

INSPECTION REPORT

SUNDON LOWER SCHOOL

Luton

LEA area: Bedfordshire

Unique reference number: 109485

Headteacher: Miss S Stokes

Reporting inspector: Mr C Deane-Hall
23757

Dates of inspection: 25th – 27th September 2000

Inspection number: 224935

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Lower with nursery
School category:	Foundation
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs L Ledster
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr C Deane-Hall (23757)	Registered inspector	Mathematics Information and communication technology Geography History Physical education	The school's results and the pupils' achievements How well the pupils are taught How well the school is led and managed
Mrs J Hughes (11084)	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Ms B Matusiak-Varley (11864)	Team inspector	Special educational needs Art and design Design and technology Under fives English as an additional language	
Miss W Thomas (12764)	Team inspector	English Science Music Religious education Equal opportunities	The curriculum and other opportunities offered to the pupils

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18 - 19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 35

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sundon Lower School is situated in Sundon village near Luton. The school provides education for boys and girls between the ages of three and nine. There is a total of 97 pupils, including a 26 place nursery. In the main school there are 32 boys and 43 girls. The nursery provides education for 22 part time children. Over half of the pupils (61 per cent), live outside the village. In some cases, pupils travel from Luton. The majority of pupils live in owner occupied housing. There is a total of 34 pupils (39 per cent) who are on the register for special educational needs. This is above average. No pupil has a statement of special educational need. Of the nine pupils on stages 3 to 5 of the special educational needs register, two have specific learning difficulties, two have severe learning difficulties, four have emotional and behavioural needs and one has moderate learning difficulties. Only four pupils have English as an additional language and none is at the early stages of English acquisition. Although a small proportion of pupils (about 10 cent), leave or join the school at times other than at the start of the school year, the movement of pupils has an impact on the school's standards because there are small numbers of pupils in each year group. A small proportion of pupils (8.2per cent) is known to be eligible for free school meals. This is below average.

The children's attainment on entry to the nursery is broadly in line with the level expected of children of their age. The children make good progress and, by the time they move into the main school, the majority attain levels which are above those expected in each of the areas of learning.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education. The provision for children under five is good. The teaching of these children is of a high quality and has a significant impact on the rate of children's progress. The leadership and management of the school are effective. The quality of teaching and learning is satisfactory, overall, and there are examples of good and very good teaching. Standards are high in English, mathematics and science by the end of Key Stage 1 and when pupils leave the school at age nine. Pupils have positive attitudes to their work and their behaviour is satisfactory. The school provides good opportunities for pupils to develop their moral and cultural awareness within a caring environment. Overall, the school provides satisfactory value for money.

What the school does well

- Standards are high in English, mathematics and science by the end of Key Stage 1 and when pupils leave the school at the age of nine.
- The quality of teaching and learning for children in the Foundation Stage is very good. It has a beneficial impact on the rate of children's achievement.
- Pupils' attitudes are good. They are interested in their work and develop good relationships with staff and other pupils.
- Provision for pupils' moral and cultural development is good and has a positive effect upon pupils' personal development.
- Procedures for child protection and ensuring pupils' welfare are good.
- The school has good links with parents. The contribution by the community to pupils' learning is good and enriches the curriculum.

What could be improved

- Standards in information and communication technology, at the end of Year 4, need to improve. A few teachers lack confidence in the subject.
- The quality of teaching in Year 2, 3 and 4 is not as good as in other years and, although satisfactory, has the effect of slowing the pupils' earlier good rate of progress.
- The role of subject co-ordinators is not sufficiently developed, particularly in monitoring and evaluating the quality of standards and teaching and learning.
- The school's strategic planning does not identify sufficiently, the funding, training and resources necessary for its success.
- Although standards in writing by the end of Year 4, are high, they could be higher still.

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 April 1996. Since then it has made satisfactory improvement. Most of the areas for development noted at the time of the last inspection have been addressed, although not all have been completely resolved. The curriculum has a clear framework and there are useful schemes of work to help teachers in their planning. Information gained from assessment is used more effectively to support pupils' learning. It is used particularly well in the Foundation Stage and the lower part of Key Stage 1. The school now uses information gained from tests and assessments effectively to set targets to help improve standards in English and mathematics. However, more needs to be done to improve its use in the upper part of the school. The school has worked hard and successfully to improve the provision for higher attaining pupils and ensure that their needs are met. The school has maintained the good provision in the nursery which was noted at the time of the last inspection. The school has recently opened an information and communication technology suite. This is part of a long-term development which is beginning to raise standards. The school has successfully improved the level of pupils' attainment in the subject, by the end of Key Stage 1. However, the impact of the improved facilities has not yet had time to make sufficient impact on the standards by the time the pupils leave the school, in Key Stage 2. The school development plan has improved since the last inspection. It provides a clear educational direction for the school. However, it does not identify sufficiently the resources and professional development needs of staff, to support its success.

Since the last inspection, the quality of teaching has improved and the accommodation has also been increased and improved. The monitoring and evaluation of the quality of teaching and learning, carried out by the headteacher, have begun to have a positive impact on the quality of teaching. The school has successfully introduced the National Literacy and Numeracy Strategies.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	Compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
Reading	A	A*	A	A*	well above average A above average B average C below average D well below average E
Writing	A*	A	A	A	
Mathematics	A*	A	B	B	

By the end of Key Stage 1, standards in reading, writing and science are well above the level expected. In mathematics, they are above the level expected. By the time pupils leave the school at the age of nine, standards are high in all three core subjects. However, although standards in writing are high, they could be higher still. The achievement of most pupils is good, overall. In the Foundation Stage and in Year 1, achievement is good. By the time pupils enter Key Stage 1, at the age of five, most exceed, the Early Learning Goals in each of the six areas of learning. The information in the table above shows, for example, that by the end of Key Stage 1, in 1999, standards in reading and writing were well above average when compared with all schools. In comparison with similar schools, pupils' attainment was very high in reading, well above average in writing and above average in mathematics. Standards in reading were in the top five per cent of similar schools. Over the last four years, standards have steadily improved in reading and writing. In mathematics, standards have dipped slightly, overall. The achievement of pupils with special educational needs is good in relation to their prior level of attainment and in respect of their agreed targets. However, the achievement of pupils in Key Stage 2 in information

and communication technology is unsatisfactory and the level of attainment is below the level expected by the time pupils leave the school. In religious education, pupils attain the level expected locally by the end of Key Stage 1 and the age of nine and their achievement is satisfactory. The school has set realistic and challenging targets for pupils to improve in literacy and numeracy and is on course to meet them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards their work. Most pupils try hard and want to succeed.
Behaviour, in and out of classrooms	Behaviour is satisfactory, overall. Pupils behave well around the school and are well mannered in the dining hall.
Personal development and relationships	Pupils' personal development and relationships are good. They undertake various duties in their classes and older pupils undertake responsibilities around the school. Pupils' relationships with other pupils and staff are good.
Attendance	The level of attendance is good and instances of unauthorised absence are low. Pupils come to school on time and there is a prompt start to the day.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory and has improved since the last inspection. It is very good in the Foundation Stage for children under five. Teaching is satisfactory or better in 91 per cent of lessons. It is very good in nearly 13 per cent of lessons, good in just under one third and unsatisfactory in nine per cent of lessons. In the remaining lessons, teaching is satisfactory. The teaching in the Foundation Stage and the lower part of Key Stage 1 is better than in Key Stage 2. The quality of teaching in English is good and satisfactory in mathematics. Teachers have a secure understanding of both subjects, but in mathematics, insufficient time is allowed towards the end of a few lessons to help pupils consolidate their learning. Teachers often provide effective opportunities for pupils to use their knowledge of what they have learnt in literacy and numeracy, in other subjects.

Teachers generally have a secure understanding of most the subjects that they teach. Their subject knowledge in information and communication technology has improved since the last inspection, but there are still a few teachers who are unsure as to how best support the subject across the curriculum. The specialist music teacher has a good level of subject knowledge which is used well to support pupils' learning. In the best lessons, teachers have clear and appropriate learning objectives which build upon what pupils already know, understand and can do. Pupils respond well when tasks match their needs and their learning is well supported. However, in the less effective lessons, teachers' planning does not identify sufficiently what pupils are expected to learn by the end of the lesson. When this happens, pupils are often unclear about what is expected of them and they become restless and learning slows. The school is effective in meeting the needs of its pupils, including higher attaining pupils and particularly those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The requirements of the National Curriculum and religious education are fully covered and the school has successfully implemented the National Literacy and Numeracy Strategies. The curriculum in the Foundation Stage is good. Provision for extra-curricular activities is satisfactory.
Provision for pupils with special educational needs	Good. Individual education plans are clear and provide well focused targets to support pupils' learning. Pupils are well supported by the special educational needs support staff who have a beneficial impact on pupils' achievement.
Provision for pupils with English as an additional language	Satisfactory. Pupils are effectively supported and make the same rate of progress as others.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall. Provision for pupils' moral and cultural development is good. The provision for the development of pupils' spiritual and social awareness is satisfactory. When taken as a whole, the provision has a satisfactory impact on pupils' personal development.
How well the school cares for its pupils	The school shows good care and concern for the welfare of its pupils. The educational and personal support for pupils is good. Procedures for assessing pupils' progress are good. However, information gained from assessment is not always used as effectively as it could be to support pupils' learning in Years 2, 3 and 4.

Parents have positive views of the school. Information provided for parents about how their children are getting on in school is satisfactory. Parents' contribution to the work of the school has a positive impact on pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management are effective. The headteacher provides a clear educational direction for the school. The role of subject co-ordinators is yet to be fully developed.
How well the governors fulfil their responsibilities	The governing body carries out its statutory obligations. The work of the governing body is efficiently supported through its committees.
The school's evaluation of its performance	Satisfactory. The headteacher undertakes a well structured programme for monitoring the quality of teaching and learning. The success of the school development plan is carefully monitored. However, it does not include all of the necessary information in one document. The analysis of standards is having a positive impact on the school's ability to set targets for improvement.
The strategic use of resources	Satisfactory. The school makes effective use of the resources available to it. Staff are well deployed and specific funds are carefully allocated. The principles of best value are used well by the school.

The school has sufficient, suitably qualified and experienced staff to meet the demands of the curriculum. The standard of accommodation has improved well since the last inspection, although there are still problems with the school field. The level of resources is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like the school. • Pupils' behaviour is good. • The school expects pupils to work hard and achieve their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • Information about how their child is getting on. • The way in which the school works with parents. • The work that pupils are expected to do at home.

