

INSPECTION REPORT

WICKLEWOOD PRIMARY SCHOOL

Wymondham

LEA area: Norwich

Unique reference number: 121205

Head teacher: Brenda Scade

Reporting inspector: David Marshall
27681

Dates of inspection: 15th – 18th October 2001

Inspection number: 242046

Full inspection carried out under section 10 of the School Inspections

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Foundation
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hackford Road Wicklewood Wymondham Norfolk
Postcode:	NR18 9QJ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Graham Mann
Date of previous inspection:	22 nd September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Marshall 27681	Registered inspector	Mathematics Science Information and communication technology Physical education Religious education Music Foundation Stage English as an additional language	How high are standards? How well are the pupils taught? How well is the school led and managed?
Margaret Morrissey 9769	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
David Collard 11122	Team inspector	English Art and design Design and technology Geography History Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wicklewood has 129 pupils on roll and so is smaller than most primary schools. The school recently changed its status from Grant Maintained to Foundation. There are five classes, and each has pupils from two year groups. The area served by the school includes the village itself and many surrounding hamlets. As a result of parental choice, about half of the pupils attend from outside the normal area. Housing is a mixture of private, local authority and 'tied' agricultural accommodation. Children start school with a wide variety of pre-school experience, but their attainment is generally below the national average. Seven per cent of the pupils are eligible for free school meals, which is close to the national average. There are 28 per cent of the pupils on the special education needs register, which is above the national average, and three pupils have statements. There are no children on roll from an ethnic minority background and one pupil is learning English as an additional language, which is well below the national average. There have been no exclusions in the last year. Both authorised and unauthorised absences are well below the national average. Three of the six class teachers started at the school at the beginning of this term.

HOW GOOD THE SCHOOL IS

Wicklewood is a very good school that provides very well for all its pupils. There is a very positive climate for learning, and both the staff and pupils work hard. Pupils are achieving well in literacy and numeracy, and in all other subjects, and achieve good standards by the time they leave school. The quality of teaching is very good; pupils are challenged and make good progress. The school provides a very wide-ranging curriculum and also provides the pupils with very good opportunities for their personal development. The school is very well led by the head teacher and senior staff, with very good support from all staff and the governing body. The school provides very good value for money.

What the school does well

- The quality of teaching is very good overall and enables pupils of all abilities to make good progress and achieve good standards by the time they leave the school.
- The leadership and management provided by the head teacher and key staff are very good. The governing body is very well involved and makes a very significant contribution to the effectiveness of the school.
- The curriculum provided is very good, with a wide variety of stimulating activities. Staff accurately assess pupils' achievement and use the information effectively to ensure the best progress.
- The quality of provision in the Foundation Stage is good, and pupils make a good start to their education.
- Overall, the provision for the pupils' spiritual, moral, social and cultural development is very good. They enjoy coming to school and form very good relationships.
- Provision for pupils with special educational needs is good; these pupils have access to the full curriculum and make good progress.
- The school's partnership with parents is very good.

What could be improved

- The lack of a secure, outdoor area for the youngest pupils inhibits their physical development.

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 September 1997. At that time it was judged to be at an exciting stage in its development where significant improvements were being made. These developments have continued at a good pace, and the overall improvement has been very good. The use of assessment to take account of what different groups of pupils can already achieve and to provide appropriately in all subjects has been implemented very successfully and as a result pupils are reaching higher standards in all subjects. Each subject has a co-ordinator that takes this responsibility seriously and there is now consistent practice across the school. Pupils are now taught well regardless of the mixed-age classes, or the wide range of age and ability. The use of information and communication technology has improved significantly since the last inspection. There have been four new teachers in the school since last April and they are all very experienced and talented. Once again the school is in the position to provide very well for its pupils and make further improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2000	
English	A*	C	B	B	well above average A above average B average C below average D well below average E
Mathematics	A*	C	A	A	
Science	A*	C	C	C	

