

INSPECTION REPORT

Long Marton Community School

Long Marton, Appleby

LEA area: Cumbria

Unique reference number: 112182

Headteacher: Mrs R Smith

Reporting inspector: Mr G R Alston
20794

Dates of inspection: 4th – 5th December 2000

Inspection number: 224856

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Long Marton Appleby-in-Westmorland Cumbria
Postcode:	CA16 6BT
Telephone number:	01768 361397
Fax number:	as above
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Hill
Date of previous inspection:	1st June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Alston 20794	Registered inspector	Mathematics Art Design and technology Physical education Special educational needs English as an additional language	What sort of school is it? What should the school do to improve further? The school's results and achievements How well are pupils taught? How well the school is led and managed?
Mr A Smith 19740	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Mr J McHugh 20415	Team inspector	Science Information and communication technology Geography	How well does the school care for its pupils?
Mrs L Potter 20705	Team inspector	English Religious education History Music Under fives Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Long Marton Community Primary School is a very small rural primary school with 34 pupils ranging from four to 11 years of age. In the reception, Year 1 and 2 class there are three children aged five years and under in the Foundation Stage. There are no pupils with parents from another culture, and the number of pupils entitled to free meals is below the national average. The number of pupils identified as having special educational needs due to learning or behavioral difficulties is below the national average and pupils' attainment on entry is slightly below the expected level. There is one pupil who has a statement of special educational needs. This is a village school that is very popular with the local community. Since the last inspection a new headteacher and two new members of staff have been appointed to the school.

HOW GOOD THE SCHOOL IS

This is a good school that has worked very hard since its last inspection and has significantly improved the education it provides for its pupils. It is effective because staff, pupils and parents enthusiastically contribute to the life of the school. Pupils are well taught and achieve good standards in English, mathematics and science. The school is very well led and managed by the headteacher, with support from a conscientious staff and governors, and as a result it gives good value for money.

What the school does well

- Pupils of all abilities make good progress in their lessons and achieve good standards in English, mathematics and science by the time they leave the school.
- Overall, the quality of teaching is good. Teachers have high expectations of pupils, have a good relationship with them and set interesting and challenging tasks. As a result, pupils behave well, form warm relationships and try hard with their work.
- The headteacher, with the support of a caring staff, provides very good leadership and, in consultation with a conscientious governing body, ensures that money is used effectively.
- The school has very good links with parents and the support parents give pupils at home and in school is a great help to them. Parental support in raising funds is excellent.
- The school provides a stimulating curriculum enriched by visits, visitors and a good range of out-of-school activities. Very good provision is made to help pupils develop spiritually, morally, socially and culturally.

What could be improved

- Pupils' attainment in writing, particularly the standard of pupils' handwriting and spelling and the quality of the presentation of their work.
- Pupils' ability to apply their mathematical knowledge in practical, problem-solving, everyday situations
- Assessment and recording procedures in subjects other than English, mathematics, science and information and communication technology (ICT).
- The provision for children who are under five.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998 and has made very good progress in its programme of improvement. The energy and commitment of the headteacher and governors have been central in improving the serious weakness in the management of the school highlighted in the previous report. The leadership and management of the school are now strengths. The budget deficit has been removed and the school has a stable teaching staff. There is an effective school development plan that carefully links financial decisions to the school budget and provides a good, working, long-term management tool. The governing body has developed its role successfully and now strongly supports, and rigorously monitors, the work of the school and the impact of spending. All these factors have improved the quality of teaching which in turn has raised standards, particularly in English, mathematics and science. The priorities the school has identified for development, along with its enthusiasm and commitment to higher achievement, give the school a good capacity for further improvement.

STANDARDS

Overall, pupils' attainment on entry to the school is slightly below the expected level which pupils' attainment on leaving the school is above the expected level in English, mathematics and science. The school has improved the standards identified in the previous report in English, mathematics and science: pupils' attainment at the end of both key stages is above the national average in all three subjects. However, the standard of pupils' spelling and handwriting is not as good as their other language skills and, in mathematics, pupils' ability to apply their mathematical knowledge in practical, everyday situations is not as strong as their numeracy skills. The school has plans to raise standards further in writing through a planned programme. Owing to such small numbers it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 2000 national tests 100 per cent of pupils achieved the expected level (Level 2) and above in reading, writing and mathematics by the end of Key Stage 1. By the end of Key Stage 2, 100 per cent reached the expected level (Level 4) and above in English and science and 89 per cent did in mathematics. Children under five make good progress in the reception class and, by the time they reach Year 1, will achieve the expected levels of the early learning goals. A lack of outdoor play facilities limits children's progress in physical and creative aspects of their development. At the end of both key stages, pupils' standard of work is above the level expected for their age in design and technology and ICT and at the expected level in art, history and religious education. This shows an improvement in design and technology and ICT. Progress of the majority of pupils is good in most lessons. In Key Stage 1, in a minority of lessons the wide age range of pupils has a detrimental effect on their progress when there is no support from classroom assistants. Owing to the way the timetable is organised, it was not possible to see any lessons in geography, music and physical education; therefore no judgement could be made as to standards or progress. Pupils with special educational needs make good progress, particularly in the literacy sessions when they receive good support from classroom assistants. There is no significant difference in the progress that boys make in comparison to girls. The school has set itself challenging targets in national tests and is on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn, settle quickly to tasks and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Behaviour both in lessons and around the school is good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Personal development is good and pupils have a clear sense of responsibility. Relationships are very positive.
Attendance	Attendance is very good and pupils enjoy coming to school.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is good. Teachers successfully meet the needs of all pupils. Across the school all of the teaching seen was at least satisfactory, and 20 per cent was very good. The teaching in Key Stage 2 by the headteacher is particularly strong. Overall, this shows an improvement since the last inspection when four per cent of teaching was unsatisfactory and only seven per cent was very good. Overall, the teaching of English and mathematics is good and the skills of literacy and numeracy are effectively taught. However, not sufficient focus is given to teaching handwriting and the teaching of spelling is not totally effective. Pupils are well motivated by the challenging tasks teachers

prepare. Teachers establish a good relationship with their pupils and have high expectations of pupils' behaviour and the amount and quality of the work they produce. Pupils respond very positively and try hard to reach the high standards they are set. The good teaching is instrumental in helping pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good and caters well for pupils' interests and needs. However, there are not sufficient opportunities for pupils to use their mathematical knowledge in practical situations across the school. A good range of out-of-school activities, trips and visitors enrich pupils' learning. There are no outdoor play facilities for children under five.
Provision for pupils with special educational needs	Good. Teachers plan valuable tasks and provide well-matched activities based on clear targets that enable pupils to learn effectively. Support in lessons, both in and out of the classroom, is of good quality.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are many opportunities in lessons for pupils to show initiative and be responsible for their own learning and also for pupils to contribute in lessons and become confident in themselves. Staff provide good role models and there are very clear expectations of behaviour. Mutual respect between everyone in the school ensures pupils develop a mature understanding of their social and moral responsibilities. Pupils receive a very good range of experiences to develop their spiritual and cultural awareness.
How well the school cares for its pupils	Good. Pupils are sensitively looked after in a warm, caring environment. Teachers know pupils well and particularly, what pupils need to do to improve. There is good assessment in English, mathematics, science and information and communications technology but it is not consistent in other subjects across the school.

Parents support the school very well, both in raising funds and by helping pupils at home or in school with their work. The school tries hard, and successfully keeps parents informed about the work of the school and of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported by a conscientious staff, provides very good leadership and a clear sense of direction. There is a good team approach in decision making. The influence of co-ordinators on developing their subjects and supporting teachers is making a positive impact on the teaching and learning. The headteacher, co-ordinators and governors effectively monitor the teaching.
How well the governors fulfil their responsibilities	Governors are very supportive and carry out their duties well. They rigorously monitor and evaluate the work of the school.
The school's evaluation of its performance	The school evaluates its performance very well. Where it has identified areas for improvement, the school considers and implements ways to improve them successfully.
The strategic use of resources	The school uses the money it receives well and deploys its resources effectively. In view of how well pupils achieve, the above average income, the effective teaching, and the good progress made by pupils who have slightly below average attainment on entry, the school gives good value for money.

The school considers carefully how it can get best value in purchasing equipment and services. The school has good levels of teaching staff and satisfactory levels of classroom assistants. The accommodation and resources for learning are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of teaching and the behaviour of pupils.• The progress pupils make and the standards they achieve.• The management and leadership of the school.• The information the school provides.• The attitudes and values the school promotes.• The amount of homework pupils receive.	<ul style="list-style-type: none">• None identified at a significant level of parental concern.

Parents' views of the school are excellent. From the responses made in the questionnaire and from the meeting with inspectors the vast majority of parents were pleased with all aspects of the school. Inspectors' judgements support these positive views. The governors' are responsible for drawing up an action plan that will be circulated to parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Owing to such small numbers of pupils, it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 2000 national tests 100 per cent of pupils achieved the expected level (Level 2) and above in reading, writing and mathematics by the end of Key Stage 1. By the end of Key Stage 2, 100 per cent reached the expected level (Level 4) and above in English and science and 89 per cent did in mathematics. The school has improved on the average standards identified in the previous report in English, mathematics and science. However, in English standards are not as good in writing as in speaking and listening and reading. In English, mathematics and science pupils' attainment at the end of both key stages is above average and all pupils, including pupils with special educational needs, make good progress over time. There is no significant variation in the progress made by boys in comparison to girls. The very good teaching by the headteacher in Key Stage 2 enables pupils to achieve very well.
2. Assessments of children on entry to the school show that most children under five enter school with speaking and listening skills, number and personal and social skills that are slightly below the expected level for children of this age. They achieve well in all areas of learning and the good learning environment seen in the Foundation Stage makes it likely that, by the time they are ready to start Year 1, all of the children will achieve the early learning goals in communication, language and literacy development, mathematical developing, knowledge and understanding of the world and in personal, social, and emotional development. Even though progress is reduced owing to a lack of outdoor play facilities, they are also likely to achieve the expected level in their creative and physical development. Children are confident and articulate in talking, and enjoy listening to stories. In reading, they are familiar with letters and their sounds, and can compose simple sentences in their writing. In mathematics, they can understand number values and recognise numerals to 20. They share equipment well and are beginning to work collaboratively. They are developing good attitudes to learning, sustain concentration, persevere with their work and show some independence.
3. Overall, pupils' attainment in English by the end of both key stages is above average. By the end of both key stages, pupils' attainment is above national expectations in speaking and listening and reading and in line with national expectations in writing. By the end of Key Stage 1, the majority of pupils listen carefully and are becoming confident in expressing themselves clearly, for example in explaining weekend events using complete sentences and selected descriptive vocabulary. By the end of Key Stage 2, the vast majority of pupils listen purposefully and contribute well to class discussions asking interesting questions when relevant. In reading, all pupils talk about the books they like and read regularly. By the end of Key Stage 1, pupils can successfully attempt to read unknown words. The most fluent, confident readers are beginning to read short, simple novels with good expression. By the end of Key Stage 2, the best readers are able to discuss their favourite authors and why they like their books. Pupils have good information-finding skills: these include the ability to access information from the computer. In writing, by the end of Key Stage 1, pupils' writing is imaginative and appropriately constructed. However, for average and lower attaining pupils handwriting skills are weak: letters are not always formed correctly or consistent in size. Pupils do not appropriate strategies for spelling words with regular patterns, resulting in common words being spelt incorrectly. By the end of Key Stage 2, higher

and average attaining pupils use good expressive language and grammatical awareness in a variety of planned work. Pupils' skills in spelling are still below the level of their other language skills. Pupils' handwriting is not always accurate or fluent and, at times, this results in poor presentation of written work. In both key stages, progress is good in reading and speaking and listening, and satisfactory in writing.