Inspectors generally agree with parents' positive comments. However, they do not agree with parents' comments about homework. Homework is regularly used to support and enrich pupils' learning. Inspectors do not agree with parents' views about the information provided for them concerning their child's progress and the way that the school works with parents. The school is increasingly working in partnership with parents to enhance pupils' achievement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards in English and science are well above national expectations by the end of Key Stage 1 and by the time the pupils leave the school. Standards in mathematics, by the end of the same stages in the pupils' education, are above national expectations. Pupils' achievement in these subjects, including those with special educational needs, is good in Key Stage 1. The good progress continues in Key Stage 2 for pupils with special educational needs. This is because their individual education plans clearly identify targets for improvement. Pupils are helped to attain their targets by effective support staff who liaise well with teachers. However, for other pupils in Key Stage 2, achievement though satisfactory, is not as good as in Key Stage 1. Teaching is not as effective and information gained from assessment is not used as well as it could be to support pupils' next steps in learning.
2. Since the last inspection, the school has improved its standards in English and science, and broadly maintained standards in mathematics. In information and communication technology, standards have improved by the end of Key Stage 1. In all other subjects, standards have been maintained. Over the last four years, standards have steadily improved in reading and writing. In mathematics, standards have dipped slightly, overall. However, pupils' attainment is still above the national average and the school has successfully implemented the National Numeracy Strategy. This is already having a beneficial effect on pupils' attainment, particularly in Key Stage 1. In information and communication technology, standards are broadly in line with the level expected by the end of Key Stage 1, but are not as high as they could be by the time pupils leave the school.
3. Children's level of attainment on entry to the nursery is broadly in line with the level normally expected in all of the areas of learning; that is, communications, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development and personal, social and emotional development. Their achievement in the Foundation Stage, including those with special educational needs, is good in each of these areas of learning. By the time children enter Key Stage 1, most exceed the Early Learning Goals which are the standards indicated in published national guidance for children of this age.
4. The results of the national tests in 1999 show that in comparison with all other schools, pupils' attainment was well above the national average in reading and writing and above the national average in mathematics. In comparison with similar schools, pupils' attainment was very high in reading, well above average in writing and above average in mathematics. The results of teachers' assessments provide a similar picture of high attainment. In science, teachers' assessment results showed that pupils' attainment was high. The proportion of pupils attaining Level 2 or above by the end of Key Stage 1, was very high in comparison with national averages. The percentage of pupils attaining the higher Level 3 was also well above the national average by the end of the key stage. The results of the National Curriculum tests for 2000, indicate that by the end of Key Stage 1, standards remain high in all three subjects.
5. In English, pupils' attainment in speaking and listening and reading is well above the level expected. By the end of Key Stage 1, most pupils speak confidently in class when answering teachers' questions. They are happy to speak to adults, for example, when explaining what they are doing in their lessons. Pupils continue to widen their vocabulary and increase their confidence. They begin to alter their speech to meet the needs of their audience, for example, in assembly they answer questions in a clear and audible manner. Pupils' listening skills are also well developed. Most pupils listen to their teachers, well. They generally follow verbal instructions quickly, which allows them to settle quickly to their work, particularly in Key Stage 1. This, in turn, has a positive impact on their achievement.

6. In reading, many pupils read with increasing fluency. They understand that reading with expression is important because it helps the listener to understand the story. Pupils use a good range of skills, for example, they use their knowledge of letter sounds to help them when reading new text. They are sufficiently confident to correct themselves when what they have read does not make sense. Most pupils enjoy reading. They read regularly at home and the way that the home-school contact books are used provides a helpful dialogue between parents and teachers, which supports pupils' progress. By the age of nine, pupils' attainment in reading remains well above average. Pupils enjoy talking about the books they have read, although several do not yet express a particular preference for favourite books or authors. Higher attaining pupils make sensible predictions about how the story might unfold.
7. By the end of Key Stage 1, pupils' attainment in writing is above average. Pupils use their secure knowledge of letter sounds to good effect in their spelling. They develop a clear handwriting style and, by the time they reach the end of Key Stage 1, many are developing the ability to use joined script. The higher attaining pupils show a developing understanding of punctuation and use it well in their independent writing. By the time pupils leave the school, they have continued to develop their presentation skills. Their handwriting and punctuation are good and they have secure strategies to help them with their spelling. However, there is a weakness in pupils' independent writing. This is because insufficient time is allocated to help pupils to develop their skills in independent writing. For example, limited opportunities are available for pupils to refine and improve their work, or to write at length in a range of styles. As a result, their writing lacks a wide range of descriptive language that would enable pupils to attain even higher standards.
8. The National Literacy Strategy is used effectively and is having a positive impact on pupils' literacy. Teachers have benefited from the training provided and are secure in their understanding. However, there is a need to ensure that teachers who are new to the school are supported in their understanding of the strategy. Both literacy and numeracy are used effectively in other subjects to support pupils' learning. However, more could be done to ensure that opportunities are planned for, rather than just allowing them to arise in passing.
9. The school has successfully implemented the National Numeracy Strategy. Lessons are effectively planned and teachers know what they want their pupils to learn in lessons. There are examples of teachers using the format of the strategy to good effect. For example, in Year 1, the latter part of a lesson was used well to help pupils consolidate their learning and to allow higher attaining pupils to explain how they solved problems. This improved pupils' understanding that there may be more than one way to solve a mathematical problem. However, not all lessons end in this way and teachers, particularly in Years 2, 3 and 4 do not always allow sufficient time towards the end of lessons to consolidate and extend pupils' learning. In science, pupils develop their understanding of the scientific process satisfactorily, as they move up through the school. For example, they successfully devise their own fair tests. Pupils' progress in Key Stage 1 in predicting what may happen in a test, carrying out fair tests and recording observations, is good. They develop their understanding and use of a subject specific vocabulary well. Pupils' achievement in Key Stage 2, while satisfactory, could improve. This is because information gained from assessment is not always used as well as it could be to support pupils' next steps in learning.
10. By the end of Key Stage 1 and by the time pupils leave the school, pupils' attainment in religious education is in line with the expectations in the locally agreed syllabus and their achievement, including those pupils with special educational needs, is satisfactory. Pupils know about the festivals of the great world faiths, such as Diwali, Christmas and Easter. They understand the importance and traditions of faiths, such as Sukkot in Judaism. However, their understanding of how they can learn from religion is not as well developed. This is because the curriculum does not provide sufficient focus on this aspect of the subject. By the end of Key Stage 1, pupils' attainment in information and communication technology is in line with the level expected and pupils' achievement, including those with special educational needs, is satisfactory. However, by the time pupils leave the school their attainment is below the level expected and their achievement is unsatisfactory. The decline in standards and pupils' achievement in Key Stage 2 is because there has been insufficient time for the improvements to impact upon the achievement of the older

pupils. The pupils' understanding and knowledge of the control and modelling aspect of the subject are not as well developed as the other aspects.

11. It is not possible to make judgements about pupils' achievement and standards in physical education because very few lessons took place during the inspection. However, by the end of Key Stage 1 and the time that pupils leave the school, standards in all other subjects are satisfactory and pupils attain the level expected.
12. Around 39 per cent of the pupils are on the register for special educational needs. This is above average for a school of this size. The majority of these pupils achieve levels which are below those expected for their age, but they make good progress in relation to their prior attainment. This is because the school has good screening systems and pupils with special educational needs are identified early by a knowledgeable staff. The school ensures that good support is provided for these pupils. Information gained from their individual education plans is carefully used as a guide to providing suitable activities. Above average attaining pupils also benefit from the support of all staff. Effective systems are in place for these pupils to receive additional support especially in the development of higher order reading skills.

Pupils' attitudes, values and personal development

13. Pupils have good attitudes to learning, overall, and this helps them to become effective learners. Children in the nursery are happy and enthusiastic about school and participate in all the classroom activities with great enthusiasm. For example, even at the end of the session, they sit attentively on the carpet and sing "There were Ten in the Bed" as the nursery nurse performs the actions with the Big Book of the same name. Pupils in the reception class also demonstrate positive attitudes to their learning.
14. The majority of pupils at Key Stage 1 have good attitudes to school. They are conscientious about their work and listen attentively to their teacher and this helps them to make good progress in their learning. Attitudes of pupils in Key Stage 2 are satisfactory, overall. They are not as good as at Key Stage 1 because the standard of teaching and, particularly, the management of pupils, is not as good. When teaching lacks challenge, pupils disengage from their activities and do not participate with as much enthusiasm. In some lessons, pupils are easily distracted and the learning environment is very noisy. Pupils with special educational needs have good attitudes to learning. This is because they are well supported in lessons by staff who ensure that tasks are set to enable these pupils to succeed.
15. Standards of behaviour are satisfactory, overall, in lessons and are good around the school. Pupils' behaviour is good in the playground, the dining hall and in any other shared areas. Pupils behave with reverence during collective worship and listen carefully to the contributions of others. For example, several pupils talked about mealtimes in their homes during one assembly; everyone listened attentively and many wanted to contribute to the discussion. Lunchtimes are very pleasant social occasions where pupils eat and chat companionably.
16. Relationships are good between all members of the school community. Pupils are generally sensitive to the needs of others and take care of anyone who is hurt or upset. They respond very well to visitors and talk eagerly about what they are doing. Older pupils are particularly good at looking after the younger ones at lunchtimes and they all socialise very well together.
17. Pupils' personal development is good. They make the most of any responsibility they are offered by the school and are proud when their names appear on the board in the hall which shows the names of those pupils who have reached their personal targets. Older pupils act as prefects, sitting with younger pupils in the hall. Others help in the library and run errands for staff. Occasionally, staff miss opportunities to improve pupils' independence and personal development. For example, after spending a very pleasant lunchtime at Story Club, making finger puppets, the teacher in charge allowed pupils to leave without tidying away all the resources.
18. Levels of attendance are good and this has a positive impact on pupils' learning. Instances of

