

INSPECTION REPORT

**THE FERNCUMBE CHURCH of ENGLAND
(Voluntary Controlled) PRIMARY SCHOOL**

Hatton, Warwick

LEA area: Warwickshire

Unique reference number: 125687

Acting Headteacher: Mrs S Davies

Reporting inspector: Mrs L A Furness
8245

Dates of inspection: 14th – 16th January 2002

Inspection number: 230329

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: The Ferncumbe Church of England Primary School

School category: Voluntary Controlled

Age range of pupils: 4 -11

Gender of pupils: Mixed

School address: The Green
Hatton
Warwick
Warwickshire

Postcode: CV35 7EX

Telephone number: 01926 484318

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Cruden

Date of previous inspection: July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8245	L A Furness	Registered inspector	Equal Opportunities Special Educational Needs English Art and Design Design and Technology Geography History Information and Communication Technology	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9214	J Garland	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
11472	M Beale	Team inspector	Foundation Stage of Learning Mathematics Science Music Physical Education Religious Education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Ferncumbe Church of England Primary School is a small rural primary school situated in Hatton, which is approximately 5 miles outside the town of Warwick. Forty-seven pupils, grouped into two classes attend the school. One class consists of reception-aged children, and pupils aged 5 to 7. The other class consists of pupils aged 7 to 11. However for literacy and numeracy pupils aged 7 to 11 are taught in two separate classes, one class of pupils of Years 3 and 4 and the other of mainly Years 5 and 6 pupils with a small number of Year 4 pupils. The percentage of pupils known to be eligible for school meals free of charge matches the national average. The percentage of pupils having special educational needs also matches the national average but the percentage of pupils having a statement of special educational need is well above the national average. When children first start school they mainly have academic and personal skills which are at least in line with those expected for their age. However, with so few children in each cohort, it is difficult to anticipate accurately year upon year the children's attainment on entry. The school has undergone considerable change in the last eighteen months with a number of acting headteachers in post. In September a new acting headteacher was appointed on a temporary contract and four of the five teaching staff, all of whom are part-time, were also new to the school.

HOW GOOD THE SCHOOL IS

School effectiveness is satisfactory. Pupils enjoy coming to school and their achievement in English, mathematics and science is satisfactory. The acting headteacher provides clear educational leadership and management. Teaching overall is satisfactory with good and very good teaching in the class of mainly Years 5 and 6 pupils in literacy and numeracy. The school has above average unit costs but this is largely because of its small size. As in the previous inspection the school provides satisfactory value for money.

What the school does well

- The acting headteacher has very quickly developed a team of people who are determined to improve the quality of provision within the school and thereby raise standards.
- Very good literacy and numeracy teaching ensures that the pupils in the mainly Years 5 and 6 class make good progress and achieve well.
- A useful system of tracking academic progress has been recently introduced to check that pupils' progress is as good as it should be.
- Despite leadership and staffing changes the school has managed to maintain parental support and the parents opinions of the new regime are positive.
- Good quality displays effectively enhance the learning environment.

What could be improved

- Pupils' writing skills are below those expected for their age and few pupils write with confidence, imagination and flair.
- Standards in information and communication technology are below that expected by the age of 11.
- Curricular planning throughout the school needs to be improved.
- Using assessment information more effectively to ensure that pupils' learning is continuous throughout the school.
- The monitoring and evaluating roles of the acting headteacher and subject co-ordinators are underdeveloped and need improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997 and since then the key issues identified have only been partly addressed. Due to the many changes in leadership and in staffing it has been difficult to

maintain momentum and to address satisfactorily the weaknesses identified. However, in this last year, the two acting headteachers, along with the staff and governors have worked very hard to try to address the issues and they have been reasonably successful although it is recognised that there is still much to do. Although improvement overall is unsatisfactory, the improvement in the last year has been good.

STANDARDS

The school has very small numbers of pupils taking the national tests for 7 and 11 year olds and it is therefore not appropriate to make comparisons with the national statistics as each pupil accounts for a significant proportion of the overall distribution of levels within the school. The attainment of pupils currently in Year 6 matches the nationally expected levels in English and science and is below the expected levels in mathematics. However in the writing aspect of English and in the investigative and experimental aspect of the science standards are below those expected nationally. At the age of 7 the attainment of the pupils currently in Year 2 match the expected levels in reading and science but is below that expected in writing and in mathematics. Pupils' achievement however is satisfactory overall. On entry to the reception class the children have skills in communication, language and literacy, mathematics and personal, social and emotional development that match those expected for children of this age. By the time they enter Year 1, they reach the nationally agreed 'early learning goals' in communication, language and literacy and mathematical development but are below those expected in personal, social and emotional development, and knowledge and understanding of the world. The challenging targets set for literacy and numeracy were not reached in 2001 but the school is on course to reach the targets set for 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. The majority of pupils enjoy coming to school and have mainly positive attitudes towards their work.
Behaviour, in and out of classrooms	Satisfactory. There has been a marked improvement in behaviour over the last few months with older pupils responding very well in literacy and numeracy lessons.
Personal development and relationships	Relationships are good. Pupils of all ages play and work happily together. However opportunities for personal development are quite limited.
Attendance	Attendance and punctuality are good. Registers are taken promptly and lessons start on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching overall is satisfactory with evidence of good and very good teaching in literacy and numeracy in the class of mainly Years 5 and 6 pupils. The majority of teachers have a secure

knowledge and understanding of most subjects of the curriculum and they are clear about what it is they want the pupils to learn. Introductions to lessons are mainly lively and well structured, and the grouping by age in the class of Years 3 to 6 pupils for literacy and numeracy is helping the teachers to plan and teach a curriculum that is more appropriate to pupils' needs. There is some evidence of more able pupils not receiving sufficiently challenging work in Years 1 and 2 and in Years 3 and 4 in literacy and numeracy. The teachers of pupils aged 5 to 7 and pupils aged 7 to 9 in literacy and numeracy have difficulty in effectively managing the behaviour of a minority of pupils who find it difficult to adhere to classroom routines. The teaching of children within the Foundation Stage (reception) is satisfactory although there is some unsatisfactory teaching occurring. Children do not have enough access to direct teaching from either of the part-time teaching staff and the quality of intervention by the teaching assistant is unsatisfactory. Overall, the quality of teaching in English and mathematics is satisfactory. It is often very good in the class of mainly Years 5 and 6 pupils. In these very good lessons the teacher's secure subject knowledge and effective questioning techniques engages the interest of the pupils and enables them to make good progress. Praise is used well to raise pupils' self-esteem and has a strong impact on pupils' learning. There is limited evidence of teachers systematically planning to use the pupils' developing literacy and numeracy skills in other subjects. The teaching of pupils with special educational needs is satisfactory and they make satisfactory progress. The quality of teaching is satisfactory in science and in information and communication technology. There was insufficient evidence to make a judgement on teaching in art and design, design and technology, history, geography, music physical education and religious education throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory and statutory requirements are met. However there are some shortcomings in provision for the reception-aged children and in the absence of a detailed long-term curriculum plan identifying clearly what pupils are learning in each year group in each subject.
Provision for pupils with special educational needs	Provision for those pupils with special educational needs is satisfactory although pupils with behaviour problems do not always receive appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is satisfactory with spiritual development a strength. Religious education is making a good impact on pupils' spiritual development and assemblies provide a good forum for pupils' views.
How well the school cares for its pupils	The school promotes a satisfactory standard of care. Child protection and health and safety procedures are satisfactory, but systems for assessing pupils' attainment and checking on the progress they make apart from in literacy and numeracy are under developed.

The school's links with parents are good. Parents are supportive and there is a continuing confidence in the school despite the many staffing changes in the recent past. However there are some shortcomings in the quality of written information supplied to parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	The leadership and management of the acting headteacher are good. She has very quickly established a team of people who are working hard to improve the quality of provision within the school.
How well the governors fulfil their responsibilities	Governors have a sound understanding of the school's strengths and areas requiring improvement and fulfil all their statutory responsibilities.
The school's evaluation of its performance	A good system of tracking pupils' performance in National Curriculum tests has been recently introduced but as yet this has not had time to impact on attainment and progress. The monitoring and evaluating of teaching and learning is an area for improvement.
The strategic use of resources	The school plans ahead carefully and appropriately allocates finances to identified agreed priorities.

Staffing levels are good and teaching staff are satisfactorily deployed. The accommodation is good and resources are at least satisfactory in all subjects apart from in geography, where they are unsatisfactory. The use of the classroom assistant with the reception-aged children is unsatisfactory and does not successfully promote children's learning and development. The governors are aware of the principles of best value and are beginning to assess the likely effect of spending on standards and achievement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ The school is well led and managed. ▪ The teaching is good ▪ Children enjoy coming to school ▪ Parents feel comfortable approaching the school. ▪ The school works closely with parents. 	<ul style="list-style-type: none"> • About one third of parents question the range of after-school activities.