Over the last three years the school's results in the national tests for pupils at the ages of seven and eleven have varied a great deal. The small size of each year's cohort means that the performance of one additional pupil can have a significant impact on the school's results. The year 2001 test results for eleven year olds showed that pupils achieved above average results in English, well above average in mathematics and average in science. In the 2001 national tests pupils' results at seven were very high. All pupils reached the average level in reading, writing and mathematics and over half reached the higher Level 3. Pupils' work seen during the inspection shows a continuing picture of improvement and all pupils are achieving good standards. Pupils in the Foundation Stage achieve good standards in all areas of learning. In the last two years, pupils in Key Stages 1 and 2 have reached the targets set for their results. This is due to the teachers' careful use of assessment, and the variety of learning opportunities provided. As a result pupils of all abilities achieve well, including those with special educational needs and English as an additional language. Pupils reach good standards in the basic skills of literacy and numeracy, and use this achievement well in other subjects. Pupils reach standards in most subjects that are in line with expectations for their age group. In history and geography at the end of Key Stage 2, pupils achieve above average standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are very good and they take pride in being part of the school community. They feel valued and are keen to please the teachers.
Behaviour, in and out of classrooms	Pupils' behaviour in lessons and around the school is very good. They understand the school's rules and keep to them at all times. There have been no exclusions in the last year.
Personal development and relationships	Pupils' personal development is very good. They work together very well in all subjects. Older pupils take considerable responsibility for organising their own work and helping around the school.
Attendance	Attendance is good and above the national average. Pupils are keen to come to school and are always punctual.

The personal, social and emotional development of pupils is very good and a strength of the school. Pupils enjoy school and they consistently work well together and contribute to the daily routine of the school and the local community.

TEACHING AND LEARNING

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

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

Teaching was judged to be at least good in 26 of the 32 lessons seen in the inspection, and very good or excellent in 16. None was unsatisfactory. Teaching is equally strong in all parts of the school. Teachers use day-to-day assessments very well in order to adapt their lessons to meet the needs of all pupils. Marking is generally good, but not all teachers use the same methods and this can confuse pupils. Lessons are planned carefully to make sure they are interesting and provide activities that motivate pupils well, and so they enjoy learning and develop attitudes that help them to concentrate well, work independently and listen carefully to the teacher and to each other. Teachers use their own specialist skills for different classes and this leads to pupils being given the best possible opportunities for learning. Teachers ask questions that help pupils to understand what they are being taught and challenge their thinking. They value the pupils' ideas and opinions and this encourages them to answer, and raises the pupils' self-esteem. The teachers' knowledge and understanding of the curriculum and the individual needs of their pupils are good. This means that all pupils, including those with special educational needs and English as an additional language, learn well. The teaching of English and mathematics is very good. Teachers have adopted the national strategies well and provide tasks within their lessons that are challenging for all pupils. This enables pupils to learn the basic skills of literacy and numeracy well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very rich and varied curriculum that is broad, balanced and relevant to the pupils' needs.
Provision for pupils with special educational needs	The effective support ensures that the pupils make good progress and enables many to attain results in English that are close to the average for their ages.
Provision for pupils with English as an additional language	Good, additional support is provided for pupils with English as an additional language and so they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' spiritual development is good. The school's planning for pupils' cultural development is excellent. The provision for their social and moral development is very good.
How well the school cares for its pupils	The school knows the pupils well as individuals and gives their well-being a high priority. The assessments of pupils' progress are used very well to plan what they need to do to improve.

Parents hold the school in high regard. They feel comfortable to approach the school to ask questions and discuss any problems and are confident that the school both welcomes them and listens to their views. The school gives the parents good information. Parents have a very positive impact on their children's learning by helping with activities in the school and their children's work at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very strong leadership and has a very clear view of the way ahead. The new deputy head, and other staff as co-ordinators, work closely with the head to develop the curriculum and improve pupils' standards.
How well the governors fulfil their responsibilities	The governors are very committed to the school and work hard to fulfil their statutory duties effectively. They understand the needs of the school very well and how they can offer their support.
The school's evaluation of its performance	The school evaluates its performance very carefully. Good lesson observations and monitoring by the head teacher have had a very good impact on the quality of teaching. The school development plan is a good working document that identifies the right priorities and sets out how these will be achieved.
The strategic use of resources	Very good use is made of all resources and the school manages its finances effectively. The time available and the accommodation are used very efficiently.

