

INSPECTION REPORT

THURTON PRIMARY SCHOOL

Thurton, Norwich

LEA area: Norfolk

Unique reference number: 121063

Headteacher: Mrs Gill Coathup

Reporting inspector: Mr Paul Nicholson
25406

Dates of inspection: 17 – 19 October 2000

Inspection number: 225273

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Ashby Road Thurton Norwich Norfolk
Postcode:	NR14 6AT
Telephone number:	01508 480335
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Ken Whitehouse
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Nicholson 25406	Registered inspector	Mathematics Science Information and communication technology Art Design and technology Physical education Equal opportunities	What sort of school is it? How high are standards? (Interpretation of results) How well is the school led and managed? What should the school do to improve?
Jenny Mynett 9334	Lay inspector		How high are standards? (Attitudes, values and personal development) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Sue Chesters 23196	Team inspector	The Foundation Stage English Geography History Music Religious education Special educational needs	How well are pupils taught? How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the rural village of Thurton, a mainly dormitory community seven miles south of Norwich. Currently there are 82 pupils on roll (37 boys and 45 girls), including eight children in the reception class that attend mornings only. Most of the pupils live in the villages of Thurton, Ashby St Mary and Carleton St Peter. These include a mixture of old and new properties, including privately owned and rented accommodation. None of the pupils has English as an additional language. Around 10 per cent of pupils are eligible for free school meals, which is broadly in line with the national average. Fifteen per cent of all the pupils have been identified as having special educational needs, which is below the national average. Two pupils have statements of special educational need. On entry to the reception class, children's attainments vary widely but over recent years have been generally below average for their age.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. The school provides a good quality of education, including good teaching. Children enter the school with standards of attainment often below average but they achieve average standards or above by the time they leave at the age of eleven. This represents a good level of achievement for the pupils, especially in literacy and numeracy. Pupils make very good progress in their personal development within a caring environment. The school is effective, well led and managed and provides good value for money.

What the school does well

- Standards in English, mathematics and science are above average. Pupils also achieve high standards in history.
- Pupils' behaviour, attitudes, values and personal development are very good and have a positive impact on their learning.
- The overall quality of teaching is good and as a result pupils make good progress.
- The school is a very caring environment and the provision for pupils' spiritual, moral, social and cultural development is very good.
- The leadership and management of the school are good. Staff and governors work effectively as a team.
- Links with parents are good and parents make a very positive contribution to pupils' learning.

What could be improved

- Standards in information and communication technology, which are below national expectations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its previous inspection in March 1998. At that time it had serious weaknesses in the provision for children under five years of age and in the quality of teaching and standards achieved in Key Stage 1. There were also weaknesses in the monitoring the quality of education provided, including teaching. Since that inspection the school has undergone a complete change in the teaching staff. The school no longer has serious weaknesses and it has successfully addressed most, but not all of the issues raised. The school has made significant improvements to the provision for children under five (now referred to as the Foundation Stage), which is now very good. The quality of teaching in Key Stage 1 is now good and pupils achieve appropriate standards, or better, for their age. Good procedures for monitoring the work of the school have been introduced and these include satisfactory monitoring of teaching. While overall, standards have improved, especially in the Foundation Stage and Key Stage 1, standards in information and communication technology across the school have declined. This remains a key issue for the school.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	**	B	**	**
Mathematics	**	C	**	**
Science	**	B	**	**

Key

well above average A
 above average B
 average C
 below average D
 well below average E

** Data has been omitted, as there were 10 or fewer pupils in the year group.

Comparisons with national averages and the results of similar schools are unreliable because of the small numbers of pupils in each of the relevant year groups, except in 1999. However, an analysis of test results at the end of Key Stage 2 since the last inspection together with inspection evidence shows that the pupils make good progress as they move up through the school. By the age of 11, a higher proportion of pupils than is found nationally achieves the expected standard, Level 4, in English, mathematics and science. A similar proportion to that found nationally achieves the higher standard, Level 5. Overall, this represents above average standards in literacy, numeracy and science and a good level of achievement for the pupils. Standards in information and communication technology are below national expectations as a result of pupils having insufficient opportunities to develop their knowledge and skills. Standards in art and design, design and technology, geography and music are in line with national expectations. In history, pupils have good levels of understanding and achieve standards above national expectations. Standards in religious education are in line with the expectations of Norfolk's Agreed Syllabus for the subject. It was not possible to make a judgement on standards in physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and they enjoy their learning.
Behaviour, in and out of classrooms	The standards of behaviour in and around the school are very good. Pupils are friendly and courteous.
Personal development and relationships	Pupils show very good levels of respect towards others and property. They are willing to take responsibility. Relationships between pupils and between pupils and staff are very good.
Attendance	This is good. The rate of attendance is above the national average and pupils are punctual.

Pupils' very positive attitudes, their very good behaviour and the high quality relationships are important strengths of the school. They make a very positive contribution to the quality of pupils' learning.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good, particularly for children in the Foundation Stage. It has a positive effect on pupils' learning. Six out of every ten lessons observed were good and a further two out of every ten were very good. No unsatisfactory lessons were observed during the inspection. Strengths in the teaching include the promotion of self-discipline and independent learning and the very good management of pupils. Teachers have a very caring approach. This results in very good personal development and high standards of behaviour. Teachers make good use of their day-to-day assessments to plan appropriate activities that meet the needs of all pupils. Only occasionally are pupils that are more able not sufficiently challenged. The teaching of literacy is good and the teaching of numeracy is at least satisfactory and often good. There is a weakness in the teaching of information and communication technology and this results in unsatisfactory learning in this subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Learning opportunities for children in the Foundation Stage are very good. The curriculum for Key Stages 1 and 2 is broad and balanced and meets the needs of pupils well. There are weaknesses in the provision for information and communication technology.
Provision for pupils with special educational needs	Provision is good and support staff make a positive contribution to the good progress these pupils make.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good and supports the high standards of personal development achieved by pupils.
How well the school cares for its pupils	The school is a very caring and supportive community. Good procedures are in place to ensure the welfare and safety of pupils. There are very good procedures for promoting good behaviour and pupils' personal development.

The school's curriculum for information and communication technology does not fully meet statutory requirements and this results in low levels of achievement in this subject.

Parents make a very positive contribution to pupils' learning. This includes supporting learning at home and in the classroom and by fund-raising for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and has a very clear vision for the school based on pupils learning within a caring environment. She is well supported by the staff. Together they all make an effective team.
How well the governors fulfil their responsibilities	The governing body carries out its statutory responsibilities well. It is supportive of the school and makes a positive contribution to the leadership and management of the school.
The school's evaluation of its performance	The school has recently introduced a programme of self-review, although in its early stages, it is proving effective in evaluating the school's performance.
The strategic use of resources	The school makes effective use of its staff, resources and finances. The school provides good value for money.

The school has a good number of appropriately qualified staff. There is a good range of resources for the number and age of pupils, though there is insufficient large outdoor apparatus for children in the Foundation Stage. The classroom accommodation is adequate for the current number of pupils, but the lack of a large hall and the small playground means the school is unable to offer the full range of activities in physical education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-eight parents (47 per cent) completed questionnaires and 13 parents attended a meeting with inspectors.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and they make good progress. • Behaviour in school is good. • The teaching is good and members of staff create a caring environment. • The school has high expectations and it helps children to mature and become more responsible. • The school works closely with parents. • The school is well led and managed. 	<ul style="list-style-type: none"> • More information on children's progress. • The amount and frequency of homework. • A greater range of activities outside of lessons. • The school being more approachable when there are concerns.

The inspection findings support the positive views of the parents. The school provides adequate formal and informal opportunities for parents to discuss children's progress and annual reports are detailed, though some do not clearly set targets for future development. The school recognises that homework is not given consistently through the year and intends to address this issue through reviewing its policy. For a small school, there is a satisfactory range of extra-curricular activities. Inspectors found members of staff to be approachable and parents at the meeting with inspectors reported that concerns are listened to and acted upon.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the last inspection, standards in the core subjects of English, mathematics and science were in line with national expectations throughout the school. However, there were serious weaknesses in the provision for children under five, which led to gaps in their learning. There were also serious weaknesses in the standards achieved by pupils at Key Stage 1, including their attainment in information technology, design and technology, geography and history. Standards of attainment have risen significantly across the school since that inspection. Pupils throughout the school, including those with special educational needs, make good progress in their learning. By the end of Key Stage 2, pupils overall standards are above average in English, mathematics and science and in line with national expectations in almost all other subjects.
2. Children start school with levels of attainment below those expected for the age group. Their attainment on entry to the Foundation Stage varies greatly between individual children and between the small groups of children that enter each year. Assessments based on the local education authority's testing procedures indicate that over recent years children's attainment on entry has been below the average found throughout the county. There have been few children with above average early skills in areas such as language and literacy, number and personal and social development. The school now makes very good provision for these children and they make speedy progress towards their early learning goals.
3. The vast majority of children reach the expected levels in all the recognised areas of learning. Children make good progress in their personal, social and emotional development, which results in them socialising well and making good relationships. They make good progress as they move through the stepping stones for communication, language and literacy and reach, and some exceed, the goals set for this area of learning. Children are interested in number and shape and the majority achieves, or exceeds, the set goals for mathematical development by the end of their reception year. They make good progress in their knowledge and understanding of the world as a result of an effective curriculum. For example, children develop an appropriate understanding of the past through a topic on toys and learn appropriate skills when using the classroom computers. By the end of the Foundation Stage most children achieve most of the goals set for their physical development. They satisfactorily develop their fine control skills, as when using small tools such as pencils, scissors and paintbrushes. However, the lack of appropriate resources hampers the children's physical development. They are unable to fully develop their control and co-ordination, as there is no appropriate large apparatus available for children to balance and climb on. Good provision for children's creative development results in most children achieving the set goals for the age group in this area. For example, they paint well and sing a variety of songs and action rhymes from memory. Overall, almost all children attain the expected levels in each of the early learning goals. They are well prepared for the start of the National Curriculum in Year 1.
4. Comparisons of the school's end of Key Stage 1 National Curriculum test results with national averages and with the results of similar schools are in most years unreliable because of the small number of pupils in each of the relevant year groups. However, an analysis of the results since the last inspection (1998-2000) shows that nine out of every ten pupils achieved Level 2, the expected standard for a typical seven-year-old in reading and writing and that all pupils achieved Level 2 in mathematics. Nine out of every ten pupils achieved Level 2 in assessment tasks for science. The proportion of pupils achieving the higher standard, Level 3, during this period was broadly similar to that found nationally for

reading, writing and mathematics. A higher proportion of pupils achieved the higher standard in science. These results indicate that standards are above average as a result of the high proportion of pupils achieving the expected standard in each of the tests/tasks. These results are very favourable when compared with those of similar schools.

