

INSPECTION REPORT

SUTTON PRIMARY SCHOOL

Sutton St. Nicholas

LEA: Hereford

Unique reference number: 116742

Headteacher: Mrs. L. A. Handscomb

Reporting inspector: Margaret Britton
17678

Dates of inspection: 20th – 22nd November 2000

Inspection number: 224451

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Sutton St. Nicholas
	Hereford
Postcode:	HR1 3AZ
Telephone number:	01432 880336
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Appropriate authority:	Governing Body
Name of chair of governors:	Cecelia Arlett
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Margaret Britton 17678	Registered inspector	English; information and communication technology; religious education; art and design; design and technology; music; equal opportunities	The school's results and pupils' achievements How well the pupils are taught How well the school is led and managed
Julie Gallichan 13911	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Angela Smithers 17456	Team inspector	The provision for children under five; mathematics; science; geography; history; physical education; special educational needs.	The quality of the curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small school serves the village of Sutton St. Nicholas and has 65 pupils on roll. About ten pupils come from nearby villages or the city of Hereford. Since the school was last inspected in March 1996 the number on roll has increased from 55 pupils to 65 pupils. The pupils are taught in three classes which are organised by age. Pupils come from a variety of social backgrounds and are drawn from owner occupied housing and a few private and local authority rented properties. Most children attend the village playgroup before admission to the reception class. The results of the baseline assessment carried out when the children start school aged four reveal that there is a broad spread of attainment but that most children achieve levels typical for their age and in line with or above the local education authority average. Seven pupils (11 percent) have free school meals which is below the national average of 20 percent. There are six pupils (9 percent) on the school's register of special educational needs which is below the national average. No pupils have a statement of special educational needs. The local education authority has identified the building as being in need of replacement and a suitable site is being sought.

HOW GOOD THE SCHOOL IS

This is an effective school which makes good provision for all its pupils. Pupils achieve high standards in English, mathematics and science and achieve the expected levels for their age in the remaining subjects of the National Curriculum and religious education. The quality of teaching is good and pupils have positive attitudes to learning. The headteacher, staff and governors work well together to improve the school and to maintain the high standards. The school provides satisfactory value for money.

What the school does well

- The teaching of literacy and the standards the pupils achieve.
- The provision for children under five.
- Provides an ethos that promotes pupils' positive attitudes to school.
- The effective working relationship between the headteacher, governors and staff benefits the development of the school.
- Provides good quality written information for parents that keeps them well informed and they express strong support for the school.
- The good use of visits, visitors and after-school clubs and activities to enrich the curriculum.

What could be improved

- The learning aims in lesson plans do not consistently identify exactly what the pupils are to learn.
- The use of educational time to provide a consistently appropriate pace of learning.
- The use of school self-evaluation strategies to identify the key priorities for school improvement.
- The accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

- The school has made good progress towards the six targets for improvement set at the time of the last inspection in March 1996. There has been a trend of improvement in standards in English, mathematics and science at both key stages. Good use is now made of test and other assessment data to identify areas for improvement. Support from the local education authority has helped the school to achieve their target to raise and maintain standards in mental mathematics. The use of specialist teaching at Key Stage 2 is having a positive impact on standards and this is helping the school to sustain an upward trend.
- Over the last year, standards in information and communication technology have improved since the development of the computer suite and the provision of specialist teaching throughout the school.
- The staff say that improvement made in the standards of pupils' presentation of work has been lost with the pressure for pupils to complete work more quickly since the introduction of the national strategies for literacy and numeracy.
- Subject policies have been developed and updated to support the teaching of Curriculum 2000.
- The school has strengthened its links with the community and has particularly effective links with

the church and the sheltered housing complex.

- Learning resources have been improved for religious education, history, geography and design and technology and are now adequate.
- The governing body has worked hard to maintain and improve the accommodation. The result of their persistence is that the school will have new mobile classrooms at the beginning of next term and a new school building is expected in the near future.

The school has a good capacity for improvement because of the good leadership of the headteacher and governors and the commitment of the staff.

STANDARDS

Because there are fewer than 11 pupils in the cohorts assessed at the end of each key stage in 1999 and 2000 details of results of national tests are not reported.

When children start school in the reception class, the results of assessments carried out in the first half term show that most children reach levels in line with the local education authority average. Some children achieve higher levels, particularly in communication, language and literature. By the end of the foundation stage, almost all the children reach the levels described by the national early learning goals for children of that age. Some children achieve levels within the National Curriculum programmes of study for pupils in Key Stage 1.

(The early learning goals set out what most children are expected to achieve by the end of the reception year. The foundation stage includes children aged from three to five years old. The last year of the foundation stage is the reception year.)

The number of pupils in each year group is small and this means that there is considerable variation in the results of national tests from year to year. Even so, the school has maintained standards close to the national average in reading and mathematics between 1996 and 1999 at both key stages. There has been an overall trend of improvement in standards in line with the national trend between 1996 and 1999. There is no significant difference between the performance of boys and girls over this period.

In 1999, pupils achieved below average standards in the national end of Key Stage 1 tests in reading and average standards in writing and mathematics. In science, the teacher assessments show that pupils achieved average standards. The results of teacher assessments and tests in 2000 show that all the pupils reached the level expected nationally for seven-year-olds in speaking and listening, reading, writing, mathematics and science. Standards in reading were higher than in writing and mathematics.

Standards achieved by pupils at the end of Key Stage 2 in 1999 were high in English and science and very high in mathematics. In the National Curriculum tests in 2000, most pupils attained the expected level in English and mathematics and a very high proportion achieved higher levels. Over the three years from 1997 to 1999 there was an overall trend of improvement in mathematics that is close to the national trend. Standards in science were very high in 1999 and a significant percentage of pupils achieved Level 5. Results of the statutory tests for 2000 show some improvement on the previous year's results, with an increased proportion of pupils attaining the higher standard and above. Standards in imaginative and creative writing are a particular strength in Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school and are keen to talk about their learning and what interests them.
Behaviour, in and out of classrooms	Behaviour is good in lessons and playtimes and lunchtimes are happy, sociable occasions. Behaviour during assemblies is often very good.
Personal development and	Pupils respond well to opportunities to take responsibility for organising

relationships	their own resources for learning. Relationships are good and pupils work well in small groups and co-operate in pairs.
Attendance	Attendance levels are good.

Pupils in the foundation stage always show good attitudes to their learning and they behave well and are often really excited about their learning. They handle resources with care and control and are developing independent learning skills well. Older pupils concentrate well and usually listen carefully to their teachers. However, pupils do become restless and their concentration wanes if introductions or teacher explanations go on for too long. On occasions a small number of pupils are so keen to express their own views that they forget to listen to the views of others. During a swimming session off-site, pupils' behaviour was very good. They showed respect for their teacher and instructors. Pupils are polite and friendly towards visitors

TEACHING AND LEARNING

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

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

- The quality of teaching is good throughout the school. It is very good in 24 percent of lessons, good in 48 percent and satisfactory in the remaining 28 percent. The very good teaching is for children in the reception year, in mathematics at Key Stage 1 and in English and information and communication technology at Key Stage 2.
- The quality of teaching for children under five is good. The strengths of the teaching are in the teachers' good understanding of how young children learn through short, practical activities which are relevant to their age and interests.
- The quality of teaching for pupils in Key Stage 1 is good in both classes. The quality of teaching in mathematics for pupils in Year 1 is very good. In English, it is good and sometimes very good. In art, design and technology, physical education and religious education, the quality of teaching is good.
- The quality of teaching for pupils in Key Stage 2 is good in both classes. The very good teaching is in English and information and communication technology. In science and physical education, the quality of teaching is good. In mathematics, geography and music, the quality of teaching is satisfactory.
- The quality of teaching for pupils on the school's register of special educational needs is good in both key stages.
- No lessons were observed in science, history and geography at Key Stage 1 or in art, design and technology, history or religious education at Key Stage 2. The examination of a sample of pupils' work and of teachers' planning supports the judgement that the quality of teaching is at least satisfactory in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that meets statutory requirements. The curricular provision for children in the foundation stage is good.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs. They make at least satisfactory progress towards the targets in their individual education plans.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision is good. There is a spiritual element in the excitement pupils' experience through some learning. Pupils learn to distinguish right from wrong and the oldest pupils have devised the school's code of conduct. Pupils are given a good range of opportunities to develop their social skills in school and in the local community. They learn about their own heritage and are introduced to other cultures through music, art, story and dance.
How well the school cares for its pupils	The school provides good care for the pupils. Staff know the pupils well and there is a shared commitment to providing a caring and supportive learning environment in which pupils can learn effectively.

- Links with parents are strong. Parents are positive in their views of the school and their involvement has a positive impact on the quality of education. The school provides very good written information and many informal opportunities for teachers and parents to talk. Formal opportunities for parents to hear about their child's progress are limited to two occasions each year.
- The school makes very good use of visits and visitors to enrich the curriculum and provides a good range of after school clubs for its size. The well planned curriculum for children in the foundation stage covers all six areas of learning and children learn through a range of stimulating play activities. The curriculum provided for pupils in both key stages is biased towards English and mathematics which leaves little time to teach the other subjects. There is no evidence that standards in English and mathematics are benefiting from the additional time allocated. The school meets all statutory requirements.
- Pupils feel they can approach members of staff for any support or guidance they might need. Good attention is paid to matters of health and safety. Child protection procedures meet requirements. Rewards to acknowledge good work and behaviour are used appropriately but teachers sometimes miss opportunities to place an emphasis on using praise as a means of encouraging self-discipline.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership for the school. She promotes a strong sense of teamwork amongst the staff to maintain and improve the quality of education and raise standards.
How well the governors fulfil their responsibilities	The governors fulfil all their statutory roles and responsibilities very well. They provide good leadership for the school by being proactive, asking challenging questions and supporting the headteacher and staff.
The school's evaluation of its performance	Satisfactory. A start has been made on monitoring and evaluating the quality of education and standards. Appropriate plans are in place to develop this further.
The strategic use of resources	The use of funds is carefully planned to support the school's identified priorities. The school makes good use of the resources available.

- There are sufficient well qualified and experienced teachers to meet the needs of the curriculum. Good use is made of their specialist skills to provide subject expertise in English, mathematics, science, information and communication technology, religious education, music, physical education and the provision for children in the foundation stage.
- The accommodation is inadequate. The building is old and inconvenient and two classes are housed in temporary classrooms on the playground. These are in a poor state of repair but are to be replaced by January 2001. Best use has been made of the space available and it is kept in good repair and to a high standard of cleanliness. The hall is too small to enable the curriculum for

physical education to be taught adequately and the school has to make other arrangements. The local education authority plans a new building when a suitable site has been acquired.

- There are sufficient learning resources of good quality for all the subjects. Book resources are particularly good.
- The governors make good use of the principles of best value in all their decisions about use of funding.
- The administrative, support staff and lunchtime staff provide very good support for the headteacher and teachers enabling them to focus on their work with the children.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Children behave well in school. • They feel comfortable about approaching the staff with a question or a problem. • The school expects children to work hard and achieve their best. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work children are given to do at home. • The information they are given about their child's progress. • The leadership and management of the school. • The range of activities provided for children out of lessons.