The current level of staffing is good. Most of the school accommodation is good and from Year 2 upward enables the staff to meet the requirements of individual pupils in full. The lack of an outside area for the Foundation Stage inhibits pupils' physical development and is unsatisfactory. The level of resources is very good and meets the needs of all pupils and the National Curriculum. The finance secretary carries out the day-to-day functions of the office very well. The school has good procedures to ensure that it gets best value for its expenditure.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The teaching is good. • Behaviour is good. • Their children are making good progress and are expected to do their best at all times. • The school keeps them well involved. • The teachers are accessible. 	<ul style="list-style-type: none"> • The amount and type of homework. • A better range of activities outside lessons.

The evidence from the inspection confirms the parents' positive views. The evidence does not support the concerns of a few parents about the homework their children are given. Homework is linked with the work being covered in lessons, parents are well informed so they can help, and pupils' progress is enhanced as a result. Inspection evidence shows the range of activities provided outside lessons is good. The Comenius project, the visits arranged and visitors to the school make an important contribution to the whole curriculum being offered.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school initial assessments show that their attainment is below the average level expected for their age in their language and mathematical skills, and knowledge and understanding of the world. Children in the reception class make good progress in their learning as a result of the very effective provision. During their time in this class, which also contains pupils from Year 1, most reception age children become ready to move on to the National Curriculum at the expected time. By the end of their reception year pupils attain good standards in all but one of the learning goals for the Foundation Stage¹. Their attainment in communication, language and literacy, knowledge and understanding of the world, mathematical, social and emotional and creative development is above average. They attain standards in line with those to be expected in their physical development despite the lack of outdoor play facilities. The reception/Year 1 class teacher and assistants work together very well in planning and assessing pupils' achievements and this ensures the good progress the children make.
2. The school's results in the annual national tests in 2001 at the end of Key Stage 1 in reading, writing and mathematics were well above the national average, with every pupil reaching the expected average Level 2. The percentages of pupils achieving higher than expected levels for their age group were also well above average and when compared overall with similar schools, based on the number of pupils eligible for free school meals. Teachers' assessments of pupils' levels of attainment in science show that their results were very high when compared both nationally and against similar schools. It is important to remember that the school's class sizes are small. In these tests just 17 pupils sat the tests. Therefore, one child's results represent over five per cent of the total. In the 1999 tests results were very high; in the 2000 national tests at the end of both key stages the results were lower. This is a clear indication of how much results can change from one year to the next when the numbers of pupils taking the tests are small.
3. The results in the 2001 national tests at the end of Key Stage 2 show that the proportion of the school's pupils achieving national expectations was above average in English, well above average in mathematics and average in science. The proportion of pupils achieving higher levels was also above average in English and mathematics and average in science. Again it is important to remember that the school's class sizes are small. In these tests just 22 pupils sat the tests. Therefore, one pupil's results represent almost five per cent of the total. When the school's results are compared with similar schools they are average in English, and above average in mathematics and science. When the comparison is made with the results these same pupils achieved in their Key Stage 1 tests in 1997, they show that standards are being maintained and pupils are achieving in line with what could be expected.
4. The school's targets for pupils' achievements in English in 2001 at the end of Key Stage 2 were for 85 per cent to achieve the expected levels or above. In mathematics the target was 90 per cent. They reached and just exceeded these in both cases and this is a clear indication that the school is extending and challenging all pupils. In 2002 the target in English is 85 per cent again, and in mathematics it has been raised to 94 per cent.
5. The findings of the inspection show that standards at the end of the infants (or Year 2) in speaking, listening, and writing are above average. In reading they are well above average. At the end of the juniors (or Year 6) standards are well above average for all three aspects.