5. Inspection evidence confirms these findings and indicates a similar pattern in the current Year 2. All of the pupils in Year 2 are likely to achieve the expected standard in English, mathematics and science. More able pupils, who are about a third of the current small group, are on target to achieve Level 3. In information and communication technology, standards are below national expectations. Pupils are given insufficient opportunities to fully develop their knowledge and skills in each of the aspects of this subject. Pupils' performance in art and design, design and technology, geography, history and music is in line with national expectations. It was not possible to make a judgement on pupils' performance in physical education.
6. The very small numbers taking end of Key Stage 2 National Curriculum tests means that comparative data with both all schools nationally and similar schools is unreliable for most recent year groups. An analysis of test results since the last inspection (1998-2000) shows that in English nine out of every ten pupils achieved Level 4, the expected standard for a typical 11-year-old. Between eight and nine out of every ten pupils achieved Level 4 in mathematics and all pupils achieved Level 4 in science. This compares favourably with national averages where approximately seven out of every ten pupils in English and mathematics and eight of every ten in science achieve Level 4. The proportion of pupils achieving the higher standard, Level 5, since the last inspection in each of the three tests is approximately a quarter. This is broadly similar to the proportion found nationally. These results indicate that the overall standards in English, mathematics and science are above the national average as a result of the high proportion of pupils achieving the expected level.
7. Evidence from this inspection confirms this pattern of an above average proportion of pupils achieving the expected standard in each of the three core subjects by the end of Key Stage 2. The work of the small number of more able pupils indicates they will achieve the appropriately higher standard. However, standards in information and communication technology are below national expectations. This reflects the lack of opportunities pupils have had to develop their knowledge and skills in all areas of the subject. Pupils' performance in art and design, design and technology, geography and music is in line with national expectations. Their performance in history, however, is above national expectations. Pupils show a good understanding of how the past is interpreted in different ways. It was not possible to make a judgement on pupils' performance in physical education.
8. Throughout the school, pupils' overall achievements in religious education are in line with the expectations of Norfolk's Agreed Syllabus for the subject. Pupils have appropriate knowledge and understanding of Christianity and other major world religions. Their understanding of how religion enhances life and their ability to reflect on their own beliefs, values and experiences is good and above that expected for their age.
9. As pupils move through the school they make good progress in literacy, numeracy and in the development of their scientific knowledge and understanding as a result of the overall good quality of teaching and their very positive response to learning. Teachers successfully develop pupils' literacy skills in other subjects such as history. While there are some examples of numeracy skills being used in other subjects, such as science, these opportunities are more limited. Progress in oral and mental skills in mathematics is less marked and standards in this aspect are low in Key Stage 2. Pupils make insufficient progress in information and communication technology and their learning in this subject is

unsatisfactory. They make satisfactory progress in their learning and achieve standards appropriate for their age in art and design, design and technology, geography and music. They make good progress in history particularly at Key Stage 2.

10. Pupils with special educational needs make good progress in relation to their prior attainment as a result of the school's provision. The good quality support that they receive, from both teachers and teaching assistants based on their pupils' individual education plans, successfully enhances their progress.
11. The school's clear focus on creating a caring environment and on the personal development of pupils has had a positive impact on the large number of pupils who entered the school with below average attainment. The school has successfully developed the pupils' confidence and ability to work independently. This together with an enthusiasm for learning that the school has fostered has resulted in their achieving appropriate standards for their age in all subjects, except information and communication technology, by the time they move on to secondary education. The school is now setting challenging targets for English and mathematics that show a commitment to further improvement by raising the proportion of pupils achieving higher standards.

Pupils' attitudes, values and personal development

12. Pupils' behaviour, attitudes, values and personal development are very good and a strength of the school.
13. Pupils demonstrate very positive attitudes to school and their learning. This is an improvement on the previous inspection where a small number of pupils in Key Stage 1 showed immature responses in lessons and poor attitudes to learning. Parents have very positive views about pupils' attitudes and the way the school encourages them to mature and become responsible. Pupils enjoy school and are eager to attend. They are enthusiastic and keen to participate both in lessons and other activities in and around school. Pupils are well motivated concentrating on their tasks and activities for extended periods. However, with the long lessons in the afternoon, pupil's interest and involvement can wane if the learning or pace dips. Children in the reception class show a confident approach to work and in their relationships with each other. They are developing good social skills and are eager to explore new learning opportunities. They are well integrated into the class with the older children and are able to work and play well with each other, sharing their resources.
14. **The standards of behaviour in and around the school are very good. Parents feel that the school promotes good standards of behaviour. They report that pupils are aware of the boundaries and know how to behave. Pupils are courteous and friendly, speak well of their school and take care of it. They are happy to talk about what they are doing and show their work to visitors. Parents report little evidence of oppressive behaviour or bullying in the school and if incidents do occur they are handled sensitively and effectively. Pupils feel that it is a safe school and know who to go to if any incident does occur. There have been no exclusions in the school.**
15. Opportunities to develop pupils' personal development are very good. The school has focused on developing opportunities for individuals to make choices and to take responsibility for their own learning, developing their initiative and investigative skills. Pupils are very willing to undertake positions of responsibility, taking it in turns to answer the telephone, acting as class monitors helping to hand out books in lessons and clearing up after activities or lunch time - all of which is undertaken sensibly and responsibly. Older pupils act as playground friends at lunch times when they look out for pupils who may be on their own or having difficulties and problems, or play with the younger children.

16. There are very good relationships both between pupils and staff and amongst the pupils themselves. Pupils work well together in both pair and group situations and this harmonious atmosphere promotes a good working environment and makes a positive impact on learning. They were observed working intently in pairs to write poems about what makes a perfect parent in a literacy lesson and groups worked co-operatively sharing their ideas whilst making musical instruments in a science lesson to investigate sound and pitch. Pupils in Year 1 partner up with the reception children to help clear up and show them where things go. They interact well together in the playground with different age ranges playing sensibly in the very confined space. All the older pupils were observed playing a game collaboratively one break-time with a great deal of enjoyment and participation.
17. **The school places a strong focus on promoting pupils' personal development and independence. The provision of a discussion period called Circle Time gives pupils the right to a voice, with opportunities to air their views and offer suggestions. As a result, pupils listen to each other and are happy to talk about their feelings, with others respecting their opinions, values and beliefs. If there are difficulties or conflicts, pupils are encouraged to talk about their problems and to negotiate and resolve the situation amicably. Even the very young children are developing a good moral code, knowing how their unfortunate actions impact upon and hurt others. The clear aims and ethos of the school promotes value and respect for each other and is reinforced by the good role models of the staff.**
18. The levels of attendance in the school are good and above the national average, with few unauthorised absences. This is also broadly similar to the last inspection. Pupils are generally prompt into school in the mornings and lessons start on time. Registers are being completed and maintained correctly and there are good systems in place for monitoring pupils' attendance and following up absences.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good and has a positive effect on pupils' learning. In six out of every ten lessons observed, the quality of teaching was good. In a further two out of every ten lessons, teaching was very good. No unsatisfactory lessons were observed during the inspection. This is a strength of the school and a good improvement, particularly at Key Stage 1, since the last inspection.
20. In the previous inspection, a significant number of lessons were judged unsatisfactory or poor, particularly for the children in the Foundation Stage and those pupils in Key Stage 1. These lessons had common features. They were characterised by weaknesses in teachers' subject knowledge; in planning, which did not make clear what pupils were to learn in each lesson; in too many teacher directed activities and in inconsistencies in assessment procedures. Standards in teaching have improved significantly. This is a reflection both of changes in staffing and the good teaching and learning policy the headteacher has introduced. Teachers now consistently ensure that pupils have a clear picture of what it is they are to learn during each lesson and plan work to meet the needs of all pupils. Subject knowledge is now good, particularly for the Foundation Stage. Teachers encourage pupils to work independently. They now assess pupils' work particularly well. They use the information they collect to plan work to match individual pupils' needs very well.
21. The overall quality of teaching in the Foundation Stage is very good. Of the lessons observed, half were very good and half were good. All staff working in the Foundation Stage have a very good knowledge of the needs of young children and they are very secure in their understanding of how young children learn. They provide a wide range of practical activities, which involve the children in their own learning and develop and extend them

appropriately. Teachers teach basic skills very well and there is a good emphasis on the teaching of reading, writing and number.