- The parents who completed the questionnaire sent out before the inspection express strong support for the school as do those who attended the meeting with the inspectors. The inspectors agree with the parents' positive views of the school.
- Parents at the meeting judge that children are given an appropriate amount of homework which helps them to extend their learning but would welcome a clearer understanding of the work children are asked to do at home. The inspectors agree that the system is dependent upon children remembering what they have to do which means that parents may not always know when and how they can support their children.
- The school provides good written information for parents and there are many informal opportunities for parents to talk to teachers. Parents would welcome more information about their children's progress and the inspectors agree that formal opportunities for parents to receive information about their child's progress are too limiting for parents to establish a useful dialogue.
- A significant percentage of parents responding to the questionnaire (4 parents) do not agree that the school is well led and managed. The inspectors do not agree with them and find that the school is well led and managed by the headteacher, governors and those staff with responsibilities.
- For its size, the school provides a good range of interesting activities out of lessons that includes clubs for football, netball, recorder, information and communication technology and drama.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children start school in the reception class, the results of assessments carried out in the first half term show that most children reach levels in line with the local education authority average. Some children achieve higher levels, particularly in communication, language and literature. By the end of the foundation stage, almost all the children reach the levels described by the national early learning goals for children of that age. Some children achieve levels within the National Curriculum programmes of study for pupils in Key Stage 1.
(The early learning goals set out what most children are expected to achieve by the end of the reception year. The foundation stage includes children aged from three to five years old. The last year of the foundation stage is the reception year.)
2. Because there are fewer than 11 pupils in the cohorts assessed at the end of the key stage in 1999 and 2000, details of results of tests are not reported. The number of pupils in each year group is small and this means that there is considerable variation in the percentages from year to year. For example, one pupil in a cohort of ten represents ten percentage points and an individual pupil's performance can have a major impact on the overall results. Even so, the school has maintained standards close to the national average in reading and mathematics between 1996 and 1999 at both key stages. There has been an overall trend of improvement in standards in line with the national trend between 1996 and 1999. There is no significant trend in the difference between the performance of boys and girls over this period.
3. In 1999, pupils achieved below average standards in the national tests at the end of Key Stage in reading and average standards in writing and mathematics. In science, the teacher assessments show that pupils achieved average standards. The results of teacher assessments and tests in 2000 show that all the pupils reached the level expected nationally for seven-year-olds in speaking and listening, reading, writing mathematics and science. Standards in reading were higher than in writing and mathematics.
4. Overall, standards achieved by pupils at the end of Key Stage 2 in 1999 were high in English and science and very high in mathematics. The results of statutory tests in English at the end of Key Stage 2 in 1999 show that pupils reached high standards. In the National Curriculum tests in 2000, most pupils attained the expected level in English, with a very high proportion achieving higher standards. In mathematics, the results of the end of Key Stage 2 tests for 1999, show that standards were high and that significant percentage of pupils reached the higher level (Level 5). Over the three years from 1997 to 1999 there was an overall trend of improvement in mathematics that is close to the national trend. The results of the tests in 2000 show that most pupils reached the expected levels, and a few reached Level 5. In the end of Key Stage 2 tests in 1999, standards in science were very high and a significant percentage of pupils achieved Level 5. Results of the most recent statutory tests at Key Stage 2 reflect some improvement on the previous year's results, with an increased proportion of pupils attaining the higher standard and above. Even though the small number of pupils in each cohort results in big variations in the scores obtained in these tests and assessments, there has been a trend of steady improvement in results at the end of Key Stage 2 over the last four years. There is no significant difference in the performance of boys and girls in English, mathematics and science. .
5. Over the last four years, although standards have varied because of the small number of pupils in the year group, there has been an overall trend of improvement in reading at both key stages. Results in English overall at Key Stage 2 have varied in recent years, but the most recent results show a marked improvement on those of 1999. Standards in writing are below those of reading, most markedly at Key Stage 1 and the beginning of Key Stage 2. This has been recognised by the school and strategies are being developed for the improvement of writing skills at all stages.
6. In mathematics, pupils in Year 2 and Year 6 attain the standards expected for their age in

number, algebra, space, shape and measures and data handling. Overall the trend of improvement is in line with the national trend. In science, standards are broadly average. Pupils in Year 2 and Year 6 attain the standards expected for their age. Overall, the trend of improvement since the last inspection is in line with the national trend.

7. Inspection evidence shows that the majority of pupils in Year 2 and Year 6 attain levels at least in line with those expected nationally for their age in English, mathematics and science. Many pupils reach levels higher than those expected for their age in reading at Key Stage 1 and in English, and science at Key Stage 2. The school identified mental mathematics as a target for improvement and the use of a variety of strategies and the introduction of the national strategy for numeracy have had a positive impact on pupils' progress.
8. Pupils with special educational needs are identified early and targets are set for them in their individual education plans. The targets are specific and help the teachers to plan well matched programmes of work for pupils. Pupils generally make satisfactory progress towards the targets set for them and achieve standards in line with their prior achievement.
9. The headteacher, teachers and governors have made good use of the results of tests and other teacher assessments to set realistically ambitious targets for the results of the end of key stage tests. Support with homework from parents is used effectively at Key Stage 1 to boost standards in reading.
10. Standards in mathematics have been enhanced by the introduction of elements of the national strategy for numeracy. Standards in mental mathematics have shown most improvement. The implementation of the national literacy strategy has had a positive impact on pupils' technical knowledge of language, subject specific vocabulary and the range of texts they read. The school's strategy for teaching writing at Key Stage 2 is very effective and pupils produce writing of very good quality and maturity. Opportunities for able and talented pupils to work on science projects within the Beacon school cluster have had a positive impact on standards in the subject.
11. In information technology pupils achieve the levels expected nationally for their age at the end of each key stage. Improvements in standards are being accelerated by the specialist teaching and the good resources now available for the subject. Standards in religious education are in line with those expected by the locally agreed syllabus at the end of both key stages. In art and design, design and technology, geography, history, music and physical education pupils achieve the levels expected nationally at the end of each key stage. There are no significant differences in the standards achieved by boys or girls.

Pupils' attitudes, values and personal development

12. At the time of the last inspection this aspect was reported on favourably and this remains the case. Pupils are enthusiastic about school and are keen to talk about their learning and what interests them. Parents commented that their children enjoy coming to school.
13. Children in the foundation stage always show good attitudes to their learning and they behave well. They sit and listen carefully to their teachers and are keen to offer answers and suggestions. They move confidently around the classroom and organise their own resources when required. Relationships are good and they play and work well together. In a lesson focusing on numeracy, children's responses were very good. They were attentive and keen to participate in the short rigorous introduction to the session and the subsequent, stimulating tasks engendered a real excitement in their learning. They handle resources with care and control, for example they washed brushes independently and carefully after use.
14. In Classes 2 and 3 attitudes to learning are good overall, but there is some variation dependent on the type of activity. Pupils concentrate well and usually listen carefully to their teachers. However, pupils do become restless and their concentration wanes if introductions or teacher explanations go on for too long. Pupils settle down to independent work well and chat in a

- sensible way about their work to their friends.
15. Ninety-five per cent of parents responding to the questionnaire agree that behaviour in the school is good. Inspectors confirm this view. Pupils move around the school site sensibly and playtimes and lunchtimes are happy, sociable occasions. Behaviour during assemblies is often very good, especially as the whole school gathers in a very restricted space. Pupils are noisy sometimes when they change activities, taking advantage of the situation to chat but their behaviour always remains good. During a swimming session, pupils' behaviour was very good. Pupils were cheerful and excited about going on this off-site activity, but sat sensibly on the coach. They changed quickly and then thoroughly enjoyed their swimming lesson, showing respect for their teacher and instructors.
 16. Relationships are good and pupils work well in small groups and co-operate in pairs, especially when working on the computers. Pupils work with reading partners and say how much they enjoy working with their partner. During an assembly pupils were reminded to respect others, but individuals do not always understand that their interruptions do have an impact on others. For example, there were occasions when pupils did not listen to the views of others or appreciate another person's viewpoint because they were so eager to make their own contributions to the discussions. Pupils are polite and friendly towards visitors and knock on doors before entering others' classrooms. The lack of graffiti, damage or litter around the school illustrates how pupils care about their school environment.
 17. Pupils are encouraged to take responsibility for organising their own resources and clear up after themselves well. They act as monitors for specific tasks such as handing out hymn books, returning registers to the office or helping with the milk routine; they carry out these tasks responsibly and sensibly. Appointed librarians help keep the books in the library tidy and organised. A lovely example of initiative emerged during the inspection. One pupil asked the beadteacher if she could send a letter home to all parents asking them to save used stamps and send them into school for a national charity appeal.
 18. Attendance levels are good; a similar picture to that reported at the time of the last inspection. There have been no unauthorised absence or exclusions during the last year.

HOW WELL ARE PUPILS TAUGHT?

19. There are three classes. The children in the reception year are taught in a class with Year 1 pupils and Year 2 pupils are taught in a class which includes Year 3 and Year 4 pupils. The third class is for pupils in Year 5 and Year 6.
20. The quality of teaching is good throughout the school. It is very good in 24 percent of lessons, good in 48 percent and satisfactory in the remaining 28 percent. This is similar to the findings of the last inspection where the quality of teaching was judged to be good and sometimes very good. The very good teaching is for children in the reception year, in mathematics at Key Stage 1 and in English and information and communication technology at Key Stage 2.
21. The quality of teaching for children under five is good. The strengths of the teaching are in the teachers' good understanding of how young children learn through short, practical activities which are relevant to their age and interests. The teachers' and support assistant have high expectations of the children. This is evident both in the lesson plans and in their interaction with the children. The learning aims for the lessons are specific and relate well to the early learning goals in all six areas of learning. The teachers and the support assistant work very well together to support and challenge the children. This enriches the learning experiences planned for the children.
22. The quality of teaching for pupils in Key Stage 1 is good in both classes. The quality of teaching in mathematics for pupils in Year 1 is very good. In English, it is good and sometimes very good. In art and design, design and technology, physical education and religious education, the quality