The inspection team mainly agrees with the positive views of the parents although the quality of teaching is mainly satisfactory and is not as good as they believe it to be. With regard to the areas that the parents would like to see improved, the inspection team also agrees that there is a limited range of after-school activities on offer to pupils. However, the school has good plans in place to address this deficiency.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Evaluation of the school's results needs great care. The very small number of pupils in Years 2 and 6 mean that it is not appropriate to make comparisons with the national statistics as each pupil accounts for a significant proportion of the overall distribution of levels within the school. The attainment of pupils currently in Year 6, match the nationally expected levels in English and science and is below the expected levels in mathematics. However in the writing aspect of English and the investigative and experimental aspect of the science standards are below those expected nationally. At the age of 7 the attainment of the pupils currently in Year 2 match the expected levels in reading and science but is below that expected in writing and in mathematics. The work seen in classrooms however indicates that overall pupils' achievements are satisfactory in English, mathematics and science. Pupils with special educational needs also make satisfactory progress overall. Although the school did not reach the challenging targets set for 2001 in literacy and numeracy, the school is on line to achieve the targets set for 2002.
2. When the children start school in the reception class most of them show skill levels that are appropriate for their age in communication, language and literacy, mathematical development and personal, social and emotional development. They make mainly satisfactory progress during their time in the reception class. By the time they enter Year 1, children attain at least the requirements of the 'early learning goals' in communication, language and literacy mathematical development and creative development but are below that expected in personal, social and emotional development, and knowledge and understanding of the world. This is because children do not have good quality interaction with an adult for extended periods and are often left to work alone on play activities that lack structure or direction.
3. The teachers work hard to develop pupils' speaking and listening skills and pupils' achievement is satisfactory. The majority of pupils speak clearly, listen carefully to the teacher and to each other and are keen to answer questions. In Year 2 however, a significant minority of pupils are reluctant to take turns in speaking out aloud, they often interrupt each other and do not listen carefully to each other's contributions. This is in contrast to older pupils who during a literacy lesson showed that they are able to take turns to speak. Although they were keen to offer their own ideas when discussing the moral of the fable 'The Tortoise and the Hare' they listened respectfully to what others had to say.
4. The majority of pupils are achieving satisfactorily in reading. They enjoy reading and most are very willing to try to read unfamiliar texts. Reading is mainly accurate fluent and many read with appropriate expression. By the age of 11, pupils have an appropriate range of strategies to help them to decode unfamiliar words and generally understand what they have read. However, in Years 5 and 6, pupils' skills in inference and deduction are not as secure as they should be.
5. Writing standards are below expectations throughout the school although achievement is satisfactory. By the age of 7 pupils have a secure understanding of simple punctuation and the majority of simple words are also spelt correctly. They are beginning to develop their ideas and words are chosen to add variety and interest to their work. However, there is very little evidence of pupils using question marks or commas. Sentences are short and any longer sentences are mainly joined by words such as 'and' or 'but'. Other connectives are rarely used. By the age of 11 pupils' non-chronological writing is of a higher standard than their imaginative story writing where

spelling is often unsatisfactory and simple punctuation tends to be inaccurately applied. There is very little use of paragraphs in narrative writing although there is more evidence of this in non-narrative writing. Pupils are not using adjectives effectively to build up a more vivid picture or give more detailed descriptions of character. Handwriting is generally of a consistent size and is joined and legible. The school is trying hard to improve spelling, handwriting and presentation and although there has been some improvement, these are still areas for development. The use of literacy skills in other subjects is under developed.

6. In mathematics pupils' achievement overall is satisfactory. Year 2 pupils add and subtract single digit numbers with accuracy and use the correct mathematical vocabulary to name two-dimensional shapes. They count backwards and forwards in tens accurately and have a good understanding of how to double numbers. By the time they are 11 the pupils have a good knowledge of their multiplication tables up to 10, and solve problems involving fractions and simple percentages. Most pupils have a reasonable range of strategies at their command, which they use appropriately to solve problems. They have a thorough knowledge and understanding of positive and negative numbers and use this knowledge to invent challenging calculations for each other. There is limited evidence of pupils having the opportunity to use their numeracy skills in other subject areas.
7. In science pupils' achievement overall is satisfactory. By the time they are 7, the pupils have a satisfactory understanding of the dangers and uses of electricity. They know that substances change when they are heated or cooled when cooking. They are able to use different types of equipment such as magnifying glasses carefully. Using this equipment they note similarities and differences and give satisfactory explanations about their findings. By the age of 11 pupils have a satisfactory scientific factual knowledge but their grasp of methods of scientific enquiry, their ability to record their work is unsatisfactory and does not reflect their understanding sufficiently well. They know about the factors affecting evaporation and know that some changes are reversible and some are not. In a topic on change the pupils investigated how to reduce temperatures and discovered where the coolest places in school are. They have learnt about plants and can accurately label the different parts. However recorded work is sometimes incomplete and its layout is often untidy.
8. In art and design standards match those expected nationally for the pupils' age and pupils' achievement is at least satisfactory with evidence of good achievement when older pupils are supported by the Local Education Authority Intercultural Support Service. Pupils aged 5 to 7 have a sound understanding of collage and have imaginatively used wool, fabric, straw and cotton to produce scarecrows. Pupils aged 7 to 11 have produced impressive Kenyan designs. Particularly impressive are the large icons, which depict the life of Jesus through the Stations of the Cross. Very good art and design skills are shown in this work.
9. In information and communication technology (ICT) standards are below those expected nationally by the ages of 7 and 11. However standards are improving because provision in ICT has improved considerably in the last few months. Year 2 pupils enter and correct text using the 'backspace', 'the spacebar' and the 'shift' keys. Most pupils use the keyboard and 'mouse', albeit very slowly. Years 3 and 4 pupils log on independently and use a CD-ROM to find out information about Kenya, learning that computers can be a useful source of information. Their keyboard skills are mainly satisfactory.
10. In religious education standards match those of the locally agreed syllabus and the achievement of all pupils, including those with special educational needs, is satisfactory. Pupils have a good understanding of the Christian faith and are beginning to understand some basic aspects of

customs and beliefs of other major religions such as Judaism. Pupils know the relevance of many of the key festivals such as Harvest and Easter. There are good links with literacy as pupils read a play script in preparation for their production of the story of David and Goliath.

11. There was insufficient evidence to make a secure judgement on attainment or achievement in design and technology, geography, history, music and physical education.

Pupils' attitudes, values and personal development

12. The attitudes, behaviour and personal development of pupils are satisfactory. The majority of pupils enjoy coming to school and are responding well to the ethos of working together to improve the school. The parents and teachers agree that behaviour and attitudes to school are improving under the new regime. In the last inspection it was noted that some of the older boys had negative attitudes towards school and at the beginning of this school year negative attitudes were still seen to be an issue. However, this is no longer the case and all pupils, including those with special educational needs, have at least satisfactory attitudes towards the school and their learning.
13. The attitudes and behaviour of children aged under five are satisfactory. They have settled into school quickly and obviously feel safe and secure. They are initially interested in their activities, but often they quickly lose this interest and flit from one activity to another. Too often they do not have the benefit of good quality interventions from the adults with which they are working resulting in loss of concentration and becoming difficult when asked to take turns. When this happens limited learning takes place as was seen during a mathematics session when inappropriate organisation and lack of resources meant that the children became fractious and unwilling to share and help each other.
14. The behaviour of the vast majority of pupils is satisfactory. They behave in a satisfactory way in class and most of them concentrate on their work. In literacy and numeracy lessons the oldest pupils respond very well to the stimulating teaching that they receive and they enjoy the interesting activities that they are given. However, when Years 3 and 4 pupils are given work that is far too difficult then off-task chattering occurs and pupils lose concentration.
15. Relationships are good. Pupils of all ages play happily together in the playground, but the lack of activities during the long lunch time means that there is often too much running around, especially by groups of boys, resulting in noisy unfocused behaviour. Pupils do not understand how to use the carefully painted game grids on the playground and therefore these are not used to best advantage. Pupils feel that bullying is not present in school, and some talk about having encountered oppressive behaviour at previous schools. However, they are confident that if bullying did occur it would be dealt with immediately. Pupils say that they appreciate the family atmosphere which prevails in this school. There have been no permanent or fixed-term exclusions from the school in the past year.
16. Pupils' personal development is satisfactory. When pupils are given responsibility for routine tasks, they respond well. Older pupils willingly look after younger ones especially at break-time and lunch-time. However, because of limited opportunities available to them, the pupils are not able to show initiative or to become involved in decisions about improving the school. Nevertheless, a good start has been made in addressing this deficiency and the whole school, pupils, parents, staff and governors have been involved in producing new school aims. In addition, pupils have joined their parents in discussing together how they might improve their work.

