of the session to reinforce what had been taught had a positive effect on learning. A good range of work is covered at both key stages, and this contributes well to the good progress made by pupils throughout the school. Pupils with special educational needs make good progress in relation to their prior attainment. The quality of pupils' learning is good including the higher attaining pupils. Pupils at Key Stage 2 acquire valuable geographical experiences in their local environment and have a good understanding of the location of Greek islands, through their current topic on the Greeks. These factors have a beneficial effect on the progress that is

made. The co-ordinator provides clear direction for this subject and procedures have recently been put in place for assessing pupils' attainment and progress.

HISTORY

123. During the inspection only one history lesson was observed, in Key Stage 2. Judgements are based additionally on the scrutiny of pupils' work and displays and of teachers' planning and on discussions with staff.
124. At the time of the last inspection standards were in line with those expected, at the end of both key stages, with some good work observed. Progress was satisfactory across the school. The strengths identified at the last inspection have been sustained; available evidence shows pupils' attainment to be satisfactory at the end of both key stages. The quality of teaching and learning is consistently good in Key Stage 2. Pupils with special educational needs achieve standards in line with their prior attainment.
125. Pupils in Key Stage 1 have used timelines, studied key events from the past, such as the Fire of London and the Gunpowder Plot and have learned about significant figures such as Florence Nightingale. They gain understanding of change over time. They study toys from the past, the development of seaside holidays, and use the rich resource of their own school and village in learning about Homes Long Ago.
126. Pupils in Key Stage 2 have studied Life since 1948, Ancient Greece, Ancient Egypt, the Vikings and the Anglo-Saxons. They show a sound knowledge of chronology. They use literacy links effectively in their written work. In their work on the Sutton Hoo ship burial, they develop research skills in categorising artefacts. Year 4 pupils have a sound understanding of the tradition of ship burials, relating these to similar Viking traditions. They talk enthusiastically about other periods and can locate these sequentially on the time-line.
127. Pupils in Key Stage 2 produce some written work. There is judicious use of worksheets. However, the use of loose-leaf unlined sheets does not contribute positively to the overall appearance and presentation of pupils' work, particularly where writing skills are less secure. However, the oldest pupils use historical language and vocabulary effectively. They show good appreciation of historical skills and concepts.
128. Pupils' enthusiasm for history was evident in the observed lesson. Good working relationships were evident when pupils worked together to categorise the objects. Pupils with special educational needs were fully integrated in all activities.
129. The quality of the teaching seen in Key Stage 2 was good. The teacher had good subject knowledge and high expectations. This contributed to a well structured lesson and had a positive effect upon the quality of pupils' learning. Learning was actively enhanced by involvement in relevant practical activities.
130. The classroom-based curriculum is enriched by visits or visitors to the school, such as a Year 3 visit to a Tudor house. Individual topics are supported by reference materials and artefacts from the library and museum services. This enhances the quality of pupils' learning. The adoption of the national guidelines for history is ensuring good coverage. Some history is taught in each term and this supports the steady development in pupils' skills and understanding. Planning is good. Assessment arrangements involve a recorded judgement for each unit of work. The subject is managed enthusiastically and effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. At the time of the last inspection, pupils' attainment and the progress made in information and communication technology were just satisfactory overall, although there were significant limitations to the range of activities covered. This was identified as a key issue for development. Teachers' subject knowledge was limited. There was some evidence of the use

of information technology across the curriculum, but pupils' experience was narrow and there was too little focus on the development of the skills specific to information technology. Systems for assessing pupils' progress were weak.