22. In Key Stage 1, eight out of ten lessons observed were good and a further one was very good. In a quarter of the lessons observed in Key Stage 2, teaching was very good and good in a further quarter. All other lessons were satisfactory. Overall, teaching in both key stages is good and this results in the good levels of learning observed as pupils move through the school.
23. The teaching of literacy is good in both key stages and the Foundation Stage. Teachers plan effectively to the requirements of the National Literacy Strategy. They have good subject knowledge and question pupils effectively, carefully choosing the questions to assess what the pupils have learned. They know the pupils in their class very well and ensure that they challenge them appropriately. Teachers work hard at continuing to raise standards in this area.
24. Numeracy teaching in all key stages is at least satisfactory. Half of the lessons seen during inspection were good. Teachers have worked hard to adjust what they do in lessons to meet the requirements of the National Numeracy Strategy. Most lessons have good pace and teachers encourage pupils to answer by very good use of praise. They make lessons fun. However, in Key Stage 2 the teaching of oral and mental skills at the beginning of numeracy lessons has not been effective enough in developing this area of pupils learning.
25. Teachers' subject knowledge is sound in most subjects, although some teachers are less secure with information and communication technology. Teachers plan for pupils to use information technology in some subjects. However, computers are underused as tools to support other subjects. The teaching of information and communication technology is unsatisfactory as it does not cover the requirements of the National Curriculum sufficiently. Most teachers use language specific to the subject that they are teaching effectively. When they focus on the vocabulary they want pupils to learn and reiterate it during lessons, pupils' learning is good. However, teachers do not always focus sufficiently on the specific vocabulary nor emphasise it during the lessons, for example in science.
26. Planning is good. The teachers in the reception class plan well for all of the six areas of learning for young children in the Foundation Stage. In literacy and numeracy, the teachers plan appropriately for the needs of their pupils using the frameworks of the national strategies. In the most effective lessons, teachers set out clearly what it is they expect the pupils to learn during the lesson. They share this with the pupils at the beginning of the lesson. In these lessons, with this sharp focus, pupils learn well. Occasionally, activities do not sufficiently challenge the small number of more able pupils. For example, in a mathematics lesson on probability, more able pupils who had prior knowledge of the subject were not sufficiently challenged to ensure they made good progress.
27. Pupils work well in groups, pairs and individually. Teachers encourage them to concentrate on their work and not to waste any time. They plan opportunities for pupils to think for themselves and organise their own work. Consequently, pupils collaborate well in class and listen to each other as they discuss their work. Pupils are prepared to be critically supportive of each other as they deliberate about their work and talk about improvements. The very good relationships in lessons between pupils and adults adds to the quality of the work produced and the way in which pupils learn. Teachers' expectations of the pupils are high throughout the school. The teachers generally set demanding challenges for pupils of all abilities. Teachers expect pupils to work hard and to the very best of their ability. As a result, pupils behave very well and work to the highest standards that they can.

28. Teachers organise their lessons efficiently. They group pupils effectively and this helps them to learn well. They use cross-curricular links well. For example, they use the knowledge gained in one subject, such as history, to extend the skills of another subject, such as geography. This was seen when pupils used their good knowledge of the Ancient Egyptians learned in history to look at maps and photographs to find out about the geography of Egypt today.
29. The management of pupils throughout the school is very good. Consequently, pupils work in a busy, interested and active manner. Teachers use very good strategies to manage pupils' behaviour. There are clear procedures to deal with pupils who find it difficult to behave well. These procedures are used consistently throughout the school. Teachers work hard to engage pupils' interest and to make lessons fun. This results in the pupils' very good attitudes to their work and eagerness to do their best.
30. Teachers organise time and resources satisfactorily and keep the pupils actively involved in their lessons. They begin lessons punctually and encourage pupils not to waste time. They allocate time for pupils to think about their tasks and consolidate their work. They use a wide range of resources safely and to good effect. However, some lessons are too long to keep pupils profitably working on the same activity. In these lessons the rate of learning slows and pupils lose interest in the task set.
31. The quality of day-to-day assessment is particularly good. Teachers question pupils very effectively to assess each individual pupil's grasp of the concepts being taught. They mark pupils' books regularly in an encouraging and supportive manner. The day-to-day assessment of pupils' individual levels of attainment is now systematically and consistently recorded throughout the school. Teachers use the information gathered very well to evaluate the success of their lessons and make adjustments in light of their findings.

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

32. Overall, the school provides pupils with a good range of learning opportunities through its curriculum. There is very good provision for pupils' personal development. This represents an improvement to the school's provision since the last inspection.
33. The school provides a very good, well-balanced curriculum for the children in the Foundation Stage. It covers very well all of the six areas of learning for children of this age group. This is a significant improvement since the last inspection when the curriculum failed to ensure that all the areas of learning for children under five years of age were fully covered.
34. While the curriculum for the pupils in Key Stage 1 and Key Stage 2 is good overall, there are weaknesses. The curriculum covers most of the National Curriculum subjects and religious education well. It is broad and generally well balanced. However, the requirements for information and communication technology are not fully met and this has resulted in low standards in this subject. The use of information and communication technology to support learning in other subjects is also under-developed. The requirements for physical education are not fully met because the accommodation has no facilities for gymnastics and indoor games. Sometimes the time allocated to a specific subject in one lesson is too long for the interests of the pupils to be maintained. This upsets the balance of the timetable and reduces the pace of learning.
35. All subjects are taught as discrete areas. They are linked through a very comprehensive curriculum map, which shows clearly what is to be taught in each year group. In this way, the school ensures that pupils in mixed year group classes learn at an appropriate rate

without undue repetition of any part of the curriculum. Planning is necessarily complex, so the staff plan together to ensure that pupils cover all aspects of all subjects. This is time consuming but efficient and results in good provision.

36. The school is satisfactorily implementing the National Literacy Strategy. This is having a positive impact on pupils' reading and writing skills. The implementation of the National Numeracy Strategy is proving effective in raising pupils' standards in mathematics. A minor weakness is in the opportunities to develop pupils' oral and mental skills, which by the end of Key Stage 2 are below national expectations.
37. The school makes good provision for pupils on the school's register of special educational needs. Pupils with special educational needs have good access to a broad, balanced and relevant curriculum. The ethos of the school supports these pupils very well. The quality of support that they receive successfully enhances their access to the full National Curriculum, alongside their peers. The school complies with the nationally recognised Code of Practice¹ for special educational needs and carefully devises programmes of support, tailored to meet individual needs. The school ensures that all pupils, regardless of age, ability, ethnicity or gender, have equal access to the curriculum. This is noticeably effective in the case of pupils with special educational needs. They integrate well into classroom work and work well with their classmates.
38. Homework is currently set on a regular basis and gives an effective level of support to work that pupils do in lessons. However, parents report that this is not always the case. The school's provision for extra-curricular activities is satisfactory. It includes football, art, drama, recorder and chess clubs and an after-school homework club. These are good quality activities, which broaden and enrich pupils' experiences. Pupils enjoy them. A good range of visits and visitors also enhances the curriculum
39. The school has good links with partner institutions. It works closely with pre-school providers to ensure that children coming into the reception class settle quickly. It has developed a good early profile booklet, which it shares with a local playgroup. This provides good quality information about the levels of attainment of individual children throughout their Foundation Stage and is a useful record of each child's progress. The school has a positive partnership with cluster schools and is involved with them on curriculum development work.
40. The school makes very effective provision for pupils' personal development. It places great emphasis on pupils working independently and taking responsibility for their own learning. Pupils are taught to think for themselves and to make their own decisions. Appropriate attention is paid to a suitable health education programme, which includes sex education.
41. The provision for pupils' spiritual, moral, social and cultural development is very good. Provision for spiritual development is an important part of the every day life of the school. Pupils are encouraged to reflect on their inner-self and to develop an awareness of the world around them. Spiritual moments often form part of the learning process in lessons. For example, pupils all join hands and think who they would 'like to celebrate' and why. Moments of wonder are seen in lessons, as when the pupils clapped at the end of a story the teacher had read to them. They liked it because it was an interesting story and they said the teacher had read it well. Teachers provide opportunities for pupils to be still and reflect, such as to say a prayer before lunch. Lessons in religious education give pupils good opportunities to consider the beliefs held by themselves and by others. The school's ethos makes a very good contribution to pupils' developing sense of self-worth.