17. As in the previous inspection pupils' attendance is good and the level of unauthorised absence is below the national average. Punctuality is good, registers are taken promptly and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching overall is satisfactory with evidence of good and very good teaching in literacy and numeracy in the class of mainly Years 5 and 6 pupils. Some teaching is unsatisfactory. Overall however teaching has improved since the last inspection.
19. The majority of teachers have a secure knowledge and understanding of most subjects of the curriculum and they are developing their confidence to teach information and communication technology skills with the help of the well-informed subject co-ordinator and in-service training. Planning is satisfactory and in the majority of subjects teachers are clear about what it is they want the pupils to learn. The majority of teachers have appropriate expectations of pupil's work and pupils respond by trying hard to carry out instructions. Teaching methods are satisfactory with teachers using a variety of organisational methods including pupils working in groups or in pairs to maximise learning and thinking. Expositions are mainly lively and well structured, and the grouping by age in the class of Years 3 to 6 pupils for literacy and numeracy is helping the teachers to deliver a more appropriate curriculum and raise standards.
20. Teachers have implemented the National Literacy and Numeracy Strategies satisfactorily and they use the National Literacy and Numeracy Frameworks to plan a range of work suited to the abilities of the pupils within class. However there is some evidence of more able pupils not receiving sufficiently challenging work in Years 1 and 2 and in Years 3 and 4 in literacy and numeracy. Clear expectations of behaviour are not set in some classes. In the Years 1 and 2 class for example, one of the teachers has difficulty in effectively managing the behaviour of a few pupils who find it difficult to adhere to classroom routines. This prevents good learning habits being established and disrupts learning for the other pupils in the class.
21. An area for improvement although satisfactory is the quality of written marking. Marking is often not focused enough and does not clearly identify what a pupil has to do next to improve their work. Although some pupils are given individual targets for learning, this practice is not consistent throughout the school.
22. The teaching of children within the Foundation Stage (reception) is satisfactory although there is some unsatisfactory teaching occurring. There are too few opportunities for children to make choices, investigate or to have regular access to quality outdoor play. Children do not have enough access to direct teaching from either of the part-time teaching staff and the quality of intervention by the teaching assistant is unsatisfactory. The use of assessment information is ineffective and activities planned do not sufficiently match needs of the children. Teaching is satisfactory in communication, language and literacy and in mathematical development. Children take reading books home to consolidate work in class and develop good learning habits.
23. Overall, the quality of teaching in English is satisfactory. It is very good in the class of mainly Years 5 and 6 pupils. The National Literacy Strategy is used for planning and the three-part lesson structure is used to good effect in other subjects of the curriculum. The structure works best where teachers are very clear about what the pupils are to learn, explaining this to them, providing accurate examples for them to follow and managing their behaviour well so that they all remain on

task and work hard. This was seen in a literacy lesson for the older pupils when the teacher's very good subject knowledge and effective questioning techniques allowed all pupils to participate in an active discussion about the moral of the fable 'The Tortoise and the Hare'.

24. In mathematics, the quality of teaching is satisfactory although it varies from satisfactory to very good. Some teaching at of pupils aged 5 to 7 and of pupils aged 7 to 9 is carried out at too slow a pace and the work provided for the most able pupils offers little challenge. This leads to discipline problems, which the teachers have some difficulty in managing effectively. In the class of mainly Years 5 and 6 pupils, very good teaching ensures that lessons are conducted at a brisk pace and that pupils of all abilities are provided with challenging tasks. The teacher's good subject knowledge, lively approach and the provision of stimulating work, engages the interest of the pupils and enables them to make good progress. Praise is used well to raise pupils' self esteem and has a strong impact on pupils' learning.
25. Satisfactory emphasis is given to teaching the basic skills of literacy and numeracy although as yet there is limited evidence of teachers systematically planning to use the pupils' developing literacy and numeracy skills in other subjects.
26. The quality of teaching is satisfactory in science and in information and communication technology. There was insufficient evidence to make a judgement on teaching in art and design, design and technology, history, geography, music, physical education and religious education throughout the school.
27. The teaching of pupils with special educational needs is satisfactory. The special needs co-ordinator provides satisfactory support for teachers in drawing up the pupils' individual education plans and ensuring that targets address their difficulties. Teaching assistants provide satisfactory support and contribute appropriately to the pupils' learning. They form good relationships with the pupils, guiding them in their work by offering clear explanations, asking and answering questions and supporting them in recording their findings or thoughts. Occasionally, these pupils are not fully involved during the whole class discussions at the beginning and end of lessons. Teachers' planning does not always take sufficient account of different abilities within the class to make sure that work is suitably adapted to challenge all pupils in the most appropriate way.

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

28. The quality and range of the learning opportunities provided by the school is satisfactory. The curriculum meets the statutory requirements of the National Curriculum and follows the recommendations of the locally agreed syllabus for religious education. The quality of the curriculum is broadly at the same level as reported during the last inspection and is satisfactory. However, there are some weaknesses as there is no appropriate long-term plan or curriculum map for each subject or an agreed system for planning for pupils' learning. In order to address this the school is making satisfactory use of national guidance as the basis for its curriculum planning in most subjects. However, as the school is aware, this guidance is in need of adaptation particularly in the light of having classes that consist of pupils of different age ranges. Helpful policies and schemes of work are in place for several areas for example, English and mathematics, but many others are outdated, in need of review or do not reflect current practice. The absence of a whole school curriculum policy or plan inhibits effective monitoring and evaluation of the overall learning experiences of pupils and of their continued achievement.

29. The school is committed to ensuring that all pupils have equal access to the curriculum. Provision for those pupils with special educational needs is satisfactory although pupils with behaviour problems do not always receive appropriate support. The staff work closely together sharing information and expertise trying hard to ensure that these pupils benefit from a relevant curriculum. Individual education plans are carefully written and provide accessible targets for pupils' future learning. However more able pupils are not always appropriately challenged.
30. The curriculum provided for reception aged-children is unsatisfactory. The lack of provision for large play apparatus means that staff are unable to meet all learning goals for physical development. The outdoor and role play areas, although adequate in size, are underused. Children are given only limited access to the provision. Interaction between adults and children in these areas is often lacking in stimulation and is sometimes inhibiting. Teachers focus on developing children's communication, language and literacy and mathematical skills and this is mainly successful. The curriculum has been reviewed during this year and teachers now plan to the early learning goals recommended for children of this age, but the curriculum is not always delivered satisfactorily. Insufficient attention is given in the planning to how other areas of learning can be developed into the subject-based lessons, which often cater more for the pupils aged 5-7 who are taught in the same class as the reception children. Some children move into aspects of the National Curriculum before they have sufficient experiences, for example in knowledge and understanding of the world.
31. The opportunities for developing literacy and numeracy are satisfactory. Pupils aged 7 to 11 are separated into two age-related teaching groups for English and mathematics. The National Literacy and Numeracy Strategies are at least satisfactorily implemented by most classes and this has resulted in an improvement in most pupils learning. However, there is an ineffective whole school approach to developing pupils' literacy and numeracy across the curriculum and so the potential benefits from the National Strategies are lost through lack of reinforcement.
32. The school satisfactorily plans for a balance of subjects across the curriculum. Information and communication technology (ICT) is planned for and the ICT curriculum meets statutory requirements. However, provision does not at the present time have sufficient effect on the standards of pupils' attainment in this subject. Teaching does not provide pupils with enough opportunities to practise their skills. Neither does ICT contribute sufficiently well to other subjects of the curriculum.
33. There is only a limited range of extra curricular activities to enhance the curriculum. During the week of the inspection there was just one after-school netball club taking place. Pupils have the opportunity to learn to play a range of instruments by taking lessons with visiting specialists. There are no opportunities for residential visits.
34. Whilst there is no overall plan or programme of work for personal education activities for health education, including sex education and teaching about substance abuse do occur. Pupils also develop their personal skills through their everyday encounters in school. The school places emphasis on personal development through normal day-to-day relationships. Teachers and other staff contribute to this approach by challenging inappropriate behaviour and rewarding good behaviour. Awards given to pupils are celebrated in weekly assemblies.
35. Provision for pupils' spiritual, moral, social and cultural development is satisfactory with spiritual development a strength. Arrangements for pupils' spiritual development have improved since the previous inspection. Assemblies play an important part in the life of the school promoting a sense of belonging to a whole school community. The curriculum for religious education is making more

impact on pupils' development and assemblies provide a good forum for discussing pupils' views. During the assemblies and during the day teachers are alert to opportunities to build on the pupils' capacity for reflection. Teachers promote pupils' awareness of Christian values and introduce them to an understanding of the spiritual content of music. The school has satisfactory links with the community and regular visits from the local vicar greatly enhance assemblies. Appropriate opportunities are provided for pupils to explore and reflect upon the wonder of the world through other subjects, for example, in science when learning about plants and growth.

36. Moral development is satisfactory. Through assemblies and personal and social education lessons, pupils are frequently encouraged to think about moral issues. The school successfully encourages pupils to understand the difference between right and wrong. This is supported by a system for encouraging correct behaviour and by involving pupils in creating the school's code of conduct. Pupils are taught to respect differences in others, how to learn from their mistakes and to be responsible for their own behaviour. The staff provide good role models for the pupils showing respect for them and listening to what they have to say and most pupils respond to this by paying attention, taking turns, and trying hard to carry out instructions.
37. The pupils' social development is appropriately fostered in the opportunities provided in most subjects for collaborative work in pairs or small groups. The pupils share equipment willingly and treat it with respect. Classroom organisation helps the pupils to develop independence in getting out and clearing away apparatus. Pupils' are encouraged to contribute to the school and village communities with older pupils being encouraged to develop a wider sense of social responsibility by taking part in activities such as selling poppies for Remembrance Day and delivering harvest gifts to the Salvation Army drop in centre.
38. The school offers a satisfactory range of cultural experiences through their study of literature, music and art. Pupils develop a reasonable appreciation of their locality and the history and geography of the village in which they live. Pupils are presented with an insight into other faiths and both European and non-European cultures by looking at artefacts and pictures and listening to music. They listen very attentively in assemblies to descriptions of different traditions and activities. However these and the experiences, which reflect that they are growing up in a multicultural society could be improved further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school has satisfactory procedures for child protection and ensuring the health and safety of the pupils. For instance, there are clear instructions on view for anyone to see about the correct procedures for calling an ambulance, so that the school, which is in a country lane, can be accessed immediately. However, staff training in these areas, especially child protection, is not up to date, although there are plans in the very near future to address this issue. This is particularly important especially in view of the large number of new staff in the school. There is a named person responsible for first aid but at the moment it is a part-time member of staff, which is not appropriate as there are some days each week when this person is not in the school.
40. Procedures for monitoring and improving attendance are good and attendance figures have improved since the last inspection. Although attendance is above the national average the school nevertheless monitors individual patterns of attendance and intervenes if pupils show patterns of absence, with good results.
41. The procedures for monitoring the pupils' personal development are satisfactory and the pupils are well known to the staff. The school provides a very warm and caring environment that is secure

and safe for all. The staff work hard to foster the pupils' self esteem by giving them confidence in their own ability to succeed. Personal support is given to individuals when necessary and issues are dealt with promptly and effectively. Reasons and explanations are always given to the pupils as to why actions are taken. Pupils are starting to be consulted and asked their views about how to improve the school.