- of teaching is good. No lessons were observed in science, history and geography but the examination of a sample of pupils' work and of teachers' planning supports the judgement that the quality of teaching is at least satisfactory in these subjects.
23. The quality of teaching for pupils in Key Stage 2 is good in both classes. The very good teaching is in English and information and communication technology. In science and physical education, the quality of teaching is good. In mathematics, geography and music, the quality of teaching is satisfactory. No lessons were observed in art and design, design and technology, history or religious education. The examination of a sample of pupils' work, teachers' planning and a discussion with pupils indicates that the quality of teaching is at least satisfactory in these subjects.
 24. The quality of teaching for pupils on the school's register of special educational needs is good. Teachers take care to match the tasks to pupils' prior attainment and they are appropriately challenged and able to make at least satisfactory progress towards the targets set for them in the individual education plans.
 25. The skills of reading, writing, number and information and communication technology are taught effectively throughout the school. The teachers are beginning to identify opportunities in all the subjects to teach these key skills and for pupils to practise and use what they learn in English, mathematics and information and communication technology lessons.
 26. Where the quality of teaching is very good, lessons are well planned and managed. The teachers make strong links with pupils' earlier learning and focus the learning aims for the lesson on the differing needs of groups of pupils. They have good subject or phase knowledge that results in high expectations for pupils' achievements. They are confident and enthusiastic and the teaching provides a high level of challenge for the pupils. For example, in an English lesson at Key Stage 2, the teacher reads very expressively from Clive King's story "Stig of the Dump" and then pretends to read a letter from the author asking the pupils to help him out by writing the next chapter. The pupils are enthralled and are eager to write. The teacher uses questions well to promote pupils' thinking skills and as a result all the pupils are able to write a sequel which reflects the events and characters in the story very well. In the very good lessons, teachers listen to and value pupils' ideas in question and answer sessions and in class discussions.
 27. The most significant shortcomings in teaching occur where the learning aims are not clear and precise. For example, in some lessons, the learning aims are broad and tend to focus on the activities and it is unclear what is to be learned. There are examples of good lesson planning as, for example, in a science lesson at Key Stage 2. Pupils are asked to investigate the question, "How can we compare different amounts of air in different soils?" This provides a specific focus for the learning and, as a result, pupils carry out a relevant investigation and make good progress in understanding that sandy and clay soils contain different amounts of air. The time allocated for lessons is often too long and, as a result, pupils are given too long to complete some of their work. This slows the pace of their learning and limits the impact of the teaching. Occasionally, teachers do not manage class discussions well. Pupils are eager to contribute and interrupt one another, the teacher asks the same pupils for their responses each time and does not always value the pupil's idea or explanation.
 28. Day-to-day assessment of the youngest pupils' progress is managed well. Lessons are planned to build on the pupils' progress in the previous lesson and tasks are challenging but achievable. Pupils experience success and this has a positive impact on their progress. Detailed assessment and recording of pupils' progress and targets in reading and mathematics is developing well in Key Stage 2.
 29. Teachers make satisfactory use of homework to extend and support the learning in lessons. Unfortunately, parents are not always sure when to expect homework or how they might support their children. The use of reading diaries in Class 1 is very good and promotes pupils' progress well.
 30. The quality of learning is good for children under five and in Year 1. Children under five make good

progress towards the learning aims for the lesson and acquire new knowledge, skills and understanding through their involvement in carefully planned play activities. Pupils in Year 1 concentrate on their tasks and have a good understanding of what they have learnt because of the precise learning aims in the teachers' plans and the good and sometimes very good quality of the teaching.

31. At both Key Stage 1 and Key Stage 2, pupils make at least satisfactory progress in lessons. They are productive and work at a good pace when they are challenged to do so by the teacher setting time limits for the task. The pupils apply intellectual and creative effort when they are inspired to write in English lessons. This reflects the very good teaching in this subject and results in imaginative and reflective writing of very good quality. However, when too long is allowed for the completion of a task or the learning aims are not entirely clear, the pupils are less productive.

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

32. The school provides a broad and balanced range of opportunities for all its pupils. The curriculum meets statutory requirements. There is a bias towards English and mathematics and the time allocated exceeds national guidance without having a noticeable impact on standards. The school is beginning to use recent national guidance to provide enable them to provide a more equitable balance within the subjects and across the curriculum. A good start has been made on identifying useful learning links between subjects. For example, opportunities to write for a range of purposes across the curriculum are being identified to provide pupils with opportunities to practise their writing skills. The curriculum prepares pupils satisfactorily for the next stage in their education.
33. The curricular provision for children in the foundation stage is good. There is a range of stimulating learning activities and the well planned curriculum covers the areas of learning appropriate for children in the foundation stage of their education. It provides practical experiences, which prepare children well for Key Stage 1. Children are assessed against the early learning goals and make satisfactory progress
34. The provision for pupils with special educational needs is good. Pupils have individual education programmes, which are matched to their needs. There are good links with outside agencies and parents are involved on an informal but regular basis. There are no pupils with statements of special educational need.
35. The school has taken account of the national guidance for the teaching and learning of literacy and numeracy and has put in place appropriate strategies. The effectiveness of the strategies for teaching literacy skills are good with strong links across the curriculum for example in writing poetry in connection with work on the Millennium. The strategies for teaching numeracy are satisfactory with appropriate links to other areas of the curriculum; for example, measuring in science and tallying while studying litter in the environment.
36. There is good enrichment of the curriculum through the use of educational visits and visitors to the school. This has a positive impact on the pupils' enjoyment of learning, their attitudes and the progress they make. Extra curricular provision is good for the size of the school. There are clubs for football, netball, drama and computer. Pupils can learn to play the recorder and join the "Jesus and Jaffa cakes" group to hear Bible stories. The drama club is fun and supports speaking skills well. Netball and football teams engage in competitive sport through playing local league games. These all make a good contribution to pupils' learning.
37. Pupils have equality of opportunity. They have equal access to a broad and balanced curriculum and all pupils in Key Stage 2, including those with special educational needs, are welcome to attend the after-school and lunchtime clubs. Occasionally, opportunities for some pupils' views, answers or explanations to be heard in question and answer sessions or class discussions are missed because there is a tendency for teachers to focus on just a few pupils.

38. The provision for pupils' personal, social and health education is good. Due attention is given to health education mostly through science lessons and through a dialogue with staff, pupils are encouraged to make choices relating to their health. The arrangements for sex education meet the statutory requirements. Pupils take responsibility in and around the school and each class has monitors. They help in the library and with younger pupils. Older pupils are involved with the Crucial Crew Safety project.
39. The school has good links with the community and these enhance the curriculum. The pupils participate in a large number of events in the village and welcome the people from the surrounding area into the school to enjoy and celebrate events such as Harvest, Christmas and Easter. They perform at the village fete. There are strong links with the Church through the involvement of the incumbent in running a football club, the "Jesus and Jaffa cakes" group, contributing to assemblies and providing in-class support for teachers and pupils. There are also good links with the local newspaper and the police.
40. There are good links with partner institutions and a group of small schools work effectively together to provide exciting learning experiences. For example, last year some pupils benefited from science lessons which focused on forensic science. Pupils visit another local school for gymnastics lessons because the school hall does not provide sufficient space for this aspect of physical education. Specially gifted and talented pupils are supported through an able-pupil project provided by the joint collaboration of several small schools and the Beacon School. Recently, the schools arranged a multicultural day where the pupils were able to engage in dance and music with origins in India.
41. The provision for pupils' spiritual, moral, social and cultural development is good. There is a spiritual element in the excitement pupils' experience through some learning. They have many opportunities to explore the creative power and impact of language and this is a particular strength of the school. For example, in a literacy lesson pupils were spellbound by the teacher's reading of Kit Wright's poem "The Frozen Man". They reflect on the ideas in the poem and their suggestions about the feelings of the person in the poem are mature and sensitive. Pupils are encouraged to think about events such as Remembrance Day and the poetry they write reveals a mature perception of the feeling of those experiencing war and the death of those they love. Religious education lessons make a good contribution to pupils' spiritual development because they raise their awareness of the values and beliefs held by members of faith groups. Assemblies make a satisfactory contribution to pupils' spiritual development.
42. Pupils are able to distinguish right from wrong. The oldest pupils have been responsible for drawing up the code of conduct for the school and this indicates their ideas about, and understanding of, fairness and justice. Because the current behaviour management policy does not sufficiently emphasise the use of incidental praise to promote good behaviour there is a tendency for teachers to focus on the negative behaviours. This is misleading for some pupils who may perceive that they get the teachers' attention through inappropriate behaviour rather than through good behaviour.
43. Pupils are given a good range of opportunities to develop their social skills. For example, they organise their contributions to village events. The oldest pupils enjoy and benefit from an annual residential visit. Opportunities are provided for pupils to collect for a variety of charities and they are encouraged to suggest ideas. For example, the pupils organised and put together shoe boxes containing gifts for children in Romania. The pupils sing carols in the community and entertain the residents of the sheltered housing complex. Most pupils relate well to one another and communicate with confidence when given the opportunity. However, at times, they are given insufficient opportunity to listen to the views of all other members of the group as discussion is teacher dominated with limited contributions from a small minority. The youngest children are encouraged to show initiative and become independent learners; their views are listened to with interest and respect by the adults and their friends.
44. The curriculum provides good opportunities for pupils' cultural development. Pupils perform in the

Hereford music festival and visitors to the school include a poet, an artist, a potter and a published author. They learn about their own heritage through visits to York and to the local town hall. Theatre visits and visiting theatre groups introduce them to the work of Shakespeare. They study the work of European artists and encounter music from around the world. The multicultural day at a local school greatly enhanced their knowledge and understanding of music and art. They had opportunities to admire the sari as a form of dress, play Indian instruments and learn traditional Indian dance movements. The subsequent art work, with the support of a visiting specialist, increased their understanding of a wide range of visual symbolism including Aboriginal patterns, Rangoli masks and Mendhi hands.

45. Overall the provision has been maintained since the last inspection with improvement evident in the range of experiences available to pupils' in relation to the study of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Staff know the pupils well and there is a shared commitment to providing a caring and supportive learning environment in which pupils can learn effectively. Good relationships result in confident pupils who feel they can approach members of staff for any support or guidance they might need.
47. Good attention is paid to matters of health and safety. The building committee works hard to ensure the premises are safe and regularly reviews the state of the buildings and arranges necessary repairs. Day-to-day practices for the care of pupils are also good. Several members of staff have undertaken first aid training at different levels. The school administrator keeps careful records of accidents and treatments and parents are contacted promptly if there are any concerns. Safety checks of electrical, physical education and fire fighting equipment are carried out annually and fire drills take place each term. Levels of supervision are good. Pupils were particularly well supervised during an off-site visit to the local swimming pool.
48. Child protection procedures meet requirements. Further training for both the designated teacher responsible and the whole staff has been arranged to ensure everyone is up-to-date with the necessary procedures. A comprehensive policy is in place to guide and support staff in their responsibilities. Good monitoring of attendance ensures each child is accounted for each day. Parents are contacted on the first day of absence if there is no explanation received. Registers are very well maintained and consistent coding enables the school to analyse patterns of absence and follow-up concerns when necessary.
49. Procedures for monitoring and promoting good behaviour are satisfactory. There is a comprehensive behaviour policy in place which also outlines the school's approach to dealing with incidents of bullying. Although there are lists of rewards to acknowledge good work and behaviour, there is a lack of emphasis on using positive praise as a means of encouraging self-discipline. During lessons, teachers are quick to pick up negative behaviour and reprimand pupils rather than use praise to draw attention to appropriate behaviour or actions. As a result, they miss opportunities to promote the best attitudes and behaviour. Pupils have been involved in the development of their own 'Golden Rules' and have set high standards for themselves.
50. Much of the school's personal, social and health education programme is taught through carefully planned themes for assemblies. Visits to the school by the road safety officer, police, doctor and nurse all contribute to pupils' learning about how to keep themselves safe and live healthy lives. A decision was taken to teach children to swim from a young age because of the many rivers and waterways in the area.
51. Procedures for monitoring pupils' academic performance are good overall and promote consistent progress, especially in English, mathematics and science. The results of baseline assessments are used well to plan the first steps of learning for the youngest children. A good range of standardised tests is used throughout the year groups for English, mathematics and science. Results are analysed and pupils' progress is tracked carefully to enable teachers to quickly identify any underachievement and to respond by supporting pupils where necessary. Examples