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

This is an improvement since the inspection in 1997. At the end of Key Stage 1 pupils listen to each other and their teachers carefully, and speak confidently, especially in front of an audience. The school takes great care over developing their reading skills and encourages a love of books, and pupils make good progress. This means they enjoy reading and develop a good understanding of stories they have read and a good recall of the content. Higher attaining pupils are already reading independently and choosing a variety of books for themselves. Pupils' writing is also good at the end of Key Stage 1. Their skills in spelling and simple punctuation are very good and this is enabling them to write accurately. At the end of Key Stage 2 pupils talk authoritatively and with understanding on a wide range of subjects. They particularly enjoy talking about themes and characters from books they have read. They read fluently and their skills in scanning pages for information are developed well through the opportunities they have for research in the school library. Pupils' standards in writing are also very good. They write stories, letters, poems and book reviews, and develop good note-taking skills. Their spelling is very accurate and punctuation is good with correct use of full stops and other basics, as well as commas and direct speech. Pupils' handwriting is neat and legible, and many are adopting an individual style. Pupils with special educational needs are well supported by both teachers and learning support staff, and they make good progress in English.

6. Most infant pupils, including pupils who have special needs, make good progress in mathematics. The 1997 inspection report found that in their day-to-day work pupils, particularly the more able, did not attain the expected standard. Considerable improvements in this respect have been made since the last inspection. The school now has very well organised arrangements for the more able pupils so that they work at a higher level. Pupils make good progress as a result of the well-planned work and good support from class teachers. Pupils with special educational needs who need extra help are well supported by teachers and learning support staff and they make good progress. They are taught the strategies they need to help them understand how to add, subtract, multiply and divide.
7. By the age of seven, all pupils have a good knowledge of number and are able to recall facts such as $6 + 4$ and $10 - 5$. Most can apply their knowledge, adding and subtracting two two-digit numbers and solving simple money problems. Pupils are developing a good understanding of place value. They recognise common two and three-dimensional shapes and show an understanding of symmetrical patterns. All pupils, especially those with higher attainment, are quick to understand and apply new learning so that by the age of eleven they work confidently in all aspects of mathematics. Eleven year olds work with larger numbers such as 738×56 or $972 \div 36$ and have a good knowledge of related number facts, which they use to solve mental mathematics problems. They are able to accurately interpret a wide range of problems and clearly explain the different methods they can use to solve multi-step written problems. They use formulae to calculate area and perimeter. They understand and recognise rotations of a shape through 90 degrees. Pupils represent and interpret data in charts and graphs and use the information to find the range, mean and mode, and identify proportion and ratio, for example, when comparing the number of articles about sport and pop music found in a newspaper.
8. Standards in science seen during the inspection show that pupils are gaining good levels of knowledge and understanding of the different areas, particularly in investigative science. These findings reflect those of the 1997 report which found standards to be at least sound with a significant number of pupils achieving above average standards. By the age of seven, pupils, including those with special educational needs, have a good understanding of how to carry out and record a scientific investigation. They draw conclusions about their findings and accurately describe and record their observations using simple tables when appropriate. They understand that animals and plants need food, and different materials have different properties. They investigate what happens to ice under different conditions, whether sunflower oil will freeze and how simple electrical circuits work. By the age of eleven pupils build on the scientific knowledge and understanding gained in previous years very well. They apply this knowledge and understanding to good effect when preparing and carrying out

investigations and in discussion. Pupils have a good understanding of how to conduct a fair test and they make predictions, carefully observe what happens, and record and chart the results for analysis. Pupils understand that virtually all food chains begin with a green plant, why various environmental conditions give rise to different organisms and that micro-organisms can be beneficial or harmful. They have carried out detailed work about the main functions of the most important human and plant organs and explored the effects of exercise on the pulse rate. They know about different materials and that some are conductors and others are insulators, and can apply this knowledge effectively to investigations into sound insulators.

9. Pupils' attainment in information and communication technology is in line with national expectations at the end of both key stages. This is a considerable improvement on the position at the time of the last inspection. Pupils use information and communication technology in many areas of the curriculum, but particularly effectively in literacy and project work. By the end of Key Stage 2 pupils use the Internet to supplement their research in many subjects. They are also adept at creating music and artwork through different pieces of software.
10. Pupils with special educational needs make good progress in their learning. The effective support they receive ensures that they are not disadvantaged and many manage to attain results in English that are close to the national average. The children learning English as an additional language do equally well and show good progress because of the school's good provision.
11. Standards are broadly as expected for their age in religious education, art and design, design and technology, music, geography, history and physical education by the time that the pupils are seven. By the end of the juniors the pupils' standards are in line with expectations in most subjects. However, their attainment in history and geography is better than expected for their age.