42. Procedures for monitoring behaviour are good. Prompt attention is given to inappropriate behaviour, reasons are given and parents are quickly informed and involved. Improving behaviour has been tackled successfully by the new acting head teacher and her team with positive results. The regime is based on recognising and rewarding good behaviour and there is an assembly where good behaviour is publicly celebrated. The school successfully encourages pupils to be responsible for their own behaviour and to realise the consequence of their actions. There is no evidence of oppressive behaviour occurring.
43. There are appropriate systems for assessing and recording individual pupils' attainment and the progress that they make in English and mathematics. However assessment and record keeping procedures in other subjects are not in place and needs to be improved. The school monitoring of pupils' academic development is unsatisfactory and the use of the information gained is not used effectively to improve curricular planning. The acting head teacher has introduced a good system of tracking pupil progress to enable targets for improvement to be set, but this has not had time to have a positive impact on learning. Some teachers do not show an appropriate understanding of how to use the assessment procedures and are unclear about what the pupils need to do next to improve. The assessment of pupils with special education needs is satisfactory. Systems for the assessment of children when they start school are in place but the information from these assessments is not always used appropriately to plan subsequent learning experiences.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's links with parents are good. Parents are supportive of the school as shown by the written comments and replies to the pre-inspection questionnaire and in their response to questions at the parents' meeting. There is a continuing confidence in the school despite the many staffing changes in the recent past. For most parents this small school is a definite choice and they will travel a distance to reach it. They particularly like the way their children enjoy coming to school and they feel very comfortable to approach the school with any suggestions or concerns. The parents comment that the new acting head teacher is very welcoming to parents and there are many opportunities available for daily informal contact at the start and the end of the school day.
45. Parents' contribution to their children's learning is satisfactory. Many help their children with reading activities and they are encouraged by the school to record the reading that they have done with their children at home. The parents also help with special projects and accompany their children on trips out of school. Informal social meetings are held where they discuss future fundraising and support for the school. The benefits are tangible: a tombola held in the nearby town recently increased the funds available to purchase new equipment. Some parents and staff cleared the courtyard in the school at the beginning of the year in order to create a garden area. Links with the local church are increasing, with mutual benefits and older pupils spoke publicly at a Harvest Festival in the church this year. Also meetings with the parents of children in all classes at the beginning of the year have helped the process of establishing expectations and routines. At these meetings the teachers have given parents some indication of what is to be studied throughout the year to help them better support their children's learning at home.

46. The quality of written information provided to parents is unsatisfactory. The school's published material, for example the school prospectus, dates from the previous administration. It has some shortcomings, especially in details about the curriculum. Similarly written reports have not had enough useful information about progress and how pupils may improve their work. A common approach is now being developed in order to improve the school's written communications, starting with developing a new set of aims for the school, which are very appropriate and optimistic about the school's future. Parents are now consulted regularly about progress with the active participation of their children. Parents and pupils approve of the school's new system of including the pupils in a termly conference about pupil progress. This system effectively helps to build up a sense of shared purpose and commitment to improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school by the acting headteacher are good and she provides a clear and purposeful sense of direction for the school. In a very short time she has gained a very clear understanding of the strengths and the areas requiring development and has put into place useful strategies to address some of the identified weaknesses. She has earned the respect of the governors, staff, parents and pupils and is beginning to create a team that is able to bring about the changes necessary to move the school forward. The school's commitment to improvement and its capacity to succeed are now good. Performance management has been satisfactorily introduced. All the relevant staff have agreed appropriate objectives and all relevant documentation is in place.

48. The procedures for monitoring and evaluating the school's work, including teaching, are unsatisfactory but are improving under the new leadership of the school. A thorough audit of existing provision has been carried out and this provides a secure platform for future developments. Subject co-ordinators have had very little opportunity to monitor and evaluate teaching and learning in their subjects and roles and responsibilities have not been clearly defined. The acting headteacher has reorganised the curricular responsibilities and has put into place systems that will empower co-ordinators to manage their subjects more effectively. She herself has planned a programme to monitor and evaluate existing practice to improve the quality of teaching and learning throughout the school.

49. The governing body is committed and interested and it fulfils all of its statutory duties. It has a secure understanding of the strengths and areas requiring development but due to the uncertainty in leadership it has been unable to implement the changes necessary. The situation is now much more stable and the governors are beginning to take a more direct role in shaping the direction of the school. The quality of the school development plan is satisfactory, although the acting headteacher has appropriately superseded this with far more relevant issues, which are clearly focused on raising standards and improving provision.

50. Financial planning is satisfactory. It is linked clearly to the school development plan and spending is monitored satisfactorily. The finance committee meets regularly to review spending decisions. The governors are satisfactorily aware of the principles of best value and are beginning to check and evaluate the likely effect of spending on standards and achievement. Day-to-day financial administration and control are satisfactory. All school routines are well established and the school administrative officer provides satisfactory support for all teachers including the acting headteacher. Information and communication technology is used satisfactorily in appropriate aspects of the school's management.

51. The leadership and management of special educational needs are satisfactory. The recommendations of the Code of Practice are fully met and the co-ordinator and staff meet regularly to review pupils' progress. The funding available for special educational needs is carefully managed and spent appropriately
52. Staffing levels are good and teaching staff are satisfactorily deployed. Staff development is satisfactory and training is in place to appropriately support school improvement. The accommodation is good and there are an appropriate number of classrooms and additional teaching spaces. Standards of cleanliness are good. The quality and quantity of resources are satisfactory in all subjects apart from in geography where they are unsatisfactory and in art and design, information and communication technology, music and religious education where they are good. The school's use of available resources is satisfactory although use of the teaching assistant with reception aged children is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve further the governors, headteacher and staff should:

1. raise standards in writing by:

- improving pupils' punctuation and spelling skills;
- developing pupils' knowledge of the way sentences can be combined using words other than 'and' or 'but';
- ensuring pupils have sufficient opportunities to develop their skills in imaginative story writing;
- encouraging pupils to use a wider range of adjectives to make sentences more interesting;
- continuing to improve handwriting and presentation skills;
- planning systematically for pupils to practise their writing skills in other subjects.

(paragraphs: 5, 25, 31, 65, 68, 90, 93 & 95)

2. raise standards in information and communication technology (ICT) by:

- ensuring that pupils have an appropriate time to develop their ICT skills;
- providing any necessary training for staff who lack ICT expertise;
- improving assessment and record keeping procedures;
- systematically planning for the use of information and communication technology skills to be developed in each relevant National Curriculum subject.

(paragraphs: 9, 32, 72, 80, 87, 90, 93, 95, 96, 98, 102 & 109)

3. improve curricular planning throughout the school by:

- bringing about a secure understanding of how best to meet the needs of the children in the Foundation Stage of Learning even when they are taught alongside pupils in Years 1 and 2 so that their learning needs are appropriately met;
- in relation to each subject, drawing up, altering or reviewing schemes of work to ensure that they meet the needs of the school, ensuring that pupils learn continuously throughout the school, and providing guidance for teachers in their day-to-day planning for pupils at different stages of learning in all classes;

- extending the role of the acting headteacher and the subject co-ordinators in making sure that all teachers are following the school's agreed procedures.

(paragraphs:13, 28, 29, 30, 48, 55, 56, 61, 62, 66, 71, 75, 76, 78, 82, 87, 90, 93, 95, 102 & 108)

4. use the information gained from assessment to improve overall planning and target setting in English, mathematics and science so that pupils' learning is continuous and progressive. In addition :

- draw up and implement effective and manageable procedures for assessing and recording pupils' attainment and achievement in all other subjects;
- extend the subject co-ordinators' role in evaluating teachers' planning and pupils' work to include checking that the outcomes of marking and assessment are being used effectively to plan further learning in all subjects.

(paragraphs: 21, 22, 29, 43, 48, 55, 72, 75, 76, 79, 82, 87, 90, 93, 95, 102, 106 & 109)

5. draw up and implement suitable procedures to enable the headteacher and subject co-ordinators to check on the quality of teaching and learning in all subjects. Include in this:

- provision for immediate feedback to the teachers, clearly indicating strengths and areas for improvement;
- a timescale for further monitoring to check that the areas for improvement are being satisfactorily addressed;
- opportunities for checking on pupils' work to ensure that their learning is improving as a result of the monitoring that is in place.