unauthorised absence are low. Pupils come to school on time and there is a prompt start to the day. Since the last inspection, attendance rates have improved.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is satisfactory, overall, and has improved since the last inspection. Teaching was satisfactory or better in 91 per cent of lessons. It was very good in nearly 13 per cent of lessons, good in just under one third and unsatisfactory in nine per cent of lessons. In the remaining lessons, teaching was satisfactory. The teaching in the Foundation Stage and Key Stage 1 was better than in Key Stage 2. In the two first stages teaching was never less than satisfactory. In the Foundation Stage teaching was good in around 57 per cent of lessons and very good in just under 30 per cent of the lessons. In Key Stage 1, one third of the lessons were good and around 13 per cent were very good.
20. The teaching of children under five is very good. In both the nursery and reception classes, teachers and support staff have a good understanding of the needs of these young children. The involvement of the nursery nurse and support assistants makes a significant contribution to the quality of the teaching and children's learning. Teachers have a very good understanding of literacy and numeracy and use this to good effect in their teaching. For example, they support children who have difficulty understanding a new idea in numeracy by explaining how to solve the problem using a different method. Although teachers are still introducing the new requirements of the Foundation Stage, they have clear plans for lessons. They know exactly what they want the children to learn and successfully make learning interesting and fun. They explain to the children what they will be learning at the start of the lesson and regularly remind them during the lesson. By regularly checking what the children are learning through skilful questioning, teachers rapidly move children's learning onwards in an atmosphere of interest and enjoyment. Staff in the nursery and reception classes are good at making links for learning across different areas of the curriculum. For example, in a physical education lesson, the teacher provided good opportunities to improve children's literacy and numeracy. She used words such as 'behind', 'in front of' and 'over' when giving children instructions for their movements. In the case of numeracy, she asked one child in each group to count the members of the team and then involved the children in deciding how best to ensure that each team had the same number of members. In this way children's learning was significantly increased.
21. A particular strength of the teaching of children under five is the high expectation of what children can do. For example, in a numeracy lesson, challenging tasks were set for children to help them to develop their understanding of addition. The children responded well to the work set and tried hard to complete the task. They were highly motivated and concentrated on their work for quite long periods. Teachers use a good range of teaching styles to support children's learning. They use information gained from the assessment of what children know, understand and can do well, so that activities are closely matched to children's needs and their rate of learning is maximised.
22. In Key Stage 1 and 2, teachers generally have a secure understanding of the subjects that they teach. They use subject specific language effectively which helps pupils to develop their vocabulary and to use it appropriately in their work. The specialist music teacher has a good level of subject knowledge which is used well to support pupils' learning. However, there are weaknesses in some subjects. Although teachers' subject knowledge in information and communication technology has improved since the last inspection, there are still a few teachers who are unsure as to how best to support the subject across the curriculum. In addition, one teacher has not received training in the National Literacy Strategy which limits her effectiveness.
23. Teachers' planning for their lessons is satisfactory, overall, but there are weaknesses in Key Stage 2. Lessons are planned with due regard for the programmes of study in the National Curriculum. Teachers have a satisfactory understanding of literacy and numeracy. They use the framework of the National Literacy and Numeracy Strategies effectively in their planning. In the lower part of the Key Stage 1, planning is often good. However, elsewhere, planning does not always sufficiently define what it is that teachers expect pupils to learn. Learning objectives relate too often to activities rather than the expected learning by the end of the lesson. When this happens, pupils

are unclear about what is expected, they become restless and their attitudes and behaviour decline. As a result the pace of learning is reduced and pupils' rate of achievement declines. Teachers have satisfactory expectations of what pupils can do. In the best lessons teachers' expectations are high. They set challenging activities for pupils which raise pupils' horizons and rapidly move them on in their learning. A common strength in the good and effective teaching is that teachers generally share the learning objectives with the pupils towards the start of lessons. This has a positive effect on pupils' learning because it focuses their thinking on what they are to learn during the lesson. Where teaching is satisfactory or better, pupils' behaviour is managed successfully. However, in the unsatisfactory lessons, the management of pupils' behaviour was a contributory factor in lowering the rate of pupils' learning.

24. Where teaching is unsatisfactory, it is often because the planning is not sufficiently rigorous. The learning objectives for the lesson are unclear, skills are not identified for improvement and the management of pupils' behaviour is unsatisfactory. The problem is compounded when the activities provided do not match the needs of the pupils. For example, in an art lesson, all the pupils were asked to interpret the season of autumn. However, the skills involved were of too low a level for the pupils and, as a result, did not help them to make the progress of which they are capable.
25. Teachers use a satisfactory range of teaching methods. They usually begin lessons by teaching the whole class and then use a variety of methods to fit the activities. These include organising pupils to work in small groups or individually. There were also good examples, in numeracy, of teachers promoting pupils' personal and social development by the use of paired activities. In literacy and numeracy lessons, teachers normally review the learning which has taken place in the lesson. This serves to consolidate pupils' learning effectively. However, the time allocated for this activity towards the end of a lesson is sometimes too short which limits the possibilities of pupils sharing their learning and of others learning from them. Time is used effectively and resources are carefully chosen to enhance pupils' learning. Support staff are effectively deployed in lessons. Special educational needs support assistants provide a valuable and effective addition to support those pupils with special educational needs.
26. Since the last inspection, the school has maintained the quality of assessment used by teachers in lessons. In the best examples, teachers revise their planning for the next lesson in a particular subject in the light of information gained from their assessment of pupils' knowledge, understanding and skill in a previous lessons. A good example, of this was in a numeracy lesson where lower attaining pupils' understanding of simple addition and how to 'count on' needed consolidating and so the teacher revisited this concept at the next opportunity. Marking is satisfactory, overall, but there are weaknesses. It is up-to-date and, in the best examples, provides pupils with ideas and short-term targets to help them improve their work. However, these examples are few and far between and more needs to be done to support pupils' learning. Homework is regularly used to support and enrich pupils' learning. Parents' views show that they value the work set and see it as a useful way of supporting their children's learning.
27. The teaching of pupils with special educational needs is good. Staff use individual education plans in planning, and intervene appropriately in support of pupils' learning. Tasks set for these pupils are challenging, but not too difficult, and appropriate help is provided by knowledgeable and hardworking support staff. Pupils' work is clearly marked by staff showing them how they can improve the quality of their work. Praise is used constructively and pupils are clear about what they need to do in order to succeed.

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

28. The school provides a curriculum which is broad, balanced and appropriate to the needs and ages of the pupils. All subjects of the National Curriculum and religious education are taught. The school employs a theme-based approach to the curriculum and plans carefully to ensure that statutory requirements of the programmes of study are met. The school is currently reviewing all

curriculum policies to ensure that they meet the new requirements of Curriculum 2000. There have been recent staff changes and as a result, curriculum responsibilities are being re-allocated to take account of the skills and experience of staff. There are helpful schemes of work for all subjects. These include material published by the Qualifications and Curriculum Authority and by the Local Education Authority. The National Strategies for Literacy and Numeracy have been introduced successfully. The curriculum for the foundation stage is good. It is broad, balanced and matched to the needs of the pupils. Appropriate plans are in place to fully introduce the early learning goals. The governors have a policy for sex education and the policies for drugs' awareness and for personal, social and health education are currently being developed. The school is not able to offer swimming to pupils, but ensures that the middle schools to which pupils transfer are aware of this so that the requirements for Key Stage 2 can be met. Provision for special educational needs is good. Pupils have full access to the curriculum and a full range of learning opportunities is provided for these pupils.

29. The curriculum is enriched by a range of visits to places of interest in the locality, such as St Alban's Abbey, local museums and environmental centres. Each class makes a visit every term. The school makes good use of expertise in the local community to support pupils' learning. Doctors, nurses and the road safety officer have visited the school to talk about their work. There are good links with local churches whose ministers visit the school. Elderly residents from the Village "Friendship Club" have visited the school to talk about the development of the school and the village, in their lifetimes. In the reception and Year 1 class, parents and grandparents have contributed their memories of their own birthday celebrations as children. This brings work in history and geography alive and helps to motivate pupils in their learning. The school provides useful opportunities for pupils to enrich their learning by using the local environment. For example, older pupils distributed a questionnaire to households in the village to build up their own census information. There are good links with other schools in the locality, particularly the middle school to which most pupils transfer. The school provides a satisfactory range of extra curricular opportunities.
30. In the previous inspection report, a key issue for improvement was to develop curriculum planning and schemes of work to ensure progress in learning as pupils move up through the school. This issue has been addressed satisfactorily and policies and schemes of work are regularly reviewed to ensure that they meet statutory requirements. The school has made satisfactory progress in this area.
31. The school makes good provision for pupils' moral, and cultural development. Provision for pupils' spiritual and social development is satisfactory. The school rules are very clear. Pupils know and understand them. All staff act as good role models for pupils and praise and encourage pupils appropriately for good behaviour. Pupils who meet all their targets for the week have their names recorded on the achievement board in the hall. All staff contribute effectively to the management of pupils' behaviour in lessons and at break times. Staff make their expectations of good behaviour very clear to pupils.
32. Provision for pupils' cultural development is good. Art and music make a strong contribution to the life of the school. In listening to music, pupils are introduced to a range of pieces from different cultural traditions, for example the music played in assemblies during the inspection was Israeli folk music. This linked well with the study of the Jewish festival of Sukkot in religious education. Pupils also study the work of African and of Aboriginal artists. Displays and resources around the school reflect a good range of positive images from different cultures.
33. Opportunities to promote pupils' social and spiritual development are satisfactory. In the lower part of the school, pupils are encouraged to work and play together and to share resources. In the upper part of the school, pupils work reasonably well alongside each other, but their ability to work co-operatively is less well developed. Older pupils have some opportunities to take responsibility, for example through running the "tuck shop" which sells fruit snacks at break time. Pupils in Year 4 act as prefects and support younger pupils at break times.
34. Acts of collective worship provide opportunities for reflection, but this is not developed throughout

the curriculum. In the religious education lessons observed, the focus was on explaining what happens in religious festivals, rather than on reflecting about the significance of the festival to believers and its importance in their everyday lives.