4. Overall, in English progress is good for all levels of attainment, including those with special educational needs. In speaking and listening, pupils make good gains in their ability to express thoughtful ideas about their work in the plenary session at the end of the lesson. In reading, higher attaining pupils have made good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library system of classification. In writing, higher and average attaining pupils make steady progress in their ability to write at length and for specific purposes. Progress is limited by too few opportunities for pupils to write at length in English lessons.
5. Pupils' attainment in mathematics is above average by the end of both key stages. All pupils, including pupils with special educational needs, make good progress in both key stages. By the end of Key Stage 1, pupils are confident in their understanding of the value of tens and units and can use this knowledge effectively in addition and subtraction of two-digit numbers. Pupils' understanding and use of appropriate mathematical language are good. They have a sound knowledge of shapes, and although they tackle problems in a systematic way, their ability to explain their strategies is not as strong. By the end of Key Stage 2, all pupils have rapid recall of multiplication facts up to the ten times tables. However, pupils are not confident in developing their own strategies for solving problems or in ably explaining their reasoning. Pupils make sound progress in understanding fractions, decimals and percentages. Data handling skills are good and in many instances pupils use appropriate computer programs well to develop their understanding. Pupils' knowledge of shape, space and measures is sound.
6. In mathematics, pupils' progress in the knowledge and understanding of number through both key stages is enhanced through regular practice in mental calculation and revision of number facts. Pupils' progress in using and applying their mathematical knowledge in everyday, practical situations is not as strong as in their other numeracy skills, as the opportunities for them to do this are limited. In a minority of lessons, owing to the wide age range of pupils in the Foundation and Key Stage 1 class, the time devoted to supporting one year group means that other year groups are not always sufficiently well challenged. This is because the teacher is unable effectively to question pupils as they work in order to extend their thinking.
7. In science, pupils' attainment by the end of both key stages is above average. Overall, progress is good. By the end of Key Stage 1, pupils have a good scientific approach and exhibit sound skills in observation and communicating their findings. By the end of Key Stage 2, pupils have the ability to recognise the need for a fair test. Planning and carrying out their own experiments and selecting relevant equipment are very good. Pupils have a good knowledge of the natural world, materials and their properties and the physical world.
8. In ICT, pupils' attainment is above national expectations by the end of both key stages. All pupils make good progress. By the end of Key Stage 1, most pupils are confident in the use of a 'mouse' and can select items on the screen. They can program a movable toy to go in a variety of directions and distances and are beginning to appreciate the impact of control technology in everyday life. By the end of Key Stage 2, the majority of

pupils have appropriate skills in word processing, can save their own work, find information on the CD ROM and use icons and menus. They have written and sent e-mails to various places, including neighbouring schools and as far away as New Zealand.

9. By the end of both key stages, attainment in religious education is in line with standards expected in the local Agreed Syllabus. The majority of pupils make satisfactory progress, including those with special educational needs. Pupils have a wide knowledge of Christianity, and a sound knowledge of other religions, such as Hinduism. They are able to discuss their own views and feelings about such matters as rules and compare faiths with appropriate maturity and respect. They are quick to learn new information and have good recall of previous topics they have covered.
10. In design and technology, all pupils make good progress in both key stages, so that, by the time they leave the school, pupils achieve standards above the expected level. In swimming most pupils reach the expected level by the end of Key Stage 2. In both key stages, all pupils make satisfactory progress in art, history and music and achieve the expected standard by the time they leave the school. It was not possible to make a judgement on attainment in physical education and music as none was taught during the inspection, or in geography, as this subject was not covered that term. There has been an improvement in design and technology in both key stages, since the last inspection and standards in all other subjects that were seen have been maintained.
11. The school has made a good effort in introducing the National Literacy and Numeracy strategies. Pupils' literacy skills are given sufficient emphasis and further developed in other subject areas. Pupils' writing skills are utilised appropriately: there are opportunities for pupils in Key Stage 2 to write at length for different purposes, for example in religious education and history. Likewise, there are sufficient opportunities for reading for information. The learning in many subjects is enhanced by opportunities presented to pupils to use their research skills, for example in science, history and religious education. Pupils' numeracy skills, which are above the expected level, are used appropriately to classify, compare and measure in several subjects. Examples were seen in art, design and technology, information and communications technology and science. The school has set itself challenging targets for literacy and numeracy that it is on course to meet. Good assessment and recording procedures are used effectively to set individual targets for pupils to achieve, which is helping to maintain the good standards.
12. Pupils with special educational needs achieve well and make good progress towards the targets set for them in their individual education plans. This is because tasks in the classroom are planned effectively by the teacher to meet their needs and the classroom assistant provides good support. The quality of individual education plans is good. They are compiled by class teachers, classroom assistants and outside agencies. Learning targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and targets modified according to pupil performance. Pupils are well supported by classroom assistants both in the classroom and when taught out of the classroom in small groups. An example of this was in a literacy lesson with Year 3 / 4 pupils when pupils were studying how vowel letter sounds changed in words with the help of a classroom assistant. With effective support, and the use of a well-chosen game, pupils extended their knowledge of words such as 'boast', 'charm' and 'fright'. This provided pupils with the opportunity to contribute successfully to the lesson and raise their esteem.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to learning and school are very good; this is an improvement on those recorded in the last inspection. All pupils have very positive attitudes to school, behaviour is good and pupils form very secure relationships. These factors make an extremely important contribution to how well pupils learn. Attendance is good; and pupils like coming to school, with several arriving quite early.
14. Pupils work well when required to study independently. They are learning to take care and pride in their work, as well as developing an awareness of self-discipline. They co-operate well in group activities and situations, share and provide mutual support. They listen carefully to their teachers as well as to each other's opinions. They sustain an interest in their work, particularly when stimulated by the teacher's enthusiasm. For example, they became very involved in an ICT lesson when sending and receiving e-mails from another school.
15. Pupils' behaviour around the school and in lessons is good. The school has developed a very caring and supportive ethos and this is reflected in the range of very positive relationships that have grown between all staff and pupils. Pupils understand the standards of behaviour that the school expects and they try hard to achieve them, with great success. They understand the school's behaviour policy and value the recognition they receive for good behaviour, work and effort in response to it.
16. In the last school year there have been no exclusions. Relationships in the school between pupils, and between pupils and staff, are very good. Pupils are very polite and helpful, not only to each other but to staff and visitors as well. They freely offer assistance and use their initiative on occasions, such as offering to locate a member of staff to answer a query. They listen with care to adults and follow instructions well. They show clear respect for other pupils' feelings. For example, when a pupil was having difficulty understanding a point a mathematics lesson in other pupils attempted to explain to him with compassionate care. The atmosphere in the school and playground is friendly. There was no evidence of bullying or oppressive behaviour. In discussion with pupils, it was clear they know what to do if feeling threatened or upset and would tell an adult on duty.
17. The personal development of pupils is very good. Pupils are involved in daily routines such as setting up the hall for assembly. They willingly accept responsibilities in class. For example, they tidy up after lessons quickly and cleanly. Break times, including wet break times, tend to be a positive social time, with pupils happily grouping together across the age bands.
18. Parents are appreciative of the school and are of the opinion that it helps their children to achieve good standards of behaviour, with positive attitudes well promoted by the school and consider that the work helps their children to become more mature and responsible. The inspection findings support the parents' positive views. The school's high expectations for good behaviour assists both learning and teaching.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching has improved significantly and is good overall. No unsatisfactory teaching was seen and the amount of very good teaching has increased from seven per cent to 20 per cent. In the previous inspection the quality of teaching was unsatisfactory in four per cent of the lessons seen. This was mainly due to a lack of medium-term planning in most subjects for pupils in Years 5 and 6 and at times, pupils were noisy in lessons and, in Key Stage 2, a minority of pupils had poor work habits. The quality of teaching has improved, particularly in English, mathematics,

science, ICT and design and technology. A number of factors have contributed to the improvement in the overall quality of teaching. These include the development of effective schemes of work and a raising of teachers' expectations through target setting. Teachers' short-term planning has improved and all lessons have clear learning objectives. The headteacher regularly monitors the performance in the classroom of all the teachers and a professional dialogue follows on the strengths of the teaching and areas for improvement. This fully reflects parents' views about the school and the good teaching they felt was a strength of the school.

20. Teachers successfully meet the needs of all pupils, including pupils with special educational needs. In all of the lessons seen the teaching was satisfactory or better and in 20 per cent was very good. The teaching for pupils in Key Stage 2 by the headteacher is very good and it is good for children in the Foundation Stage and for pupils in Key Stage 1. The good features in these classes are high expectations of pupils, clear learning objectives, challenging tasks and the teacher interacting effectively with pupils as they work. For children five years and under in the Foundation Stage, the teaching in 65 per cent of lessons was good and, in Key Stage 1, the teaching was good in 80 per cent of lessons. In Key Stage 2, the quality of teaching was good in 45 per cent of lessons and in 36 per cent was very good. Teachers provide good resources for pupils to use, set high levels of discipline and pupils feel valued. As a result of this they contribute confidently to the lesson. Pupils are set appropriate targets, to which they respond positively by working hard and producing appropriate quantities of work that is matched to their ability. The good teaching is instrumental in helping pupils make good progress.
21. There has been a number of teaching staff changes bringing new ideas into the school and staff training has been beneficial in improving the teaching of English, mathematics and ICT. Overall, pupils' numeracy and literacy skills are taught well. However, although pupils are taught the sounds of letters, and this is not always transferred into their written work, resulting in spelling errors. Similarly the teaching of handwriting is not sufficiently well focused and, as a result, the quality of pupils' handwriting is below the level of their other literacy skills. Reading skills are taught well and in all classes the opportunities pupils have to use and develop their writing and reading skills in other subjects as well as English are sufficient. In mathematics, mental strategies are taught effectively but teachers do not provide pupils with sufficient opportunities to use and apply their knowledge in practical situations in mathematics lessons.
22. A strength of the good teaching is the ability of teachers to present lessons in a well-organised and accessible way, which immediately attracts and holds pupils' attention. Teachers state clearly what pupils are to learn and share this with them, checking whether they have achieved this at the end of the lesson. This was the case in a good mathematics lesson with Year 5/6 pupils when pupils were asked to explore extended number sequences. The lesson quickly moved from mental work into pupils using their strategies in investigating whether 625 was a square number or not. Pupils showed high levels of interest, making good use of past learning to solve successfully the problem they had been set. Questioning at the end of the lesson was used effectively to check on pupils' learning. The best lessons clearly build on previous learning and are successful in enabling all pupils to make good progress. For example, in a Key Stage 2 science lesson, pupils investigated the effect of condensation and evaporation and their part in the water cycle. The teacher had a good balance between giving information to pupils and questioning them and good use was made of wall display to demonstrate effectively the teaching points. As a result, the pupils gained a good understanding of the ideas involved.