of work are retained and records are very good for these subjects but there are no similar systems to monitor progress in other subjects. Information gathered is beginning to be used more as teachers plan their lessons, but this is at an early stage of development. Pupils who require specific support are identified early and individual education plans written to support their learning needs. The monitoring of personal development is informal. However, teachers do know their pupils and meet their every day needs very well. A good summary of their personal development appears in end of year reports for parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Links with parents were strong at the time of the last inspection and they remain so. Parents are positive in their views of the school and those returning the pre-inspection questionnaires responded very favourably to most aspects of the school's work. However, a few parents do have concerns about homework, the frequency of information about their child's progress and the way the school is led and managed. A small number of written comments were also received but no other common issues emerged from these.
53. Written information provided for parents is very good. Both the prospectus and the governors' annual report to parents are comprehensive and well presented. Newsletters are full of useful information which keeps parents well informed of the school's activities and events. Dates are given well in advance. Very good curriculum information is provided at the start of each term. Good curriculum evenings on specific subjects are also arranged and parents have appreciated the information they have gained from these. Written reports are good and provide parents with a relevant overview of their child's progress at the end of the year. However, inspectors agree that the present arrangement of two parent/teacher consultations a year in the Autumn and Summer terms might leave some parents feeling less than well informed about their child's progress throughout the year. Working parents who do not have the opportunity to come into school on a daily basis and meet with teachers informally need other opportunities.
54. Parents find teachers approachable and this meets the needs of the majority of parents who come into school to find out information if required.
55. When pupils are identified as having special educational needs, parents are informed immediately and are fully involved at every stage. This enables parents to work closely with the school to support their child. The special education needs co-ordinator invites parents to meet with her each term to discuss their child's progress.
56. Parents' support of their children's learning at home is satisfactory overall. Homework is very well organised in Class 1 and parents' good support has a positive impact on their child's learning. For older children the school has tried to respond to parents' concerns on this issue and recently introduced a homework diary, but parents and teachers agree that this was not a success for a number of reasons. Parents are keen to support their children and the school acknowledges it needs to communicate its expectations more clearly. The headteacher and staff continue to seek a solution, which involves parents in their child's learning more effectively. The school does consult with parents on specific issues, for example, what should be included in the home/school agreement.
57. Many parents are thoroughly involved in the life of the school. Several provide support in classrooms, help on out-of-school visits and help with the provision of after school clubs and activities. There is an active 'Friends' association which raise funds for additional resources and in particular supports the school's swimming arrangements. The very good support of parents who produce costumes, props and music for the annual school production ensures its success each year. Parents also provide all the pupils with a hot Christmas lunch each year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher provides good leadership for the school. She has a determination to maintain

and improve the quality of education and the standards pupils achieve and, in order to do this, she has encouraged a strong sense of teamwork amongst the staff and governors. The headteacher has a good knowledge of the quality of teaching and learning throughout the school and accurately identifies the school's particular strengths and areas for improvement. Her analysis of test results is thorough and is used well to establish educational priorities for the school. The headteacher strongly promotes links with other small schools in the local area and in the Beacon School group and this has benefits for pupils, the curriculum and professional development for staff. She has been successful in implementing a number of positive changes since the last inspection in March 1996 and good progress has been made towards the targets for improvement set at that time.

59. The governors provide good leadership for the school. Their roles and responsibilities are clearly established and they work well together to complement and support the roles of the headteacher and staff. The governors fulfil all the statutory roles and responsibilities. They are well aware of the strengths and relative weaknesses of the school. They make good use of the information they gather from their visits to the school, the headteacher's termly reports, reports from subject co-ordinators and assessment data as a basis for their decisions. Governors are appropriately involved in setting targets for pupils' performance in national tests at the end of each key stage. Individual governors provide valuable expertise in their work on the committees for building and for finance and individually for special educational needs, literacy and numeracy.
60. An appropriate set of aims and values is well reflected in the work of the school. These include aims to foster appropriate abilities, skills and aptitudes so that each pupil may realise his or her full potential and to encourage in each pupil an enquiring, receptive and independent mind and respect for themselves and for others. The school's philosophies about the promotion of equal opportunities are fully implemented and evident in all aspects of the school's work. The school complies fully with relevant legislation.
61. An approach to school self-evaluation is in the early stages of development. The headteacher and the literacy and numeracy co-ordinators have carried out some evaluation of teaching and learning and this has resulted in the identification of specific areas for improvement. Test and other assessment data is analysed and the findings used to identify areas of strength and relative weakness. An appropriate schedule of evaluation activities for staff and governors has been drawn up. This links well to the introduction of performance management for the teaching staff but does not clearly indicate how the information gathered is to be used to identify priorities for school improvement. The governors informally evaluate the impact of resources on standards and quality of education but do not consistently use success criteria as a guide for their judgements.
62. The literacy and numeracy coordinators have carried out a systematic programme of classroom observations, examined their colleagues' teaching plans, the national end of key stage test results and other assessments and samples of pupils' work. They have a good understanding of the strengths of the subjects. Evaluation has revealed areas for development in writing, spelling and mental mathematics. Activities such as these have not been carried out in other subjects but a comprehensive planned programme, to begin in the spring term, has been agreed by the governing body.
63. The school benefits from the range of activities planned and implemented as a result of their involvement in the Beacon School cluster. The headteacher and staff make significant contributions to this group because it contributes to their professional development and enriches the curriculum for the pupils.
64. Responsibilities for subject leadership and for aspects of the school's work have been delegated to make the best use of teachers' individual skills and expertise. All the teachers take responsibility for the leadership and management of at least two subjects. They provide good support and advice for their colleagues on curriculum planning. The schemes of work have been changed to reflect the requirements of the National Curriculum 2000 and the subject co-ordinators are currently monitoring and evaluating the impact on the quality of teaching and learning. It is their intention to reduce some of the content to make the curriculum more manageable while still

providing continuity of learning and meeting the statutory requirements.

65. The headteacher, teachers and governors are fully involved in the school development planning process. The initiatives included in the school development plan are relevant. Broad time targets are set and responsibilities for leadership of the initiatives are identified; funding implications are indicated and responsibilities for monitoring progress towards the targets are allocated. Governors have a good understanding of 'best value' principles and use them when making decisions about the level of funding to be attached to targets for improvement in the school development plan. They regularly check on progress towards the targets in the school development plan and are involved in an audit of achievements when the next planning cycle begins. Some of the tasks needed to bring about the improvements are listed in the development plan but they are not sufficiently specific and this leads to the plan being over-ambitious for the time available. An earlier format for planning was more helpful in identifying the precise actions to be taken and included some measurable success criteria. The success criteria in the current plan tend to describe the completion of a task rather than being specific and measurable and this makes it difficult for the school to identify the extent and impact of the development on standards and provision. Because the success criteria are not specific and measurable, it is difficult for the headteacher and governing body to design rigorous evaluation measures to give them an accurate picture of the extent of school improvement and the impact of resources.
66. The headteacher and governing body are preparing to introduce Performance Management during this school year. An appropriate policy has been agreed. The governing body has set targets for the headteacher and plans are well in hand to set targets for teaching staff in the next term. The appraisal of support staff is to be started during the next academic year. Professional development is linked to the school development plan and teachers and support staff have access to appropriate courses. There is no formal system for evaluating the impact of training on the quality of education.
67. Although special educational needs is not a regular agenda item, governors are fully informed of the provision for pupils with special educational needs. Parents are kept informed through the governors' annual report to parents as required by the Code of Practice. The co-ordinator maintains the school's register of special educational needs and offers support for her colleagues by helping them to write pupils' individual education plans and reviewing their progress towards the targets for improvement. She has good links with the educational psychologist and other professionals.
68. The governing body fulfils its financial planning role well. Educational priorities are satisfactorily supported and the finance committee makes good use of all available forecast information. They have a very good understanding of the current budget situation and are well advised by the finance committee. They have clear priorities for spending decisions and base these on their knowledge of the school. The finance committee has identified appropriate spending targets for the use of a significant contingency fund (12 percent of last year's budget). These include the provision of necessary resources when the mobile classrooms are replaced, the maintenance of the number of support staff, curriculum developments and a contingency fund for the proposed new school building. The budget is monitored regularly and specific funds and grants, for example, standards funding and funds to support pupils with special educational needs, are used for their designated purpose. The expenditure per pupil is well above the national average for primary schools but close to the typical levels for schools of a similar size.
69. Systems for financial control are secure. A recent auditor's report identified only minor shortcomings in the accounting systems and checks and these have been suitably addressed. School administration tasks are carried out efficiently by the secretary and the division of roles and responsibilities ensures efficient use of the headteacher's and secretary's time and skills. Good use is made of information and communication technology to support the management of finances and administration. The day-to-day organisation of the school is unobtrusive and the school runs smoothly. The administrative, support staff and lunchtime staff provide very good support for the headteacher and teachers enabling them to focus on their work with the children.

70. There is an appropriate number of teachers who are suitably qualified and effectively deployed. There is a generous number of support staff who are well deployed. The staff relate very well to one another and work effectively as a team. They provide good role models for the pupils. All teaching staff have had access to training which is planned to link with the school development plan. Support staff have had training as literacy assistants and this is proving beneficial and is having a positive impact on pupils' progress.
71. Staff and governors work hard to make the best use of the premises which are inconvenient and place a number of restrictions on what the school can offer. A computer suite with nine computers has been thoughtfully developed since the last inspection. The learning environment is enhanced by attractive and relevant displays which do much to cover the poor state of some areas. The small size of the hall restricts progress in physical education for the oldest pupils. The lack of a secure outside learning area for children in the foundation stage is a shortcoming in the provision. The governing body and building committee have worked hard to improve the physical learning environment and now look forward to the replacement of the mobile classrooms and, in the future, the building of a new school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain and further raise standards and improve the educational provision the headteacher, governors and staff should work together to:

1. Ensure that the learning aims for each lesson are consistently well focused and establish precisely what is to be taught and what is to be learnt so that:
 - the aims can be shared with the pupils so that they have an increased awareness of their own learning;
 - the learning activity is chosen to promote the learning aim;
 - pupils' progress in the lesson can be assessed and the subsequent learning aims can be closely matched to their needs.

Paragraphs: 26, 94, 95, 105, 112, 116, 121, 136, 145

2. Evaluate the impact of the time allocated to national strategies for literacy and numeracy on the breadth and balance of the curriculum and identify strategies for providing pupils with a more varied curriculum throughout the day.
 - *Paragraphs: 7, 10, 24, 26, 31, 34, 95, 106*

3. Implement the plans for school self-evaluation in order to;
 - identify priorities for inclusion in the school development plan;
 - evaluate the impact of changes on standards and the overall quality of education.