35. In the previous inspection, provision for pupils' spiritual, moral, social and cultural development was judged to be satisfactory, overall, but with variations within it. The provision of cultural development has improved, but the range of opportunities to promote pupils' spiritual development could still be improved.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school takes good care of its pupils. The headteacher and staff know individual pupils very well and there are good systems in place to ensure their health, safety and well being.
37. Child protection arrangements are secure and all adults working in the school, including lunchtime staff, are aware of the school's procedures. The headteacher is conscientious in her duty of care and outside agencies are supportive when the school requests assistance.
38. The organisation of the general pastoral care of pupils is good. Lunchtime staff are well briefed and they form good relationships with pupils. Lunchtimes are pleasant, social occasions when pupils socialise in the playground and school hall. Careful attention is paid to the security of staff and pupils. First aid arrangements are well documented by staff, although fire drills are arranged over the lunchtime period so that all staff have the opportunity to practise an emergency evacuation of the building.
39. Good procedures are in place to promote good attendance. The school participates in a locally funded Compact Scheme that supports pupils' attendance, punctuality and behavioural issues. As a result, attendance rates in the school have improved since the last inspection. The majority of pupils come to school on time.
40. There are satisfactory procedures to promote appropriate standards of behaviour throughout the school. There is no oppressive behaviour and individual pupils relate well to their class mates. The school makes very clear that it has high expectations of its pupils with regard to behaviour.
41. Procedures for assessing pupils' progress are good. They are detailed and effective. In addition to statutory assessments at the end of Year 2, the school administers optional tests in Years 3 and 4, in English, mathematics and science. Teachers keep detailed records of pupils' progress in reading. The comments written by parents and teachers in the home-school reading diary are diagnostic and informative. They give good information about what pupils need to do to improve. Each teacher keeps records of weekly planning which include opportunities for assessing pupils' progress. In the Foundation Stage and in Year 1, teachers make very good use of the information gained from assessment to plan further work for their classes. However, in Years 2, 3 and 4, assessment is not always used sufficiently to plan the pupils' next steps in learning. This means that higher attaining pupils are not always given appropriately challenging work and sometimes pupils with special educational needs find the work too difficult.
42. Yearly targets are agreed for pupils and reviewed regularly. In the upper part of the school, teachers do not make sufficient reference to pupils' targets in lessons. When talking to pupils, many were unsure what their specific targets were. Each class has an assessment folder which is kept in the classroom. In the lower part of the school these contain detailed and informative notes on pupils' progress as well as samples of work, which are helpfully annotated. Teachers use these well to plan their work. These files are not used as effectively in the upper part of the school.
43. The school has recently introduced a system of tracking pupils' progress in the core subjects, from the baseline assessments at the age of five, through to Year 4. The results of assessment at each stage are then used effectively to predict pupils' future performance. This system is proving very helpful to the school in analysing pupils' performance.
44. The school cares well for pupils with special educational needs. They are included in all aspects

of school life and documentation on their needs is clear and regularly updated. All agencies working with these pupils are kept fully informed of any concerns that may arise. Parents are regularly involved, together with specialists and agencies, in the reviews of their children's progress.

45. The use of assessment was a key issue in the previous inspection report. The school has partially addressed this, in that effective procedures are used in the lower part of the school as detailed in the school policy. However, the use of assessment in Years 2, 3 and 4 is not always sufficiently effective and does not always support pupils' progress as much as it could.
46. The school provides good levels of support and advice for its pupils. This helps to promote their personal development well. The small number of pupils in each class helps teachers to understand well their pupils' needs and to become familiar with their backgrounds. The school celebrates pupils' success in a weekly celebration assembly where the focus is on individuality, care, courage, achievement and effort. The headteacher is concerned that each pupil should have their own "mentor" who may not necessarily be their classteacher, but is someone to whom they may turn with a problem.
47. Parents are happy with the care given to their children and confirm that their children enjoy school. Standards are similar to those reported at the last inspection. The monitoring of attendance has improved and attendance rates have risen as a result.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents and carers have positive views of the school and feel that it maintains a good home-school partnership. They believe the school sets high expectations for its pupils and that behaviour is good. They confirm that their children enjoy coming to school. A few parents are unhappy about the amount of homework their children are given and would like more information on the work they do and the progress they make.
49. The school maintains good links with parents and they feel able to approach the school with any concerns. Information published in the school prospectus and governors' annual report to parents provides a good flavour of school life. Curriculum information is sent out each term so that parents know what their children are studying and can support their learning at home. Recently, the headteacher has introduced a literacy and numeracy newsletter which provides more subject specific information for parents. The headteacher also seeks out parental opinion on any major decisions such as the tuck shop, school uniform and the new kitchen. The school acknowledges that it is difficult for some parents who work outside the home to keep in regular contact with school. There are effective contingencies, such as a behaviour home-school record, that are used as a means of communication with these parents. Parents' evenings are well planned so that parents can see the work their children are doing and have a formal discussion with teachers. Some parents would like a parents' evening after the first few weeks of the academic year so that they can check that their children have settled well. The quality of comment in the written, end of year reports on pupils' progress, though satisfactory, is variable in quality. Whilst comments about English and mathematics are quite detailed, information on all the other subjects is very brief and does not tell parents what their children can do in the subject or what they need to do to improve.
50. The school works well with parents who have pupils with special educational needs. Parents are kept regularly informed of the progress that their children make and attend regular meetings with the headteacher to discuss any concerns. Reports on these pupils are detailed and parents are given good advice by the school on the best way in which they can help their children succeed and develop in all aspects of school life.
51. Parents make a good contribution to the work of the school and to their children's learning. Some parents come into classrooms regularly as helpers and they have a positive impact on pupils' learning. During the inspection, four adults came into school to help pupils prepare a variety of sandwich fillings during one lesson. Some grated cheese, made egg mayonnaise, buttered bread

or peeled and sliced cucumber. Pupils were able to experience more activities because of the number of adults present. Some parents help to fundraise for additional resources that benefit the learning of all pupils. Although parents have signed the Home School Agreement, some are still dismissive of its value. However, parents are conscientious about ensuring that their children complete any homework and many listen to their children read at home. Parents of children with special educational needs are closely involved with their children's learning and are fully consulted about the support their children receive.

52. The partnership that the school maintains with parents is broadly similar to that reported at the last inspection. The quality of general information made available to parents has improved with the exception of the written reports of pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school are satisfactory. The headteacher has a clear view of where the school needs to develop and, together with the governing body, is committed to raising standards still further. However, although the school has a senior teacher, her role is far from clear. In addition, the role of subject co-ordinators is not sufficiently developed. This is because few co-ordinators have carried out detailed monitoring and evaluation of the standards attained in their subjects, or the coverage of the curriculum. Since the last inspection, the school has made satisfactory improvements, not only in the key areas for development identified at the time of the last inspection, but also in other areas, such as, accommodation and facilities available to support the pupils' learning. For example, the information and technology suite is very nearly complete and the outdoor space available for pupils has increased significantly. This has had a beneficial impact on the range and width of the curriculum, particularly in information and communication technology and physical education.
54. The headteacher monitors the quality of teaching well. Procedures ensure that issues arising from lesson observations are carefully discussed and any professional development needs are effectively met. However, several subject co-ordinators have recently taken up their new responsibilities and not all are clear as to how to carry out their role. In addition, not all have sufficient understanding and skills necessary to help them undertake their responsibilities. For example, some are unaware of the standards the school attains in their subjects and how effectively the curriculum is covered. This limits their ability to analyse the strengths and areas for improvement to help raise standards, particularly in religious education and foundation subjects.
55. The school analyses information gained from teachers' assessments, tests and end of key stage tests effectively. The analysis has helped the school to highlight areas in which pupils' achievement could be improved, for example, in writing, where pupils' use of literacy skills needs to be increased to improve their independent writing. The school has recognised the need to provide increased opportunities to support the development of pupils' mental agility in numeracy. It has successfully utilised the Numeracy Strategy to help improve this aspect of numeracy. The school has recently begun to use information and communication technology to provide detailed analysis of individual pupils' attainment. This important information is beginning to be used to track pupils' achievement and to set targets to help pupils improve.
56. The school has identified appropriate targets for improvement. The school development plan provides a useful overview of the areas for improvement, but does not provide all of the necessary information in one document. For example, it does not note the necessary funding, resources and professional training necessary to support developments. Further-more there are few agreed success criteria and completion dates by which to evaluate its success.
57. The governing body successfully carries out all of its statutory obligations. The work of its committees is effective in helping the governors keep up-to-date with events and help in shaping the future direction of the school. Governors with specific responsibilities, such as special educational needs, literacy and numeracy carry out their roles effectively. Governors have been instrumental in making significant improvements to the accommodation over recent years. This has had a positive impact on the learning environment and the facilities for administrative staff.

Several governors regularly visit the school to meet staff and information gained from such visits is shared with other governors. This helps governors to be aware of the strengths and areas for development within the school.

58. The leadership and management of special educational needs are very good. The headteacher is knowledgeable, knows her pupils well, is totally committed to the concept of inclusion and regularly attends courses to update her own and colleagues' awareness.
59. The school makes satisfactory use of the financial resources allocated to it. Funds allocated to support pupils with special educational needs are used effectively. The school has identified appropriate priorities for development and allocated funds to these, but, as yet, the school improvement plan is not sufficiently detailed in terms of costing. Curriculum leaders do not have budgets for their subjects.
60. The budget is effectively monitored. The very efficient finance officer provides regular statements for the governors' finance committee, which meets at least termly in addition to full governing body meetings.
61. The school takes good measures to ensure that best value principles are applied by carefully comparing prices and contracts. It consults well on changes, for example when considering the catering arrangements; parents were consulted about the school's proposals for a healthy eating policy and the environmental health authority was fully consulted about the requirements for school catering. The school has a register of interests for staff and governors.
62. Satisfactory use is made of information technology for controlling the budget and administration of the school. The systems in place ensure that the school runs smoothly and that monies are handled securely. Income and expenditure are carefully recorded. Office staff work in a calm and professional manner which supports the school's work very well. The school has maintained the satisfactory levels of efficiency described in the previous inspection report.
63. There is a satisfactory match of teachers and support staff to the demands of the curriculum. The nursery nurse makes a highly valuable contribution to the learning of the youngest children. Support staff are effective and have a positive impact on the progress of pupils with special educational needs. Suitable regard is given to the professional development of staff.
64. The school's accommodation is adequate to support the demands of the curriculum and there have been improvements since the previous inspection. The learning environment is attractive and welcoming and recent additional building work has provided the school with a new library and computer suite. Buildings are clean and well maintained. Externally, there is a good size play area and field. Unfortunately, access to the field is often restricted by the problems caused by the landfill site below. Dangerous cracks appear from time to time, causing health and safety concerns. However, the school manages these concerns effectively.
65. Learning resources are adequate in quantity and sufficient in quality in most areas of the curriculum. However, there is insufficient software for geography and history. Resources are good for children under the age of five.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff should work together to;

- i. Improve the standards at the end of Year 4 in information and communication technology by:
 - (a) completing the updating of computer hardware and software as quickly as possible;
 - (b) improving the use of information and communication technology across the curriculum;
 - (c) providing appropriate opportunities for teachers to improve their subject knowledge.