23. Design and technology lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In one lesson where the teaching was very good, Year 3 and 4 pupils effectively built on their existing knowledge of boxes and packaging in making a decorated box for Henry VIII to send a pair of shoes to Catherine. The teacher was skilful in assessing pupils' needs and provided good support, directing pupils on how to improve their model. Discussion and questions were used to challenge pupils and check understanding. As a result, pupils identified how they would improve their box effectively and displayed a good understanding of how a product is best suited for its purpose. In literacy sessions, a strength is the great value that teachers place on pupils' contributions. For example, in a Year 2 lesson when pupils discussed enthusiastically the main events in the story 'The Empty Lunch Box', good use was made of pupils' responses that helped develop the content of the lesson, and make it more meaningful.
24. Teachers have a sound knowledge and understanding of all the subjects they teach. In a Year 3 ICT lesson where the teaching was good, the teacher effectively transferred her own expertise, helping pupils to gain a good understanding of how to compose and send an e-mail. The management of pupils in the classroom is very good, and teachers achieve high levels of discipline. A variety of teaching methods is used effectively to achieve good levels of concentration, and create an industrious learning environment. In English, group teaching is effective. It encourages and supports pupils and, as a result, they make good progress. In mathematics lessons, teachers use their time well, monitoring and supporting pupils as they work. When support staff or parent helpers are present they are used productively. In the teaching of pupils with special educational needs, good quality resources are used effectively to support pupils' learning. Teachers show sound skills in assessing pupils' understanding as they work, and the marking they do when pupils have completed the task provides appropriate comments for pupils to improve further.
25. Relationships between teachers and pupils are very good and there is mutual respect. In the teaching of children of five years and under in the Foundation Stage, the teacher encourages and greatly values children's efforts and responses. Staff have high expectations of children in all areas of learning. They plan appropriate activities carefully and intervene in the learning when necessary to challenge the children successfully to make further progress and to improve levels of attainment. In art, the visiting artist intervenes effectively while pupils are working in order to challenge their thinking, pose open questions, lead pupils forward with their work, or provide positive feedback. In a Year 2 lesson, good progress was made as pupils transferred the knowledge of colour mixing they had gained in previous lessons into printing on material to make a kanga, a Masai garment. Praise and encouragement from teachers prevail throughout the school in all lessons. This does much to motivate pupils and enhance their learning.
26. Homework is used well and supports the work in classrooms. The regular use of homework is very effective in promoting development in reading, spelling, number work, geography and history. The reading diary provides a good link between home and school.
27. There are small numbers of pupils with special educational needs in all classes who receive helpful support. The quality of this support is good and the pupils have access to all areas of the curriculum. Individual education plans exist for all pupils who are on the Special Needs register. They are well planned and structured and identify appropriate and realistic goals. Good support for these pupils is provided by well-matched tasks planned by the teacher, enabling pupils to make good progress towards the targets set for them. Pupils who work out of the classroom in small groups with

classroom assistants make good and at times very good, progress. For example, in a Year 3/4 lesson, when pupils were learning about homophones, a good range of tasks and high expectations by the classroom assistant motivated pupils well and pupils' comments of 'I'm really getting to know how to spell these words' reflected their great effort.

28. Where the teaching is less effective, qualities that are missing are good pace to the lesson, challenging, interesting tasks and effective intervention by the teacher. For example, in a Year 3/4 mathematics lesson, the teacher did not intervene sufficiently as pupils worked in order to extend their thinking or check on their learning. In a Year 2 mathematics lesson, pupils were left for too long to measure on their own and, as a result, the task lacked interest and challenge for the pupils. This was particularly true when the teacher had no trained support available and had to divide her time between two stages. In a Year 3/4 discussion on using direct speech, the activity was too teacher directed and the pupils were not sufficiently involved. As a result, interest levels fell and pupils were not motivated.

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

29. The curriculum is good and fulfils the requirements of the National Curriculum. In the Foundation Stage, the early learning goals are well covered. However, there is a lack of a play area, and large play equipment for children for regular outdoor play. Although this does not appear to have an impact on achievement it limits opportunities further to develop children's physical and creative skills, such as role-play situations and climbing and balancing skills. At Key Stages 1 and 2, National Curriculum requirements are fully met successfully and religious education follows the locally Agreed Syllabus. The total taught time per week corresponds with national recommendations. Since the last inspection, curriculum planning has continued to improve. Teachers use the same good planning format for termly and weekly planning. All subjects have schemes of work, although some need to be updated in order to bring them into line with the most recent curriculum guidance. The recommendations in Curriculum 2000, particularly those regarding citizenship, are not yet fully implemented.
30. The reception teacher liaises closely with the nursery staff from outside the school, gathering information on the children coming into school. This ensures that all children and parents are known to teaching and support staff on entry. Assessments on entry are used well and the children's progress is monitored. Liaison with partner schools and other small schools is very good. For example, pupils visit a neighbouring primary school for ICT lessons and a high school for drama sessions.
31. The school has successfully implemented both the National Literacy and National Numeracy Strategies and this has led to improvements in pupils' learning. There are sufficient opportunities for pupils to write in different subjects but not in sufficient depth in English to consolidate and develop the skills they learn in the literacy sessions.
32. There are very good arrangements to ensure equality of access for all pupils. The school meets the recommendations of the Code of Practice for pupils who have special educational needs well. The headteacher takes overall responsibility for the individual education plans. The plans are stringently reviewed and this means that targets are always specific and relevant. Pupils benefit from the close liaison between classroom assistants and their class teachers. Pupils who have special educational needs are included in all aspects of the curriculum and make good progress.

33. Since the last inspection, the provision of extra-curricular activities has improved and is very good. A very wide range of sports clubs is provided. Pupils play in football and netball leagues and take part in athletics competitions, swimming galas and cross-country running. A chess club takes place in the spring term. Museum and theatre visits take place and the Year 5 and 6 pupils participate in residential study trips which they enjoy and which enhance both their academic and personal and social education. Parents are pleased with the very good range of out-of-school activities provided. The school recognises the good support given by parents and volunteer helpers in the running of these activities. A well-planned programme of personal, social and health lessons includes the teaching of sex education and the dangers of drug misuse.
34. The school has established very good links with the community, which greatly enriches the curriculum for pupils. This was identified as a positive strength in the last inspection and is still the case. During the inspection, an artist-in-residence came into school to work with the older pupils on creating models of the heads of people linked to the work in history. Other visitors have included a history lecturer, who talked to the Key Stage 2 children about the Tudors, and a music ensemble. The community helps to raise substantial sums of money for the school. This has assisted with the purchase of computers and funded theatre visits. Members of the community also come into school to hear readers.
35. The provision for spiritual, moral, social and cultural development is very good and this is a strength of the school. Significant improvements have taken place since the last inspection. These aspects are taught across the whole curriculum and are underpinned by the values and attitudes that the school identifies, upholds and fosters. Pupils are encouraged to become aware of others and their different circumstances. A good example of this is in a school assembly when pupils were asked to imagine that they could not see and consider how this would affect their ability to move around.
36. The provision for the spiritual development of pupils is very good. The school's aims express clearly the values, beliefs and attitudes it wishes to promote and these are reflected well in its daily life and practice. Spiritual awareness is effectively raised through collective worship which takes place each day and which provides opportunities for pupils to understand the beliefs held by others. The well-planned school assemblies, which are based on Christian principles, include an appropriate daily act of worship that meets the statutory requirements. Pupils demonstrate respect during prayers and hymns. Spiritual awareness is appropriately extended beyond religious education lessons and assemblies when pupils are provided with the opportunity to think about such themes as, 'How can we help others?' Pupils also learn about other faiths, this is clearly evident in the work displayed on 'The Lights of the World', which includes artefacts from the Jewish faith.
37. The provision for the moral development of pupils is very good. All pupils are introduced to concepts of right and wrong, so that moral behaviour is a point of principle. Because expectations are high, instances of unacceptable behaviour are very rare. Pupils develop knowledge of the codes of behaviour acceptable within the school and take personal responsibility for their actions. Pupils learn to tidy away and to look after equipment with care. Older pupils are given regular responsibilities, including looking after younger children, saying prayers at lunchtime and watering plants. The school has a system of rewards and pupils understand that each one is valued as an individual and words of praise are used effectively. Pupils become involved in raising money for charity, learning the moral lesson that everyone has a duty to look after others.

38. The provision for the social development of pupils is very good. There are many opportunities for pupils to work and play together. There is an ethos of respect for one another and for adults around them. Pupils are encouraged to be polite and to talk openly with adults. They respond sensibly when given the opportunity to accept responsibilities, including being register monitors. The older pupils are given the responsibility for ensuring that younger pupils behave sensibly at playtimes. During lunchtime there are good opportunities for pupils to socialise with each other. The residential experiences for the older pupils and participation in community events effectively support pupils' social development. Pupils have also been involved successfully in raising monies for several charities.
39. The provision for the cultural development of pupils is also very good. Although the school does not have the benefit of a cultural or ethnic mix, work in history, geography and religious education gives a broad understanding of the diversity of the peoples and customs of the world. Younger children find out about the differences between the lives of Masai children and their own lives. Older pupils think about the life of sailors in the past, not knowing where their voyage might take them. In an assembly, pupils learn about the traditions in Sweden based on the life of St. Lucia. Pupils have the opportunity to increase their knowledge of their own cultures by visiting places of interest such as York and the local church. This wide variety of interest is supported by visitors to the school, for example the local Anglican vicar, a Methodist minister, a music ensemble and an artist in residence.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school's quality of care for the pupils is good. The high standards of health and personal care are supported by all staff, who are committed to the support of children in the Foundation Stage and pupils in Key Stage 1 and 2. Staff are vigilant, sensitive and caring towards the pupils in their care, and they know the pupils very well. The staff are supportive of each other and provide very good role models for the pupils. This judgement echoes that of the last inspection team.
41. Formal procedures for child protection and for the treatment and reporting of any injuries are well established. There is a designated person to deal with child protection issues and sufficient staff who are qualified in first aid. Very good measures are in place to promote good behaviour and eliminate bullying. Discussions with pupils clearly reveal that such incidents are very rare, and they are confident that they will receive help when in difficulty. School rules are clearly displayed in the classrooms. Teachers reward pupils' positive behaviour by recognising it and presenting them with certificates of achievements for attaining their targets.
42. Risk assessment is carried out according to standards laid down by the local education authority. The governing body is aware of health and safety matters and a designated governor supports this aspect of school life. All parents responding to the inspection questionnaire are satisfied that their children are safe and well looked after, and the inspection evidence supports this view. However, the school is aware that it needs to reconsider whether it is appropriate to allow pupils access to all parts of the school grounds during breaks and lunchtimes, including areas close to the driveway and car park.
43. Registration procedures comply with statutory requirements and are completed quickly. There is good liaison between teaching and administrative staff, resulting in good punctuality and attendance by the pupils. Follow-up procedures are efficiently

carried out on the rare occasions that they are needed, and parents are aware that they are required to provide explanations for any absence.