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

42. Provision for moral development is very good. Staff work hard to encourage good behaviour and are successful in teaching pupils right from wrong. There are very good opportunities for pupils to develop social skills and extend their responsibilities throughout the school. The school's very positive ethos supports such initiatives as the 'befriending' scheme in which older pupils support and help younger ones.
43. Provision for pupils' cultural development is also very good. Pupils celebrate their own culture through visits to local places of interest such as the nearby foundry. There are good links with the local church and pupils enjoy visits from local personalities. Teachers encourage pupils to appreciate art and music. They select very good quality literature to share with pupils. Pupils' understanding of the wider community is very good. The school places great emphasis on global education and uses every opportunity to further the pupils' knowledge and understanding of worldwide issues. Pupils raise funds for charities and this helps them to understand the advantages and disadvantages of a wide variety of cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides a happy, caring and supportive environment and provision for pupils' health, welfare and guidance makes a significant contribution to their personal and academic development. The positive views expressed in the last report continue to be maintained. Parents identified this area as one of the strengths of the school, with each child appreciated and valued as an individual and encouraged to reach their full potential. Parents feel this helps to build pupil's self-confidence, enabling them to become happy and self-assured. They only express concerns over whether the more able children are stretched sufficiently. Teachers know their pupils very well and act quickly if a need is observed. The school seeks to ensure that pupils have equal opportunities. There are good procedures for assessing pupils' progress.
45. Procedures for monitoring and promoting discipline and good behaviour are very effective and reflected by the orderly atmosphere in the school. The comprehensive behaviour policy aims to develop personal responsibility, providing guidelines and procedures for promoting and rewarding good behaviour. It also provides a systematic approach for dealing with any disruptive or oppressive behaviour or bullying. This offers a good balance of rewards and sanctions which children understand and value. The effective implementation of the behaviour policy has improved pupils' behaviour since the last inspection and enables the satisfactory integration of pupils with potential behavioural difficulties.
46. Procedures for assessing pupils' attainment and progress are good. This includes assessment for the children in the reception class, which at the time of the last inspection was raised as an issue. Teachers know their pupils very well. They carefully assess what pupils learn and use this information to plan work to challenge individuals at an appropriate level. Teachers assess regularly during lessons and use the observations effectively to refine teaching. Assessment plays an important part in their planning every week. The improved procedures feed through into target setting and teachers keep careful records to monitor pupils' progress. A profile of each pupil is begun as the child enters the reception class. This is added to year on year and records when pupils achieve certain objectives. This gives a clear indication of what each pupil achieves and when and shows the progress made as pupils move through the school.
47. The school cares very well for pupils with special educational needs. It monitors very effectively the pupils' progress towards the targets set out in their individual education plans. Teaching assistants provide good quality support. The provision for pupils who have a statement of specific need is also good. As a result of this good provision pupils with special educational needs make good progress and achieve well for their abilities.

48. There are good procedures for promoting prompt and regular attendance, which parents are well aware of. The school secretary effectively monitors the registers and attendance figures, contacting parents promptly when pupils are away. There are appropriate links with the Education Welfare Officer who visits regularly and follows up any incidents as required.
49. The school has good procedures for child protection and ensuring pupils' health, safety and welfare. The school follows the local authority procedures and guidelines for child protection and the headteacher is identified as the designated reference point. She is due to undertake an updating training course in January, but in the meantime is well supported by the local authority if there are any areas for concern identified. There are appropriate links with all the relevant outside agencies, with the school nurse also contributing to the health education programme. The school has well established systems in place to take care of pupils who may fall ill during the day. Sufficient members of staff have received basic first aid training, although certificates of qualification need to be brought up-to-date. Overall there are effective procedures to meet the medical needs of pupils.
50. There is a comprehensive health and safety policy - currently under review - and appropriate procedures in place to address the issues of safety and security of pupils in the school. The governors take their health and safety responsibilities seriously with regular health and safety audits and risk assessments undertaken. Issues identified in the last report for the school's attention have been undertaken, whilst any other outstanding issues are waiting for the local authority to deal with. There are no major health and safety risks in the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has maintained the good partnership with parents noted at the last inspection. The school recognises the importance of effective liaison between home and school and the active role parents can play in their children's education. Parents are very supportive of the school. Their children enjoy coming to school and are making good progress. Parents commented that they appreciated the caring attitude of staff. They thought the school worked closely with parents and most felt comfortable approaching the school with matters of importance or concerns. A few parents expressed concerns about the amount and frequency of homework provided, the information provided on children's progress and the range of activities offered after school.
52. The overall quality of information provided for parents is good. Detailed information about the school and its activities is circulated in the school prospectus and the governors' annual report to parents. However, governors are not currently reporting information about the school's special educational needs policy in their annual report. Regular contact is maintained through newsletters and frequent letters to parents. Curriculum information with details of projects and topics to be covered is available to parents if they request it but is not being sent home automatically to keep parents informed about what their children are doing each term. Regular consultation evenings are held to provide opportunities for parents to meet teachers to review their child's progress and achievements. The school operates an open door policy and parents can meet with teachers or the headteacher after school to discuss their child. However, despite these opportunities, some parents reported that they did not feel always fully informed about how their child was progressing during the year. The quality of information provided about pupils in their annual reports for parents is sometimes over-detailed, with teachers not always identifying targets for improvement. Information for parents of children with special educational needs is good. They receive regular reports of their child's progress and are involved in the review process.
53. The school offers every opportunity for parents to become involved in their child's learning

and this helps to make a positive contribution to their progress and development. Reading books go home frequently and parents are encouraged to hear their children read every day. Where adults are able to respond by listening to their child read this is making a significant impact on standards of reading. The pupils' reading records also acts as a day-to-day communication method between home and school. A small number of committed adults are regularly volunteering to help in the classroom or getting involved in other aspects of the curriculum and the day-to-day activities in the school. This includes working with groups on the computer, with cooking, artwork, or sharing books; or helping out on school visits. Parents also help with after school activities such as running the art club and football practice.

54. The Friends Association makes a valuable contribution to the life of the school. It runs a number of successful fund-raising and social events, which generate financial support for the school. This money has been targeted to help fund certain school activities such as parties and has helped purchase a cooker, number board and other school equipment and resources. Parents are currently raising funds to develop an outside play area. Parents also offer valuable support to the school through helping to undertake various tasks such as putting up pin boards and working in the wildlife garden.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. At the time of the last inspection, the then headteacher and governing body provided strong leadership. However, there were weaknesses in the monitoring of the quality of education provided, particularly the quality of teaching and in taking appropriate action to redress the identified weaknesses in teaching and learning. Since the last inspection there has been a complete change in the teaching staff, including a new headteacher. The school has made good progress in addressing the identified weaknesses and is now well led and managed. There are good procedures for monitoring the work of the school based on a programme of self-review.
56. The school has clear and appropriate aims based on supporting children in becoming confident and independent learners within a secure and happy environment. These aims very much focus on the personal development of each child so that they may achieve high standards and make good progress. Parents feel the school is well led and managed and most feel that members of staff are approachable and responsive, though a small number found this not to be the case. The school is making very good progress towards its aims and much of its day-to-day work reflects the staff and governors' shared commitment to further improvement.
57. The headteacher provides strong leadership, with a very clear vision for the school based on creating a caring environment in which children can learn. She has successfully managed the improvement in the standard of education provided by the school and has addressed most of the weaknesses identified at the last inspection. The headteacher provides effective day-to-day management. As a class teacher, she provides a good example and shows a clear commitment to pupils' personal development.
58. Subject leaders are in place for English, mathematics and two teachers share the responsibility for science. There is a subject leader for all other subjects except geography and art. With only a small number of full-time teachers, which includes a newly qualified teacher, the delegation of responsibilities has proved difficult. The role of subject leaders is being developed. Currently, the development and to some degree the monitoring and evaluation of individual subjects is limited. However, the headteacher and staff work well together as a team. Their joint planning of the curriculum is a good example of how they support each other. Effective use is made of part-time teachers to support areas of the curriculum such as music, physical education and the Foundation Stage.

59. The co-ordinator for special educational needs provides sound leadership for this area, though no additional time is allowed for her to carry out her duties. The school has an appropriate policy, which satisfactorily guides the provision and is based on the nationally recognised Code of Practice. The effective use of teaching assistants enhances the overall good provision for pupils with special educational needs.
60. The governing body fulfils its statutory responsibilities well. It meets regularly and has an appropriate structure that includes working parties for curriculum and general purposes. All legally required documents and policies are in place, for example the school's prospectus and special educational needs policy. However, governors are not currently providing information about the school's special educational needs policy in their annual report. Governors, under the effective leadership of their chairman, play a full role in shaping the educational direction of the school. They are developing their knowledge of their role through attending relevant local education authority training courses. Since the last inspection they have gained a satisfactory understanding of the school's strengths and weaknesses through a limited number of classroom visits. They recognise the need to further develop this aspect of their work and link it to the priorities identified by the school. Through its involvement in monitoring financial and strategic planning and its willingness to support and question the work of the school, the governing body makes a positive contribution to leadership and management.
61. The school has improved the monitoring of teaching and learning that was a weakness at the time of the last inspection. Procedures are now satisfactory and support the successful induction of new staff into the school. The headteacher, supported by outside advisers, regular monitors teaching, planning and pupils' work. The involvement of other members of staff in their role as subject leaders is planned but at present this remains an area for development. The school's development and improvement plan is a detailed document that identifies relevant areas for improvement. It has useful success criteria against which to judge progress and items are carefully costed. Currently, the school is not a provider of initial teacher training. While it had serious weaknesses the school did not have the potential to be so. Now that those weaknesses have been successfully addressed, it has that potential.
62. Educational priorities, such as giving additional teacher support to the Foundation Stage while children are settling into the reception class, are supported through careful financial planning. The governors satisfactorily monitor the budget and are beginning to evaluate the effectiveness of their spending decisions. The school uses specific grants well, for example, for staff training and special educational needs provision. The school secretary runs the various functions of the school's office very efficiently. The recommendations of the most recent local authority internal audit (December 1996) have been addressed. The school makes satisfactory use of new technologies, for example, to store financial data.
63. The school has a good number of appropriately qualified staff and a mix of new and experienced teachers. Currently, there is adequate classroom accommodation for the number of pupils on roll, which is kept clean and provides a safe and secure place for pupils. However, the lack of a large hall and the limited playground space limits the activities the school can offer in physical education. Though the school makes effective use of the local village hall for aspects such as dance, it is not suitable for gymnastics as it lacks any appropriate large apparatus. Overall, learning resources are good. There is a good range of resources for the teaching of literacy, numeracy and science. While the school has an adequate stock of fiction and non-fiction books, the library does not provide pupils with an appropriate area in which to research projects and stimulate their interest in books. The use of the library as a teaching area and storage space limits its effectiveness and reflects

the overall shortage of accommodation. There is insufficient large outdoor apparatus for pupils in the Foundation Stage to fully support their physical development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to further improve the good quality of education provided by the school, the governors, headteacher and staff should now:

- **raise the overall standards of attainment in information and communication technology throughout the school, by:**
 - ensuring all aspects of the subject are taught in sufficient depth and that statutory requirements are fully met;
 - providing appropriate in-service training to improve teachers' subject knowledge and confidence in the use of information technology;
 - developing strategies so that pupils have more opportunities to use information technology in all areas of the curriculum; (paragraphs: 5, 7, 25, 34 and 114-118)

In addition to the key issue above, the following minor issues should be considered for inclusion in the school's action plan. They are indicated by the following paragraphs:

Area for development	Paragraph/s
Pupils' oral and mental skills in mathematics at Key Stage 2	9, 24, 36, 86, 89
Review the length of some lessons so as to ensure the pace of learning is not adversely effected	13, 30, 34, 94, 102
Further develop the roles of governors and teachers in the monitoring of teaching and learning	58, 60, 61
A more consistent approach to homework	38, 51
Develop strategies for challenging the more able pupils to ensure they achieve appropriately high standards	26
Continue to seek ways of providing pupils with a full range of activities in physical education.	34, 63, 125
The provision of large outdoor apparatus for children in the Foundation Stage.	3, 63, 72

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	22	56	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	78
Number of full-time pupils eligible for free school meals	8

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	11

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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
	2000	4	9	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (**)	92 (**)	100 (**)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	12	12	12
Percentage of pupils at NC level 2 or above	School	92 (**)	92 (**)	92 (**)
	National	84 (82)	88 (86)	88 (87)

***Data omitted as comparisons with national averages are statistically unreliable as a result of there being ten or fewer pupils in the year group.*

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	4	3	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	**	**	**
Percentage of pupils at NC level 4 or above	School	** (82)	** (73)	** (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	**	**	**
Percentage of pupils at NC level 4 or above	School	** (91)	** (82)	** (100)
	National	70 (68)	72 (69)	79 (75)

***Data omitted as comparisons with national averages are statistically unreliable as a result of there being ten or fewer pupils in the year group.*

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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	73
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	22.8
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	92.5

Financial information

Financial year	1999-2000
	£
Total income	173,944
Total expenditure	160,999
Expenditure per pupil	2,333
Balance brought forward from previous year	(1,470)
Balance carried forward to next year	11,475

Results of the survey of parents and carers

Questionnaire return rate 46.6%

Number of questionnaires sent out	60
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	4	0	0
My child is making good progress in school.	48	44	7	0	0
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	30	41	22	7	0
The teaching is good.	52	41	4	0	4
I am kept well informed about how my child is getting on.	36	32	29	4	0
I would feel comfortable about approaching the school with questions or a problem.	57	21	18	0	4
The school expects my child to work hard and achieve his or her best.	54	39	7	0	0
The school works closely with parents.	50	43	4	0	4
The school is well led and managed.	54	36	4	4	4
The school is helping my child become mature and responsible.	50	39	11	0	0
The school provides an interesting range of activities outside lessons.	46	29	21	4	0

Totals for each question may not equal 100 per cent as a result of rounding off of numbers.

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

65. Provision for children in the Foundation Stage (the reception class) ensures a very good basis for their future learning. Children enter the reception class at the beginning of the academic year in which they are five. Older children attend full-time, while young children attend part-time. The school provides structured and friendly routines that help children to settle successfully. The very good provision now in place is a significant improvement since the last inspection, when it was unsatisfactory. Children start school with levels of attainment below those expected for the age group. This is borne out by the local education authority's assessments carried out as they start school. However, this year's intake, who have not yet been assessed, have overall levels nearer to those that can be expected for four-year-olds.
66. The curriculum now covers all six areas of learning for children of this age very well. Planning is good and meets effectively the developmental needs of young children. There is still limited opportunity for children to develop their physical skills, especially in climbing and balancing and exploring large apparatus because the school does not have these facilities within the accommodation (see paragraph 72).
67. Staff in the reception class work very well together to plan a variety of suitable and shared activities that support the areas of learning and the nationally recognised early learning goals. They ensure that the children work and play alongside each other very well and gradually begin to work together on specific tasks. Planning successfully identifies what children need to learn and is very closely linked with assessments of what children know, understand and can do. This careful system of planning and assessment to meet individual needs ensures that children make good progress and meet the expected levels in all areas of learning. By the start of Year 1, the vast majority of children will reach the expected levels in all the relevant areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Personal, social and emotional development

68. Teachers and support staff promote children's personal and social behaviour very well throughout all areas of the curriculum. They provide consistent, positive, encouraging role models who treat children politely and courteously. As a result, children trust staff and behave well in lessons. They are usually polite with staff, with visitors and with each other. They have a good understanding of what is right and what is wrong. For example, they know they must sit and listen at register times and not run about using loud voices. Members of staff provide an environment where children are confident that their efforts will be appreciated and their work valued. This means that they are motivated to persevere with new tasks and they concentrate well in activities with an adult, such as painting their clay bears. Plans are carefully balanced between activities designed to promote children's understanding of diversity and to stimulate their own initiative and expression. Members of staff constantly encourage pupils to be independent and make decisions for themselves and this results in sensible, independent children who socialise well and make good relationships. Their interest in trying new experiences and their understanding of their own needs, as well as those of others, is at a level expected for their age. They make good progress as a result of the good provision made for them in this area of learning and some children are likely to exceed the early learning goals by the end of the Foundation Stage.

Communication, language and literacy

69. The teaching of this area of learning is very good. Staff make a very good start at promoting an interest in letter sounds and the way that books work. A strength of the teaching is the way in which staff provide opportunities for children to recognise the values of reading and writing throughout most activities. For example, by sharing interesting big books with the children and frequently referring to the 'sound of the week'. Staff help children look for that letter or sound in words around the room. As a result, children are keen to read and write and often choose to make marks on paper of their own volition. Teachers enjoy telling or reading stories and communicate their enthusiasm infectiously to children. Children have regular opportunities to tell and enact their own stories in the 'Bears' Hospital' role-play area. In the role-play area, they work through their own individual ideas alongside each other. They begin to try to share ideas and work through stories together, such as the story of *Goldilocks and the Three Bears*. Teachers encourage children to write their names and copy sentences. Children enjoy writing as a means of recording and communicating their own ideas. They often choose to use the writing table as a means of expressing these. They share their ideas and experiences to the extent expected for their age. They move through the stepping stones of the Foundation Stage at a good speed and are on line to reach or exceed the early learning goals set for this area of learning.

Mathematical development

70. The teaching of mathematical development is good overall. The strength of the provision lies in the way staff use counting and number during the daily routines and throughout various activities. As a result, children are interested in number and shape and use language associated with size and position to the extent expected for their age. They create repeating patterns in a variety of media. They make sets using different criteria. For example, they make sets of five objects beginning with the letter 'c'. Some children count reliably to five and a few more able children to ten. The majority of children are on target to move appropriately through the stepping stones and achieve or exceed the set goals by the end of their reception year.

Knowledge and understanding of the world

71. Staff promote children's knowledge and understanding of the world well and children make good progress. The strength of the provision lies in the way this area of learning is linked with all other areas of the curriculum. For example, linked to the 'Bear' topic, children study teddy bears closely to make a clay model. They learn to tie laces by making a bow for teddy. In doing these activities they learn about the properties of clay and how different materials have different uses. Children in the Foundation Stage also develop an appropriate understanding of the past by discussing what they can do now that they could not do when they were babies. They develop a good understanding of position and place. For example, after a session of bridge building with different construction apparatus and which had a focus on using positional vocabulary, children quickly learned to describe where objects were. They used accurately phrases such as 'the ship goes under' and 'the bird flies over'. Children use computers to practise their learning. For example, they use a mouse to click onto pictures and phrases on a screen and make sentences. The strengths in the curriculum ensure that children develop an understanding of the world around them that reaches levels expected for their age. They make good progress and most are on line to reach the early learning goals for this area of learning by the end of the Foundation Stage.

Physical development

72. By the end of the Foundation Stage most children have the level of co-ordination and the physical skills expected for their age and most will achieve the goals set for this area of learning. Staff plan well for children to use resources, such as cutters in play-dough and scissors and card. This helps children to practise and refine their manipulative skills.

However, it is difficult for the school to fulfil all the requirements of this area of learning because of the limitations of the accommodation. The school does not have a hall where children can explore large apparatus. Neither does it have safe large outdoor climbing equipment. It has recognised this deficiency and addressed the issue in the best way it can. Children go to the nearby village hall to use the equipment there, but this is not always available at times suitable to the school. Therefore, the provision for this area of physical development is unsatisfactory.

Creative development

73. The school's provision for children's creative development is good. Children make good progress through the stepping stones of the Foundation Stage and most achieve the set goals for the age group. Staff teach children the basic techniques to enable them to use and control a good range of materials. They paint well and use different tools and media successfully and confidently. Children sing a variety of songs and action rhymes from memory.