Pupils' attitudes, values and personal development

12. The school is very successful in fulfilling its aim to provide a happy, secure environment in which the contribution of each member of the school community is respected and valued and each pupil is encouraged to develop respect for themselves and others.
13. Pupils' attitudes to learning and to their role in the school community are very positive. The whole school works as a team. They all express their own opinions, listen well and respect the views of each other. Pupils feel valued for who they are. They develop very good relationships, freely express their views and opinions and feel well supported in an environment where all wish to work hard and improve. The very good relationships between pupils and staff give pupils the confidence to build on their talents and further raise their self-esteem.
14. Attendance is good and above the national average. Pupils are keen to come to school. They are punctual and understand the need to be in school on time and to have good attendance.
15. Pupils' behaviour in lessons and around the school is very good. They understand and observe the school's rules and absorb the values transmitted to them by the teachers as role models. The rewards system of personal and class points is frequently used and is much appreciated by pupils. No issues of bullying were observed. Pupils and parents are confident that any issues of bullying will be dealt with swiftly and sensitively within a 'no blame' policy.
16. Relationships are very good across the school and of high quality; this creates an environment of care and security where work and learning can progress. Pupils feel the school expects them to work hard and say that the school expects their parents to support them. They feel their work is interesting and that the teachers do all they can to help them

improve. They genuinely appreciate the commitment given to them by all the staff and say it is "great fun" to learn in Wicklewood School where "everyone is your friend".

17. Pupils' personal development is very good. Pupils work well together in all subjects: particularly good examples of this were seen in Year 1/2 history practical work, where pupils became Victorian children and enjoyed each other's costumes and performances. Also in personal, social and health education when playing charades, pupils were sensible and patient with each other. Through the good opportunities provided, pupils in Year 6 make a significant contribution to the life of the school by taking considerable amounts of responsibility. They contribute to the daily routine of the school, the local community and particularly to the quality of other pupils' personal development and well-being. The system of using butterflies marked on the wall or window for pupils to stand under if they need a playground friend or support from a Year 6 child works well. Years 4 and 5 pupils have Year 6 reading buddies. There are a number of enthusiastic children who spend some time over the lunch period looking after the school site and keeping it litter free. All pupils have a good amount of classroom responsibilities and even reception children act as register monitors very effectively.
18. Pupils with special educational needs are generally well behaved. Within the individual education plans there are some specific behavioural problems and these pupils are supported well. They are well integrated within the class. The personal development of these pupils is carefully developed through well-constructed individual education plans that are rigorously monitored for their effectiveness.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching is very good throughout the school. The teaching observed during the inspection was judged to be very good or better in half of the 32 lessons seen. Twenty-six (81 per cent) of the lessons were at least good. None of the lessons was judged to be unsatisfactory, which is an improvement on the position at the time of the last inspection.
20. The very good teaching in the Foundation Stage is characterised by careful planning that identifies what children are expected to achieve, based on their previous knowledge and skill. The new teacher has already established a warm, supportive and purposeful atmosphere in the room, despite only being in the school for six weeks. The support staff are an integral part of the teaching being offered and work effectively with the teacher at all times.
21. The very good teaching in the Year 1 and 2 classes is firmly based again on understanding what each pupil needs in order to make progress. The teaching here is exciting and stimulating and the pupils clearly enjoy coming to school and being involved. Again one of the teachers has been in the school for only a few weeks and has already established her own organisation to very good effect. This is evident in the enthusiasm and confidence that all pupils in her class are now showing.
22. The very good teaching Key Stage 2 is enabling all pupils to make good progress. The teachers at this stage provide a very rich curriculum through their very good planning. The organisation of teaching groups for one morning each week uses the particular skills of all teachers and allows small groups to use the small hall for physical education and provides experience of both German and French lessons for all year groups. This very good provision is enabling pupils to have access to a very broad and well-balanced curriculum.
23. Teachers have very good knowledge and understanding of what they teach. This was apparent in a lesson in the Reception/Year 1 class where the teacher was very careful to provide a structure to all play activities. The way that pupils were learning shapes and colours whilst considering the animals in Noah's Ark seemed natural but was actually carefully planned. The pupils moved from one activity to another at the best possible moment and the time available was used very well. The way the Year 1/2 class was split for their mental

mathematics session so that the class teacher had a group and the support assistant the other enabled both groups to make good progress. The Year 5/6 design and technology lesson that was building on pupils' adaptations of their own designs and, using skills learnt earlier in the term, was enabling all parts of the technology curriculum to be considered.