(paragraphs: 48, 73, 79, 83, 87, 90, 93, 95, 98, 102 & 109)

In addition to the main issues identified the school needs to:

- improve pupils investigative and experimental science work

(paragraphs: 7 & 80)

- improve the quality of information to parents

(paragraph: 46)

- improve the quantity and quality of resources in geography

(paragraphs:52 & 93)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	6	16	3	0	0
Percentage	0%	7.5%	22.2%	59.2%	11.1%	0%	0%

The Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	47
Number of full-time pupils known to be eligible for free school meals	N/a	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	12

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	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	2	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 2 or above	School	N/A	N/A	N/A
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 2 or above	School	N/A	N/A	N/A
	National	85 (84)	89 (88)	89 (88)

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

This table is not completed, as there are fewer than 10 pupils in the Year 2 cohort.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	5	0	5

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A	N/A	N/A
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A	N/A	N/A
	National	72 (70)	74 (72)	82 (79)

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

This table is not completed, as there are fewer than 10 pupils in the Year 6 cohort.

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	47
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	14.7
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	16.25 hours

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000-2001
	£
Total income	191847
Total expenditure	180302
Expenditure per pupil	4007
Balance brought forward from previous year	2647
Balance carried forward to next year	14192

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 55.6

Number of questionnaires sent out	45
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	20	4	0	0
My child is making good progress in school.	68	24	8	0	0
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	40	52	8	0	0
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	52	48	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	68	28	0	4	0
The school works closely with parents.	72	24	4	0	0
The school is well led and managed.	60	40	0	0	0
The school is helping my child become mature and responsible.	60	32	4	4	0
The school provides an interesting range of activities outside lessons.	8	40	28	4	20

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

- 54 Children enter school at the beginning of the academic year in which they reach five years of age. All of them attend part-time for the first few weeks. Reception aged children are taught in a class alongside Years 1 and 2 pupils by two part-time teachers under a job-share arrangement. A nationally approved assessment scheme shows that the children's attainment in communication, language and literacy, mathematical development and personal, social and emotional development generally matches that expected for children of this age, although the full ability range is represented, particularly in language, literacy and communication skills.
- 55 The planning and provision for pupils in the Foundation Stage are satisfactory overall but there is evidence of unsatisfactory teaching and provision in some aspects. Much of the time is devoted to the teaching of the early skills of numeracy and literacy and the children make satisfactory progress in these areas. By the time they start Year 1 they are likely to be attaining the expected standards in these two areas of learning. However provision in other areas for example, personal, social and emotional development, knowledge and understanding of the world and physical development is unsatisfactory. Organisation is often unimaginative and there are too few opportunities for children to make choices, investigate or to have regular access to quality outdoor play. The children's work is not assessed as well as it could be to find out what children know, understand and can do, or to provide information to plan future learning experiences. By the time they are Year 1 they are unlikely to attain the nationally determined 'early learning goals' expected for children of this age in personal and social development, knowledge and understanding of the world and physical development.
- 56 The teachers work closely with the learning support assistant but a consistent team approach based on a mutual understanding of learning intentions is not always apparent. Children do not have enough access to direct teaching from either of the part-time teaching staff. As a consequence of this they participate in too many activities where their achievement is unsatisfactory. Whilst children's learning is satisfactory in literacy and numeracy lessons, the organisational methods do not emphasise or reinforce this learning in the context of independent learning, structured play or in the other areas of learning.
- 57 Improvements have been made to the children's outdoor learning opportunities since the last inspection. There is now an enclosed learning area for children to experience a range of activities including sand and water play.

Personal, social and emotional development

- 58 Children's development in this area is unsatisfactory overall. Children lack a good understanding of the routines of the day and do not always become fully involved in the activities. Occasionally they can concentrate for extended periods but often flit from activity to activity when not having the benefit of quality interaction with an adult for extended periods. Their progress in learning to work independently is unsatisfactory. Children work with others in, for example, small world play and role play in the vet's surgery but significant opportunities to develop social skills are missed in these activities due to the low quality and

unchallenging interventions from the adults working with them. The quality of teaching is unsatisfactory. Cutting out activities in art lessons generate discussion as children talk about what they are doing and form relationships with others. The children generally well behaved but become over excited and sometimes fractious when asked to undertake inappropriate activities. For example many children have difficulty remembering to take turns in a simple number-fishing game when the organisation and support for the activity are inadequate. Children take good care of the role-play area, hanging up the dressing up things and clearing away when they have finished an activity. By the time they enter Year 1, children will not achieve the early learning goals expected in personal, social and emotional development.

Communication, language and literacy

59 Children are well on their way to achieving the early learning goals in this area of learning because teaching is satisfactory. They make satisfactory progress in all aspects of communication, including speaking and listening, reading and writing. Children show an interest in stories because they are encouraged to look at books and listen to story tapes. Talk is valued and encouraged but support staff lack the expertise to ensure that all contributions are developed as they could be. In such instances learning is unsatisfactory. Many children speak clearly and audibly with confidence. Children are asked to say what they are doing, such as describe the collages they have made from a variety of media. They talk to each other, saying for example, 'let's get to work', when playing in the water and congratulating each other with 'Well done' when they are satisfied that they have done something well.

60 All children put pencil to paper readily and form some letters correctly. They understand that writing communicates meaning and are given some opportunities, during activity time, to practise writing in, for example the class graphics area. However, there is generally a very formal approach to teaching writing skills, which are taught mainly through activities in English lessons. Adults miss opportunities in, for example the vet's surgery to encourage children to write reports or to take down telephone messages. This is because too few specific skills are identified to be developed through these activities. This in turn sometimes means that the children do not have a specific purpose or anything to achieve whilst they are working there. Adults tend to support the more formal activities and do not join children enough in their play.

Mathematical development

61 Children make sound progress overall and are likely to achieve the early learning goals by the time they complete their reception year. Teaching is satisfactory. All the children are learning to recognise and order numbers to ten. Activities such as cutting out six objects or drawing five stars develop children's mathematical understanding satisfactorily. Children identify groups of objects that have more or less in them and match numbers to groups of objects correctly. Higher attaining children can count beyond ten. Children competently identify longer and shorter and heavier and lighter. However, work set is often the same for all of the children, without enough regard given to adapting the work for the two to three more able children in the group. Consequently most of the children are at a similar level and some of the higher attaining do not progress as well as they might. In one lesson seen pupils made good progress and were challenged to explain how they calculated their answers to questions such as 'two more than three'. Satisfactory opportunities were provided for pupils to practise their counting skills as they threw bean bags into coloured hoops.

Knowledge and understanding of the world

- 62 Very few lessons were seen for this area of learning during the inspection. From looking at children's work and teachers' planning files, there are weaknesses in curricular planning which mean that children sometimes miss out vital stages of learning because not enough attention is given ensuring that the children's learning is continuous throughout the year. Some children are taught ideas that are meant for older pupils for example in Years 1 and 2. This is because when teachers plan the lessons, they focus too much on Years 1 or 2 work and pay too little attention to promoting the early stages of children's learning. For example in a geography lesson the demands of recording and analysing transport usage were far in excess of the basic skills of these young children. Children have too few opportunities to use computers. Teaching in this area of learning is unsatisfactory and few children will achieve the requirements of the early learning goals as they move into Year 1.

Physical development

- 63 Teaching is satisfactory and routine activities are well used to promote children's motor skills. Children are encouraged to handle pencils and scissors correctly and to work accurately. Practical activities such as threading and making junk collages enable the children to construct pictures and models and they refine their control of equipment as a result. Sessions in the school hall give opportunities to develop basic movement and gymnastic skills. The teacher conducted the lesson safely, with careful attention to warming up and cooling down. A lesson seen demonstrated the children's ability to walk, run and jump safely in a confined space, paying due regard to others' space and safety. The few that have poor co-ordination receive extra encouragement and praise from the teacher. Staff ensure that children have some outdoor play when the weather allows. Good quality outdoor physical activity is not available as the fenced, secure area is too small and suitable equipment is not available. The children cannot easily integrate outdoor play into their daily routines. The children have no opportunities to use wheeled vehicles or to use outdoor equipment regularly to develop their skills of climbing and balancing. However, although progress in this aspect of physical development is unsatisfactory children will attain the early learning goal expected in this area of learning by the time they enter Year 1.

Creative development

- 64 By the time the children enter Year 1 children will achieve the early learning goal expected in this area of learning. An examination of completed work indicates that they mix paints carefully and achieve subtle changes of shade and tone. Most recognise and name the primary colours accurately. They develop their artistic skills by, for example, building detailed collages to reflect things that they like. They sing a simple repertoire of songs and join in enthusiastically and confidently with action rhymes. They use correctly a good range of percussion instruments to accompany songs and can maintain a simple beat. All pupils have the opportunity to participate in imaginative play and teaching is satisfactory overall.

ENGLISH

- 65 It is inappropriate to compare the pupils' results in English with national statistics, or with the statistics of similar schools, as there are too few pupils in Year 2 and Year 6 for meaningful

comparisons to be made. The standards of work of pupils currently in Years 2 match the expected levels for 7 year-olds in reading but are below those expected in writing. At the age of 11, standards in English overall match those expected nationally for the pupils' age but writing standards are lower than reading standards. A contributory factor to these below average standards is that pupil mobility is high with many pupils joining and leaving the school after they are 7. However overall pupils' achievement in speaking and listening, reading and writing are satisfactory. Pupils with special educational needs make satisfactory progress and achieve appropriately.