Summary

74. The provision for the Foundation Stage is very good and has many strengths. This represents very good improvement since the last inspection. Staff plan adult-led activities effectively and these meet children's needs across all areas of the curriculum very well. The teaching in all areas of learning is very good and all staff work very well together as a very effective team. There are very good procedures in place to review and identify each child's growing needs. Teachers have clear targets for each child and this ensures that they prepare children well for their move into the National Curriculum. These developments contribute to the high proportion of children who attain expected levels in all or most of the early learning goals. The Foundation Stage staff all have a very good understanding of how children at this age learn best and they are well placed to continue developments which enhance children's learning.

ENGLISH

75. Pupils, including those with special educational needs, make good progress during the time that they are in the school. The quality of learning is good and standards throughout the school have improved since the last inspection, when they were in line with national averages at both key stages. The results of national tests over recent years, together with inspection evidence, show levels of attainment at both Key Stage 1 and Key Stage 2 that are above the national average. This is because a larger proportion of pupils reaches the expected standard than is found nationally.
76. Teaching, particularly in literacy lessons, is good overall and results in pupils learning well. The standard of work in lessons, and over time, is good and results in above average attainment at both Key Stage 1 and Key Stage 2. The rate of learning is good and is having a positive effect on standards.
77. Standards at Key Stage 1 and Key Stage 2 are above average in speaking and listening, reading and writing. Writing has a high profile and the school is giving pupils a love of writing. The quality of presentation and handwriting is very high. Pupils' writing skills are good. Throughout the school, library skills, including the pupils' ability to retrieve information from books, are good.
78. By the age of seven, pupils make good progress in speaking, listening and reading. Teachers give appropriate challenge to all ability groups and this results in effective learning. The introduction of good quality literature, both fiction and non-fiction, which teachers share with their classes gives pupils opportunities to listen carefully to stories and ask and answer questions. Teachers encourage pupils to answer questions in well-

constructed sentences. Year 2 pupils begin to speak clearly and confidently. When reading, they use their increasing knowledge of letter sounds, picture clues and context to help them read unfamiliar words. Pupils read their books confidently and accurately. Higher-attaining pupils have good ideas about what might happen next in a story. They read with expression and appropriate intonation, related to the punctuation. Most pupils know what an author is and what an illustrator does and some describe the difference between fiction and non-fiction books.

79. Pupils in Key Stage 2 continue the good progress made earlier in the school in speaking, listening and reading. Teachers plan opportunities for pupils to listen carefully to stories and to each other talking about their work. For example, in a good literacy lesson, pupils discussed well what they thought characterised writing instructions. They decided that instructions were often a list of bullet points written in short clear phrases. Teachers introduce pupils to a wide range of books and authors. As a consequence, the majority of pupils develop an interest in reading. They begin to build up a bank of favourite authors and seek out their books. Many pupils enjoy reading poems. They see the humour in limericks and understand well that poetry does not have to rhyme. One pupil spoke of the poem that she had read as 'a beautiful description'.
80. Teachers keep good records to monitor pupils' reading progress. They also use reading diaries, which act as a good two-way dialogue between home and school. Pupils, throughout the school, develop good research and library skills. There is a very pleasant library, which is well stocked with a range of good quality books. Unfortunately, the room has also to be used as a teaching base and a resource centre, which restricts its use as a library. It is not freely available for pupils.
81. Progress in writing at both key stages is good. Teachers concentrate on teaching the basic skills of grammar, spelling and handwriting in Key Stage 1. They have good subject knowledge and break down the skills that pupils are to learn into small, manageable steps. This results in pupils learning well. For example, in a very good Year 1 lesson, to develop the notion of punctuation, the teacher used a variety of methods and resources to introduce and reinforce full stops, exclamation marks and question marks. Pupils investigated words and sentences critically. They looked at their length, the patterns within words, where the punctuation came and what effect it had on the meaning. The teacher paced the lesson well to keep all the pupils interested and involved them all in the activities. As a result, the pupils learned quickly because they understood what they had to do and the work was pitched at the right level to challenge them well. Pupils learn to write for a range of purposes, for example stories, lists and poems. Year 2 pupils, for instance, wrote very good lists of suggestions on how to get rid of an unwanted cat. They also wrote some delightful poems on the theme of 'cats'.
82. At Key Stage 2, pupils continue to take pride in and practise their writing skills. By the age of 11, almost all pupils write in a legible, well-formed, cursive style. They make good progress and most achieve good standards. By the time that they leave the school, most pupils spell accurately and use complex grammar and punctuation skills effectively. Teachers guide pupils to write in a variety of styles and encourage them to experiment with different ways of expressing their ideas. Subsequently, by the end of the key stage, pupils write very well for particular purposes, such as writing instructions, recounting chronological events and making persuasive arguments. For example, Year 5 wrote on the subject of 'Does Thurton need a crossing?' Year 6 pupils analysed the text on unwanted cats, written by Year 2, to discover what makes a good list. They then wrote their own list of instructions but as poetry. Mostly, pupils punctuate their work accurately, using paragraph indentation and speech marks effectively.

83. The good-quality teaching in the literacy hours results in pupils enjoying lessons and learning well. Most teachers know the subject well, explain their expectations clearly and make the literacy lesson interesting. This encourages the pupils to take an interest in reading and writing and provides good opportunities for them to learn effectively. They use their literacy skills well in other subjects, particularly in history and religious education. However, information and communication technology is not used widely as a tool in literacy lessons. Teachers have very good strategies for the maintenance of discipline and they use encouraging praise most effectively to motivate pupils. Consequently, the vast majority of pupils behaves well throughout lessons. The expectation of teachers that pupils will listen carefully and work quietly enhances the quality of learning and results in pupils, including those with special educational needs, making good progress.

MATHEMATICS

84. Standards at the end of both key stages were in line with national expectations at the time of the last inspection. Standards throughout the school have improved since then. Currently, overall standards in mathematics are above the national average. The results of national tests over recent years show levels of attainment at both Key Stage 1 and Key Stage 2 that are above the national average. This is because a larger proportion of pupils reaches the expected standard than is found nationally. Inspection evidence confirms this position and indicates that pupils, including those with special educational needs, make good progress during the time that they are in the school. The quality of learning is good.
85. Since the last inspection (1998-2000) all pupils at the end of Key Stage 1 have achieved Level 2, the expected standard for a typical seven-year-old, in national tests. This is well above the national average. In the same period a quarter of pupils went on to achieve the higher standard, Level 3. This is broadly similar to the national average. This pattern is reflected in the current pupils. In Year 1, all pupils reliably count and order numbers up to 10. Many count on beyond 10 when using a number stick, though they are less confident when counting backwards. They add numbers together when solving problems involving up to 10 objects. However, many still recount both numbers rather than counting on from the first one, as when counting groups of coins up to 10p. They understand that a 2p coin has the same value as two 1p coins. More able pupils have an appropriate understanding of number. For example, one pupil recognised that the number '10' was made up of a zero and a one, which represented a 'ten'. By the end of the key stage pupils have an appropriate understanding of place value and can order numbers up to 100. They recognise patterns, such as odd and even numbers, and can count in twos and tens. They recognise common two- and three-dimensional shapes, such as square, triangle, cone and cylinder.
86. By the end of Key Stage 2, a significant majority of pupils (85 per cent during 1998-2000) achieved the expected standard, Level 4. This is above the national average. A fifth of pupils go on to achieve the higher standard, Level 5, which is broadly in line with the national average. Pupils make good progress in their understanding of number. By the end of the key stage, they have a good understanding of place value and they recognise negative numbers. They understand equivalent fractions and use decimal fractions to show proportion. They use a variety of informal written methods for addition and subtraction calculations. While they are accurate with addition and subtraction and have appropriate strategies for multiplication, pupils' strategies for division are weak. Many pupils do not know all of their multiplication facts. This results in a slow pace and unnecessary errors when using number work skills. Pupils have an appropriate knowledge of two- and three-dimensional shapes. They use standard metric measures such as centimetres and metres and calculate perimeters and areas of simple shapes. They satisfactorily construct simple bar charts to show information. More able pupils have an appropriately higher

understanding of number. For example, they accurately calculate percentage parts of a quantity, such as 25 per cent of £96.

87. The overall quality of teaching is satisfactory and often good. Teachers manage the pupils very well and this results in good behaviour within lessons. They make effective use of questions to assess pupils' understanding and develop their understanding. Teachers promote very good personal development through giving encouragement and promoting pupils' involvement and motivation. Pupils respond well, are enthusiastic and show good levels of concentration. For example, pupils were well focused on their tasks while investigating the nets of three-dimensional shapes. Teachers make effective use of day-to-day assessment of pupils learning when planning lessons. Teachers plan activities well and in most lessons successfully meet the needs of the different age and ability groups within the class. Occasionally, all of the more able pupils are not sufficiently challenged to ensure they make the best possible progress. There is a very small minority of boys in Key Stage 2 who lose interest quickly unless adequately challenged.
88. Teachers make good use of teaching assistants and this has a positive impact on learning, particularly for less able pupils. This ensures that the high proportion of pupils achieving the expected standard is maintained. Teachers share their lesson objectives with pupils and this ensures pupils have a good knowledge of their learning. For example, pupils at the beginning of a lesson are told what they are to learn. At the summing-up, during the whole-class session at the end of the lesson, the pupils understand they had been challenged by the activities and the pleasure they feel results in an eagerness to continue their learning the following day. The pupils' very positive attitudes are an important factor in the good levels of progress they make through the school.
89. The school has satisfactorily introduced the National Numeracy Strategy. However, a minor weakness in the teaching is in the oral and mental work at the beginning of numeracy lessons. This often lacks pace and the learning objective and strategies for improvement are not clearly reinforced to ensure pupils understanding is well developed. As a result, pupils' oral and mental skills are weak in Key Stage 2. The recent introduction of the numeracy lesson has not yet had sufficient impact on this area of pupils' learning at Key Stage 2. However, the school's recent focus on mental skills has successfully resulted in raising standards in Key Stage 1. Pupils make limited use of their numeracy skills in other subjects. For example, they occasionally use bar charts to show their results in science but other opportunities in science and design and technology are missed. Little use is made of information and communication technology to support pupils' learning. The subject leader is developing her role, but as yet has not monitored teaching in other classrooms so as to clearly identify areas for development.