Paragraphs: 60, 64

4. Continue to seek to achieve a major improvement in the accommodation.
Paragraphs: 46, 70, 81, 148, 150, 153

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	48	28	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		63.5
Number of full-time pupils eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		6

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	20
Average class size	20

FTE means full-time equivalent

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	24

Financial information

Financial year	1999-2000
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Total income	153818
Total expenditure	156820
Expenditure per pupil	2240
Balance brought forward from previous year	21089
Balance carried forward to next year	18087

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	40
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	23	4	0	0
My child is making good progress in school.	31	65	0	0	4
Behaviour in the school is good.	46	50	0	0	4
My child gets the right amount of work to do at home.	15	62	12	4	8
The teaching is good.	61	23	8	0	8
I am kept well informed about how my child is getting on.	35	35	23	4	4
I would feel comfortable about approaching the school with questions or a problem.	65	31	4	0	0
The school expects my child to work hard and achieve his or her best.	58	35	4	0	4
The school works closely with parents.	46	46	4	4	0
The school is well led and managed.	58	19	15	4	4
The school is helping my child become mature and responsible.	58	38	4	0	0
The school provides an interesting range of activities outside lessons.	23	50	15	4	8

Percentages given are in relation to the total number of returns. Percentages are rounded to the nearest integer and may not total 100 percent.

Other issues raised by parents

Parents at the meeting expressed their concern about the accommodation.

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

72. Children enter the reception class at the beginning of the academic year in which they have their fifth birthday. Initially, they attend full-time if their birthday falls between September and March and part-time until January if their birthday falls between April and August. Currently six children attend full time and two children attend in the morning only. The results of baseline assessments carried out during the children's first few weeks in school show that they achieve typical levels for their age. The quality of learning is good overall and the children are in line to reach the nationally prescribed early learning goals by the end of the foundation stage

The early learning goals set out what most children are expected to achieve by the end of the reception year. The foundation stage includes children aged from three to five years old. The last year of the foundation stage is the reception year.

Personal, social and emotional development

73. The children are confident and secure in the classroom and around the school. They understand the routines of the school day and are able to adapt their behaviour to its differing demands. They line up in the classroom and move sensibly to the hall. They are able to dress and undress for physical education lessons and when going out to play. They show increasing independence in selecting and carrying out activities from a range available within the classroom. The children are beginning to have the confidence to co-operate with others for support and guidance, for example, while working on the computer. Children become absorbed in the activities and sustain their interest for significant lengths of time. For example, some children who had chosen to use the sand concentrated on the task and showed persistence.
74. The provision for the personal, social and emotional development of children is good. Adults act as positive role models through what they say and do. Praise is used effectively and children are encouraged to take risks while exploring new learning. The classroom organisation and management enables children to independently access resources and make choices. The role play area encourages individual and co-operative play and enables children to begin to make sense of their world through acting out scenes; for example, in the cafe. They are well supported by the adults who provide a good model of language and behaviour and extend the pupils' vocabulary and social skills.

Communication, language and literature

75. Children's attainment in communication and language skills is typical for their age. They listen attentively and talk about their experiences with increasing confidence. They respond well to stories and poems and make up scenarios during role-play using an extending vocabulary that they have encountered through class discussion. They enjoy books and understand that words and pictures convey meaning and that in English print is read from left to right and top to bottom. The majority name some letters and recognise the associated sound. For example, they correctly make the sounds for "d", "b" and "t" and build them into a word which they then read. They bring objects beginning with the letter sound of the week which helps them to consolidate their knowledge and skills. Higher attaining children recognise that a group of words all end with the same two letters, 'og'. Children are beginning to form recognisable letters and write their own name with support from an adult.
76. The provision for developing communication, language and literacy is good. The modelling of language as a tool for thinking is developed effectively through very good questioning techniques. Staff read stories expressively and use stimulating and lively language that motivates children. There is a good balance of direct teaching and stimulating activities which interest children and promote learning. Resources are used effectively. For example; the local vicar describes features of his ordination, older pupils talk about their first communion and children act out a communion service. The classroom organisation and management enables children to be independent and to

find support when they feel it is necessary. The quiet area provides a good range of interesting books and other reading materials. Children are encouraged to listen to tapes of stories, rhymes and poems. The role-play area is set up as a local store and cafe and promotes children's language development well.

Mathematical development

77. The children's mathematical development is that expected for their age. Children use mathematical language to describe shape and size. They are beginning to count and recognise numbers and enjoy guessing the number of teddies in the 'feely' bag before counting them and comparing their size. They consolidate their understanding of number by placing the plastic teddies on the large jigsaw of numbers and then jump and count along the numbers from 1 to 9.
78. Provision for mathematical development is good. There is a stimulating environment that includes mathematical vocabulary. The role-play area includes opportunities for mathematical development, for example, coins to pay for merchandise purchased in the store or café. Direct teaching is very good and high expectations ensure that children work hard and do their very best.

Knowledge and understanding of the world

79. Children's knowledge and understanding of the world is appropriate for their age and they make good progress. They are beginning to recognise changes that occur in the different seasons. They observe, for example, the change in colour of the leaves in autumn. They create road systems and investigate how well toy cars will travel down a slope. They use the telephone and tell a friend how it works. They compare old and new toys and identify the similarities and differences. They try to find out how mechanical toys work and use programmable toys. They are able to use computers using the mouse to click and drag shapes to make a pattern. They understand that some people are baptised and know that water is used as part of the ceremony.
80. The provision for developing this area of learning is good. The learning objectives relate directly to the area of learning and take into account the guidance for the foundation stage in education. Stimulating, practical, first hand activities are evident and support children well in developing their knowledge, understanding and skills. A good range of resources is used effectively, to encourage children to investigate and explore the concepts of pushing and pulling. The teachers make good use of a range of visits and visitors to support and extend the children's understanding. For example, they visit a toy museum and then organise a toy collection of their own in a systematic way.

Physical development

81. Physical attainment is average. Children move confidently around the classroom, playground and hall showing an awareness of others' need for space. They run, jump, climb, balance, throw and catch with increasing control. The children are beginning to handle pencils and other tools competently and they control the mouse at the computer accurately. They manipulate construction kits to make equipment for an adventure playground and develop co-ordination and control when they squeeze, pinch and stretch malleable materials such as dough and clay.
82. The provision for children's physical development is sound. There are well planned opportunities for children to develop control of small tools and equipment through using 'small world' toys, construction sets and threading toys as well as pencils, crayons and other mark-making resources. Energetic play and the development of control over speed and direction of movement are practised satisfactorily in physical education lessons with Year 1 pupils. They join the Key Stage 1 and 2 pupils for an outdoor playtime. Because playground space is limited, there is no designated outdoor learning area where children's physical development and their development in the other areas of learning can be promoted. This is a shortcoming in the provision.

Creative development

83. In the creative area of learning, children reach typical levels for the age. When they paint, they explore what happens when they mix colours and combine paint and chalk effectively to create scenes they imagine or remember. The children learn to use different techniques such as weaving

and dying. For example, they dye material to make autumn leaves. The children sing simple songs from memory, use musical instruments to explore how sounds change and create and record their own 'weather' music. They play imaginatively with other children and adults in the café and children using the toy cars invent stories and make sound effects as they play.

84. The provision satisfactorily promotes children's creative development. A range of activities is planned and children are given opportunities to develop their own ideas and to work imaginatively. Their ideas are valued by the adults who interact with them to develop their confidence and independence in making choices and responding to all their senses. Resources are well cared for and well organised.
85. Children's attitudes to learning are good. They enjoy the stimulating learning environment and respond well to the activities. They always try hard to do their best. They are confident, independent learners. Behaviour is good.
86. The quality of teaching is good overall. Staff have a good knowledge of the curriculum requirements relating to the areas of learning and understand how young children learn. There are good expectations in all six areas of learning. Teaching methods are effective. Children are managed well at all times. There are good opportunities provided to enable children to become independent learners. Relationships are very good, staff are warm and caring and value the children as individuals. Support staff make a positive contribution to the educational provision.
87. Since the last inspection, improvements have been made to the accommodation for the children in the foundation stage by moving them from the mobile classrooms into the school building and remodelling the area to form a self-contained unit. This has had a positive impact on the provision and allows the teacher to have close links with the village playgroup that meets in the school.

ENGLISH

88. Standards in English have improved in line with the national trend since the last inspection and continue to be typical for seven and eleven year olds. Because the number of pupils in each cohort is less than 11, comparisons with national averages and with schools of a similar socio-economic background are not reported. The results of the end of key stage tests and school data reveal that pupils achieve above average standards in reading, but that standards in writing and spelling are average. The school has identified writing and spelling as targets for improvement. Inspection findings reflect the test results. There are many examples of good quality writing for a wide range of purposes. Imaginative and creative writing is a particular strength.
89. When pupils start school they achieve typical levels for four-year olds in communication and language skills. By the end of the reception year, they achieve the early learning goals and some achieve levels within the Key Stage 1 curriculum. Pupils at the start of Year 1, are confident to speak to their class, generally listen carefully to adults, are enthusiastic about books and are beginning to write simple sentences.
90. Standards in speaking and listening are good in both key stages. Pupils continue to gain confidence when speaking for a range of purposes in their class group. They use increasingly complex sentences and an interesting and adventurous range of vocabulary. Role-play and drama are used well to extend their skills and pupils benefit from the rich vocabulary and sentence structures used by teachers, particularly in English lessons at Key Stage 2. Although pupils generally listen carefully to the teachers' instructions and explanations, they do not always show respect for the ideas and contributions of other pupils by listening to them.
91. Standards in reading are average in both key stages. Pupils in Year 1 are enthusiastic readers. They recognise an increasing number of words and use their knowledge of letter sounds to help them read unfamiliar words. They look for clues in the pictures and in the story to help their understanding of events. Pupils in Year 2 read accurately and with enjoyment. Their fluency is improving and progress over the key stage is good. Pupils in Year 2 on the school's register of special educational needs enjoy books and with support read simple texts and talk enthusiastically about the characters and events in the stories. They make satisfactory progress. Pupils in Year 3 and Year 4 know terms such as title, author and "blurb" and use the words when they discuss a text. They know that a library is organised into fiction and non-fiction sections and use the contents and index pages to access information. They read accurately and with some expression. Most observe the punctuation to add meaning to the text as they read aloud. Pupils in upper Key Stage 2 read an increasingly wide range of texts expressively and fluently. They discuss the characters and events in the stories and use their reading well to access and use information. Most pupils express preferences for authors and types of books.
92. Standards in writing are average in Key Stage 1. The most able pupils in Year 1 write simple sentences for a variety of purposes and understand that writing conveys a message. They make good progress and by the time they are in Year 2, pupils write imaginatively, for example, to continue the story of 'Stig of the Dump'. They use sentence punctuation correctly and use an interesting vocabulary to express their ideas. Pupils throughout Key Stage 2 enjoy writing and see themselves as writers because of the confidence and self-esteem encouraged by the teacher. As a result, their writing is mature and they are willing to take risks in the vocabulary and structures they use. When they continue the story of 'Stig of the Dump' they are so excited by the task that they concentrate and produce work of very good quality. Some pupils, unable to find exactly the word they need, coin words of their own. For example, one girl wrote that Barney "jumped with oopsness" because he realised he should have gone home some time before. They read their work to the class expressively and explain their ideas confidently. Pupils in Year 5 and Year 6 write expressive and reflective poetry making very good use of metaphor, simile and personification. They learn to gather their ideas together and plan writing so that they can refine and improve the structure and choice of words. They confidently use a thesaurus to find the best word they can.