- 66 Teaching staff and other adults work hard to develop pupils' speaking and listening skills and pupils' achievement is satisfactory. The majority of pupils aged 5 to 7 speak clearly and in simple sentences. They ask and answer questions competently and talk with enthusiasm about the text that they are using in geography lessons for example. In Year 2 however, a significant minority of pupils are reluctant to take turns in speaking out aloud, they often interrupt each other and do not listen carefully to each other's contributions. The majority of the older pupils speak clearly and confidently. They listen carefully to the teacher and to each other and are keen to answer questions. In a literacy lesson pupils in the class of mainly Years 5 and 6 pupils were reading the fable 'The Tortoise and the Hare'. As part of this work the class were all involved in a discussion in which they spoke with increasing confidence and were able to take turns to speak. They were keen to offer their own ideas when discussing the moral of the fable. Throughout the school, there are too few planned opportunities for the development of speaking and listening skills. Also there is no school programme of work in place to support teachers' planning and to ensure that speaking and listening development is continuous.
- 67 The majority of pupils are achieving satisfactorily in reading. They read appropriate texts accurately and fluently. They enjoy reading and most are very willing to try to read unfamiliar texts. By the age of 11, pupils use appropriately a range of strategies to help them to decode unfamiliar words. They show satisfactory understanding of the main points of the text read and discuss character and feelings sensibly. Despite very good teaching in Years 5 and 6, pupils' skills in inference and deduction are not as well developed, as they should be. Special emphasis has been put into improving boys' reading and helping with any reluctant readers. Adults appropriately support lower attaining pupils. Lots of new books have been recently purchased to set up quality reading corners in classrooms, which are used well by the pupils. All pupils have a reading diary, which is completed on a regular basis and provides parents with useful information about how their child is progressing.
- 68 Writing standards are below expectations throughout the school. By the age of 7 pupils are beginning to develop ideas and they chose words to add variety and interest for example, 'it was cold but it was a beautiful day....' Capital letters and full stops are mainly used accurately and the majority of simple words are also spelt correctly. However, there is very little evidence of pupils using question marks or commas and sentences are mainly joined by words such as 'and' or 'but'. By the age of 11 it is evident that pupils non-chronological writing is of a higher standard than their imaginative story writing, where spelling is often unsatisfactory and simple punctuation tends to be inaccurately applied. The initial part of the writing is well organised and appropriately sequenced but latter parts are disappointing and stories often end abruptly. There is very little use of paragraphs in narrative writing. However, these are used much more consistently in the examples of non-narrative writing where punctuation is being used correctly within sentences, for example commas, speech marks, exclamation marks and words put in capitals (BANG, HELP) for emphasis. Pupils are not using a combination of adjectives sufficiently well to build up a more vivid picture or

give more detailed descriptions of character. Handwriting is generally of a consistent size and is joined and legible. The school trying hard to improve spelling, handwriting and presentation and although there has been some improvement these are still areas for development.

- 69 Lower attaining pupils in Years 1 and 2 benefit from the additional literacy support provided by a classroom assistant. She works satisfactorily with this small group of pupils and as a result these pupils make sound progress in their work and their achievement is satisfactory.
- 70 The quality of teaching in English is satisfactory but there is evidence of good and very good teaching. The very good quality teaching in the class of mainly Years 5 and 6 pupils is characterised by very good subject knowledge and the very good questions asked, which are adjusted well in consideration of pupils' needs. This enabled all pupils to take part in the discussion about 'The Tortoise and the Hare' with confidence and enthusiasm. The learning intention of the lesson was very effectively shared with the pupils so they were clear about what they should be doing and what was expected of them. All teachers adopt this practice but occasionally the teacher loses the focus of the lesson and too much time is spent on discussing emerging issues. For example in a session aimed to develop Years 3 to 6 pupils' understanding of how to plan a short story, a discussion of favourite books did not effectively help the pupils to achieve the learning intention of the lesson. The resource used, although interesting, was far too complex for pupils to absorb in one session. In a literacy lesson for pupils in Years 3 and 4 the text given for independent work was inappropriate for lower attaining pupils resulting in these pupils making unsatisfactory progress. However, two pupils who were supported by the teaching assistant made good progress due to her well timed and appropriate interventions. Homework is used satisfactorily to support pupils' learning in this subject.
- 71 The school has implemented the National Literacy Strategy and is using the Framework satisfactorily to support planning. This document has successfully provided the school with a programme of work that ensures that learning is continuous from reception through to Year 6. All teachers have adopted the basic structure and format of a 'literacy hour' and all classes regularly receive guided reading and writing sessions. However, too few pupils are attaining the higher level and the evidence from the analysis of work, teachers' planning and lesson observations is that the more able pupils are not always sufficiently challenged. In an attempt to address this issue some younger pupils are working with the Years 5 and 6 pupils in an attempt to raise their attainment. In Year 2 also there is limited evidence of more able pupils being appropriately challenged and the written work that they are given to do does not take sufficient account of their prior learning.
- 72 The quality of marking overall is satisfactory. The marking of the Years 5 and 6 literacy books is good with constructive comments helping pupils to identify strengths and areas for improvement. However, throughout the rest of the school marking is not as precise or as rigorous. In Years 1 and 2 comments made are occasionally too difficult for pupils to read. This renders them irrelevant as they can not be understood and therefore have a limited impact on future improvement. The use of information and communication technology (ICT) is also limited. The school has not planned in a systematic way as to how pupils' ICT skills are to be used to enhance learning in this subject. The use of literacy skills in other subjects is under developed.
- 73 Leadership and management of the subject are satisfactory. There are two co-ordinators in post, one responsible for pupils aged 5 to 7 and the other for pupils aged 7 to 11. A useful

literacy audit of current practice has taken place and this is beginning to form the platform for future development. For example, since September the school has introduced termly unaided writing assessments as a means of assessing progress and to provide information about the learning targets that are necessary for pupil improvement. The acting headteacher has introduced a very useful tracking system, to monitor if the progress that pupils are making is good enough. An extended writing session has been introduced for pupils aged 7 to 11 as the co-ordinators have identified the need for pupils to have the opportunity to write in a sustained way. To improve reading extra volunteers including parents and members of the Education Business partnership are coming into school regularly to read with pupils which has resulted in pupils reading more confidently and accurately. A reading test has been purchased to monitor reading progress more effectively. Monitoring of written planning has taken place. However there has been no direct monitoring and evaluating of the quality of teaching and learning. Resources are satisfactory although there are shortages in non-fiction texts and 'big books' for the older pupils. Statutory requirements are met in this subject and improvement since the previous inspection is satisfactory.

MATHEMATICS

- 74 The results of the National Curriculum tests for 11 year-olds in 2001 are not included as the group size was too small to make secure comparisons with schools nationally. Year groups are always quite small and continually fluctuate in size because of more recent admissions. Many pupils do not complete six years at the school and the continuity of their learning is disrupted. The judgement of the previous report stated that standards by the age of 7 and 11 were below that expected for their age. The findings of the present inspection mirror this judgement. The number of pupils achieving at a higher level at the age of 7 and 11 is low. A lack of challenge in the work leads to the more able pupils aged 5 to 7 and pupils aged 7 to 9 underachieving. There is good achievement however in the class of mainly Years 5 and 6 pupils. Pupils with special educational needs receive suitable support and their achievement is satisfactory.
- 75 In Year 2, pupils enjoy mathematics and participate readily in a range of appropriate activities, including number games and rhymes. They add and subtract single digit numbers with confidence and use the mathematical vocabulary correctly to name two-dimensional shapes. Most pupils count accurately backwards and forwards in tens and many understand that doubling a number means two lots of that same number. Scrutiny of Year 2 work indicates that most pupils add and subtract numbers within 20 and work confidently with simple money sums. However although most pupils show satisfactory achievement, this is not the case for higher attaining pupils because their tasks are not sufficiently challenging.
- 76 Years 3 and 4 pupils are working at a reasonable level but their achievement is not sustained. The pace of the one lesson seen was mundane and pupils had to plod through a succession of unchallenging practice activities. Pupils' achievement improves as they move into the next class and by the age of 11 their attainment is close to the national average, although far too few pupils are attaining at the higher levels. By the time they are 11 the pupils have a good knowledge of their multiplication tables to 10 and work out fractions and simple percentages. Most pupils have a reasonable range of strategies at their command, which they use competently to solve interesting problems. In one very good lesson seen, pupils eagerly began their tasks and worked productively throughout the lesson. They confidently shared their knowledge and understanding of positive and negative numbers and used this knowledge to invent challenging calculations for each other.

- 77 The quality of teaching overall is satisfactory, although it varies through the school. Some teaching at of pupils aged 5 to 7 is carried out at too slow a pace and the work provided for the most able pupils offers little challenge. There is some unsatisfactory teaching of pupils aged 7 to 9 where there is still too slow a pace to lessons, which combined with some discipline problems, leads to pupils not learning as much as they should. In the class of mainly Years 5 and 6 pupils, very good teaching ensures that lessons are conducted at a brisk pace and that pupils of all abilities are provided with challenging tasks. The teacher's good subject knowledge, lively approach and the provision of stimulating work, enthuses the pupils and enables them to learn well. In this class pupils' achievement is good. Very good use of praise and encouragement has a strong impact on pupils' learning. Written marking is mainly satisfactory but is good for the older pupils where constructive comments are given to help pupils improve their work. This is less evident in the marking of the younger pupils. Homework arrangements are satisfactory.
- 78 The curriculum is broad and balanced and there is an appropriate emphasis on the development of number skills. However, there is very limited evidence of pupils' having the opportunity to use their numeracy skills in other subject areas. The use of information and communication technology to further mathematical knowledge and understanding is limited. The National Numeracy Strategy has been successfully implemented with most of the lessons well planned to include all the recommended aspects. However the effectiveness of some lessons is limited where the pace of the mental arithmetic session is slow and teachers concentrate their questioning on a relatively small group of the more vocal pupils. In the less effective lessons the learning intentions of the lesson are not always shared with the pupils and there is insufficient instruction and support to enable pupils to carry out their tasks successfully. In some classes opportunities are missed to draw the class together to overcome common problems or to assess the progress being made.
- 79 Leadership and management of the subject are satisfactory. The newly appointed subject co-ordinator advises teachers on their planning but does not as yet have the opportunity to monitor standards of work or teaching. The school is aware of these shortcomings and is putting in place good plans to address these deficiencies. There is a simple and consistent method of recording the pupils' attainment as they move through the school. The school has carried out a detailed analysis of the pupils' National Curriculum test papers to identify strengths and areas for improvement. However the information is not always used to guide teachers with their planning or to assist them with the monitoring of pupils' progress. The quality and range of resources are satisfactory and they are used appropriately. Overall there has been satisfactory improvement in this subject and all statutory requirements are met.