44. The behaviour policy, which clearly works well, is based strongly on encouraging a caring and positive attitude between pupils and staff. There is a system in place for rewards along with clear guidelines for dealing with unacceptable behaviour. Staff work hard at raising pupils' self-esteem through positive comments, a good personal health and social education programme and by delegating some responsibilities to them. Procedures for the monitoring of personal development of pupils are satisfactory and are carried through all areas of school life, so those pupils feel valued. Teachers place very strong emphasis on building pupils' self-esteem and making them feel important. The school has an achievements assembly and a positive policy for good behaviour. These have a positive influence on pupils. Parents, staff and pupils are all very well aware of the school's requirements for good behaviour.
45. The school uses appropriate procedures for identifying pupils who have special educational needs. Teachers assess pupils' progress and, if there is need for intervention from an outside agency, the special needs co-ordinator is able to contact the appropriate agency for more specialist support. The co-operative approach in meeting pupils' special needs is a positive feature of the school provision, contributing well to the academic and personal development of these pupils.
46. Overall, the procedures and practice of assessment are satisfactory. Effectively implementing the school's assessment policies and procedures has improved the pupils' rate of progress. A variety of good assessment procedures in English, mathematics and science are used to provide teachers with a clear analysis of pupils' achievements and areas for further development. Pupils are tested on their knowledge at the end of a topic and their skills are recorded at the end of a project. Good progress has been made in this area since the last inspection. The local education authority testing procedures of children's abilities on entering the school are used well to identify attainment and the results are used effectively to plan appropriate tasks. At the same time a folder is started for each pupil, which in this school is called an individual portfolio. As pupils progress through the school, samples of their marked work are included for the information of both staff and parents. The quality of work samples in the individual pupil portfolios is good and provides sound evidence of pupils' progress.
47. In the Foundation Stage, and in Key Stage 1 and Key Stage 2, the quality of record keeping in English, mathematics, science and ICT is good. These records are used effectively as an aid to teachers' short and mid-term planning, and to support and guide pupils in raising their achievements. In other subjects the quality of record keeping is unsatisfactory. As a result, teachers do not have a clear, detailed picture of pupils' attainment or progress. Consequently, planning the next stage of learning by building on the work pupils have covered in the previous lessons is insecure. The practice in these subjects does not reflect the characteristics of the good model in ICT where pupils' achievements are carefully recorded, thus reflecting whether or not they achieved the learning objectives of the lesson.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has maintained the strong links with parents that were highlighted in the last report and in some aspects further improved them, so they are now very good. The current availability of information to parents is very good. This is especially so for those parents who bring children into school or collect them at the end of the day.

There are very good channels of communication with staff and this is very beneficial to parents. It enables them to keep up to date with current issues and actually to discuss matters of importance to their own children quickly. This increased understanding of what their children are doing in class permits additional learning at home to be more effective.

49. The high proportion of parents who attended the meeting with inspectors, and their very positive responses to the inspection questionnaires, clearly demonstrate that parents are extremely happy with the work of the school. They strongly indicate satisfaction with the leadership and management, information supplied, pupils' behaviour, the caring atmosphere and the range of extra-curricular activities. Inspectors agree with parents' very positive views in these areas.
50. There are two parent/teacher meetings each year to review pupils' progress. These are beneficial in informing parents of what their children are actually doing in school and, therefore, offer additional ways for parents to assist in their children's learning at home. There is a very good range of relevant school and educational information on the notice board available through the school for visiting parents. The regular newsletters are thoughtfully constructed to be interesting and parent-friendly. The entrance notice board displays the current newsletter with an additional heading of 'You should have received this' and the current minutes of the last governors' meeting. The reports parents receive at the end of the year are constructive, and the quality of report writing has improved since the last inspection. Reports now include clear references to what pupils know, can do and understand, together with an increased focus on what pupils need to do next and targets for improvement. The school brochure is well produced, clearly sets out the school's desire to improve home/school links and is another information avenue which is beneficial to parental knowledge of their children's learning.
51. The school has worked hard, with successful results, in furthering the very positive links with home. This involvement with parents has improved the amount of profitable assistance that the school now enjoys. The Friends Association is very active in furthering good links. The school questionnaires and consultations with parents about such things as homework and the home/school agreement are good examples of how these established links with parents are reinforced and developed. The school has organised workshops for parents covering the Literacy and Numeracy Strategies. In these sessions pupils demonstrate current practice, allowing parents to focus on these new strategies for learning. The many parents who help in school are well utilised, have suitable knowledge and an awareness of what is required to be of advantage to both the school's efficient running and the greater development of pupils' learning.
52. The school's systems for initial contact with new parents and the eventual transfer of pupils to Secondary school are secure and well planned. The local play school works closely with the school, making positive use of school premises. There is a very good relationship, with reception children joining in on regular basis within the group. This is beneficial in preparing new children for school and allowing reception pupils a wider diversity of learning opportunities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The quality of leadership and management identified as a concern in the last report has been successfully improved and is now very good. Very strong leadership makes sure the school focuses on continuous improvement. This has a direct impact on teaching, learning and on educational standards achieved. This is evident from the rise

in attainment and the improvement in the quality of teaching since the previous inspection.

54. The headteacher is a very effective leader. Her 'hands on' approach and enthusiasm around the school work well in creating strong teamwork based on a shared vision and a real commitment to raising standards. Her significant teaching and pastoral commitment provide a very positive professional role model. She has effective support from all staff. Planning meetings are held regularly and encourage good communication across key stages and curriculum areas. They facilitate the sharing of good practice and continuity of approach and directly affect and improve educational provision in the classroom. They are enhanced by an 'open-door' policy that encourages all staff to attend. The job description of subject co-ordinators is wide ranging and has a strong focus on their role in the monitoring of teaching and learning. Very good monitoring of teaching has taken place, principally in English and mathematics, which has proved to be effective. Teachers have received feedback and areas for development have been identified. All subjects have written action plans that show a good grasp of the strengths and areas for development in the subjects. Schemes of work have been written for most subjects since the previous inspection.
55. There is good practice in place for monitoring and evaluating pupil performance, particularly in the core subjects of English, mathematics, science and ICT. However, this good practice is not in place in other areas, although the school has plans to rectify this. An analysis of pupils' writing has resulted in spelling being identified as a weakness and a spelling strategy is to be introduced to raise standards. Teacher assessment and the results of national tests in Key Stage 2 have been used to identify and target pupils for extra support. This has led to a significant improvement in the number of pupils achieving the expected Level 4 in English in the 2000 end of Key Stage 2 tests. This information is also used to set individual targets for pupils and to predict the level they will achieve by the end of the year. The school has a good action plan to meet its performance targets.
56. The governing body is very effective and well led by the chairman. It provides good support for the headteacher and staff. All statutory responsibilities are fulfilled. There is a well-organised system of committees, which allows governors to carry out their duties effectively. Governors are particularly active in decision making and monitoring the work of the school. Each governor monitors a specific area identified in the school development plan and ensures the whole governing body is kept fully informed. Strategic financial planning is very good. The finance committee considers strategic planning on the basis of projected pupil numbers and examines options that might be taken. The school budgets for all expenditure and is clear about the costs of developments. Since the previous report the governors have become much more involved with evaluating value for money in terms of school improvement. Expenditure on staff is considered a high priority. For example, in order to create smaller classes, Key Stage 2 pupils are taught in two classes in the mornings with the support of a part-time teacher. Specific grants are used very well and are effective in bringing about development and improvements. The funding received from the National Grid for learning, to improve provision in ICT, has had a positive impact on standards. The finance committee and headteacher regularly check expenditure using spreadsheets prepared by the school secretary. The day-to-day administration of financial matters by the office staff is good and this allows the headteacher to concentrate on other priorities.
57. The school development plan is a very good management tool and is firmly focused on continual improvement. The whole staff and governing body are closely involved in its formation. Detailed costs are included and governors decide each year upon priorities

for action and agree amounts to finance these. Success criteria are used to evaluate the progress made. Each term progress in each priority area is carefully evaluated and any necessary changes are made, thus making the plan a good working document.

58. The school is very successful in meeting its stated aims of providing quality educational opportunities so that individuals fully develop their potential. Teaching and classroom assistants and governors work closely as a team and are committed to continuous improvement. The school demonstrates through its actions that equality of opportunity for all is central to its work. Relationships throughout the school are very good.
59. The management of special educational needs is good. The headteacher is experienced and liaises well with the class teachers and learning support staff to give pupils the extra assistance required for them to make progress and be fully integrated into the life of the school. The pupil who has a statement of special educational needs receives his entitlement to extra support. The administrative work is up to date and monitored regularly by the headteacher.
60. The school has a good level of teaching staff whose qualifications and experience broadly match the demands and range of the National Curriculum. They are effective both in their teaching and management roles. Classroom assistants, in the early years and for pupils with special educational needs, work well alongside teachers and provide good support. The office staff efficiently carries out administrative duties. Caretaking and lunchtime staff perform their roles well and are valued members of the school.
61. Arrangements for the professional development of staff are good. They are overseen by the headteacher and reflect both the identified needs of the school and the personal needs of the staff. The system for staff appraisal is good. The headteacher observes lessons and provides feedback to staff. This is used as a basis for identifying individual training needs. Headteacher appraisal is at present 'on hold' until governors have received advice on the setting of headteacher objectives in the near future. The school has very good provision for the induction of new staff, especially newly qualified teachers. They observe other teachers working and attend a series of planned training sessions. As a result they quickly become valued members of staff.
62. The accommodation is spacious and well maintained. The grounds provide ample room for pupils to play on hard and grassed areas and provide a good learning resource. Recently the school designed and refurbished an area to provide an ICT suite that is used well. This is an improvement since the previous inspection. There are enough good quality resources in all subjects and this has a positive impact on standards. There is a weakness in the provision of outdoor play equipment for the younger children, as there is no designated area of large equipment.
63. Accounts are computerised and the last auditor's report noted the improvements made in respect of financial administration since the previous report. All recommendations have been acted upon. New technology is very well used across the school. The headteacher and governors look for best value in their purchases and monitor current spending regularly against the budget. They are well supported by efficient office staff. The school compares its own costs against others and evaluates how well it performs in comparison to other schools. The staff and governors regularly review practice in the school and regularly seek the views of parents.

64. Taking account of the context of the school, the good standards achieved, the above average income per pupil, the very good behaviour and relationships, the very good management and good teaching, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. *In order to improve further the good quality of education the school provides and build on the good improvement made since the last inspection, the governors, headteacher and staff should :*

- 1) Further raise standards in English by:

- providing more opportunities for pupils in Key Stage 2 to write at length and with enjoyment in English lessons;

- improving pupils' spelling and handwriting and presentation of work through:

analysing current practice in order to identify strengths and areas for development,
identifying strengths and weaknesses in pupils' spelling skills,
implementing, monitoring and evaluating a planned programme of improvement to raise standards in spelling,
devising and establishing a more effective, systematic approach to the teaching of handwriting.

(paragraphs 3, 4, 21, 80, 82)

- 2) Raise standards in mathematics by providing pupils with more opportunities to use and apply their mathematical skills in everyday, practical problem-solving situations.

(paragraphs 5, 86, 87)

- 3) Improve assessment by spreading to all subjects the good practice currently shown in English, mathematics, science and ICT.