SCIENCE

90. At the time of the last inspection pupils made satisfactory progress and achieved standards in line with national expectations by the end of Key Stage 2. However, there were too few opportunities for pupils in Key Stage 1 to do practical activities. Inspection evidence and results from recent national tests show that standards have improved and are now above average. This is a result of the high proportion of pupils that achieve the expected standard by the end of both Key Stage 1 (Level 2) and Key Stage 2 (Level 4). In recent years (1998-2000) all 11-year-olds have achieved Level 4 in national tests and indications are that the current Year 6 will continue this high standard. The proportion of pupils achieving the higher standard, Level 5, is broadly similar to that found nationally.
91. At Key Stage 1, pupils are now given adequate opportunities to take part in practical activities. For example, pupils in Year 1 carry out a simple experiment to see which materials are waterproof. They use their first-hand experiences to then choose a material

for 'teddy's' umbrella. They sort materials using simple criteria such as hard or soft and shiny or not shiny. They understand that we use water for drinking, washing and to keep plants alive. By the end of the key stage, pupils have an appropriate knowledge of materials. They know that by squeezing some objects they can alter the shape and that materials can be changed when heated. For example, they know chocolate will melt when warmed and that an egg will cook. They also know that some changes can be reversed, as when water freezes to form ice and then melts back to water. They use a suitable range of methods to record their observations, including tables and charts.

92. By the end of Key Stage 2, pupils have appropriate knowledge for their age. They know how to create a simple electric circuit and to test whether materials are good conductors or insulators. They make predictions and understand the importance of a 'fair test', as when comparing how much water different types of paper will absorb. Pupils have a satisfactory understanding of forces, for example, they know that the wind is able to move objects and that they can demonstrate this by using a windmill they have made. They understand sounds are made when objects vibrate and that altering aspects of an instrument can change the pitch of the sound.
93. Pupils throughout the school make good progress in developing their scientific understanding and in their experimental and investigative skills as a result of well-planned activities. Pupils, however, have not sufficiently developed their subject specific vocabulary. For example, when discussing changes between ice and water pupils did not use the terms 'solid' and 'liquid'. This is due in some respect to a lack of focus on specific words during lessons. Although teachers use appropriate vocabulary, they do not highlight its importance.
94. Overall, teaching is good. Teachers make good use of resources and support staff to ensure pupils have a good range of practical experiences. This results in pupils showing high levels of interest and effectively develops their independent learning. Teachers' planning is good overall. It clearly shows the activities to be completed but does not always clearly show what it is the pupils are to learn and what scientific vocabulary they are to develop. Teachers manage the pupils well and have high expectations of good behaviour. This results in pupils being very well behaved in lessons. They carry out experiments sensibly and use equipment carefully. Pupils' interest and their intellectual effort decline quite noticeably towards the end of some lessons that are particularly long. This adversely affects the rate of learning.

ART AND DESIGN

95. During the inspection, no art lessons took place. It is not, therefore, possible to make a judgement on the standard of teaching. Evidence on the standards achieved by pupils was gained from observations of their previous work and from discussions with staff and pupils. At the time of the last inspection standards at the end of both key stages were in line with national expectations. The school has maintained these standards and pupils, including those with special educational needs make satisfactory progress overall.
96. Pupils in Year 1 satisfactorily develop their practical skills. They record their observations of the natural world, as when painting pictures of autumn flowers. They record the man-made world when painting portraits of teddy bears as part of their history topic on toys. They use suitable techniques to make images. For example, they use pieces of apple and paint to print interesting designs. Pupils use clay to produce three-dimensional models, such as teddy bears, which they decorate using paint. In Year 2, pupils satisfactorily compare different methods of designing and making images. They use an art program on the computer to draw either a series of straight or curved lines and then select a variety of

colours to fill in the spaces created. Using simple terms they compare the printout of their design with a similar picture they have produced on paper using felt-tip pens.

97. At Key Stage 2, pupils satisfactorily develop their understanding of pattern through developing handwriting patterns into larger works of art and through producing colourful symmetrical patterns based on Islamic designs. Pupils have an appropriate understanding of the use of line and tone, as seen in their observational drawings of still life. Pupils produced good quality pencil drawings and watercolours of objects such as seashells, drift wood, a razor and shaving brush. While pupils use pastels to produce interesting pictures inspired by the work of others, their knowledge of famous artists is limited.
98. Throughout the school, pupils use art satisfactorily to illustrate their project work. For example, pupils used a range of media, including paint, tissue paper, card and fabric, to produce collage pictures of the water cycle and the Great Barrier Reef. Their work is carefully displayed and makes a positive contribution to learning environment and gives pupils a sense of pride in their achievements
99. The subject is taught in half-termly blocks, alternating with design and technology. There is no subject leader for art and design. The policy statement is out of date and does not reflect current practice. The school has recently adopted national guidelines that provide appropriate progression in knowledge and skills. Teachers make effective links to other subjects and their planning shows appropriate focus on the development of skills.

DESIGN AND TECHNOLOGY

100. At the time of the last inspection standards were below national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. There has been an improvement in standards. The quality of learning is satisfactory and standards are now in line with national expectations at the end of both key stages. Pupils, including those with special educational needs, make satisfactory progress.
101. There are good links between design and technology and other subjects taught and this is reflected in the models and artefacts that pupils produce. In Key Stage 1, younger pupils make satisfactory use of construction kits, as when building model bridges as part of a geography topic based around the story of '*Billy Goat Gruff*'. Older pupils in the key stage and the beginning of Key Stage 2 design and make Egyptian jewellery as part of their history project. They produce labelled pictures of an appropriate standard when designing glove puppets. Photographic evidence and discussions with pupils indicates that they can use a running stitch to fasten the two main pieces of fabric together and a range of materials, including paper, card and buttons, to decorate the puppets. Pupils use construction kits to investigate simple mechanisms, such as winding gear, before designing and making a model clock. They generate simple ideas based on their knowledge of pattern to design a colourful coat for a soft toy, based on the Old Testament story of 'Joseph'. Older pupils in Key Stage 2 show satisfactory designing and making skills when producing slippers suitable for them to wear.
102. The overall quality of teaching is satisfactory. Teachers give clear explanations, which results in pupils understanding the task and what it is they are trying to achieve. Activities are well organised and appropriate resources are readily accessible to pupils. An effective example of the use of information communication technology was observed when pupils used an art program to draw and print their designs for 'Joseph's coat'. However, teachers' expectations of pupils' designs are often not high enough and so progress in this aspect is limited. For example, pupils seldom annotate, refine and evaluate their designs, list what materials and tools they are to use or note the sequence of events. The management of pupils is satisfactory and at times good. Pupils are well behaved and use resources

sensibly. They enjoy the subject and are keen to discuss their work. However, their interest and creative effort declines quite noticeably towards the end of what are very long lessons.

103. The subject is taught in half-termly blocks, alternating with art and design. There is no subject leader for design and technology. The policy statement for the subject is out of date and does not reflect current practice, which is based on recently adopted national guidelines. These provide appropriate progression in knowledge and skills.

GEOGRAPHY

104. The quality of learning at both key stages is satisfactory and pupils achieve standards in line with national expectations. This is an improvement at Key Stage 1 since the last inspection when standards were deemed unsatisfactory. From scrutinising pupils' work and teachers' planning and from talking with pupils, it is clear that pupils make satisfactory progress, both in lessons and over the time that they attend the school.
105. Geography is taught as a separate subject. Good cross-curricular links are made to other subjects such as history and religious education. For example, work on maps of Egypt relates directly to work done about Ancient Egyptians in history. Pupils carefully study maps and photographs of Egypt today. They link their knowledge from their history lessons to make good, logical comparisons between Egypt now and in the past.
106. At Key Stage 1, pupils acquire satisfactory skills in investigating places and themes through work on climates and landscapes. They work alongside their Year 3 classmates locating countries such as Egypt on maps and globes, extending their mapping skills. They learn geographical terms such as 'river' and how these are represented on maps.
107. Key Stage 2 pupils extend these skills through topics such as water and landscapes. They study different localities and make comparisons between lifestyles locally and in areas such as Chembakolli in India. Pupils use their literacy skills well to research and write about these topics. For example, Year 3 pupils use their skills of skimming and scanning to retrieve information from books and find out what life is like in Egypt today.
108. The quality of teaching is good and promotes good learning. Teachers plan together to ensure that pupils cover all of the requirements of the National Curriculum. They prepare activities that challenge individual pupils appropriately and hold their interest so that they learn well. There are adequate resources and these are supplemented well by very good quality books and artefacts, such as photographs. This brings the subject alive. Pupils, consequently, improve their geographical knowledge and understanding.