SCIENCE

- 80 The standards attained by pupils currently in Year 2 match those expected for their age but the standards attained by the pupils currently in Year 6 are below that expected for their age. Overall standards are similar to those reported at the time of the last inspection. The results of the 11-year-olds taking National Curriculum tests in 2001 were based on a very small year group of pupils and therefore it is inappropriate to report the results. While the current Year 6 group is attaining the expected levels in their factual knowledge and in their grasp of methods of scientific enquiry, their ability to record their work is below that expected and does not reflect their understanding sufficiently well. Discussions with pupils in Year 6 showed that orally their knowledge is secure in many areas, but analysis of their work in books does not do them justice. Very little use is made of information technology to extend or deepen pupils' knowledge of scientific areas.

- 81 By the time they are 7, the pupils successfully construct an electrical circuit to make a bulb light up. They show a good awareness of electricity knowing that it is dangerous and they have recorded accurately where electricity is used. They know how substances change when they are heated or cooled when cooking. They learn about healthy foods and describe their own favourite foods. Pupils aged 5 to 7 used their observational skills well when dissecting and recording their findings about different types of fruit. They use different types of equipment such as magnifying glasses carefully. They note similarities and differences and give satisfactory explanations about their findings. Pupils in Years 5 and 6 carry out a range of experiments to investigate the factors affecting evaporation and know that some changes are reversible and some are not. In their topic on change the pupils investigated how to reduce temperatures and discovered where the coolest places in school are. They learn about plants and can accurately label the different parts. However recorded work is sometimes incomplete and its layout is often untidy. Pupils' achievement in science is satisfactory overall.
- 82 The overall quality of teaching is satisfactory. The teachers have a sound understanding and knowledge of the requirements of the National Curriculum and use appropriate vocabulary to extend pupils' learning. The best teaching is seen when teachers allow the pupils to investigate, to make predictions and to design simple experiments which was apparent in a good lesson for pupils aged 7 to 11 to set up an investigation to record differences in temperature around the school. However opportunities to extend knowledge still further were missed as pupils spent too long drawing a map of the school to record their findings. Higher attaining pupils were not sufficiently challenged and their progress was limited. In the lesson observed of pupils aged 5 to 7, whilst pupils were active and enthusiastic they were not all sufficiently challenged nor were enough opportunities given to develop independence or show initiative. Accordingly not all the pupils make the progress they could. When the teacher had difficulty in managing some of the pupils the pace of learning slowed and the progress of all the pupils was limited. There is limited evidence of teachers' planning systematically to use pupils' literacy and numeracy skills in this subject. Written marking although satisfactory does not effectively inform pupils of strengths and areas for improvement.
- 83 Leadership and management of the subject are satisfactory. There is a suitable policy in place and the school is in the process of implementing nationally produced guidelines to help them plan work that will ensure that learning is continuous throughout the school. However as yet this guidance has not been satisfactorily adapted to address the need of having classes, that consist of pupils from more than one year group. The subject co-ordinator monitors half-termly planning and gives advice about which resources to use. However there are no opportunities for the co-ordinator to monitor the way science is taught. Assessment and record keeping procedures are insufficiently developed. Resources are satisfactory and are used appropriately by all adults. There has been satisfactory improvement since the last inspection and all statutory requirements are met.

ART AND DESIGN

- 84 Only one lesson was observed during the inspection but on the evidence provided through displays, the teachers' planning and discussion with the staff, standards match those expected for the pupils' age. Pupils' achievement is at least satisfactory with evidence of good achievement when older pupils are supported by the Local Education Authority Intercultural Support Service.

- 85 As a result of pupils experiencing a broad art and design curriculum they are familiar with working with a variety of different media. For example, pupils aged 5 to 7 have imaginatively used wool, fabric, straw and cotton to produce scarecrows. This satisfactorily introduced pupils to collage work, which they then extended into self-portraits. Pupils aged 7 to 11 have produced impressive creative Kenyan designs. These are large and colourful and link effectively to language work, a holiday project about Kenya. There are many good opportunities for art and design to be linked to other subjects. For example a display of bones in the form of skeletons show how pupils have used their measuring skills effectively. Particularly impressive are the large icons, which depict the life of Jesus through the Stations of the Cross. Very good art and design skills are shown in this work. Sketchbooks have been introduced for use by pupils aged 7 to 11 and these show good evidence of the design process. Overall art and design work is well displayed and enhances the learning environment very effectively.
- 86 Teaching was satisfactory in the lesson seen. Resources were well prepared. This ensured that pupils were engaged in the collage activity and time was maximised. A satisfactory introduction drew the pupils' attention to the features and techniques of Kurt Schwitter and enabled all pupils to begin work using the artist's techniques. Pupils were encouraged to experiment with arrangements before finalising their collage. Pupils were mainly well motivated and wanted to succeed. However, the inappropriate behaviour of one pupil was not effectively managed resulting in that pupil distracting others and mis-handling equipment.
- 87 All staff assume a collective responsibility for the development of this subject. There is a draft art and design policy and the staff are using nationally produced guidance to ensure that learning is continuous throughout the school. This guidance has yet to be adapted to meet the needs of the school. There is no system of assessment in place to monitor the pupils' progress and there has been no monitoring and evaluating of teaching and learning. Resources for art are good and good use is made them. There is limited use of information and communication technology to enhance the pupils' knowledge and understanding of art and design and of artists and their work. The school has increased the number of books about art from other cultures, a weakness identified in the previous inspection. The subject makes a satisfactory contribution to pupils' social and cultural development and overall there has been satisfactory improvement in art and design provision.

DESIGN AND TECHNOLOGY

- 88 Only one design and technology lesson was observed during the inspection and few examples of work were on display. There is, therefore, insufficient evidence to make a judgement on standards, achievement or on the quality of teaching and learning.
- 89 In the lesson seen for pupils aged 7 to 11 teaching was good. The teacher showed good subject knowledge and used resources well to promote an interesting discussion about what is necessary to make an effective photo frame. Pupils began to understand the purpose of the design and why certain materials are used. They worked together collaboratively and listened carefully to each other's suggestions and ideas. Pupils enjoy design and technology and speak enthusiastically about other design projects that they have enjoyed.
- 90 There is no subject co-ordinator in post and all staff undertake a collective responsibility for the subject's development. There is no direct monitoring and evaluating of teaching and learning. Neither are there systems in place to assess or record pupils' progress in knowledge, skills and understanding to ensure that they are making continued progress

throughout the school. The school is beginning to use nationally produced guidelines to support teachers' planning but these guidelines have not yet been adapted to meet the school's needs. The use of pupils' literacy, numeracy and information and communication technology skills to support learning in the subject overall is currently under-developed. Resources are satisfactory and are accessible to all teaching staff. There has been unsatisfactory improvement in this subject since the previous inspection.

GEOGRAPHY

- 91 There was insufficient evidence available to make a secure judgement on standards, pupils' achievement or the quality of teaching and learning in geography as pupils aged 7 to 11 studied a history topic in the previous term and are only just beginning a geography project. There was very little written or visual evidence available from the pupils aged 5 to 7.
- 92 In the one lesson seen for pupils aged 7 to 11 teaching was good. The teacher used good strategies, for example, pupils working together identifying what they know about Kenya already and suggesting what they would like to find out. Pupils' social development was effectively enhanced as they worked together, sharing suggestions and listening carefully to each other as they brainstormed their ideas. The teacher used praise well to raise pupils' self esteem and to give them the confidence to speak out aloud in front of the class. A series of short well planned activities kept the pace brisk and ensured that all pupils stayed on task, interested and well motivated. By the end of the lesson all pupils had learnt a number of interesting facts about Kenya and had suggested areas that they would like to find out more about. In the lesson for pupils aged 5 to 7 teaching was satisfactory. Through the use of story the teacher satisfactorily introduced pupils to geographical vocabulary for example 'bridge', 'road' and 'pier'. A practical activity then encouraged the pupils to position these different geographical features on a map. Despite adult support the pupils had difficulty in carrying out this task although the majority of pupils tried to complete their work.
- 93 There is no policy or scheme of work in place and staff undertake a collective responsibility for the subject's development. Since September the staff have been appropriately using nationally produced guidelines in order to ensure that learning is continuous throughout the school. However this guidance has yet to be adapted to address the needs of having classes with pupils from more than one year group. Resources are unsatisfactory, as is the use of information and communication technology. The use of pupils' literacy and numeracy skills to support learning in the subject is under-developed. However, pupils aged 7 to 11 are beginning to use CD-ROM to find out information about different countries of the world. A good display of artefacts and resources about Kenya is available to stimulate pupil discussion. Assessment and record keeping procedures are unsatisfactory and there has been no monitoring and evaluating of teaching and learning. There has been unsatisfactory improvement in this subject since the previous inspection.