(paragraphs 2, 10, 22, 95, 119, 120, 122, 124)

- ii. Improve the quality of teaching and learning in Key Stage 2 by:
 - (a) extending the good practice in the lower part of the school;
 - (b) improving the use of assessment to support teachers' planning;
 - (c) ensuring that lessons have clear, well focused learning intentions which are shared with pupils.

(paragraphs 19, 23, 24, 41, 83, 84, 110)

- iii. Widen the role of subject co-ordinators to reflect the changing needs of the school by:
 - (a) providing training for co-ordinators to develop a clear understanding of how to monitor and evaluate standards in their subjects;
 - (b) providing opportunities for co-ordinators to evaluate the effectiveness of the teaching and learning in their subjects.

(paragraphs 54 , 94, 134)

- iv. Improve the usefulness of the school development plan by:
 - (a) Identifying the funding, resources and training necessary to help ensure successful improvement;
 - (b) agreeing clearly defined and measurable success criteria by which to judge the effectiveness of developments.

(paragraph 56)

In addition, the governing body should consider the following minor weaknesses;

- (i) Although standards in writing by the end of Year 4, are high, they could be higher still. The school should, therefore, raise the level of attainment in writing in Key Stage 2 by:
 - (a) improving the opportunities for pupils to extend their range of writing;
 - (b) ensuring that pupils are provided with opportunities to develop further their independent writing.

(paragraphs 7, 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	31	47	9	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	Y R – Y 4
Number of pupils on the school's roll (FTE for part-time pupils)	22	75
Number of full-time pupils eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs	Nursery	Y R – Y 4
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

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

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	7	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	7	7	7
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	3
Pakistani	1
Bangladeshi	0
Chinese	0
White	90
Any other minority ethnic group	2

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: Y R – Y 4

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	21
Average class size	19

Education support staff: Y R – Y 4

Total number of education support staff	4
Total aggregate hours worked per week	17

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	2
Total aggregate hours worked per week	41.5

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	201613
Total expenditure	199154
Expenditure per pupil	2263
Balance brought forward from previous year	7340
Balance carried forward to next year	9799

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	97
Number of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	68	21	5	0	5
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	32	26	21	0	11
The teaching is good.	47	47	5	0	0
I am kept well informed about how my child is getting on.	47	26	21	5	0
I would feel comfortable about approaching the school with questions or a problem.	68	26	5	0	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	32	42	21	5	0
The school is well led and managed.	42	53	5	0	0
The school is helping my child become mature and responsible.	47	42	11	0	0
The school provides an interesting range of activities outside lessons.	47	32	5	0	11

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. Children who are under five years of age are taught in the nursery and in the mixed reception/Year 1 class. During the week of inspection there were 13 full-time equivalent children who were under five years of age. These children are taught by the nursery teacher in the morning and the reception class teacher in the afternoon. Children's attainment on entry to statutory schooling is varied, but is slightly above what is expected of children of similar ages. Several children have experienced pre-school education. During their time in the nursery and in the reception class children make good gains in their learning and exceed the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. This is because of the very good teaching and a well-structured curriculum.

Personal, social and emotional development

67. By the end of the Foundation Stage, all children have very positive attitudes to learning and are confident to try new activities, initiate ideas and speak in groups. During their work in literacy lessons, they maintain concentration well and are sensitive to the need of others. They take turns in conversation, understanding that there need to be agreed values and codes of behaviour to work together harmoniously. They are able to play imaginatively using basic equipment, with the 'home corner' and offer cups of 'tea' to all visitors who come to see them work. They persevere with jigsaws until they are finished to their satisfaction. Children express their feelings confidently and begin to tell others what they like and dislike, particularly in terms of what frightens them or makes them laugh, such as the sound of rain falling and the noise made by banging percussion instruments. Very good use is made of personalised books made by children which are a reminder for them of home. The books contain photographs of parents, brothers and sisters and memorable occasions such as holidays.

Communication, language and literacy

68. By the end of the Foundation Stage, children have good speaking and listening skills which they demonstrate in one-to-one situations with the class teacher, during story time and in role play. They respond well to the pictures and text of a poem on autumn, making comments such as "look at the different colours of orange" and "I like treading on spiky conkers". They recognise some simple words and ask appropriate questions such as "Why do trees drop their leaves in winter?" They develop clear speech that is understandable by adults and their peers. They recognise their name and many of them know initial sounds. They correctly identify patterns in rhymes and begin to associate sounds with syllables, understanding that they are those parts of words which can be sounded separately. Nearly all children enjoy looking at pictures in books and behave as readers do, turning the pages, telling the story and identifying simple words that they know in the text. Children correctly identify capital letters, italics and simple punctuation. They experiment with writing, making marks, letters and words on paper to convey meaning. They know that books are written by authors and illustrated by artists and illustrators. They speak clearly and audibly with confidence and control and show awareness of the listener by their appropriate use of conventions such as greetings, 'please' and 'thank you'. Pupils can sequence events in order and are able to write familiar words and captions and they form their letters correctly.

Mathematical development

69. By the end of the Foundation Stage, children successfully use number in order, in familiar contexts, with ease. They count the number of objects they see in a group counting to ten and counting back from ten. When using a dice they can count doubles. They recognise the relationship between a figure and a number of objects referred to, for example two eyes, ten toes

and five fingers. They can recognise numerals at random and can match the right number of objects to a figure, for example, by selecting six teddy bears from the sandpit and putting them next to a printed number six. They can hold five in their head and count on and most form their numbers correctly. Children recognise shapes and use words such as circle, triangle, square and rectangle to describe properties of shape. They follow directions to place objects in, under, on, behind or in front of other objects. During a physical education lesson, they understand and follow instructions such as stand in front of, go behind, turn right and left. Many children begin to use their own initiative in using mathematical words and phrases, such as add, take away, half, more than, fewer than, count, sum, total and numbers.

Knowledge and understanding of the world

70. By the end of the Foundation Stage, most children investigate objects and materials by using all of their senses. They experiment with the drum and correctly explain in simple language how many syllables can be beaten to their name. They use their sense of sight to explore the world by visiting the local environment. When looking at books they gasp in amazement when they see young animals. Their paintings reflect the colours of what they have seen, such as the changing colours of leaves. Children use their sense of touch to explore the natural world, they can tell the difference between materials, such as hard and soft. They understand when making cakes that hot things will burn, sharp things will cut and rough objects will graze. They use their sense of taste to express preferences between foods they like or dislike and are able to distinguish between foods that are salty and sour. When given opportunities to combine a number of ingredients, such as flour, sugar and fat to make cakes, they use their sense of smell to comment on the smell of food cooking. Children show an interest in places and animals and know what happens on farms during the different seasons. They know that at harvest time we give thanks for food and they can use scissors effectively when selecting and cutting pictures from magazines. Most children use computer keys effectively and they know that switches control machines. Many children correctly name the most important buildings in the locality. They know the importance of major festivals and they can identify old and new objects.

Physical education

71. By the end of the Foundation Stage, children move with control and co-ordination. They can handle tools, objects, construction and workable materials safely and with increasing control. In a physical education, lesson they show good awareness of space, being able to travel, turn and stop when the teacher gave instructions. In outdoor play, pupils walk, run, skip, hop, climb and engage in rough and tumble, in the confidence that their bodies will respond as they require. The very good quality of resources provided for outdoor play enables the children to develop their co-ordination skills. When aware of the presence of others they avoid bumping into them. They can stand in line, hold the door open for an adult or another child and give way to a flow of people moving in a particular direction. They know when they should wash their hands after using the toilet and before touching or eating food. In all physical activities children display a growing confidence and dexterity in movement.

Creative development

72. By the end of the Foundation Stage, most children can recognise and name the primary colours and black and white. They select variously coloured crayons and paints for colouring their pictures of holidays and employ a wide range of materials to make collages and displays, such as chinks, pulses, leaves, simple printing, finger painting and a variety of paints. They remember and sing songs and nursery rhymes, they express their feelings appropriately and they move spontaneously and appropriately to rhythm and music. They are developing competence in using tools, such as scissors, paintbrushes and a variety of junk materials, when making models. Children sing well and handle musical instruments with great care. They can pass a tambourine around without making a sound and they know which instruments can be played, hit or beaten.
73. The quality of teaching in the nursery and in the reception class is very good in all areas of learning. It is never less than satisfactory. Teachers have a very good understanding of the needs

of these young children. Planning of lessons is thorough and takes into consideration all the areas of learning. Literacy and numeracy are often supported well in lessons. For example, in a physical education lesson, the teacher encouraged children to use their knowledge of numbers to order and count the number of children in their teams. Teachers provide a wide range of activities carefully chosen to promote children's learning. In both the nursery and reception classes they create a very rich and effective learning environment. The teachers, nursery nurse and classroom assistants have formed very good relationships with children and manage them very well. They are sensitive to the children's needs and recognise the importance of a secure and caring learning environment to help children settle into school. During the inspection week, all children were happy and settled, but staff observed them carefully to ensure that this was so. Careful observations of their activities and progress are recorded and these observations are used to support teachers' planning for future lessons. In the reception class, staff make regular observations of children's achievement.

74. The curriculum for the foundation stage is good. It is broad, balanced, vibrant, exciting and matched to the needs of the pupils. There are sufficient opportunities provided for children to record their work in a variety of ways. Appropriate plans are in place to fully introduce the early learning goals, but, as yet, skills progression in curriculum planning is less well developed than knowledge content. This is an area that has been recognised by the school for development. Baseline assessments are administered and detailed observations are made on pupils, outlining their preferred learning styles and skills that they have acquired. The accommodation for the under fives is good, especially for outdoor play.