(paragraphs 47, 102, 108, 113, 117, 125, 127, 131)

- 4) Further improve the good provision for children in the Foundation Stage by:

providing an appropriate area and large outdoor play equipment for regular outdoor play,

improving the assessment and recording procedures of children's attainment,

providing more trained adult support in the classroom to facilitate the implementation of the Foundation Stage curriculum,

planning a separate curriculum based on the curriculum guidance for the Foundation Stage.

(paragraphs 28, 29, 66, 68, 75)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Supervision at lunchtime (paragraph 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	60	20	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)	N/a	34
Number of full-time pupils eligible for free school meals	N/a	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	4

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	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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	34
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.7
Number of pupils per qualified teacher	12.2
Average class size	16.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	34

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	118996
Total expenditure	125921
Expenditure per pupil	3815
Balance brought forward from previous year	9989
Balance carried forward to next year	3064

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	33
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	58	39	3	0	0
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	44	53	3	0	0
The teaching is good.	88	9	3	0	0
I am kept well informed about how my child is getting on.	79	21	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	6	3	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	82	18	0	0	0
The school is well led and managed.	91	9	0	0	0
The school is helping my child become mature and responsible.	61	39	0	0	0
The school provides an interesting range of activities outside lessons.	58	42	0	0	0

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

66. At the time of the inspection, there are three children who are five years and under in the Foundation Stage. The provision of learning opportunities for children under five is good, having a positive impact on children's learning and progress. However, there is a lack of an area, and large play equipment, for regular outdoor play, which limits opportunities to develop further children's physical and creative skills. Children enter the reception class on a part-time basis during the first half of the autumn term. Most children have experienced pre-school education in the nursery, which now takes place in the school each afternoon. Good procedures are in place to ensure the smooth transfer of children into the main school. These include children's visits to the reception class in the summer term, regular discussions with the nursery staff and transfer of records. The school has maintained the good quality of the induction arrangements as noted in the previous inspection.
67. Teacher assessments of children's attainment carried out on entry to the school show that children enter with levels of attainment broadly in line with national expectations. However, the evidence from the work of the children in lessons and from the teacher's own assessments indicates that attainment on entry is slightly below that expected of children of this age. Evidence from the children's work in lessons indicates that they are making good progress over time and are on target to reach the early learning goals in all areas of learning by the end of the Foundation Stage when they enter Year 1.
68. Since the last inspection, the school has continued to provide a well-planned Foundation Stage curriculum that is matched to the needs and abilities of the youngest children. With the introduction of the Foundation Stage and the necessary planning for the early learning goals, the school recognises the need to have planning specifically for the reception children based on the curriculum guidance for the Foundation Stage. The quality of teaching is good, with no unsatisfactory teaching. This ensures that the children learn effectively in a caring, supportive learning environment. The problem of integrating four-year-olds into a class of older children has been partly overcome by the judicious use of classroom assistants and voluntary helpers. With the introduction of the Foundation Stage, this provision is even more important. Although a number of adults are working with the children, a comprehensive record-keeping system is not in place in order to monitor the progress of individual children and to share observations. As a result, staff do not have a clear, detailed picture of children's attainment or progress. Consequently, this sometimes prevents them from planning the next stage of learning by building on the work children have covered in the previous lessons.

Personal, Social and Emotional Development

69. The teacher and support staff employ consistent practices in the way they relate to children and this contributes to the establishment of acceptable behaviour patterns. They value children's contributions, showing respect for their individuality. They provide good role models for their personal, social and emotional development and handle children with sensitivity and insight. Adults listen with genuine interest to what children have to say and children respond by giving their trust.
70. The quality of teaching is good and the children make good progress. They are learning to be independent in some activities, for example in putting their coats on to go outside and in using the water tray. They seek assistance when necessary and can ask politely for help. Children are eager to learn and show what they can do. For

example, after making model telephones, they confidently show the other pupils what they have made and how the models work. They are learning to sit quietly and sensibly during carpet times, to co-operate on given tasks and to concentrate for a longer of time. The children understand the differences between right and wrong and they behave satisfactorily.

Communication, language and literacy

71. Planning for children's language and literacy experiences takes account of the National Literacy Framework. This is challenging, and builds on the skills the children are developing. The planning is thorough and structured, with clear learning objectives taken from the early learning goals for the Foundation Stage.
72. The teaching of language and literacy is good. Some children enter school with low levels of literacy. Through the well-planned classroom activities the children make good progress. The teacher and classroom assistant have a good knowledge of how to teach the basic skills well. This is evident in the way the children search for reading clues by looking at pictures in books and at the start of words. They already know the sounds of some letters including 'a' and 'w'. They know that a book is read from front to back and are learning the meaning of 'title'. Some can copy their names but most find pencil control and letter formation difficult. The children listen attentively when asked to do so and use a growing vocabulary to express their thoughts. They are able to talk about the things they can see out of the window before drawing a picture. All staff encourage children's contributions and value what they say. However, some children's ability to express themselves clearly remains below that expected. Nearly all respond well to stories such as, 'The Empty Lunchbox'. As in the last inspection, the provision for role-play, a Masai village hut, is interesting and stimulating.

Mathematics

73. The teaching of mathematics is satisfactory. Most children enter the school with low levels of numeracy. They engage in a variety of mathematical activities and make satisfactory progress. They use mathematical language to compare amounts of water in containers. They are presented with a range of counting opportunities and staff use incidental opportunities well to place mathematics in a meaningful context. For example, the children count the number of telephones provided in a history lesson and look at the numbers on the dials. The children can count to five and beyond, but this is sometimes mechanical, with little understanding of what the numbers mean. They are familiar with some number rhymes but need help if the rhyme involves counting down from five to one. Fine motor skills are less well developed and they have some difficulty in writing the numerals and in drawing shapes. The good assessment of children means that new work builds accurately on the skills and understanding developed already.

Knowledge and understanding of the world

74. The teaching is good and the children are provided with a good range of learning opportunities to extend their knowledge and understanding of the world. In one lesson, the teacher uses a number of telephones from the past and present to promote the concept of change over time and chronology. The children are encouraged to look carefully and to talk about the size, shape and colour of the telephones. The children relate well to the selection, demonstrating curiosity and framing questions to extend their knowledge. Children have a good knowledge of transport and can identify cars, vans and tractors. They can talk about the Masai hut and know that children from another place live in huts but the appreciation of distance is not yet developed. It was not possible during this inspection to see children using the computer but the development of basic

information and communications technology skills is included in the planning. The progress the children are making is good.

Physical Development

75. The teaching is satisfactory and children make satisfactory progress. Most children have satisfactory finger dexterity when handling equipment. However, pencil and crayon control is not yet fully developed. Because of timetabling arrangements, it was not possible to see the children developing skills in physical education, either indoors or outside. However, it can be seen from the planning and from the very limited provision for outdoor play that these opportunities are not regular or frequent enough. The lack of an outdoor play area and large play equipment restricts progress in children's physical and creative development. Although the children are likely to reach the early learning goal, opportunities for role-play and for developing children's skills in balancing and climbing are limited.

Creative Development

76. The teaching is good and the children make good progress in creative development. They produce good models, using a range of methods of cutting and sticking and selecting materials appropriately. They produce pictures using a wide variety of techniques including colouring and collage. In the creative area of development the teacher provides the children with a good range of experiences. They enjoy singing songs. They know the names of some of the colours. Their drawings of human figures range from the very basic to those with more proportion and detail, including the correct number of fingers on each hand.

ENGLISH

77. Since the last inspection, standards in English have continued to improve. The National Literacy Strategy has been fully implemented and this has contributed to the improvement. By the end of both key stages, attainment in the small cohorts is above national expectations, with higher levels of attainment in reading, speaking and listening than in writing. There is no significant difference between the attainment of boys and girls. All of the pupils in Years 2 and 6 achieve the nationally expected levels and a significant proportion of the pupils reach levels of attainment higher than that. The school exceeded the target set for the percentage of pupils achieving Level 4 in the Year 2000. Owing to such small numbers who took the tests, it is not appropriate to make comparisons with the test results and attainment of current Year 2 and 6 pupils, for numbers of pupils with special educational needs vary and this has such an impact on the results. Overall, pupils make good progress in reading and in speaking and listening, and satisfactory progress in writing. Pupils with special educational needs are well-supported in lessons or when taught in small groups out of the classroom and make good progress. Progress in the Literacy Hour is good.
78. In Key Stages 1 and 2, pupils' speaking and listening skills are above national expectations, with a minority of pupils attaining a high level in Year 6. Pupils listen attentively in lessons, both to adults and to each other. They listen to well-read stories and poems with enjoyment. They listen with interest in a variety of situations and follow instructions well. Pupils' communication skills are effectively developed. They are given many opportunities during lessons to express ideas and ask questions in discussing weekend events in Year 2. Patient teaching encourages answers that are thoughtful and extended and the vocabulary used is appropriate. Teachers and support staff sympathetically build the confidence of pupils to enable them to speak in front of the class successfully. Consequently, pupils feel valued and they learn to give more extended

responses. Key Stage 2 pupils confidently read their own prayers to the whole school at lunchtime in the dining hall. Opportunities to participate in drama and role-play are planned and provided. For example, pupils have been involved in the recreation of a day in the life of a monastery in Tudor times.

79. Pupils' achievement in reading is good. They demonstrate an enjoyment in reading. In Year 2, able readers are largely independent and read suitable texts fluently and with expression. They use picture cues and phonics to read new words. They are able to re-tell the main points of a story they have read. The most fluid, confident readers are beginning to read short, simple novels with good expression. By Year 6, pupils have acquired good skills in inferring and finding examples in the text to support their ideas. They can read for information, successfully scanning the text to find the information they require. They read aloud with expression, taking account of punctuation and using the context to emphasise the meaning. They are able to locate and use information in reference books, using the contents and index pages with confidence. The best readers discuss their favourite authors and say what they like about a particular author. Extra reading time is given outside the Literacy Hour and, where this is used consistently and teaching is focused on specific groups or individuals, this aids progression.
80. Pupils' attainment in writing at the end of both key stages is in line with national expectations, although a minority of pupils attain at a lower level. By the end of Key Stage 1, pupils are able to use a satisfactory vocabulary to produce interesting and imaginative pieces of writing. For example, they write atmospherically about being in a 'dark, dark house' and vividly describe what they find there. They produce clear procedural writing as, for example, when explaining how to make a milk shake. The most able pupils are able to write in clear sentences, correctly punctuated and with letters formed accurately and consistent in size. However, average and lower attaining pupils lack good pencil control and handwriting and spelling are weak. By the end of Key Stage 2, the standard of pupils' spelling is not as good as their other language skills. Although spelling lists are given regularly, the spelling of even common words such as 'white' and 'would' are sometimes incorrect. Pupils are able to write with a joined script which is consistent in size in handwriting books, but often this is not carried over to other written work. Good examples are seen of pupils writing for different purposes, including instructional writing and biography. Pupils have, for example, produced their own play scripts on the computer, using italics for stage instructions. There are too few examples of pupils writing at length and those produced lack structure. However, extended writing in other subjects is often interesting and imaginative. In history, pupils write about life in a Tudor house and write news reports about Francis Drake. In geography, they write poems about their favourite places.
81. The school has already identified that pupils' writing is a weaker area of the English curriculum and that standards need to improve. To this end, writing has been made a priority in the school improvement plan and relevant staff professional development has taken place. In both Key Stages 1 and 2, pupils' developing oracy and literacy skills help them with other subjects in the curriculum. Good examples of the use and practice of these skills are seen in most subjects. Writing skills are applied particularly well in history, geography and religious education. In science, correct terminology is used when learning about the water cycle. Opportunities are given to use ICT in literacy lessons.
82. In speaking and listening, pupils make good gains in their ability to express thoughtful ideas about their work in the plenary session at the end of the lesson. In reading, higher attaining pupils have made good gains in their ability to make very detailed analyses of plot and character and in their knowledge and understanding of the library system of classification. In writing, higher and average attaining pupils make steady progress in their ability to write at length and for specific purposes. Pupils in Years 5

and 6 make very good progress owing to very good teaching. However, progress in writing is limited by too few opportunities for pupils to write at length in English lessons. Children with special educational needs make good progress towards the targets set in their individual education plans. They are well supported in this by both teaching and support staff. Staff work hard to create a secure learning environment that stimulates pupils and encourages their desire to learn.