93. Standards in handwriting are satisfactory. Pupils in Year 1 begin by tracing over the teachers' writing and then copying beneath. Most pupils make satisfactory progress and become independent writers quite quickly. A few pupils, who have poor co-ordination skills, copy over an adult's writing before they have sufficient control to do so. The result is that their letter formation is poor. Opportunities for these pupils to practise being writers as part of their play in order to develop the co-ordination skills required are not sufficient. Standards in handwriting are variable in Year 2. In the best examples, pupils' writing is legible and correctly formed but in other examples, although the letters are mostly correctly formed, they are uneven in size. Pupils' handwriting develops satisfactorily and by the time they reach upper Key Stage 2 the best examples demonstrate pupils' ability to write legibly and fluently. They are developing an individual style. However, many pupils still do not write in a consistently joined style and some still form letters incorrectly.
94. Standards in spelling are variable. The higher attaining pupils throughout the school spell a wide variety of words correctly using their knowledge of letter sounds and spelling patterns to help them spell more complex words. High and average attaining pupils in Year 5 and Year 6 make good use of dictionaries to check the spelling of unfamiliar words. Pupils of average and below average attainment make good use of their knowledge of letter sounds to make sensible attempts at spelling words. For example, a pupil in Year 4 spells the word literacy as 'lttrssy'. However their knowledge and use of spelling patterns and letter strings is inconsistent and this results in many spelling errors in written work in all subjects. The school correctly identifies spelling as an area for improvement.
95. The quality of teaching is good across the school and there are instances of very good teaching. A strength of the teaching throughout the school is the teachers' enthusiasm for the subject and their secure technical knowledge of, for example, teaching reading and grammar. Lessons are well planned to provide a variety of activities. They usually begin with a shared text which is well matched to the pupils' interests and experience and is used to improve their reading strategies and understanding of the text. The teaching of letter sounds for the youngest pupils and grammar for the older pupils is handled well and enable the pupils to make good progress. The individual tasks are generally well planned to challenge the pupils at an appropriate level and this enables them to make progress in the lesson. Pupils working on guided tasks with the teacher make good progress when the learning objectives are specific. The teachers make satisfactory use of the last few minutes of the lesson to reinforce or extend the learning.
96. Shortcomings occur in both key stages when too long is allowed for the lessons and the pace of learning slows. The time allocated for literacy exceeds the nationally recommended time and there is no evidence that standards are benefiting from additional time allocated. At Key Stage 2, the learning aims for the lessons are not consistently clear and precise. This makes it difficult for the teacher to plan manageable assessment within the lesson or to help the pupils know what they have learned and how they might improve their work to meet the aims.
97. Pupils with special educational needs make at least satisfactory progress towards the targets set for them in English. They are given good support in lessons either because the teacher provides tasks matched to their prior attainment or because they work with a support assistant.
98. The management and leadership of English is good. There is a useful and comprehensive policy and the school has adopted the national literacy strategy which is used for four days each week. On the fifth day, time is allocated for the development of writing skills and for individual and shared reading. Pupils in Key Stage 1 have benefited from the structured teaching of phonics and the introduction to reading using "Big Books". Pupils in Key Stage 2 have benefited from reading a wide range of fiction and non-fiction texts and from the structured teaching of grammar and the technical skills of writing. There has been no identifiable improvement of standards in reading or writing and spelling and presentation skills have deteriorated since the introduction of the national literacy strategy. The range of texts the pupils read and their technical knowledge of language has improved as a result of the introduction of the national literacy strategy.
99. The school has a rich range of book resources in the class libraries and in the school library. The

pupils make regular use of the library to borrow both fiction and non-fiction books and some older pupils help by acting as librarians.

MATHEMATICS

100. Pupils in Year 2 and Year 6 attain the standards expected for their age in numeracy and all areas of mathematics; number, algebra, space, shape and measures, and data handling. Standards were average at the time of the last inspection. The small numbers of pupils involved in the cohort make the comparisons with national averages and between schools of a similar socio-economic background less meaningful. Overall the trend of improvement is in line with the national trend.
101. By the end of Key Stage 1 pupils are confident and competent at working with numbers up to 100. They recognise numbers that come before and after other numbers. They are aware that subtraction is the inverse computation to addition. They can use non standard and standard units to measure length, mass and capacity. They know and use features of simple two dimensional and three-dimensional shapes. They can use graphs to record data. They explain simple strategies that they use while undertaking calculations using the appropriate vocabulary. By the age of 11, pupils can work out calculations in their heads quickly, they understand fractions, can calculate decimal and fraction equivalents, they are confident at using numbers to 1000. They develop measuring skills and recognise the properties of triangles such as isosceles and equilateral. They use and interpret a range of diagrams and charts.
102. Learning is effective and pupils make satisfactory progress. Pupils with special educational needs make steady progress. Pupils in Year 1 learn to count on with particular emphasis on counting on in 4's. They learn to recognise coins and count out the correct money to buy objects. The majority count to ten pence and higher attaining pupils work with coins up to twenty pence. They work with the teacher and learn to put the coins for two objects together and calculate their total. Year 2 pupils can add and subtract numbers to make 18. They are beginning to double numbers.
103. Year 3 pupils progress to the use of simple multiplication and division using numbers to 20. They recognise the double or half of a number promptly while playing a game of snap. Year 4 pupils are confident in using addition, subtraction, multiplication and division to manipulate numbers to 20 in their heads. They learn to double numbers to 100 using partitioning techniques. Year 5 and Year 6 pupils mentally convert centimetres to metres and metres to centimetres putting the decimal point in the correct place. They calculate two figure additions by rounding to the nearest ten and then adding or subtracting the appropriate number. They learn strategies for partitioning numbers up to 1000 in order to add, subtract multiply and divide them more simply. Higher attaining pupils are familiar with negative numbers and use them correctly. Lower attaining pupils' calculations use only numbers ending in zero. They investigate how to make the highest and lowest numbers using various sequences on the 100 square.
104. The schools' strategies for teaching numeracy are satisfactory and the national guidance for numeracy has been satisfactorily implemented. Pupils use their numeracy skills in other subjects by, for example, using a variety of measures while undertaking scientific investigations and tallying the amount of litter in the environment. Pupils use the data to produce graphs using their skills in information and communication technology. They make use of their knowledge of the order of numbers when they use time lines in history and they make good use of their knowledge of shapes in art and physical education lessons.
105. Pupils' response to learning is satisfactory overall. They are keen to learn and the majority respond well to questioning. Where tasks are stimulating, for example, finding the coins hidden in the sand, there is a real excitement about learning. Where there is an expectation that pupils sit for too long without being involved in independent work, many become restless and fidget and some rock on their chairs. Most pupils use the whiteboards very effectively to respond to questions in mental mathematics but a few pupils doodle when the pace is not sufficiently brisk and the expectations of speed of response is too low. Pupils enjoy the responsibility for collecting

up resources, and are pleased to receive stars for good efforts.

106. The quality of teaching is satisfactory overall. The lessons begin with a well structured mental and oral session which help pupils to develop skills in calculations. Explanations and questioning are generally good but occasionally confuse pupils as, for example, in a lesson about converting metric measures. Learning objectives are stated in the planning and mostly, pupils know what they are expected to learn during the lesson. The tasks and questions are appropriately matched to the pupils' prior achievement and all staff interact well with pupils to support learning during lessons. Where the quality of teaching is good there is effective use of practical and first hand experiences and the investigative nature of the tasks challenges pupils' thinking; for example while finding the highest and lowest number. Marking is usually for correctness and does not provide written guidance to pupils as to how they can improve and so encourage them to take a pride in the gain in their skills over time. Relevant homework is given and this supports the pupils' learning satisfactorily.
107. Shortcomings in teaching occur when the teachers' expectations in the mental and oral mathematics session are not sufficiently high and the pace of questioning slows. There is a tendency to address questions to the same group of pupils, particularly a few girls. Teachers' response to pupils is sometimes negative with insufficient use of praise to encourage appropriate behaviour. The most significant shortcoming is the length of the lessons. They usually exceed the national guidance but do not result in better progress or achievement because the overall pace of lessons is slow.
108. The curriculum takes full account of the national guidance and enables pupils to have access to breadth and balance within the subject. The new standardised assessment procedures and tracking of individual pupils are good. This is gradually having a positive impact on the teaching and learning but currently tends to concentrate on improving lower attaining pupils' performance and identifying higher ability pupils. Some monitoring of the curriculum and standards has been undertaken by the subject co-ordinator. Resources are appropriate in quality and quantity.

SCIENCE

109. Standards are broadly average. Pupils in Year 2 and Year 6 attain the standards expected for their age. The small numbers of pupils involved in the cohort make the comparisons with national averages and between schools of a similar socio-economic background less meaningful. Overall, the trend of improvement since the last inspection is in line with the national trend. Judgements are based on evidence from one lesson observation, an examination of teachers' planning, a scrutiny of pupils' work and discussions with pupils and staff.
110. At the end of Key Stage 1, pupils know that animals and plants need food, water air and light to survive. They recognise that living things grow and reproduce. When they learn about materials they sort items into groups; for example, glass, china, wood, cloth and plastic. The pupils are beginning to understand the different forces involved in pushing and pulling objects. By the end of Key Stage 2 pupils recognise that scientific ideas are based on evidence, and are able to devise a fair test. They make relevant observations and measure quantities with some accuracy. They record their observations in a variety of ways and use appropriate subject vocabulary.
111. Pupils, including those with special educational needs, make steady progress throughout the school. The youngest pupils find out how many types of "movement" they can see in their environment and think about the different ways in which human beings move. They consider how wind and air move things and the variety of ways in which toys move. Older pupils collect and record evidence to answer questions. They learn to classify objects by the material from which they are made. The oldest pupils learn about the life cycle of a plant and use the correct technical vocabulary to describe the parts of a plant. For example, they use the words "stigma" and "stamen" when they describe their functions in the reproductive cycle of plants. Pupils learn

through independent study at home that adult animals have young which, when grown, produce more young and they find out how the adults care for their young. While investigating how they can compare the different amounts of air in different soils, pupils demonstrate good understanding of carrying out a fair test and record their findings appropriately.