HISTORY

109. Standards by the age of seven meet those expected and standards by the age of 11 exceed the expected level. The strengths of the subject have been maintained since the last inspection. Only one history lesson was seen during the inspection and so no judgement was made on the quality of teaching. Evidence is, therefore, supplemented by discussions with pupils, scrutiny of planning and pupils' work.
110. The younger pupils' work shows a sound understanding of chronology and of the division of time into periods. For example, Year 2 explained carefully that the Ancient Egyptians lived a long time 'before now'. They satisfactorily compared past events with those in their own lives and begin to distinguish fact from fiction.

111. As pupils progress through Key Stage 2, they increase their understanding of how past events influence the present. They begin to put events in order accurately. For example, pupils in Year 3 gave accurate information about when the Ancient Egyptians lived. Pupils' work shows that they have an increasing factual knowledge of some of the main events in Aztec and Anglo-Saxon times. They successfully develop their awareness of how change takes place and why people invade other countries. They study local Saxon villages and link this work well to their local geography studies.
112. Pupils use their literacy skills well in history. They write accurate factual accounts, as well as imaginative narratives. For example, Year 3 pupils used their work on making lists from literacy lessons to write an 'Egyptian House Sale' notice. Older pupils use their referencing and library skills well to investigate the lives of other people, living in other places at other times. For example, they used plans of ancient buildings to establish what they looked like and what they were used for. They used an archaeologist's report to find out about the values and customs of ancient peoples. These interesting and complex activities produced very good learning and pupils extended very well their understanding of how the past is interpreted in different ways and how to use a range of sources when undertaking historical enquiry.
113. Teachers base their planning firmly on the National Curriculum. The quality of planning is good. Teachers plan together to ensure that pupils cover a suitable range of work and make good progress in developing skills, knowledge and understanding. Resources, books and artefacts are good in quality and quantity.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. At the time of the last inspection standards of attainment were below national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2. Currently, attainment is below national expectations at the end of both key stages and pupils' progress is unsatisfactory. This represents a decline in standards.
115. Pupils in Key Stage 1 use information technology to create text. Younger pupils use the mouse satisfactorily to select and move words on the screen to produce sentences. They use a simple word processing program to type their work and with help print copies. For example, pupils typed and printed copies of their poems on 'cats' for a classroom display. Pupils use an art program to produce tessellating patterns that are used to decorate the covers of their mathematics' books. In computer work linked to their art lessons, pupils create colourful pictures by filling in the spaces between lines they have drawn on the screen with bright colours. They successfully compare the printout of their pictures with work of a similar style they have produced in art. Pupils use printouts of a number square to show patterns in numbers such as multiplication tables. They have limited experience of entering a series of commands in order to make a programmable toy robot move forwards and backwards and turn right and left. However, pupils in Key Stage 1 have not sufficiently developed their skills in each of the main aspects of the subject as a result of too few opportunities to use information technology resources.
116. At Key Stage 2, the story is similar. Pupils have had insufficient opportunities to develop their knowledge and skills. They use a simple word processing program to type their ideas, for example, when explaining why a crossing was needed on the main road through the village. However, they have insufficient knowledge of the keyboard and program to communicate their ideas in a variety of forms and to successfully edit their work. Pupils use a data-handling program to produce a simple graph showing the results of a traffic count. They insert data into a table when recording their results of a science experiment on sound. A small number of pupils have had an opportunity to use the Internet to gain information for history and geography projects. These limited recent experiences in communicating and

handling data have been insufficient to raise pupils' standards to an appropriate level in these aspects. Pupils' experiences in the control, monitoring and modelling aspects of the subject are very limited and as a result standards in these areas are poor.

117. This weakness in standards has been recognised by the school. It is attempting to address it through a variety of measures. In Year 1, information communication technology skills are taught through links with other subjects. In Years 2 to 6, a recently introduced weekly lesson is used to teach a specific skill. Resources, including Internet access, have recently been improved following funding from the National Grid for Learning initiative. The school has adopted new national guidelines for the teaching of the subject. However, the pupils' low standards have meant that they have had to be introduced to units of work aimed at younger pupils as recent developments have, as yet, had little impact.
118. The overall quality teaching is unsatisfactory. While no whole class lessons took place during the inspection, teachers were observed supporting pupils working on computers. This indicated a wide range of subject knowledge in the use of information technology. An example of timely intervention resulted in two younger pupils making good progress in the use of the enter key to start a new line. However, other observations showed the lack of teachers' confidence in the use of information technology and in their knowledge of the progression of skills required for pupils to achieve an appropriate standard. Pupils enjoy using computers and when given the opportunity, work sensibly and independently. Those who have computers at home happily offer advice to their classmates.

MUSIC

119. Standards are in line with national expectations at both Key Stage 1 and Key Stage 2. The strengths in the subject have been maintained since the last inspection. The school uses an expert subject specialist to teach all classes. The quality of teaching and learning is good for all pupils, including those with special educational needs.
120. The school promotes a broad and balanced curriculum, which covers the listening and appraising as well as the performing elements of the subject well. This enables pupils to reach satisfactory standards. Pupils throughout the school sing tunefully and with enthusiasm. They listen to a good variety of music and begin to form their own likes and dislikes. For example, Year 1 listened to Tchaikovsky's *1812 Overture*, eagerly picking out the cannons and bells. The teacher is careful to choose good recordings for pupils to hear; such as when demonstrating how musical instruments can be used to make accompanying sound effects.
121. The teacher adopts an enthusiastic approach, communicating well with the pupils and encouraging them to participate. She uses her good subject knowledge to explain effectively what they want the pupils to learn. For example, in a Key Stage 2 lesson, the teacher gave a very clear description of how to distinguish between tuned and untuned percussion. She encouraged the pupils to listen carefully and this resulted in better understanding. The vast majority of pupils listen well and take part in lessons enthusiastically. However, there is a very small minority of boys in Key Stage 2 who lose interest quickly and seek to disrupt unless adequately challenged.
122. The teacher provides a good range of interesting activities for the pupils. For example, Key Stage 2 pupils experimented to find the difference between wood and metal instruments. The teacher uses subject-specific language in lessons. For example, she teaches pupils the correct definitions and terminology such as 'vibration' and teaches the names of the instruments such as 'glockenspiel' and 'guiro'. As a result, pupils talk knowledgeably about their work and enjoy lessons. One Key Stage 1 pupil was overheard to say, as she came into a music lesson, 'Oh good! I like music, it's fun!' The use of a specialist teacher to

teach all classes ensures good continuity of learning for pupils.

123. One of the strengths of the subject is that all pupils learn to play the recorder during their time in the school and they play together as a band well. For example, one class played *London's Burning* in four parts, with groups taking turns at each section. They listened carefully to what the other players were doing and played at their turn with obvious enjoyment. The school runs an extra-curricular recorder club, which is well supported and enhances the curriculum well.

PHYSICAL EDUCATION

124. At the time of the last inspection, most pupils by the end of Key Stage 2 achieved the expected standard for 11-year-olds. No lessons were observed during this inspection and it is therefore not possible to make judgements on standards, teaching or learning for this subject.
125. Evidence from scrutinising planning and talking with teachers and pupils indicates that a satisfactory curriculum is prepared and taught. The school's policy document for the subject is out of date and does not reflect current practice. Recent national guidelines have been adopted to provide appropriate progression in pupils' learning. The school uses its small playground and large grassed area for outdoor games. The nearby village hall is used for dance and gymnastics. However, the lack of large apparatus greatly limits pupils' progress in gymnastics. The school has a satisfactory programme of swimming for pupils in Key Stage 2. Pupils visit the swimming pool at a local secondary school, where a specialist instructor teaches them confidence in water and an appropriate range of strokes. By the end of the key stage, most pupils can swim 25 metres or more.

RELIGIOUS EDUCATION

126. Standards in religious education have been maintained since the last inspection. Pupils achieve levels of knowledge and understanding in line with those expected by the locally agreed syllabus. However, the pupils' understanding of the spiritual side of the subject is good. They have a greater depth of awareness of the wonder of the world and their inner person than is normally found in pupils of this age range. The subject leader has produced a thoughtful set of plans for the subject that draws on national recommendations as well as meeting the requirements of the locally agreed syllabus. These plans enable teachers to meet the syllabus requirements effectively, using topics that are relevant to all pupils, such as 'my family' at Key Stage 1 and studying the major religions at Key Stage 2.
127. Pupils make good progress in developing their knowledge and understanding. In Key Stage 1, they learn about families, about how people spend leisure time and the importance of memories. They celebrate festivals such as Harvest, Christmas and Easter. In Years 2 and 3, they learn that artefacts symbolise key beliefs and help people worship. They handle precious artefacts such as a communion cup, a crucifix and rosary beads with care and wonderment. This results in extending their spiritual awareness very well and gives them a good insight into Christian beliefs. However, whilst some pupils understood when the communion cup is used, few could say why. A few pupils have some understanding about who Christ was but most do not connect Him with the Bible stories that they know. Older pupils study the symbolism of major religions such as Hinduism and Islam. They begin to understand that different religions pray in different ways and know something of the different places of worship. They learn about festivals from other religions, such as Divali and Hannukah.
128. Teaching throughout the school promotes spirituality well. Teachers plan carefully to give pupils opportunities to explore their own feelings and to develop their own self-awareness.

As a result, pupils reach the expected levels of religious knowledge and also gain good understanding of their inner selves and the world around them. Teachers promote the idea of similarities and differences well on a global scale and, consequently, pupils begin to develop a good understanding of multicultural issues through the religious education syllabus. Resources are good. The school has good quality artefacts and books, which pupils share with enjoyment. The subject is led with a strong commitment and considerable enthusiasm. This enables the subject to retain its integrity as a separate subject, while benefiting other subjects through linked topics.