ENGLISH

75. Standards are high by the end of Key Stage 1 and by the time that pupils leave the school, at the end of Year 4. The achievement of most pupils, including those with special educational needs and those with English as an additional language is good. The results of National Curriculum tests for 1999 indicate that standards in reading and writing at the end of Key Stage 1 were well above the national average. When compared with schools having similar characteristics, standards in reading were very high and standards in writing are well above average. Teachers' assessments of pupils' attainment in speaking and listening show that this was well above average. Although there are no national figures available from the results of the tests in 2000, the school's results show that standards in reading and writing have been maintained.
76. The school has maintained high standards over the past three years in reading and writing. There is a very slight variation in that standards in reading were very high in 1998 and very high in writing in 1997. It should be noted that as cohorts are small, the variation is not significant and over the three years, standards are always well above the national average. The percentage of pupils reaching the higher Level 3 in writing and in reading is well above the national average.
77. By the time pupils leave the school at the age of nine, their attainment in reading remains high. In the optional tests administered in Year 4, a significant proportion of pupils attain Level 4 in reading. Whilst standards in writing remain above average, the progress pupils make in writing is less marked.
78. Pupils' speaking and listening skills are well developed. By the end of Key Stage 1, most pupils are confident in asking and answering questions in group sessions. They respond well to their teachers and support staff and talk happily to visitors. Pupils listen to their teachers and to each other well in lessons and assemblies. In hymn practice, pupils use their listening skills to good effect to learn a new song very quickly and accurately. They enjoy explaining their activities. The way in which pupils settle quickly to their activities shows that they have listened carefully to the teacher's instructions. By the end of Year 4, pupils remain confident in expressing themselves, but a small number are less willing to listen to other pupils and tend to call out answers, rather than waiting their turn to speak.
79. Pupils' attainment in reading at the end of Key Stage 1 is well above average. Pupils in the

reception / Year 1 class very much enjoy books. They know how books are organised and talk about the authors and illustrators. They join in enthusiastically in reading a shared text, "Handa's Surprise" and show good recall of the story. They enjoy talking about the events described in the book and happily share the humour of the story. Most pupils are very observant and ask interesting questions about the illustrations. Pupils in Year 2 understand that reading aloud with expression is important because "it makes the story come alive". In their individual reading, pupils use a range of clues to help them with unfamiliar words. They are developing a good knowledge of sounds and correct themselves when they feel the story doesn't make sense. Most pupils use tables of contents to find information and can explain how to find books in the school library. Pupils enjoy reading a range of books including non-fiction and poetry. Many read regularly at home and the comments in the home/ school contact books provide a helpful dialogue which supports pupils' progress.

80. Pupils' attainment in reading, by the age of nine, remains well above average. Pupils enjoy talking about the books they have read, although they do not express a particular preference for favourite books or authors. Some higher attaining pupils show a good understanding of texts and are able to summarise what they have read so far. They make sensible predictions about the sequence of stories they read. They are beginning to express a personal response to plot and characters in their reading.
81. By the end of Key Stage 1, pupils' attainment in writing is above average. Pupils have a good knowledge of sounds and use this well to help with their spellings. Work in pupils' books shows a steady progression in writing skills over the year. Pupils are developing a clear handwriting style and, by the time they reach the end of the key stage, many are developing the ability to use joined script. The higher attaining pupils show a developing understanding of punctuation and use it well in their independent writing. The vocabulary they use in their stories increases in complexity.
82. In Years 3 and 4, pupils continue to attain good standards, but the rate of progress slows. Pupils continue to present their work well. Their handwriting and use of punctuation are good and they have good strategies to help with their spelling. Analysis of pupils' previous work indicates that much time is spent on learning and practising writing skills in formal situations, but that pupils are not given sufficient opportunities to develop their skills in independent writing. There is no evidence of pupils using the drafting process to refine and improve their work, or to write at length in a range of genres. Some of their writing shows a level of technical competence, but lacks a wide range of descriptive language that would enable pupils' to attain higher levels. Although the majority of pupils attain well in writing by the end of Year 4, they do not build sufficiently on their attainment at the end of Key Stage 1 and do not attain the levels of which their results in reading suggest that they are capable.
83. The quality of teaching is satisfactory. In Key Stage 1, teaching is satisfactory in all the lessons observed and in two out of three lessons it is good. Teachers have a secure understanding of the National Literacy Strategy and implement it successfully. Teachers usually explain work clearly so that pupils understand what they should do. In a few lessons, the learning intentions are not sufficiently shared with pupils. This means that some pupils are not clear about what is expected of them and learning slows. Teaching in Key Stage 2 has some shortcomings. The teachers' understanding of the literacy framework is not secure and this has an impact on the provision of appropriate activities. This sometimes results in a lack of challenge for higher attaining pupils. In both key stages, the marking of pupils' work has limitations. Marking is not sufficiently evaluative and does not explain clearly to pupils what they need to do to improve their work. Pupils are not set individual writing targets to help improve their progress. Teachers plan their work according to the National Literacy Strategy, but in the upper part of Key Stage 1 and in Key Stage 2, information gained from the assessment of pupils' work is not used sufficiently to plan further activities. In the lower part of Key Stage 1, detailed observations of pupils' work are used to good effect to inform teachers' planning.
84. The school meets the requirements of the National Curriculum and has successfully implemented the National Literacy Strategy. Literacy is being used well across the curriculum to promote other areas of learning. Teachers have benefited from the training provided and most are secure in their

understanding. However, there is a need to ensure that teachers new to the school, are supported in their understanding of the strategy and receive appropriate training. The school has begun to analyse pupils' results in English and to use its findings to set appropriate targets for the subject. There are sufficient resources to support the curriculum and these are used effectively.

85. At the time of the previous inspection, attainment in English was judged to be satisfactory or better, both at the end of Key Stage 1 and in Year 4. Standards in English have shown a steady rise and attainment is consistently very good. The progress of pupils in Key Stage 2 in writing, however, is not as good as it could be.

MATHEMATICS

86. Standards are well above national expectations by the end of Key Stage 1 and by the time the pupils leave the school at the age of nine. Pupils' achievement, including those pupils with special educational needs, is good in Key Stage 1. The good rate of achievement continues in Key Stage 2, for those pupils with special educational needs. This is because their needs are identified effectively and the quality of support has a positive impact on their progress towards attaining their agreed targets. The achievement of other pupils in Key Stage 2, is satisfactory. The slight reduction in the rate of pupils' achievement is closely connected with the quality of teaching. The results of the tests for pupils at the end of Key Stage 1 in 1999, provide a similar picture of attainment. Although there are no national figures available from the results of the tests in 2000, the school's results show that the proportion of pupils attaining the higher Level 3 rose from 15 per cent in 1999 to 42 per cent in 2000.
87. In comparison with similar schools, the results of 1999 were above average by the end of Key Stage 1. There was no significant variation in attainment by gender. Over the last four years, there has been a slight dip in the standards attained. However, pupils' attainment is still high.
88. By the end of Key Stage 1, most pupils use appropriate subject specific language when talking about their work. For example, when discussing the properties of a hexagon, they correctly use words such as 'faces', 'regular' and 'irregular'. They use and apply their mathematics to support their work, effectively. For example, higher attaining pupils draw on their understanding of numeracy when explaining how they solved a problem and are confident to record their work using symbols. However, other pupils still need to improve their skill of explaining their strategies when solving a problem. Pupils build upon their prior level of understanding and increase their skills well. Average and higher attaining pupils rapidly improve their understanding of place value as they move up through the key stage. For example, most pupils correctly sequence numbers up to 70 at the start of the school year in Year 1. By the time they are in Year 2, they are beginning to solve problems correctly by splitting and pairing numbers, to arrive at an answer using mental arithmetic.
89. By the end of Year 4, pupils have a secure understanding of place value to at least thousands, they correctly use and interpret numbers on the first quadrant and understand how to tell the time, using the 24 hour clock. As they move up through the school, pupils consolidate their understanding of multiplication and division and extend it to include addition and subtraction of numbers to two decimal places. Pupils' work is presented satisfactorily and they complete a good quantity over time. Pupils record data, using bar graphs with different scales. However, pupils do not develop their use of data handling as much as they could. For example, few pupils deepen their understanding of graphs by constructing line graphs or widen their methods of recording data by using frequency tables.
90. Although standards have dipped slightly since the last inspection, the school has broadly maintained its high standards. The variation in attainment between one year and the next is not particularly significant because the size of the cohorts each year is fairly small. As a result, one pupil accounts for a large proportion within the year group. For example, in 1999, one pupil accounted for around seven per cent. The National Numeracy Strategy provides a secure framework for the curriculum and supports teachers' planning well. The school has improved the way that information gained from assessments is analysed to track pupils' progress. The

information gained is beginning to be used well to set targets to help raise standards still further.

91. The quality of teaching is satisfactory. Teaching was never less than satisfactory and in 20 per cent of the lessons observed, it was good. Teaching was very good in 20 per cent of the lessons and satisfactory in the remainder. Teachers have a secure understanding of the National Numeracy Strategy. They use their knowledge of the subject well to explain new concepts to pupils. Where teaching is less effective, pupils are not sufficiently clear about what is expected of them which slows their learning. In addition, insufficient use is made of the time towards the end of the lesson to consolidate pupils' learning and allow the teacher to assess what pupils have learnt. In general, the best lessons proceed at a brisk pace. Teachers present lessons in an interesting way which helps to keep pupils' interest and provide pupils with activities which challenge higher attaining pupils. For example, in Year 1, higher attaining pupils persevered successfully in their task to complete a 'magic square' where only certain numbers were provided and the rest had to be calculated to a given total. Teachers' planning is satisfactory. In those lessons where teachers share and later remind pupils of what they are expected to learn in the lessons, it has a positive impact on pupils' learning. In the same way, where teachers set time targets for work to be completed, it helps pupils to focus on their work and improves their concentration and depth of learning.
92. Occasionally, in the upper part of the school, too little is expected from pupils and the pace of the lesson slows. This not only causes pupils' thoughts to wander, but they become restless and their pace of learning slows. Teachers use literacy effectively to support numeracy. For example, subject specific vocabulary is often promoted by teachers in lessons and handwriting is supported through recording work. Teachers assess pupils' understanding effectively. However, information gained from assessment is not always used as effectively as it could be to help move pupils onwards. Marking, though up-to-date, rarely provides pupils with ideas to help them to improve their work.
93. Homework is used effectively. In most cases, it is regularly provided, is closely related to work in class and helps pupils to consolidate their learning. Pupils are expected to learn their multiplication tables and complete unfinished work. Teachers manage pupils' behaviour satisfactorily. It is often better in the lower part of Key Stage 1 than in the upper part of the school. Pupils with special educational needs are effectively supported by teachers. Work is carefully graded to match pupils' needs and support staff work well with pupils and have a positive impact on their learning.
94. The requirements of the National Curriculum are met. The school analyses the results of assessments well and, as a result, has recognised the need to provide increased opportunities for pupils to develop their mental agility. An effective programme of monitoring the quality of teaching and learning is undertaken by the headteacher. The results of the monitoring and evaluation of teaching are used to focus on individual teachers' professional development programmes. This is beginning to help raise the quality of pupils' learning. The subject co-ordinator has only recently taken up her responsibility and has not received sufficient training in how to undertake her role. For example, although the headteacher has a clear idea of the strengths and weaknesses of the curriculum, the co-ordinator has not yet been able to carry out a complete audit of the subject.
95. The school has successfully introduced the National Numeracy Strategy and it is beginning to have a positive impact on standards. For example, pupils' mental agility is improving as a result of the way that teachers introduce lessons. Numeracy is used effectively in other subjects; for example, in physical education, teachers take every opportunity to support pupils' numeracy and ask younger pupils to count the number of team members. In science, pupils use numeracy to record data from their experiments. However, information and communication technology is not used sufficiently within the subject. Although resources are satisfactory, overall, those for information and communication technology have only recently been improved. As a result, they are not yet being used sufficiently to support pupils' learning.