83. Teaching in English is good and contributes to the good progress of the pupils. This is an improvement since the last inspection. The teaching of pupils in Years 5 and 6 is very good. Teachers are using the introductory sessions well. Sensitive questioning and encouragement do much to develop speaking and listening skills and to extend pupils' thinking and learning. All staff teach the basic skills well. Staff understand and make good use of the National Literacy Strategy guidance to provide a secure framework for the medium and long-term planning. Work is well matched to the needs and abilities of the pupils. Teachers' planning is very thorough and shows clearly what they expect pupils to learn in the lesson. Lesson objectives are shared with the pupils which helps them to understand what they are learning and why. Teachers use praise and encouragement well to aid learning and create a positive learning environment. Plans are produced for classroom support staff, who work effectively with groups of pupils. During the shared and guided reading and writing tasks, teaching is very focused and provides challenge and stimulation for the pupils with whom they are working. Extensive reading records are kept, and record books are sent home in which parents are encouraged to write about how well their child has read. Assessment procedures are thorough. Assessments are carried out regularly and are analysed in detail for individual pupils. Selected pieces of work are annotated and are kept in pupil profiles. Learning targets are set for every pupil. Examples of pupils' work are scrutinised to agree on levels of attainment. At Key Stage 1, pupils demonstrate good attitudes to learning. They are confident and often eager to make contributions during discussion time. During group work sessions, many pupils demonstrate good levels of independence and are able to sustain concentration for appropriate lengths of time without direct supervision. At Key Stage 2, pupils are attentive and interested in what their teachers are saying and many willingly offer their thoughts and opinions. They demonstrate good levels of independence and organise their work well. During paired and group reading sessions pupils provide good levels of support for each other.
84. Overall, the management of English is good, the Literacy Strategy has been implemented well and effective action has been taken to raise standards over the last two years. Monitoring of the subject has been carried out, both by staff and by external advisers. There is a good range of resources to support literacy, including fiction, non-fiction, and big books. Each class has access to dictionaries and reference books.

MATHEMATICS

85. The school has improved upon the average standards identified in the previous report. Pupils' attainment at the end of both key stages is above the national average and all pupils, including pupils with special needs, make good progress over time. There is no significant variation in the progress made by boys in comparison to girls. Pupils' skills in the key area of number are above the expected level. Owing to such small numbers it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 2000 National tests all pupils achieved the expected level (Level 2) by the end of Key Stage 1 and 89 per cent reached the expected level (Level 4) by the end of Key Stage 2. Owing to such small numbers who took the tests, it is not appropriate to make comparisons with test results and with attainment shown by current Year 2 and 6 pupils, where numbers of pupils with special educational needs vary, which has such an impact on the results.

86. By the end of Key Stage 1, most pupils display sound strategies for counting on in twos, fours and fives. They demonstrate a good understanding of place value, know the value of each digit in a two-digit number, (for example, that 86 is made up of eight tens and six units), and use this knowledge effectively when adding numbers which have both tens and units. Subtraction skills are sound. Pupils know that a fraction is a part of something and identify a half of a shape. They add and subtract two-digit numbers, understand basic mathematical symbols and recognise and use coins appropriately. Pupils have a good understanding of shapes and identify two-dimensional shapes such as triangles, squares, rectangles and circles by reference to properties, such as the number of sides and corners. They are also able to name some three-dimensional shapes, such as a cuboid. Good progress is being made in number and mental mathematics. However, owing to limited opportunities to use and apply their knowledge in practical everyday situations, their skills in solving problems and practical application are not as strong. For example, pupils find difficulty in estimation or in explaining their strategies for solving problems.
87. This positive start is built upon successfully at Key Stage 2 and, by the end of the key stage, all pupils have a good knowledge of number, including recall of multiplication tables. Their understanding of place value is secure and they add, subtract, multiply and divide numbers accurately. Pupils can successfully round numbers to the nearest ten and 100. They have a satisfactory understanding of decimals and they successfully add and subtract numbers that include tenths and hundredths. Pupils' knowledge of fractions is good. Most pupils know that some fractions, although written differently, are the same, for example that a half is the same as three-sixths and seven-fourteenths. Pupils understand the relationship between fractions and decimals. Higher attaining pupils have a good knowledge of percentages and can calculate percentages of numbers, such as 25 per cent of 100. Pupils' knowledge of shape, space and measures is satisfactory. They recognise lines of symmetry in shapes and they have a sound knowledge of the functions of a calculator. Data handling skills are good. Pupils collect information, record it in appropriate ways including frequency charts, and then use bar, line and pie graphs to display the information. Higher attaining pupils understand the term 'square number' and can apply this knowledge effectively in deciding whether a given number is a square number. Pupils' knowledge of shape, space and measures is sound. Pupils' skills in applying their mathematical knowledge in everyday practical situations or solving problems are not as strong as their mental or computational skills. This is because opportunities to do this are limited.
88. Pupils' progress in the knowledge and understanding of number through both key stages is enhanced by regular practice in mental calculation and revision of number facts. Their progress in language and reasoning skills is good at Key Stage 1 and Key Stage 2; improved curricular provision is having a positive effect at both key stages. Progress for younger pupils in their ability to explain their thinking and develop their own approaches to overcoming difficulties is not as strong. Similarly, although pupils in Key Stage 2 are showing confidence and independence in their mathematics lessons, progress in using and applying their mathematical knowledge is not as good. Pupils do not benefit from an appropriate focus on opportunities for them to apply their knowledge of mathematical facts and processes to solve practical, everyday problems. Pupils with special educational needs make good progress in relation to their prior attainment and are well supported to meet their individual needs. At times, owing to the wide age range in the Key Stage 1 class, the time devoted to supporting one year group means that other year groups cannot always be sufficiently well supported or challenged. This is because the teacher is unable effectively to question pupils as they work in order to extend their thinking, At other times, pupils are unable to work to their

full capacity although the work is always well matched to their abilities because they have to wait for the teacher to help them when they have a difficulty.

89. The overall quality of teaching is good. In the lessons observed the teaching was always at least satisfactory, being very good in 30 per cent of lessons. Teachers' planning in mathematics and their subject knowledge are good. What is to be learnt is clearly identified, and focused and the well-planned activities enable the objectives to be realised in lessons. The teaching is based upon good subject knowledge and a clear understanding of the National Numeracy Strategy. All teachers have high expectations of what pupils can do and achieve in lessons, including their behaviour and achievements in their work. As a result, pupils have good attitudes towards their mathematical work. They enjoy taking part in the oral and mental parts of the lesson and in other activities planned for them in lessons. Pupils work with enthusiasm and are able to sustain their concentration over long periods of time when working independently. For example, in a Year 6 class pupils worked individually and remained focused on the task of square numbers and applying logic in deciding if 625 was a square number. In this and other similar lessons where pupils are investigating different strategies for calculating problems pupils show initiative in deciding how to approach and tackle a particular problem, responding positively when working unaided. Behaviour in lessons is of a good standard throughout the school. A feature of the lessons observed is the high level of interest shown by pupils and their positive attitudes to learning and developing different strategies when working in mathematics. Lessons are well structured and achieve a good balance between direct teaching and pupils being actively engaged in activities which are well matched to their abilities. Teachers use questioning techniques well to assess and develop pupils' understanding, particularly in oral mental skills. For example, in a Year 5/6 class the teacher used her questioning skills effectively, differentiating her questions with pupils who were working on number sequences, to assess what individual pupils knew and understood. All teachers use time and resources well, which has a clear impact on the good rates of learning achieved by pupils in lessons. This was clearly demonstrated in a Year 1/2 class, where the teacher made effective use of the classroom assistant, carpet area and the white board during a lesson to develop pupils' understanding of reading and writing numbers up to 20. The marking in mathematics is consistent in all classes and teachers' comments encourage and motivate pupils to overcome any difficulties they encounter in their work.
90. There is a sound curriculum for mathematics. There is good attention to mental and oral work and its application influences learning well across the curriculum. Across the school, work was seen that related to number, shape and space, the measures and the handling of data. Mathematical skills are used and developed effectively in other areas of the curriculum. In history, Key Stage 2 pupils use a time line to chronicle events and record significant changes in society. In geography, the development of mapping skills to fix the position of places accurately using scale, and understanding co-ordinates, is linked well to work in mathematics. Pupils use their skills in ICT to record and display data collected in surveys in a range of formats. In a Year 1/2 design and technology lesson, pupils were accurately measuring their materials to make a coat for a teddy bear. The development of mathematical vocabulary in all classes makes a positive contribution to the literacy development in the school. Pupils' reading skills are used to good effect in interpreting problems. The subject makes a good contribution to pupils' moral, social and cultural development through the wide range of opportunities offered to pupils to work collaboratively.
91. The co-ordinator manages and leads the subject well. There is a good range of resources available to support teaching and learning in both key stages. The co-ordinator is very well qualified and experienced, and very enthusiastic about the

subject. She has successfully delivered training to other members of staff for the effective implementation of the Numeracy Strategy. The subject policy and scheme of work have been updated to meet the requirements of recent initiatives in the subject. There are well-developed assessment procedures in place, which keep teachers and the co-ordinator well-informed and aware of how well pupils are achieving. For example, the co-ordinator monitors test results to identify the strengths and areas in need of development. Formal assessment records of each pupil are kept and individual targets are set and shared with pupils.