HISTORY

- 94 Due to the organisation of the school's timetable no history lessons were seen and there was very little written or visual evidence available. There is therefore, insufficient evidence to make a judgement on standards, pupils' achievement, the quality of teaching and learning or school improvement. Discussion with pupils aged 7 to 11 shows a satisfactory understanding of the main invaders of British Isles particularly that of the Romans. They commented that they enjoyed history and were particularly enthusiastic about a visit from a storyteller who told them about the legends and myths of the Norse gods. Pupils have been encouraged to

use literacy skills in this subject for example producing questions, which they investigated in their work on the Romans. The pupils aged 5 to 7 have learnt about toys from the past and are able to identify differences between toys of today and those of long ago. Pupils have had the opportunity to use their numeracy skills by producing a time line depicting the ages of different toys.

- 95 There is no co-ordinator for this subject nor a policy or scheme of work. The subject is managed jointly by all members of staff. Nationally produced guidelines are being used to support staff with their planning and to ensure that learning is continuous throughout the school. However as yet this guidance has not been satisfactorily adapted to meet the needs the school. There is limited evidence of the planned use of literacy and information and communication technology skills in this subject. Assessment and record keeping procedures are also unsatisfactory. There has been no monitoring and evaluating of teaching and learning. Resources are satisfactory and are used well by the staff.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 96 Standards in information and communication technology (ICT) are below those expected for their age by the ages of 7 and 11. However as a result of the direct teaching of ICT the introduction of nationally produced guidance, standards are improving and pupils' achievement is satisfactory. All pupils have regular access to ICT facilities which is an improvement since the last inspection.
- 97 The quality of teaching in the two lessons seen was satisfactory. Both teachers planned appropriately and lessons were well organised, with all resources ready for use, which had a positive impact on the pupils' learning. Clear explanations and thorough questioning enabled Year 2 pupils to enter and correct text using the 'backspace', 'the spacebar' and the 'shift' keys. Most pupils use the keyboard and 'mouse', albeit very slowly. Years 3 and 4 pupils use a CD-ROM to find out information about Kenya, learning that computers can be a useful source of information. The good subject knowledge of the teacher allows her to answer pupils' questions effectively so that pupils' learning is maximised. In this lesson pupils were attaining standards that match those expected for their age. Pupils' social development is promoted well through ICT because pupils are provided with many opportunities to work together, and agree decisions for example, when carrying out their research activity. All pupils enjoy working with ICT and respond well to the teachers' instructions.
- 98 Subject leadership and management are satisfactory. A new subject co-ordinator is in post who has already attended training to help her to lead and manage the subject effectively. All staff are receiving training to help them become more competent in their use of ICT. The computer suite is a good resource, which allows all pupils aged 7 to 11 to have a weekly lesson on improving basic ICT skills. However as yet there has been limited opportunity to monitor and evaluate teachers teaching the subject. Although not fully in place, assessment and record keeping procedures are developing through for example, the useful portfolios of work, which are beginning to enable the teachers' to monitor pupils learning. The absence of such procedures was identified as a weakness at the previous inspection. A thorough audit has identified clear direction for subject and the co-ordinator's high expectations regarding progress and improvement are evident. The co-ordinator is aware that ICT is not used systematically in each relevant subject area. Resources are satisfactory and are used appropriately by all staff. Statutory requirements are met in this subject and improvement since the last inspection is satisfactory.

MUSIC

- 99 There was very little direct evidence of music lessons available during the inspection period and only one lesson seen with the younger pupils. Musical activities were observed as part of a whole school assembly and teachers' planning was examined. However, it is not possible to make a secure judgement on standards, achievement or teaching and learning in this subject.
- 100 Pupils aged 5 to 7 listen carefully and explore sounds such as simple body percussion, clicking fingers, clapping and stamping. They play satisfactorily different percussion instruments and sing tunefully and enthusiastically. They sing nursery rhymes and are starting to understand high and low and the terms loud and quiet and fast and slow.
- 101 The pupils throughout the school sing tunefully a range of songs to support the daily assemblies. They listen carefully to a variety of music including those from different cultures. Often pupils use a selection of percussion instruments correctly to accompany whole school singing activities. Pupils sing with good pitch that is often expressive. Listening and appraising skills are reasonably well developed.
- 102 At the present time there is no co-ordinator for this subject and all staff share a collective responsibility for the subject's development. A governor who has a particular strength in this subject comes into school weekly to support this area of the curriculum. There is only a draft policy and no scheme of work for the subject. This is adversely affecting teachers' planning and the quality of teaching and learning shows weaknesses over the school year with some aspects of music, such as composition, having too low a profile. There is unsatisfactory use of information and communication technology in this subject and unsatisfactory assessment and record keeping procedures. The school is well resourced with a range of percussion and tuned instruments. Pupils have the opportunity to learn to play instruments on an individual basis by taking lessons with visiting specialists.

PHYSICAL EDUCATION

- 103 During the inspection it was only possible to observe one gymnastics lesson for pupils aged 5 to 7 therefore a secure judgements on standards, achievement or the quality of teaching and learning cannot be made. However from teachers' planning it is clear that over the academic year pupils receive a full physical education curriculum. The majority of pupils at age 11 can swim to at least the expected standard for their age in line with the requirements set out in the National Curriculum. Outdoor activities are undertaken in the spacious school grounds.
- 104 In gymnastics at the age of 7 pupils successfully find different ways of travelling and show suitable inventiveness as they vary their levels of movement. They demonstrate a sound awareness of how other pupils are moving and make relevant comments about the quality of each other's performance. They show a good awareness of space and of moving in different directions and at different levels.
- 105 The quality of teaching was satisfactory in the lesson observed. Strengths included good subject knowledge, which was passed on to the pupils with enthusiasm. Pupils responded well and showed good concentration when learning and practising new routines. The teacher encouraged pupils to improve their performance and supported individuals well in improving skills and techniques. An examination of planning indicates that all lessons begin with an appropriate warm-up and end with a cool down.

- 106 Leadership and management of the subject are satisfactory and there has been satisfactory improvement since the last inspection. There is a policy and scheme of work in place, both of which are in need of review. The newly appointed co-ordinator has recently attended training with regards to the effective review of both documents. Assessment and record keeping procedures are unsatisfactory. Coverage of the physical education curriculum is good and teachers provide a varied and well-planned programme of activities including, gymnastics, dance, games and swimming. Over the year pupils have the opportunity to participate in a small number of extra-curricular sports activities. During the week of the inspection there was an after-school netball club which appropriately developed pupils' skills in throwing and catching. Pupils are not given the opportunity to play with any physical education equipment on the playground during session or lunchtime breaks. This limits the opportunities they have to practise or extend their developing physical skills.

RELIGIOUS EDUCATION

- 107 Only one lesson was observed in religious education and therefore it was not possible to make a judgement on teaching overall. However, following analysis of documentation including pupils' work and discussions with pupils show that standards match those of the locally agreed syllabus and the achievement of all pupils, including those with special educational needs is satisfactory. This is a similar position to the time of the last inspection.
- 108 In addition to gaining knowledge of Christianity, pupils aged 5 to 7 are beginning to understand some basic aspects of customs and beliefs of other major religions such as Judaism. They are familiar with the local church and talk with confidence about the things they have seen on their visits. They have sound knowledge of many of the key festivals such as Harvest and Easter. Pupils aged 7 to 11 talk about Christian festivals such as Christmas. By the age of 11 they have acquired a good knowledge of Christianity and a sound knowledge of other faiths. They readily answer questions in assembly and show good subject knowledge when doing so. Pupils have good attitudes towards the subject being quiet, well behaved and respectful when listening to stories and are eager to join in with discussions. However the work covered is sometimes too narrow and there is little in pupils' books that records the work done. A similarity in approach for all year groups determines that older pupils are not given enough opportunities to relate ideas to their own experiences or to explore different values. The quality of teaching in the lesson seen was satisfactory. The teacher had satisfactory subject knowledge and written planning was thorough. However low teacher expectations of behaviour allowed pupils to call out missing the opportunity for pupils to make thoughtful and respectful contributions to the discussion about David and Goliath. Good links with literacy as pupils read a play script in preparation for their production of this story.
- 109 There is a new subject co-ordinator in post and leadership and management of the subject are satisfactory. There is an effective new religious education policy in place and the school follows the Local Education Authority's agreed syllabus. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths studied. Very good artwork based upon Christian icons has effectively brought an extra dimension to religious education teaching. Procedures for the monitoring of teaching and learning and procedures for assessing pupils' attainment and progress are unsatisfactory. However, the school is aware of this and systems are being put into place to address these shortcomings. Information and communication technology is not used in a systematic way to improve pupils' learning. Collective acts of worship during assembly make a satisfactory

contribution to the school's teaching of religious education. The involvement of the vicar and the pupils' visits to the local church augment the curriculum well and further enhance the pupils' knowledge and understanding of Christianity. Overall there has been satisfactory improvement since the previous inspection.