SCIENCE

96. Standards are high by the end of Key Stage 1 and by the time pupils leave the school at the age of nine. Pupils' achievement, including those with special educational needs, is good in Key Stage 1. In Key Stage 2, the achievement of pupils with special educational needs is maintained and for other pupils it is satisfactory. The results of teachers' assessments in 1999 at the end of key Stage 1, showed that pupils' attainment was very high. The proportion of pupils attaining the higher Level 3 in teachers' assessments was well above the national average. The optional tests for nine year old pupils showed that their attainment was also above average. Inspection findings confirm that by the end of Key Stage 1 and when pupils leave the school at age nine, attainment is well above the national average. The results of the national tests for pupils at the end of Key Stage 1 in 2000, show that standards are being maintained.
97. Only a small number of lessons were observed at Key Stage 1. However, this, together with the analysis of pupils' past work, shows that pupils' attainment is well above nationally expected standards. Pupils build well on their previous skills, understanding and knowledge. They use their prior learning to good effect. They know that we can get light from electricity, torches and lamps and know about reflection and the reflective properties of different materials in their classroom. In Year 2, pupils use this knowledge to discuss the conditions needed for a reflective strip to shine brightly. There were, however, some missed opportunities in this lesson to relate the work to the use of reflective materials in everyday life, even though a cycling vest with a reflective strip was used in the lesson. This example shows how pupils' achievement is not always as good as it could be.
98. By the end of Year 4, pupils correctly explain the difference between transparent, translucent and opaque materials. They are developing a good use of scientific vocabulary and have a secure understanding of the skills necessary for the investigative and experimental aspects of the subject. They conduct experiments to test the "stretchiness" of different rubber bands and test different kinds of sugars to see if they dissolve in the same way.
99. Pupils are developing a good understanding of the scientific process, including devising their own tests. Pupils' progress in prediction, carrying out fair tests and recording observations is good. They develop an increasing ability to use scientific language and build well on their previous knowledge and experience.
100. Pupils mostly show positive attitudes towards their work and sustain interest and enthusiasm, though in the upper part of the school, there were occasional examples of unsatisfactory behaviour, which slowed the pace of learning. Younger pupils listen very attentively and are keen to be involved in lessons. They have very good relationships and work well together.
101. In the previous inspection standards were judged to be satisfactory. Pupils in Key Stage 2 were given insufficient opportunities to develop their understanding of experimental and investigative science. The school has worked hard to address this issue and standards are now very good by the end of Key Stage 1 and Year 4.
102. The quality of teaching is satisfactory, overall. In the lessons observed teaching was always satisfactory and in one lesson it was very good. Teaching is better in the lower part of Key Stage 1 than in the upper part of the school. This is because teaching showed very secure subject knowledge and pupils were given challenging tasks. Good use of information gained from ongoing assessment was made to plan the work and build on pupils' previous knowledge and understanding. In the upper part of the school, although lessons were appropriately planned, the weaknesses in behaviour management slowed the pace of learning. In the best lessons, teachers plan effectively for the experimental and investigative aspect of the subject which supports pupils' attainment throughout the science curriculum. Teachers plan and use resources effectively.
103. The headteacher presently acts as the co-ordinator for science. The policy and scheme of work help to ensure that the requirements of the National Curriculum are met. The headteacher has a regular programme of curriculum monitoring. She observes teaching, reviews work in pupils' books and discusses work with pupils, as well as regularly monitoring teachers' planning. The scheme of work includes appropriate assessment opportunities at the end of each unit of work.

104. Learning resources are adequate and readily accessible. They make a positive contribution to pupils' good levels of attainment. There is a good range of scientific equipment which enriches the learning experiences of pupils.

ART AND DESIGN, DESIGN AND TECHNOLOGY

105. By the age of seven and nine, pupils attain standards which are in line with expectations for their age in both art and design, and design and technology. They make sound gains in their learning in relation to their prior achievements.
106. In art and design pupils make sound gains in their learning. Pupils with special educational needs often make good progress, because they are well supported by teachers. By the end of Key Stage 1 and the age of nine, pupils can confidently record what they see and their observational drawings reflect detail. For example in a large collage based upon the story of the Ramayana the oldest pupils decorated Sita's sari with minute sequins whilst the younger pupils executed complicated designs, using a variety of media such as chalk, paint and pastels on themes emerging from Rangoli patterns. During theme day pupils have produced interesting paintings and drawings relating to Journeys and Time. Very detailed paintings were seen of tractors and landscapes during harvest time and the pupils had taken great care and attention in very clearly representing the pattern found on large tyres. Good examples of still life paintings, representing fruit, were seen. Art in which pupils used different shades of colours to represent the reflection of light showed a secure understanding of the importance of tone. Pupils know about the art work of different cultures. For example in both key stages pupils have studied the work of Aboriginal and African artists. They have sound sewing skills and have practised running stitch through thread weaving. Pupils in Year 3 and 4 have painted different landscapes in the style of Turner and Constable and they can easily identify the techniques these artists used to depict variance in weather. In both key stages, pupils have had experience in working with clay and have produced detailed clay tiles. In Year 2, several pupils produced drawings of the Loch Ness Monster, using effective smudging techniques.
107. However, in both key stages, the use of sketch books is underdeveloped and does not clearly identify any clear skills progression. Most of the sketches seen in sketch books were untidy and careless and did not resemble an "on going" attempt at improving on ideas. It is evident from the work seen that pupils follow a balanced curriculum in relation to developing their skills in investigating and making and knowledge and understanding.
108. In design and technology, by the end of Key Stage 1 and the age of nine, pupils have sound understanding of the design making process. They construct and evaluate a range of items ranging from "pop up" books to using two part leavers when constructing a dog with a paw moving up and down. Older pupils have designed and made flag poles with pulleys and Year 2 pupils have a good understanding of how cogs fit together. All pupils are keen to talk about the evaluations that they have undertaken on their models, especially when it comes to telling visitors about how they constructed the crocodile with a snapping jaw! Pupils in both key stages can describe the best fasteners that they used to hold their stick puppets together and they can label the moving parts of their drawings. Their skills in applying finishing techniques are broadly satisfactory, but the co-ordinator has rightly identified this as an area for further development in raising standards. Pupils make sound gains in their learning. Pupils with special educational needs make good gains in their learning because they are well supported by teachers.
109. In both subjects, pupils have good attitudes to learning. They share resources well, co-operate with one another and ask sensible questions. However, in the oldest class they occasionally stray off task if they are not familiar with what is demanded of them. This was seen in Years 3 and 4 when pupils had to represent artistically the personalised meaning of autumn. Pupils have good attitudes when given opportunities to learn about food technology. They understand the need for hygiene and they use tools carefully.
110. The quality of teaching is satisfactory, overall, but one unsatisfactory lesson was seen in art. In

this lesson with the older pupils, the teacher did not make her intentions sufficiently clear and pupils were not focused on what they had to do. This was because pupils were not sure about the skills that they were supposed to use, for example working from imagination and personal interpretation. Teachers generally have secure subject knowledge, they use resources well, planning is clear and pupils with special educational needs are given extra support. Behaviour management is better in Key Stage 1 than it is in Key Stage 2. Teachers have high expectations of their pupils and this results in pupils making sound gains in their learning. Teachers generally give clear explanations and model for pupils how they expect things to be done. This was seen in a Year 3/4 design and technology lesson where the teacher clearly demonstrated how bread is to be buttered and how cucumbers should be sliced effectively.

111. The curriculum in both key stages for art and design and design and technology is satisfactory. Co-ordinators have ensured that schemes of work reflect 2000 requirements and resources are satisfactory. Opportunities are provided for pupils to develop their skills of literacy, numeracy and information and communication technology. This is having a beneficial effect in the sound gains that pupils make in relation to their prior attainment. The school has maintained its sound provision and standards as identified in the previous report.

GEOGRAPHY AND HISTORY

112. During the inspection, it was possible to observe only a small number of lessons in history and none in geography. However, from the plans available, analysis of pupils' completed work and discussions with staff and pupils, it is clear that, by the end of Key Stage 1 and the end of Year 4, pupils' attainment is broadly in line with the level expected. Pupils' achievement, including those with special educational needs, is satisfactory in both key stages. These findings are similar to those of the previous inspection.
113. In geography, by the end of Key Stage 1, pupils successfully draw a plan of their school. They are beginning to use symbols to represent items, such as a cup, when developing their skill of making plans. Most pupils use a key to help the reader. Pupils are aware of places other than their own immediate locality. For example, several pupils talk confidently about Africa and India. Higher attaining pupils have a satisfactory understanding of the characteristics of the climate of these countries. Pupils are beginning to evaluate features in their village and identify their use and effect on local people. For example, they study the church and village hall. By the end of Year 4, pupils deepen their understanding of the subject. They use simple, grid references, name and correctly place the countries of the United Kingdom and correctly use an eight pointed compass. Pupils consolidate and develop their numeracy and literacy effectively. For example, they measure and record local weather over a week and use narrative to explain how the survey was undertaken. As pupils move up through the key stage, they improve their understanding of aspects of the subject such as erosion and explain how it takes place.
114. In history, by the end of Key Stage 1, pupils have a satisfactory understanding of chronology. They know that artefacts provide information about a period in history. For example, by studying kitchen utensils from the beginning of the twentieth century, they increase their understanding of social conditions of the period. Pupils compare and contrast aspects of different times; for example, they understand that in the 1930's adults might well entertain themselves in the evenings by reading, whereas from the 1960's they might well watch television instead. Most pupils are beginning to recognise why poppies were chosen as a symbol of remembrance from the time of World War I. By the time pupils leave the school in Year 4, many have a good understanding of famous characters in history. For example, they know about the lives of Alexander Fleming, Johannes Gutenberg and Gandhi. They know why the United Kingdom was regularly invaded and settled by different peoples. Pupils are aware of social and employment changes, over time, in their village. They carry out a village census and make comparisons with earlier population census data.
115. Since the last inspection, satisfactory improvement has been made. In history, the curriculum has been improved to help pupils understand how to find out about the past and how to place events in the correct period in history. In both subjects, pupils develop a subject specific vocabulary and

increasingly use it when discussing aspects of geography and history.