112. Pupils are enthusiastic about science and interested and inquiring when provided with investigative work. The majority of pupils listen attentively. They are keen to undertake an investigation and record their results. The quality of teaching is good. The teacher helps the pupils to build on their prior learning by revising the key points succinctly. This enables the teacher to assess their understanding and helps pupils to make links with their understanding that water is heavier than air. The teacher uses resources effectively to encourage pupils to think for themselves and make deductions. The teachers have a sound knowledge and understanding of the subject and most plan effectively. Shortcomings occur when there are too many learning aims for the lesson and the focus of the planning is on the activities. As a result, what is to be learned is not sufficiently clear as in a lesson where pupils were classifying materials that may be of use to "Stig" in his "Dump".
113. The long-term plans ensure that a broad and balanced curriculum is taught. Medium-term planning takes account of national guidance but is not always sufficiently focused on precisely what is to be taught and what is to be learnt in each lesson. The subject co-ordinator has a secure knowledge and understanding of the subject. She has worked hard to make links with the secondary school to ensure that the transition between the schools is effective. Resources are adequate and improving and the school is able to borrow resources from other schools. The curriculum is enriched through the involvement of visitors, educational visits and involvement in the Beacon School cluster. Collaborative work with other schools in the Beacon School cluster enable talented and gifted pupils to take part in challenging projects. For example, last year, able pupils benefited from their involvement in a forensic science project.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Judgements are based evidence from three lessons in Key Stage 2, observations of pupils' independent use of the computer in Year 1, an examination of teacher's planning, discussions with the subject co-ordinator and a sample of pupils' work. At the time of the last inspection, standards were in line with expectations but the range of pupils' experience was identified in a key issue as a target for improvement. The provision has been enhanced over the last year by the development of a computer suite. There are now planned opportunities for pupils in both key stages to use information and communication technology (ICT) to communicate their ideas using text, graphs, and tables, to store and retrieve information and to use control technology. Satisfactory progress has been made and pupils now achieve average standards across a broad range of ICT skills. The co-ordinator teaches all three classes and this ensures continuity and progression of skills.
115. In Key Stage 1 the standards are in line with those expected for the pupils' age. The teacher has very good subject knowledge and provides an appropriate range of work for pupils including using ICT to support their work in other subjects. Pupils in Year 1 experiment with images by changing the colours. They control the mouse well to locate, move and drop objects on the screen. With adult support, they organise data from a traffic survey and create simple block graphs. Year 2 pupils create pictures, changing tools and colours to create the effect they want to create. They use different fonts, size and colour when they word process. They have programmed a moving toy to control its movements across the floor.
116. Pupils in Key Stage 2 save, find and use stored information. They generate text and edit their work using skills such as delete and copy and paste to redraft their work. They change the font, size and colour of the text to present their work appropriately for the audience. For example, a pupil producing a poster for distribution to all the families takes care to choose appropriate vocabulary and style of presentation to attract good support for a charity appeal. Pupils in Year 4

and Year 5 learn to use the computer's spell-check facility. They soon realise that it is only as good as the range of words entered in the dictionary and may not have the word they are checking. Pupils in Year 5 have worked on presenting information in graphs and have interpreted them to check if the results are relevant and reasonable. Pupils in Year 6 select graphics and borders to enhance their work and alter the size and position confidently. When they make a two-page greeting card they learn how to add sound to make a link in order to develop a multi-media presentation. Pupils use CD-ROMs to find and retrieve information.

117. The quality of teaching is very good throughout the school. The teacher has high expectations and work is planned at a challenging level. She is confident in dealing with technical problems which ensures that the lessons run smoothly and a good pace of learning is maintained. Management of behaviour is firm and consistent, the pupils respond well to the clarity of her expectations and this has a positive impact on the rate of their progress in lessons. They are further helped to achieve well within lessons because time limits for completing a task are set. The plans for teaching have clear and precise learning aims and praise for pupils is linked to these aims. As a result they have good knowledge of their learning and this raises their self-esteem.
118. The completion of the computer suite has enabled groups to be taught by a specialist and this is already having a positive impact on standards and on continuity and progression of learning. There is an appropriate policy and a useful scheme of work based on national guidance. An approach to assessing and recording pupils' progress has been drafted and is to be tried in the next term. Assessments and records are to be made each half term. The subject co-ordinator makes good use of support groups in the area and attends relevant training. The curriculum for Key Stage 2 pupils is enriched by an after-school computer club. Resources are now good and further equipment to support control technology and the use of computers in monitoring is on order. All staff are to be trained as part of the National Grid for Learning in the next term. Electronic mail facilities will then be available.

RELIGIOUS EDUCATION

119. Judgements are based on evidence from one lesson in Key Stage 1, an examination of teachers' planning, discussions with the subject co-ordinator and a group of Key Stage 2 pupils and a sample of pupils' work and photographs. At the time of the last inspection, standards were in line with the expectations of the locally agreed syllabus for pupils aged seven and eleven. Standards continue to be typical for seven and eleven-year-olds.
120. Pupils in Year 1 know that baptism, confirmation and ordination are ceremonies used in the Anglican church to indicate a commitment to a faith. They learn the names of the special clothes such as a stole, an alb and a chasuble that are worn for an ordination. They know that that some objects are of special significance in worship and, for example, know how a chalice and paten are used in an Anglican communion service and the font in baptism. They are beginning to understand that water, wine and bread are used symbolically in special religious ceremonies.
121. Pupils in Key Stage 2 know the major events of the Christian calendar and how they relate to events in the life of Christ. They know many New Testament stories and some from the Old Testament and can explain the meaning of some of these for Christians. For example, pupils have a good knowledge of the events before and after Christ's death. They know that the resurrection is the most important event for believers. Pupils know that the central message for the Christian's life is to love God and love their neighbours. They are aware that all faiths worship a divine being, have ceremonies of "belonging", use and value special objects and read a holy book. Although they name some of the ceremonies and artefacts used in Hinduism and Judaism, they are not entirely secure in this knowledge and are sometimes confused.
122. The quality of teaching in the lesson observed is good. The teacher has clear learning aims for the lesson and involves the vicar very well to explain ordination to the pupils. A difficult topic is very well explained and linked to the pupils' knowledge and understanding of baptism and confirmation and consequently, the pace of learning is good. The teacher makes good use of questions to

assess the pupils' understanding and correct any misconceptions. The available evidence indicates that the quality of teaching at Key Stage 2 is at least satisfactory.

123. Pupils in both key stages have positive attitudes to the subject. Pupils in Year 1 listen attentively and behave very well. They offer to answer questions enthusiastically and concentrate on the written task. Key Stage 2 pupils speak with enthusiasm about the subject.
124. The long and medium-term plans link well to the locally agreed syllabus and the curriculum meets requirements. Planning for each half term is generally appropriate and includes specific learning aims. However, these are sometimes obscured by the focus on activities. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. For example, pupils in Key Stage 1 are learning to respect the beliefs of others and how everyone belongs to a group. Key Stage 2 pupils benefited from the opportunity to take part in the "Jesus 2000" celebrations in Hereford. The school makes good use of artefacts from major world faith groups to create displays to raise pupils' awareness of other cultures. There are sufficient resources to support the curriculum. This is an improvement since the last inspection when shortages in resources were identified.

ART AND DESIGN

125. Judgements are based evidence from one lesson in Key Stage 1, an examination of teachers' planning, discussions with the subject co-ordinator and a group of Key Stage 2 pupils and the scrutiny of pupils' work displayed in the school. Standards are average in both key stages as they were at the time of the last inspection.
126. Pupils in Year 1 recall well how they dyed fabric to represent autumn leaves for a class frieze. Pupils learning to use weaving to create a picture make confident choices of materials and colours. They make satisfactory progress in using the technique. When they paint pupils show knowledge of colour mixing. They control the paint satisfactorily and choose brushes of appropriate size. They have made and decorated African masks choosing an appropriate range of colours to decorate them.
127. Pupils in Key Stage 2, have created very attractive aboriginal designs in response to a lesson with a visiting specialist. They use their colour mixing skills well to create subtle shades and tones and capture the style very well. Pupils in Year 2, 3 and 4 use their drawing skills to illustrate their work in other subjects. For example, they have used crayons to draw poppies to enhance their written work on Remembrance Day. They have made satisfactory attempts to create a three dimensional effect by using chalk to shade their drawings. Pupils know about other artists and make use of their ideas in their own work in different materials. For example, pupils in Year 5 and Year 6 look at and evaluate landscape paintings and then create pictures using three contrasting landscapes. They examine Turner's paintings and then use a wash to create an atmospheric background for carefully cut paper collages of good quality. Careful pencil drawings indicate that their observational skills are developing satisfactorily.
128. Pupils have positive attitudes to the subject. Their work is carefully executed indicating good concentration and perseverance. Pupils in Year 1 co-operate well with others to share resources. They sustain their interest in the weaving and work hard throughout the lesson.
129. The quality of teaching in Key Stage 1 is good. The teacher provides a very clear explanation and demonstration of the weaving techniques to be used and as a result the pupils are confident and get started promptly. The teacher supports them well by questioning them to help them clarify their own ideas for the design. Teachers' plans and the resulting pupils' work indicate that the quality of teaching is at least satisfactory in Key Stage 2. The long term plans, based on national guidance, provide teachers with a good framework but the medium-term plans tend to focus more on activities and the learning aims are not sufficiently clear. Good use is made of the skills of visiting specialists throughout the school. There are sufficient resources for the subject.

DESIGN AND TECHNOLOGY

130. evaluating vegetable curry with spice and chutney The judgements are based evidence from one lesson in Key Stage 1; an examination of teachers' planning; discussions with the subject co-ordinator and a group of Key Stage 2 pupils; the scrutiny of pupils' work in photographs and displays in the school. When the school was inspected in 1996, standards in design and technology were average at both key stages. There is insufficient evidence to support a secure judgement on standards for pupils in Year 2 or in Key Stage 2 but standards in Year 1 are in line with the expectations for the age group. There is insufficient evidence to assess improvements to the shortcomings in teaching expertise at the time of the last inspection but resources have been improved.
131. Pupils in Year 1 have used a variety of techniques to create puppets. They have created attractive paper bag puppets that they have decorated with paper and fabric and attached to a rod. These are well finished. Pupils have considered what might be found in a children's playground and then designed and made, for example, slides, swings and roundabouts using clay, cardboard boxes and tubes or construction toys and string. They make sensible decisions about the materials to use and make adaptations to their original designs. They have learnt to sew using simple stab stitches on plastic binca and then have used these skills to realise their designs for sock puppets. They add features by cutting shapes from fabric and attaching these with glue. The pupils are pleased with the results. They say why they like their puppets and what was the most difficult thing to do. They create characters for them and use them imaginatively to tell stories. This makes a good contribution to their skills in speaking and listening.
132. Pupils in Year 2 and in Key Stage 2 are beginning a series of design and technology lessons this term. Pupils in upper Key Stage 2 are evaluating and making bread. They have tasted bread and have evaluated it for qualities such as taste, appearance and texture. Pupils in lower Key Stage 2 have had experience of sewing and have made purses or pencil cases which involved simple stitching and decoration. The items they have made at home for 'Stig's Dump' demonstrate a satisfactory understanding of methods of joining materials together. Some older pupils have made and decorated cushions using quilting and appliqué. Some pupils brought into school models they had made at home. They used boxes and papier-mâché that they had decorated with paint and varnished. These are very well finished and indicate that pupils are developing their practical skills satisfactorily. Other models of exceptional quality, accompanied by detailed, annotated plans and involving the use of balsa wood and battery-powered lights are evidence that pupils' individual skills and talents are celebrated by the school.
133. The quality of teaching for pupils in Year 1 is good. They are taught appropriate skills in a systematic way and the activities chosen are relevant to their age and interests. The teacher, who is also the subject co-ordinator, has good subject knowledge and a clear understanding of the requirements of the National Curriculum. A long-term plan, based on national guidance, has been drawn up and this ensures that the subject skills, knowledge and understanding can be developed systematically throughout the school. It has been introduced this term. The co-ordinator is developing a system for assessing and recording pupils' progress but this is still at the draft stage.
134. The curriculum has been enriched by the pupils' involvement in a recent multicultural day at a nearby school. Pupils had the experience of making and creating patterns for work on Mendhi hands.