SCIENCE

92. The school has improved upon the average standards identified in the previous report. Pupils' attainment at the end of both key stages is above the national average and all pupils, including pupils with special educational needs, make good progress over time. There is no significant variation in the progress made by boys in comparison to girls. Pupils' skills in the key area of scientific enquiry are above the expected level. Owing to such small numbers, it is not appropriate to compare the school's results at the end of key stages with national data or with other similar schools. However, in the 2000 national tests, teacher assessments indicate all pupils achieved the expected level (Level 2) and above by the end of Key Stage 1 and all reached the expected level (Level 4) and above by the end of Key Stage 2. Owing to such small numbers who took the tests, it is not appropriate to make comparisons with test results and with attainment shown by current Year 2 and 6 pupils, where numbers of pupils with special needs vary, which has such an impact on the results. Pupils are performing very well and make good progress in their learning, considering their slightly below average attainment on entry to the school. There is no significant difference between attainment of boys and girls.
93. Since the last inspection the school has made good improvement in the pupils' attainment and in teaching and learning. This is because science has had a high priority over the last few years and teachers have worked hard to improve their teaching and the quality of pupils' learning. Investigative and experimental science have been developed and the school has made good progress in this aspect. However, written recording skills require improvement throughout the school. For example, the handwriting in Year 2 work is often large and immature, while the style and layout of the work of more able pupils in Year 6 is often untidy and contains uncorrected spelling mistakes.
94. By the end of Key Stage 1, pupils respond successfully to suggestions on how to find things out, with help, making their own suggestions about what plants need to grow and survive. They use simple apparatus accurately to make observations about what happens to the length of a teddy's shadow when you move it away from the source of light. Higher attaining pupils confidently make measurements and record their findings in a simple table.
95. By the end of Key Stage 2, pupils know how to make a fair test, keeping all variables the same and changing only the material being tested for its insulation properties and making predictions about what will happen. They offer plausible explanations confidently for why a range of liquids flows at different rates. Higher attaining pupils present the data collected from their observations systematically in line graphs, interpret what the graphs show and draw conclusions. They make judgements competently about the reliability of their results and identify improvements that could be made in their methodology. Pupils have a good knowledge of the natural world, materials and their properties, and the physical world.

96. Teaching is good. Planning is subject-based and progression in all aspects of science is clearly identified. This all contributes to the good progress pupils make in their knowledge and understanding of science. A strength of this good teaching is the motivating effect of the carefully selected challenges and interesting activities that strongly emphasise investigative work and class discussions. Lower attaining pupils are fully involved in whole-class science activities, and teacher expectations are carefully matched to the age and ability of the individual pupils in the class. Consequently, pupils enjoy their science lessons and their attitudes to their work are good at both key stages. In lessons there is a real sense of enthusiasm for work. This is seen particularly when pupils are investigating. They show good co-operative skills when working in groups. Pupils become involved by asking questions and making observations, for example in a Key Stage 2 lesson when the teacher was demonstrating the part evaporation and condensation play in the water cycle. Behaviour is good and pupils display high levels of self-discipline. Assessment of pupils' work is good. Target setting is well established in science, with aspirations already established for the next two academic years.
97. The co-ordinator has been effective in ensuring improvement in the provision of the science curriculum and the quality of teaching and learning. There is now a clear structure throughout both key stages, with improved tracking and record keeping of pupils' achievements. There are appropriate opportunities for pupils to use and develop their literacy skills in reading for information and writing their ideas and factual accounts. Likewise, ICT skills are further developed through research using the Internet and data handling, for example in recording temperature changes. The action plan for science identifies clear targets for development and this has played a significant part in improvements since the last inspection.

ART

98. For all pupils at the end of Key Stage 1 and Key Stage 2, standards are broadly similar to, and on occasion exceed, those generally expected of pupils of this age. The school has maintained the standards identified in the previous inspection. All pupils, including those with special educational needs, make satisfactory progress in both key stages. The school employs an artist-in-residence on a weekly basis, which has a positive impact on pupils' work, particularly on the three-dimensional aspect.
99. At both key stages, pupils have the opportunity to use a range of techniques and a variety of media to express their feelings and ideas through observational drawing, painting, printing, models and collage work. They successfully explore the work of other artists, for example Holbein, and try to adopt their styles in their own work. At Key Stage 1, pupils' skills are at the level expected for pupils of their age. In painting, using paint of different consistency, pupils show an ability to appreciate texture and tone in developing 'swirling' patterns. In Year 2, pupils have successfully experimented with techniques such as colour mixing and collage that are effectively exhibited in displays of 'Rosie's Walk'. In fabric printing using paint, pupils show an appreciation of pattern and the effect of contrasting colours in their colourful Masai kangas.
100. At Key Stage 2, pupils can record their own experiences with reasonable accuracy and attention to detail. In Years 3 and 4, pupils' observational pastel drawings of fruits and vegetables show a good appreciation of tone, texture and shade. Pupils in Year 5 enthusiastically study the work of Holbein and can successfully produce 'Tudor portraits' in his style. In Year 6, the standards that pupils achieve are at the level expected for pupils of this age. This was evident in the colourful three-dimensional models pupils produce using junk materials, papier-mâché and paint. Good skills in collage work are evident in extended patchwork quilt designs of fruit and vegetables.

101. Overall, the teaching is good. In the lessons seen, all the teaching was by a visiting artist and was of good quality. In these lessons, the artist displays good subject knowledge and has high expectations of pupils. All pupils have good attitudes to art and display enthusiasm for their lessons. They are attentive and involved, working co-operatively upon a range of themes. Relationships between pupils are very good. They appreciate the efforts of other pupils and make positive comments about each other's work. Behaviour is very good. Pupils concentrate well on their work and pay good attention when observing works of art. They persevere industriously with their projects and take care, working with a sense of purpose and pride. Effective use is made of a good range and quality of visual stimuli and the artist demonstrates techniques successfully. As pupils work she effectively intervenes, encouraging pupils to think about colours and pattern. A good example of this is seen with Year 2 pupils as they carefully decorate fabric kangas using printing blocks. Effective questioning, for example, 'When the colour on the print starts to fade what does it tell you?' guides pupils well in developing their skills in a new technique. The progress of pupils is greatly enhanced by a good range of available materials. In the best lessons there is a lot of constructive interaction with pupils, and, as a result, valuable teaching points are made and pupils' skills are fully extended. For example, as Year 6 pupils complete their three-dimensional models of Henry VIII and Elizabeth I, constant reference is made by the artist to pupils about developing colour and texture and about the best way to use different materials.
102. Pupils' skills in literacy and numeracy are well used in the subject, for example in researching the life of various artists. Pupils' literacy skills are further developed through the subject through extended writing and reading for research. Pupils' ICT skills are further developed through the subject, by, for example, 'Paint' programs and the use of CDs to seek information. Art also contributes to pupils' personal development in providing opportunities to work together and to study different artists and art in other cultures. The subject is appropriately managed and resources are good. However, there is little recorded evidence of pupils' attainment in order to ensure progression in pupils' learning. As a result, teachers do not have a clear, detailed picture of pupils' attainment or progress. Consequently, this sometimes prevents teachers from planning the next stage of learning by building on the work pupils have covered in the previous lessons.

DESIGN AND TECHNOLOGY

103. It was only possible to observe one design and technology lesson in Key Stage 2 during the inspection. However, samples of pupils' work, teachers' plans and discussion with teachers and pupils show that pupils make good progress at both key stages and, by the time pupils leave the school, their level of attainment is above that expected for pupils of this age. There were no concerns in the previous report.
104. Throughout Key Stage 1, pupils have appropriate opportunities to handle a range of materials and appreciate how different materials can be joined to each other. In this key stage, appropriate emphasis is placed on the design process. Pupils use material confidently, choosing pieces appropriate for the intended purpose. They talk about their ideas and explain adaptations to their original designs. Pupils know how to make a structure rigid. Pupils in Year 1 display good skills in evaluating one another's coats they make for their teddy bear. In Year 2, pupils have considered a number of factors in what makes an effective coat. Having drawn designs, decided on the materials, and evaluated them, they then make effective coats for their bears.

105. All pupils, including those with special educational needs, make good progress throughout the school. In Key Stage 2, in making things they show increasing accuracy in measuring, cutting and shaping. As they get older they pay more attention to the quality of the finished product. Pupils progress from producing simple designs in picture form in Year 3 to drawing accurate plans to scale in Year 6. In Key Stage 2, pupils display good designing and making skills in their project to make a box to send a pair of shoes to Catherine from Henry VIII. Pupils successfully transfer their knowledge of commercially produced packing boxes into their models. Pupils in Year 5 and 6 carefully evaluate their decorated boxes, identifying how they would improve the structure to make it more rigid.
106. In discussion it was noted that pupils enjoy all aspects of their work in technology. They evaluate their models and think of ways to improve them. They co-operate in the making process and in the sharing of tools. In the lesson seen, pupils had good attitudes to work, showed great interest in their topics, took great care in drawing their plans and took a pride in their finished product.
107. In the lesson seen the teaching was very good. Effective use of questions by the teacher, a purposeful task and a good range of resources to support the lesson helped pupils achieve well. Lesson planning is sound, with teachers supported with an appropriate policy and guidelines. Teachers are clear about what they want pupils to learn. Lessons are structured to provide opportunities for pupils to share ideas, work individually or collaboratively and evaluate their progress. In a Key Stage 2 lesson, pupils were presented with a good opportunity to pool their ideas and discuss what they had to do as they made a decorated box.
108. Resources are adequate, and are well maintained and stored. There is no identified curriculum co-ordinator responsible for design and technology, but all staff share the subject. The subject contributes appropriately to the development of pupils' literacy and numeracy skills, for example in writing up their evaluations, and in careful measuring. However, there is little contribution made to pupils' competence in information and communications technology. Although pupils are assessed as teachers evaluate their lessons, this information is not easily accessible, especially as pupils move through the school. As a result, teachers do not have a clear, detailed picture of pupils' attainment or progress. Consequently, this makes planning the next stage of learning by building on the work pupils have covered in the previous lessons insecure.

GEOGRAPHY

109. No lessons were observed in Key Stages 1 or 2, but discussions with pupils, scrutiny of wall displays and portfolios of pupils' work indicate that pupils make satisfactory progress and their attainment is at the expected level for their age at the end of both key stages. Standards have been maintained since the last inspection.
110. Pupils in Key Stage 1 enthusiastically talk about their immediate environment. By the end of Key Stage 1 pupils show an awareness of places beyond their own locality, producing booklets of drawings that compare and contrast their lives with those of Masai children in Africa. They successfully use a range of skills to assist in the construction of a large classroom replica of an authentic Masai hut from timber and corrugated paper, equipping its interior appropriately. Pupils correctly sequence diagrams that illustrate the eight stages in the construction process.

111. By the end of Key Stage 2, pupils describe the characteristics of their favourite local place, using the medium of poetry. They easily recognise the symbols on maps, explaining what they tell us about the characteristics of the area. They successfully identify and interpret differences in photographs of their village from the past and present, and understand the importance of the village's location in understanding how and why their area has developed in the way it has. Higher attaining pupils offer explanations for the ways in which people have attempted to manage and improve the local environment. Pupils discuss and record the advantages and disadvantages of locating a theme park next to the school, identifying the possible enhancements and detriments to their local environment.
112. Geography makes a significant contribution to pupils' cultural development in both key stages, by enabling pupils to share the experiences of the wider school community as part of their studies of contrasting locations. The school is developing a link with a school in Romania, via letter writing, and has recently begun to exchange e-mails with a local school and another in New Zealand. There are appropriate opportunities for pupils to use and develop their literacy skills in reading for information and writing their ideas and factual accounts. Likewise, ICT skills are further developed through research using the Internet and word processing.
113. Resources are good. A well-organised range of artefacts, guidebooks, teachers' guides, notes, plans, videos, texts and samples of pupils' work are stored centrally. These resources are used effectively in attractive displays that stimulate and motivate pupils. The subject is effectively co-ordinated, and planning shows appropriate coverage of all aspects of National Curriculum requirements. These detailed plans identify themes for both key stages, setting out aims and clear objectives. In Key Stage 1, geography is taught through a series of projects that encompass the requirements of several subjects over a period of three years. In Key Stage 2, geography is taught through six topics over four years. In both key stages, learning outcomes, tasks, activities, assessment criteria and opportunities to incorporate information and ICT activities are clearly identified. However, assessment procedures do not give a clear, detailed picture of pupils' achievements. Teacher observations are recorded on one piece of work for each pupil in each topic. However, the quality of records for individual pupils is variable. Consequently, this makes planning the next stage of learning by building on the work pupils have covered in the previous lessons insecure.