132. There has been significant improvement in the interim, bearing in mind the rapidly changing expectations of what should be achieved in the subject. Although work remains to be done, pupils' attainment is steadily improving. The older pupils in particular are now much closer to achieving the standards which they should. A lowish proportion of the pupils – probably not more than one third – has access to computers at home and this makes a significant contribution to their skills and knowledge. The school, however, has a crucial role in enabling the great majority of pupils to develop the skills and confidence necessary to access information technology as a learning resource.
133. One lesson was observed in Key Stage 1, when pupils were involved in an effective session on the use of directional language, prior to using a programmable toy. Another pupil, with special educational needs, was observed working with a program where he was required to lift, drag and drop icons. He coped confidently and independently with the mouse and all operations required. There is evidence of the use of information technology to aid design, in the Isle of Struay activity and use of an art program to produce pictures in the style of Mondrian. There is some word processing and use of mathematical programs to support basic mathematical skills. At the end of Key Stage 1 pupils' attainment is in line with what is expected. A few pupils have more advanced skills. An appropriate range of information technology experience is indicated in teachers' planning.
134. In Key Stage 2 attainment is similarly in line with what is expected; again, there is a wide range of competence, but the situation continues to improve. Computers were used during the inspection to support work in curriculum areas, such as literacy and mathematics – with spreadsheet work in Year 6 and the use of an electronic thesaurus to support literacy research. Planning for Key Stage 2 indicates a broad range of experience. Work on control, using a programmable robot, and the development of keyboard skills and basic word processing, are being covered. In addition there is reference to the use of a paint program and data-handling to support mathematics and science. There is database work across Key Stage 2 and an introductory session was observed in Year 6. Pupils confidently use a drawing package to create, arrange and copy shapes, for example when creating a plan of the classroom. The range of experience has improved as new computers have been acquired. Some deficiencies in software will be remedied during the current term. Current weaknesses in the curriculum, relating to the use of electronic-mail and the internet, will be resolved shortly. The school owns a scanner and digital camera, although pupils have had little opportunity to use these. The opportunities available now provide greater challenge for higher attaining pupils.
135. The quality of pupils' learning has improved and was good in the sessions observed, on the basis of the good subject knowledge, the lively communication skills of the teachers and the access to high quality machines. The joint co-ordinators have a very good knowledge of the subject and are aware of what remains to be done. There is no consistent whole-school approach to recording pupils' skill development in information technology and a new system is planned. The subject remains as a priority in the school development plan.
136. Pupils' attitudes towards the subject are good and they convey their enthusiasm in discussion. They sustain good levels of concentration and co-operate well when working in small groups. Those who have good skills are often paired with those who need more support.
137. The quality of teaching is good at both key stages. Planning is effective and is based on the recently-modified national scheme which the school has adopted. Learning objectives are clearly identified. Teachers relate well to pupils and manage sessions effectively to ensure that opportunities to use the computers are being more fully integrated into their work across the curriculum.
138. Overall, this is a rapidly improving area of the school's work.

MUSIC

139. Pupils' attainment is above national expectations by the end of Key Stage 1 and standards have been maintained since the previous inspection. They are in line with what would be expected nationally by the end of Key Stage 2. Current planning is effective, promoting the steady development of pupils' musical skills. Pupils with special educational needs are well supported and make good progress in lessons.
140. At Key Stage 1 singing is tuneful and expressive and pupils enthusiastically recall the words of familiar songs. They have a good sense of pitch and enjoy introducing dynamics into their composition work. This was evident in a Key Stage 1 lesson where pupils performed a high quality musical version of 'Peace at Last' by Jill Murphy. Pupils are given very good support and this has a significant effect on the quality of learning. Clear explanations are given about adding suitable instrumental and rhythmical accompaniments and pupils demonstrate a good understanding of rhythm and tempo. They listen to music and comment upon it, reflecting on the instrumentation. They identify high and low notes and recognise a wide variety of percussion instruments. They experience a good range of learning opportunities and recognise and copy increasingly complex rhythms. They are encouraged to refine their own performances in class lessons.
141. Pupils in Key Stage 2 demonstrate good control of rhythm and pitch in their singing of 'Head, shoulders, knees and toes'. They listen attentively to a range of music such as 'The Tortoise' by Saint-Saens and show a secure understanding of music from different traditions and cultures. Lessons are well planned and resources are used well to enrich the pupils' experiences. The standard of composition work has improved through systematic planning and effective teaching. Across the key stage pupils develop their skills of percussion work and widen their musical vocabulary.
142. Pupils in Key Stage 1 make good progress and develop their listening, appraising and performing skills. Where the pace of lessons is brisk and explanations are clear they make good gains in learning. Throughout Key Stage 2 they make satisfactory progress in the areas of composition work and singing. This is the result of carefully planned lessons and imaginative use of resources. Pupils work well and have very good attitudes. They co-operate well in group work. The quality of pupils' learning is good in both key stages.
143. The quality of teaching in music is good at both key stages. Musical expertise in the school is used well and in the best lessons planning is very good and resources are well deployed. Pupils are suitably challenged and there is a brisk pace to the lessons. Generally, teachers have high expectations of pupils' performance and they respond well to the challenge. Opportunities are provided for pupils to perform together and their literacy and numeracy skills are developed well through song and composition. The co-ordinator provides clear educational direction.
144. Since the last inspection, there have been major improvements in the provision of a good quality curriculum resulting in the current effective planning. Pupils' skills are systematically developed, teachers' expectations are high and their subject knowledge and understanding is secure.