GEOGRAPHY

135. Standards are average at the end of both key stages as they were at the time of the last inspection. Part of one lesson was observed during the inspection and evidence is also drawn from teachers' planning, pupils' past work, and discussion with pupils and staff. The school alternates history and geography topics through the year and although the time allocated is

adequate there is insufficient attention to developing pupils' geographical skills in a systematic way. The subject is usually taught through a topic and there is a good emphasis on developing cross-curricular skills. The pupils find this interesting, but they are not secure when questioned about their geographical skills and vocabulary. All pupils including those with special educational needs make satisfactory progress.

136. Younger pupils know their address, name places nearby and know the country they live in. They can follow a simple map and understand that information can be found from sources such as atlases. They enjoy following the journey of a toy kangaroo travelling across South East Asia on its way to Australia. They receive and send e-mail messages and digital photographs which make a good contribution to their knowledge of the application of information and communication technology. Older pupils learn about their environment and the effect pollution has on it. They are aware of the need to re-cycle materials where possible. The pupils are enthusiastic about recording information about the materials that make up their mobile classroom and use their learning in other subjects to help them. They use their knowledge of materials from their work in science to classify the materials and then use and develop mathematical skills in tallying to record their findings. The oldest pupils learn about the different types of climate around the world and remember that Borrowdale is the wettest place in England. They can name one of the two rivers that flow through the city of York. They have studied their immediate locality and undertaken field trips. They name some of the continents and know the names of some mountains and where they are situated. For example, they know that the Andes are in South America and that the Rockies are in North America.
137. The curriculum follows national guidance. Planning is well structured and gives pupils access to a satisfactorily broad and relevant curriculum. However, the lessons tend to focus on the activities rather than clear learning aims which systematically develop pupils' subject skills and knowledge. This is evident in the lesson observation where there are too many learning aims. The teaching of the subject is monitored informally; there are plans in place to monitor quality and standards through the scrutiny of teachers' planning and pupils' work. Resources are adequate in quality and quantity and are gradually being improved as more published materials become available. Educational visits such as the residential trip to York, visits to the city of Hereford and a study of the local area and its churches make a good contribution to pupils' knowledge and understanding of the subject.

HISTORY

138. The school alternates history and geography topics through the year and at the time of the inspection history was not being taught. Evidence was drawn from teachers' planning, a scrutiny of pupils' work in the past, and discussion with pupils and staff. Standards in history are average at both key stages and pupils make steady progress. No clear judgement was given on standards in the last report so it is not possible to make a comparison. Pupils find the topics interesting and remember many of the events, such as visits and videos well. They are less secure when asked to use their historical skills and knowledge in a historical context. Pupils with special educational needs make satisfactory progress.
139. Younger pupils develop a knowledge and understanding of events, people and changes in the past. For example, they consider the similarities and differences between toys children played with in the past and those they use today. They find out about the toys their parents and grandparents used. A visit to a museum to look at toys through the ages resulted in the pupils arranging a museum of their own. This involved them in making decisions about how it should be organised which helped them to develop skills of classification and chronology. Older pupils learn about the significance of the 11 November in connection with World War 2 and some write evocative poems about it. The oldest pupils are very enthusiastic while talking about their visit to the historic town of York. They can correctly place a range of diverse historical periods such as Ancient Greeks, Romans, Tudors and Victorians in a time line. They are able to name some of the monarchs from Tudor times but are not familiar with the word monarch.

140. The curriculum follows national guidance. Planning is well structured and enables pupils to have access to an appropriate curriculum. The breadth of study is evident in the stimulating range of experiences the pupils have but there is insufficient attention to systematically teaching historical skills, knowledge and understanding. The monitoring of the curriculum is informal but there are plans in place to introduce a more formal approach as part of the school's self-evaluation strategy. Resources are adequate in quality and quantity and are gradually being improved as more published materials are available. Educational visits and visitors such as a travelling theatre group, who bring history to life through drama and story telling, make a valuable contribution to the curriculum. Opportunities to visit places of local interest such as Hereford Cathedral to see the Mappa Mundi exhibition enrich the curriculum and stimulate pupils' interest.
141. There has been satisfactory improvement since the last inspection. The school has begun to implement changes to the curriculum based on the most recent national guidance and although its implementation has begun, it is not yet sufficiently in place to have had an impact on standards.

MUSIC

142. Judgements are based on evidence from two lessons at Key Stage 2, collective worship, an examination of teachers' planning, a discussion with the subject co-ordinator and a discussion with a group of Key Stage 2 pupils. Standards are average at Key Stage 2. There is insufficient evidence to support a judgement on standards in Key Stage 1. At the time of the last inspection, there was insufficient evidence to form a judgement on standards at either key stage.
143. Nineteen pupils (30 percent) of pupils learn to play musical instruments with visiting specialist teachers or in the lunchtime recorder group taught by parents. This enables the more-able pupils to achieve well. They are given opportunities to develop performance skills by playing in assemblies and in school concerts. This high percentage of pupils eager to learn to play an instrument indicates their positive attitudes to the subject.
144. Music lessons are appropriately planned for Year 1 pupils. They learn and perform an appropriate range of songs and listen to music from a range of styles and cultures. The pupils experiment with percussion instruments and compose music, for example, to describe the weather. They perform in the annual Christmas carol service and school production.
145. Pupils in Year 2 are taught with Year 3 and Year 4 pupils. They sing tunefully and without accompaniment and most can answer a sung question repeating the rhythm and melody correctly. Their diction is clear and they sing in time with each other because they listen to those around them. They improve their performance of songs during the lessons and control the pace and volume well. Pupils in Years 2, 3 and 4 sustain a steady beat to accompany more complex clapped rhythms. They are beginning to understand conventional notation and know, for example, the relationship between minim, crotchet and quaver beats and recognise them in the music for "Polly Wolly Doodle". Pupils listen and respond to a broad range of music and express preferences. For example, they enjoy the rhythms of Aretha Franklin's performance of the song "Respect".
146. The quality of teaching in Key Stage 2 and for Year 2 pupils taught in a Key Stage 2 class is satisfactory. The plans for the lessons have clear, well focused learning aims and the activities are well chosen to promote pupils' progress. For example, Year 5 and Year 6 pupils make good progress in maintaining the melody in a four-part round because the song chosen is not too difficult and they all experience success. The teacher listens to pupils' ideas and values them, for example when pupils in lower Key Stage 2 suggest which instruments would be appropriate to accompany a song. Clear instructions and expositions are a strength of the teaching but the pace of learning sometimes slows when the teacher talks for too long. As a result, pupils are not involved in practical activities quickly enough and opportunities for them to improve their performance skills are reduced.

147. Pupils have good attitudes to the subject. Occasionally, they are so eager to contribute their own ideas to class discussions that they forget to listen to what others have to say. They sing enthusiastically and with obvious enjoyment and are unafraid to sing or play an instrument individually in lessons.
148. The subject co-ordinator provides enthusiastic leadership, has good subject knowledge and a very good understanding of the requirements of the National Curriculum. She has made good use of national guidance in writing a long-term plan which takes account of the early learning goals and provides a progression of skills throughout the school. The medium-term plans ensure that pupils receive a broad and balanced curriculum. They are being successfully implemented this term. There are adequate resources for the subject but some renewal of percussion instruments and the acquisition of more tuned instruments is needed to further pupils' standards of attainment. The pupils have benefited from hearing visiting musicians play and from taking part in a drumming workshop at a recent multi-cultural day. The subject makes a good contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

149. Standards in physical education are average at both key stages as they were at the time of the last inspection. The accommodation is unsatisfactory and this has a direct impact on the progress pupils make. Key Stage 2 pupils are not able to undertake gymnastics as the hall is too small and the apparatus is inappropriate. There is insufficient room for all the class to move around energetically together. There is no playing field. The school does its best to overcome these difficulties by using facilities at a neighbouring school and on the village field.
150. There is an extensive programme of swimming. Pupils from Year 1 to Year 6 have the opportunity to swim on a regular basis at some stage during the year. Swimming skills are good and pupils make good progress. By Year 6 all pupils swim 25 metres. Many are confident and swim that distance using a variety of strokes. They surface dive to swim through a hoop and tread water for 30-45 seconds. The youngest pupils soon become confident in the water, are able to blow bubbles and dip their face into the water. As they grow older, they learn to push and glide on both their front and back and swim the width or length of the pool. A good system of rewards for swimming recognises pupils' achievements and encourages them to strive to improve their performance. Records of pupils' achievements are kept and poolside staff are very clear about the individual needs of pupils and plan the teaching to build systematically on their skills. The journey to the pool is well organised and provides pupils with good opportunities to develop their social skills.
151. The youngest pupils are able to use the hall for physical activities, as they are smaller and fewer in number. They are able to devise and explain a game that involves throwing and catching a ball with a partner. They have appropriate co-ordination skills and most can catch and throw. They move around the space with confidence and are independent in their ability to dress and undress themselves. Upper Key Stage 2 pupils respond well to music and improvise dance movements. They make appropriate gestures to conjure up the movement of seaweed which is rooted to a rock but moving with the ebb and flow of the sea. They have fun mimicking the movements of clowns.
152. Pupils' response is good. They are enthusiastic and enjoy their learning. Behaviour is good as a direct consequence of good teaching. Swimmers are given clear direction as to how to improve and the expectations of pupils and staff are high. Teachers are confident in teaching the subject and provide stimulating tasks to well chosen music. Sometimes, there is too much teacher dominated talk rather than pupils evaluating the one another's performance. Girls are more frequently chosen to demonstrate their ideas in dance even though boys are keen and eager to participate.

153. This term the staff have adapted recent national guidance to provide a detailed scheme of work. This is currently being implemented and evaluated. The assessment and recording of pupils' achievements in swimming is very good and this is one of the factors which is having a direct impact on standards. Other areas of the subject are not systematically assessed. The plans for teaching and learning are not systematically monitored but plans are in place to develop this. The breadth and balance of the curriculum is enhanced by the residential visit to an outdoor centre where pupils are able to experience adventurous activities. Occasionally arrangements are made for pupils to visit another school to learn gymnastics. The curriculum is enriched extra curricular activities such as football and netball coaching which all the pupils in Key Stage 2 are welcome to attend. During the year visitors make a good contribution by teaching the pupils to play cricket and rugby. Pupils are encouraged to develop their initiative by organising a football tournament and a visitor referees this.
154. The school has maintained their provision since the last inspection, but standards will not improve overall until the accommodation meets the curriculum requirements.