HISTORY

114. Owing to timetabling arrangements, only two lessons were observed during the inspection. Judgements about standards are based on an analysis of work and discussions with pupils. These indicate that pupils, including those with special educational needs, make satisfactory progress at both key stages and achieve standards expected for their ages. This is similar to the last inspection.
115. Pupils gain knowledge about events and people in the past and make comparisons with those of the present. For example, pupils in Key Stage 2 compare the lives and homes of the people in Tudor times with their own lives and homes and consider the good and bad points of each. Pupils in Key Stage 1 look at telephones over time and talk about how they have changed, making informed estimates about which is the oldest. In this way, a sense of chronology and change over time is developing. Good opportunities are provided for the pupils to visit places of historical interest connected to their work and visits from musicians and speakers extend the pupils' knowledge and understanding.

116. The teaching is good. The very good teaching is characterised by good use of resources and oral work to develop pupils' interest and stimulate their curiosity. There is very good use made of repetition to consolidate learning. For example, pupils are asked to say what they already know about Queen Elizabeth I, before starting to question the authenticity of portraits as a true representation of a person. Emphasis is well placed on the development of enquiry skills, which have improved since the last inspection. Timelines provide a very visual representation of chronology and use is made of them in both key stages to aid the pupils' understanding of the passage of time that was noted as a difficulty in the last inspection. Tasks are appropriately matched to the needs and abilities of the pupils. Those with special educational needs are set challenging tasks, and good support is given. History makes a positive contribution to the pupils' cultural development. All pupils are developing awareness of their cultural heritage through the study of the curriculum and relevant visits. All pupils have positive attitudes to their learning. They respond readily to the teachers' questions and work with interest. Pupils discuss their work sensibly and show an enthusiasm to find out about what happened in the past.
117. Teachers' planning is good. It identifies learning objectives, methodology, activities and resources. Assessment is generally by outcome only and recording of pupils' knowledge, understanding and skills does not take place. As a result, teachers do not have a clear, detailed picture of pupils' attainment or progress. Consequently, this makes planning the next stage of learning by building on the work pupils have covered in the previous lessons insecure. Teachers have a good level of knowledge and understanding of the subject and are confident in their teaching and planning. Good opportunities are provided for pupils to use computers to research aspects of their work. For example, pupils use the computer suite to access information about Queen Elizabeth I using the Internet to locate and retrieve data.
118. The co-ordinator manages the subject appropriately and has responsibility for organising resources and arranging museum loans of artefacts. A good range of resources is available and topic boxes are well organised. Teachers' planning is supported by the school's own scheme of work, which needs to be brought into line with the new National Curriculum guidelines. There are appropriate opportunities for pupils to use and develop their literacy skills in reading for information and writing their ideas and factual accounts.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Pupils' attainment is above the national expectation by the end of both key stages. Standards have risen since the last inspection because of effective subject co-ordination and a good development plan that has successfully prioritised the issues identified during the school's last inspection. For example, sufficient time is now allocated to individual pupils for ICT at both key stages, and their knowledge and skills are developed systematically across both key stages. The school has recently created a computer suite and has started more direct teaching. Each class is now timetabled to use the new suite throughout the week and this is already helping standards to rise. The improved quality of resources has had a significant impact on the raising of standards since the last inspection. Pupils' skills are further developed through other subjects. For example, in history Year 6 pupils use the Internet to find information about Elizabeth I and in religious education Year 1 pupils use their word-processing skills to write descriptions of the gifts Jesus gave us. In English, Year 5 pupils use word processing to show the features of a biography.

120. Key Stage 1 pupils make good progress. They are confident when using the computer. They can use the keyboard and the mouse to give commands and type text. They can use a drawing package to produce zigzag patterns and star pictures. By the end of Year 2, pupils can change the font, colour and shape of text describing the gifts of Jesus, in a religious education lesson, while the more able could change the presentation prior to printing it.
121. Pupils also make good progress in Key Stage 2. They can access software for a range of purposes, entering and saving text in a document processor. Year 5 pupils can use a wide range of facilities to underline titles, produce numbered bullet points, correct mistakes in spelling and insert missing bullet points. They can change the size and style of text and font, edit and save text. By the end of Year 6, pupils can refine and present information in a different style for a classroom wall display.
122. The quality of teaching is good. Where it is good, the teachers are enthusiastic and have good subject knowledge that has an impact on the pupils' learning. Teachers are able to give competent demonstrations of basic word processing skills and how to use other facilities. All teachers recognise the need for direct skill teaching, and for pupils then to have the opportunity to practise the skills in an integrated task. The tasks selected for the pupils are appropriate, yet challenging. At the end of lessons, good use is made of the pupils' work to emphasise what has been learnt. Pupils in both key stages are enthusiastic and highly motivated, exhibiting high levels of concentration. They are keen to share their knowledge with each other, and collaborate well when working in pairs and small groups. In the lessons observed, teachers gave clear, direct explanations and supported pupils by written information to assist with the task, and by further interventions during the activity. In some lessons, pupils with special needs were well supported by a classroom assistant helping them make good progress. Relationships were supportive and encouraging. During group lessons, pupils are well supported by the teacher, who is confident and knowledgeable about the subject. This was evident in the constructive help given to a group of Year 5 pupils who were able to consolidate and develop knowledge of how to find information. Teachers are developing a sound knowledge of the software being used and successfully support pupils, ensuring good progress is being made. There are lots of opportunities given to pupils to use their skills in other subjects. Assessment is very good. In both key stages precise learning objectives provide a comprehensive record of what each pupil knows, can do and understands. Key Stage 1 records contain the range of experiences and skills that each pupil has acquired, and, in Key Stage 2, pupils' competencies are recorded for each unit of work completed. Wall displays remind pupils of the skills that they are expected to accomplish in both key stages. The school is developing good individual portfolios of pupils' work, covering the whole range of the subject.
123. Subject co-ordination is very good. Initiatives designed to improve the quality of curriculum provision are successfully incorporated in the school development plan. Responsibilities for implementation and challenging completion targets are clearly identified, and the school is on schedule to achieve them all. The policy document is detailed and comprehensive and provides clear guidance for teachers. Detailed termly plans show coverage of all aspects of National Curriculum, developing pupils' skills systematically. Resources are excellent. There is sufficient hardware for one computer to be shared by two pupils and both classrooms are connected to the Internet. The range of software is good and teachers are confident in its use.

MUSIC

124. Owing to timetabling arrangements, it was not possible to observe any music lessons during the inspection. As a result, it is not possible to make a judgement about standards or teaching. However, in whole-school assemblies, pupils sing clearly and with enthusiasm and reach standards expected for their ages.
125. The school offers a balanced music curriculum. A satisfactory scheme of work maps out musical experiences and the development of skills in each year group. However, opportunities for recording and assessment are not identified. As a result, teachers do not have a clear, detailed picture of pupils' attainment or progress. Consequently, this makes planning the next stage of learning by building on the work pupils have covered in the previous lessons insecure. Music in assemblies is well planned with a good selection of hymns to sing and a range of recorded music to which pupils are encouraged to listen. A good range of accessible, well-organised instruments, including those from other cultures, enables teachers to introduce a satisfactory breadth of musical experiences. Provision is helped by the fact that further funding for music has enabled the school to employ a music specialist for an afternoon each week. As well as both key stages enjoying the specialist teaching, pupils are able to join both recorder and guitar groups for extra tuition. As a result, pupils are able to participate with confidence and real enjoyment in a school orchestra that practised at lunchtime during the inspection. Music contributes well to pupils' spiritual and cultural development. Visits from music ensembles have been arranged to extend the pupils' musical experiences and these are linked to current topics. For example, a music ensemble play Tudor music linked to the history topic on the Tudors in Key Stage 2. There are appropriate opportunities for pupils to use and develop their literacy skills in reading for information and writing their ideas and factual accounts. Likewise, ICT is further developed through research using the Internet and word processing.

PHYSICAL EDUCATION

126. It was not possible to see any physical education lessons during the inspection. Therefore no judgements can be made as to the standards pupils achieve or as to the quality of teaching. Discussions with pupils and teachers, and scrutiny of teachers' planning, indicate all aspects of the curriculum are covered. The physical education curriculum is enhanced for older pupils by a good range of extra-curricular football, netball, cricket and athletics, and opportunities to take part in competitions with other schools. These are well organised by all members of staff and a high proportion of pupils enthusiastically take part.
127. The co-ordinator provides appropriate support for staff and the school organises a range of out-of-school activities that enhances the curriculum for pupils. The school has good facilities and resources are good. However, there is no effective system to assess or record pupils' attainment except in athletics. As a result, teachers do not have a clear, detailed picture of pupils' attainment or progress. Consequently, planning the next stage of learning by building on the work pupils have covered in the previous lessons is insecure.

RELIGIOUS EDUCATION

128. No lessons were observed in the teaching and learning of religious education during the inspection. However, on the basis of the evidence seen, pupils make satisfactory progress and are in line to reach standards expected of pupils of this age as identified in the Locally Agreed Syllabus. This was also the case in the last inspection and standards have been maintained.

129. In Key Stage 1, pupils learn about Jesus and think about what gift they would like to give Him. They also start to learn about other faiths in the world. In Key Stage 2, pupils study festivals across the world and learn the significance of light in different faiths. They learn about aspects of the different faiths and understand the importance of, for example, the Hindu Diya and the Shabbat, the Jewish day of rest. All pupils show sensitive appreciation of stories Jesus told and the main messages He gave. They demonstrate an emerging understanding of the importance of light in different faiths. In a wall display, a pupil writes that light “makes you feel comfy in the night”, whilst another pupil writes that “light is safe, like a light from a lighthouse”.
130. Acts of collective worship contribute significantly to the pupils’ religious and spiritual development. They are well organised and meaningful. During the inspection, the focus was on Light. A good balance is achieved between listening to stories or explanations of different aspects of beliefs, and periods of reflection. This balance has shown a very good improvement since the last inspection. Opportunities for reflective prayer are also provided at the start of lunchtime each day. The pupils value the time to reflect and have a good understanding of the need and purpose of reflection. For example, they are asked to reflect on the ways in which they can help one another and the people who need help.
131. The curriculum in religious education is supported by a good scheme of work from which teachers plan. Some good resources bring the subject to life. There is not a consistent system in place for recording pupils’ progress. As a result, teachers do not have a clear, detailed picture of pupils’ attainment or progress. Consequently, this makes planning the next stage of learning by building on the work pupils have covered in the previous lessons insecure. Governors have monitored the subject and a good record has been kept. There are appropriate opportunities for pupils to use and develop their literacy skills in reading for information and writing their ideas and factual accounts. Likewise, ICT skills are further developed through research using the Internet and word processing.