PHYSICAL EDUCATION

145. Two lessons in physical education, both in dance, were observed at Key Stage 1 during the inspection. In Key Stage 2, two lessons were observed, one each in games and swimming. Pupils' achievements in dance at Key Stage 1 and in games in Key Stage 2 are in line with what is expected by the end of the respective key stages. The school achieves standards in swimming which exceed what is expected, because of the extended and consistent provision. No judgement is possible on other elements of the curriculum which were not observed. However, the school provides a broad and balanced programme that meets the current requirements of the National Curriculum.

146. Pupils at Key Stage 1 show increasing awareness of space. In both dance sessions, they were building upon work introduced previously. They demonstrate confidence in their use of space and extend themselves physically, showing an awareness of the mood of the music. Year 2 pupils respond to changes in the music and can reflect these in the pace of their work and the repertoire of their movements. The quality of learning in the session was good, strongly promoted by the questioning and intervention of the teacher who made effective use of demonstration to identify the strengths and areas for development in individual performances. Such practice enables pupils to develop a critical faculty which subsequently enhances their own work. All pupils, including those with identified special educational needs, have good opportunities to make progress and build on their previous learning in such a context.
147. Pupils in Years 3 and 4 used the hard play area to develop their games' skills. This was a successful session, which sustained a good pace. Pupils were given a range of activities which enables them to build upon their throwing and catching skills. New challenges were added as the session progressed and there was clear evidence of development in pupils' skills. There is an appropriate emphasis on the effects of exercise on the body.
148. Standards in swimming are good. All pupils in Years 5 and 6, and some in Year 4 swim throughout each year. The school estimates that virtually all pupils achieve the swimming standard (25 metres unaided) by the end of Key Stage 2, some much earlier.
149. Overall, the quality of pupils' learning is good and they make good progress. Learning is most effective when lessons have clear objectives, a brisk pace and pupils have the opportunity to assess the quality of their work and modify their performance in the light of this experience.
150. Pupils' attitudes to physical education are good. They enjoy the subject and are usually well motivated. They listen attentively, carry out instructions without fuss and respond well to expected routines and standards of behaviour.
151. Teaching is good in both key stages. When teaching is good it is because teachers are secure in their subject knowledge and plan lessons well, building on previous learning and developing skills systematically. They structure lessons well to ensure that pupils warm up and cool down and manage pupils effectively, with a clear emphasis on safety. Lessons proceed at a brisk pace. They give pupils the opportunity to plan and evaluate performances. The national scheme has been adopted and this provides guidance for staff in their planning, although there is limited material to provide ideas for staff who may be less confident. Record-keeping is limited to the end of year judgement which is reflected in the record of achievement. This is an area which the co-ordinator wishes to develop.
152. Extra-curricular provision in football enhances the curriculum. There is an annual sports day. There are plans to introduce orienteering. The school does not provide any residential opportunity for pupils.
153. The previous inspection report identified many positive features in physical education and these continue to be evident. However, one weakness - the limitations of the school hall in relation to the physical education programme, and particularly gymnastics – remains. The hall space is a serious constraint on what can be achieved in gymnastics and dance – in spite of the best efforts of the staff. The availability of apparatus of suitable dimensions is restricted, particularly for the older and larger pupils, and the development of movement sequences seriously inhibited in the limited space available.