116. Insufficient lessons were seen in history to make a secure judgement about the quality of teaching. In geography no lessons were seen. However, in the lessons seen in history, teaching was satisfactory. Teachers' knowledge of the requirements of the National Curriculum is secure and they use their historical knowledge effectively to support pupils' learning by, for example, careful use of historical terms and vocabulary. Pupils have satisfactory attitudes to learning. They behave appropriately, work together effectively and concentrate satisfactorily on their work.
117. The curriculum is planned satisfactorily and provides effective opportunities for pupils to acquire appropriate skills in both subjects. Long and medium term planning helps to ensure that over time, the statutory requirements are met. Teachers record pupils' progress satisfactorily through the end of year reports to parents, but there is little systematic, continuous recording of pupils' achievement.
118. Satisfactory use is made of literacy and numeracy to support the work in geography and history. For instance, pupils write to record information and to label diagrams of household items, such as an iron. Their work in numeracy supports their understanding of the different ways of measuring and recording rainfall and the wind. In history, numeracy is effectively supported through the study of different periods in time and through pupils' calculations of the life of famous people.
119. The range and quantity of resources are satisfactory in both subjects. However, there is insufficient software to support new information and communication technology hardware. The school makes good use of the local authority's lending service to supplement its own resources. In history, the school makes effective use of the local area to enrich pupils' learning opportunities. For example, pupils study the history of their village and relate this to the present day. The curriculum is enriched well. The visits and talks by local residents who share their memories of the recent past, provide pupils with a vivid idea of past life in their locality.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. It was not possible to observe sufficient teaching during the inspection to make a reliable judgement about the quality of teaching. However, pupils' attainment in the subject is in line with national expectations at the end of Key Stage 1 and their achievement is satisfactory. However, pupils' attainment is below the level expected at the end of Year 4 and they do not achieve as much as they should. This is because the school has only recently been able to have sufficient computers to enable the pupils to have the necessary opportunities to develop their skills and knowledge in the subject. In addition, some teachers are still not confident when teaching the subject. The achievement of pupils with special educational needs is similar to that of other pupils in both key stages.
121. By the end of Key Stage 1, pupils have a sound knowledge of the keyboard and use word processing skills, such as changing the size and appearance of text, effectively. They write simple text and use the mouse to move objects around the screen. Pupils know how to save and print their work, with support. They create interesting pictures in the style of Jackson Pollock. However, pupils cannot yet programme a robot to perform a repeated sequence of movements. The school has only recently upgraded its computers and so pupils have had little experience of using the computer to handle data. Many of the pupils are aware of the use of technology in everyday situations, for example, micro-wave ovens, photocopiers and video recorders.
122. By the time the pupils leave the school, most demonstrate good control of the keyboard. They open programmes and save their work successfully. However, few pupils solve problems or control equipment by using a series of instructions. Pupils word process their ideas using information and communication technology effectively and several amend their work on screen. However, few print it out independently. Pupils enter data satisfactorily, but their subject specific vocabulary is not as well developed as it should be. Pupils have positive attitudes to using computers in lessons. They work well individually and in pairs and share the resources well.

123. Since the last inspection, the school has made satisfactory improvements. It has improved the quality and range of resources. The number and specification of computers have improved, there is a wider range of software and the school has very recently opened a computer suite. At the time of the last inspection, pupils' attainment was below the level expected by the end of Key Stage 1 and at the end of Year 4. The increased emphasis on the subject is beginning to have a positive impact on standards by the end of Key Stage 1. However, there has been insufficient time for the improvements in the curriculum and provision, to have sufficient impact on standards in the upper part of the school.
124. The curriculum meets the requirements of the National Curriculum. The subject co-ordinator is relatively new to her post. To date her role has been to have an overview of the completion of the computer suite and to increase the level and range of resources. The school has been included in the first phase of the National Grid for Learning, but does not yet have access to the internet. The school does not have sufficient procedures to monitor the standards attained. In addition, the subject is not planned sufficiently across the curriculum, to help develop and improve pupils' skills and understanding of information and communication technology. Resources for the subject are satisfactory, but have only been so for a short time. There is a satisfactory range of software to support most subjects of the curriculum. However, there is insufficient software to support geography and history.

MUSIC

125. By the end of Key Stage 1 and the age of nine, most pupils attain the level expected. Pupils' achievement, including those with special educational needs, is satisfactory in both key stages. Only a small number of music lessons took place during the inspection. This is because music is taught by a specialist teacher who also has part-time responsibility for a class. The co-ordinator for music has recently joined the school. She has revised the school policy to ensure that it meets the requirements of the new programmes of study and introduced the new scheme of work from the Qualifications and Curriculum Committee.
126. In the lessons observed, the younger pupils generally showed good listening skills, although a small group were rather excitable when moving in response to music. The majority of pupils in Year 1 have attained the music aspects of the early learning goal for creative development and are attaining appropriately for their age. In Key Stage 2, pupils are able to repeat rhythmic patterns reasonably accurately, although they had more difficulty if the pattern included a rest. They remember the correct names of notes, crotchets and quavers and can clap simple four beat patterns accurately from staff notation. When playing instruments, pupils are able to repeat patterns, but, sometimes, find it difficult to maintain a steady pulse.
127. In assemblies, pupils sing well and are secure in pitch and rhythm. They use their listening skills to good effect and learn new songs very quickly. Pupils enjoy their music lessons and work with enthusiasm.
128. The quality of teaching is satisfactory, overall and, occasionally, it is good. Both of the lessons observed were taught by a specialist teacher. The teacher has good subject knowledge and has high expectations of what pupils will do. Planning for music is thorough and builds sequentially on pupils' skills from week to week. The co-ordinator is developing a system to record pupils' progress in relation to the new attainment targets for music. The lessons develop so that tasks increase in complexity and pupils are appropriately challenged.
129. The curriculum planning is appropriate, but the time allocated is insufficient to cover the programme of study in sufficient depth. The co-ordinator is knowledgeable and enthusiastic. Since she has part time responsibility for a class it is not feasible for her to increase her teaching of music. There is a need for other teachers to develop their subject knowledge and expertise in music to supplement her work and increase curriculum opportunities for pupils. The curriculum is supplemented by a recorder club which is open to all pupils. The school offers tuition in violin and parents pay for this.
130. Resources are satisfactory. The school's resources for listening to music are satisfactory and

supplemented by teachers' personal collections. Pupils listen to a good variety of music from different cultures, for example, during the inspection week, the music used in assemblies was Israeli. This was linked to work on the Jewish festival of Rosh Hashannah and made a good contribution to pupils' spiritual and cultural development.

131. At the time of the previous inspection, pupils' attainment in music was judged as satisfactory, although in assemblies and in singing sessions, pupils were considered to lack enthusiasm and confidence. The new co-ordinator has already made a significant contribution to the musical life of the school. Pupils are enthusiastic about their music lessons and are developing a greater confidence as performers. Given the amount of time allocated to music, standards are satisfactory, but the breadth and balance of the curriculum are as yet in need of development.

PHYSICAL EDUCATION

132. It is not possible to judge pupils' attainment by the end of Key Stage 1 or by the age of nine, because only one lesson was seen during the inspection. However, the curriculum meets the requirements of the National Curriculum and the subject is supported by a helpful policy. The school has developed its long-term planning and uses a useful commercial scheme of work. These provide teachers with a useful framework within which to plan.
133. The school is well aware of the short-comings of the school hall and field in providing suitable accommodation to support pupils' learning. Since the last inspection, the school has devised a sensible strategy to ensure that all pupils are provided with equal access to the curriculum. To counteract the limited space and facilities in the school hall and the subsidence in the school field, the school uses the increased space available in the playground to good effect.
134. The leadership and management of the subject are satisfactory, but there is a weakness because very little monitoring of the coverage of the subject, the quality of teaching and learning or the standards achieved takes place. Resources are satisfactory and easily available. It is not possible to compare the standards attained with those at the last inspection, but the school has improved its level of resources.

RELIGIOUS EDUCATION

135. Standards by the end of Key Stage 1 and by the time pupils leave the school at age nine, are in line with the level expected in the Agreed Syllabus. Pupils' achievement, including those with special educational needs, is satisfactory in both key stages. Only two lessons in religious education took place during the inspection. In one of these lessons, pupils' attainment was satisfactory, in the other, in Key Stage 2, it was unsatisfactory. In the satisfactory lesson, pupils showed awareness of the importance of the festival of Sukkot to the Jewish faith community. In the unsatisfactory lesson, pupils considered the importance of fasting in different religions. Pupils were not really clear about what a religious group is. Their discussions on fasting centred on not being allowed to eat before a medical procedure. The teacher spoke of fasting as a form of self-discipline, but pupils did not really understand this concept. Pupils were confused as to the point of the lesson and did not appreciate the purpose and significance of fasting in the lives of religious groups.
136. The quality of teaching is satisfactory, but there are weaknesses. An analysis of pupils' work shows that teachers rely heavily on teaching pupils facts about religions and do not relate these sufficiently to feelings. There is an over emphasis on the use of published worksheets, for example, sequencing pictures to retell stories. This does not elicit a thoughtful response from pupils or sufficiently challenge their thinking. Pupils are taught facts about different faiths without being helped to appreciate the significance of faith to groups of believers and how faith can affect people's lives.
137. The opportunities provided for pupils' learning through the curriculum are satisfactory. However, insufficient emphasis is given to providing opportunities for pupils to reflect on their own experience

and that of others. Work in pupils' books does not always sufficiently support pupils' spiritual development. In the previous inspection, standards were judged to be satisfactory, but the emphasis was on factual information and stories. Pupils were given insufficient opportunities to explore how values and beliefs affect the ways they and other people think and behave. The school has not made enough progress towards addressing the area for development noted in the last inspection.