24. The teachers' very good planning enables them to teach the basic skills of literacy and numeracy very well. In many of the lessons seen teachers made sure the pupils were aware of their current knowledge before moving on. The Year 4/5 class was reminded of all tables in a mental mathematics session by the teacher's careful questioning. Pupils were faced with a question at their own level of knowledge. The teacher's very encouraging manner ensured that she got the correct responses she was looking for and was able to give all pupils the encouragement they needed. The Year 5/6 class were encouraged to consider their "effective use of speech punctuation" when experimenting with active verbs in poems that used personification. The discussion was at a very high standard and all pupils were involved.
25. Teachers' expectations of pupils' work and behaviour are uniformly high. In a Year 6 personal, social and health education lesson the pupils were allowed a great deal of freedom to discuss their ideas of caring for the environment. All taking part in this discussion used each other's ideas to extend or refine their own opinions. The good level of debate in this lesson was a good example of how the teachers encourage and stimulate the pupils to think deeply, justify their ideas and listen to others. It is a testament to the way they have been taught that they have formed a School Environmental Awareness team. The Year 2/3 class were using mirrors in a science lesson to look at their teeth and were made to realise this was a time for fun. However, the teacher also made sure it was a time for work and this was evident in the responses the pupils made throughout the lesson.
26. Throughout the school the teachers consider how to organise the pupils in different ways so that they learn at a good rate. It was significant that in a number of lessons pupils moved into a new pair or group without a moment's hesitation and settled quickly to work. Teachers create a very positive atmosphere by giving plenty of praise, valuing pupils' responses and helping them to overcome difficulties with tact and care. They have very good skills in managing classroom activities and pupils' behaviour. This very encouraging approach gives pupils confidence and involves them in their own learning. For instance, in a Year 1/2 English lesson the teacher's calm approach and very high expectations of the pupils' work and behaviour created the ideal atmosphere for pupils to make progress. By consistently praising the pupils' responses she made sure that the variety of vocabulary that the lesson was planned to engender was forthcoming and by the end of the lesson all pupils had extended their ability to use new words in their correct context.
27. All lessons observed made the most of the time that was available and the pupils' are expected to work at a good rate. It was significant, for example, that in a Year 2/3 science lesson the teacher was alert to when the pupils had exhausted all the possibilities of the original task. He then introduced new artefacts at the optimum time and the lesson's pace picked up again. Teachers also understand that pupils need time for reflection. In a Year 5/6 science lesson the teacher deliberately gave the pupils additional time to plan their afternoon session so that they would know what they had to accomplish and what equipment they would need to get ready at lunchtime. Pupils were encouraged to think carefully and made to realise they would be responsible for their own learning later. All pupils made very good progress as a result.
28. Pupils with special educational needs are taught well. They often have specific work set that is linked to their need and developed from their individual education plan. Teachers are very aware of any difficulties and work hard to ensure that pupils with lower ability or behavioural problems are fully integrated within lessons. This can include the help of well-trained learning assistants who support these pupils well. Where there are behavioural issues the assistants are able to divert potential trouble rather than confront it and this ensures that lessons progress smoothly. Pupils with special educational needs make good progress in learning.

29. Teachers use day-to-day assessment very well. This means that lessons are appropriately challenging and effective. Marking is effective, although the new teachers still have to get used to the school's own agreed marking policy and strategies. Younger pupils benefit from the way in which their teachers talk their results through with them rather than by simply writing on their books. Homework is used appropriately and effectively to support pupils' progress throughout the school.

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

30. The school provides a very rich and varied curriculum that is broad, balanced and relevant to the pupils' needs. This is an improvement since the last inspection. Pupils in the Foundation Stage are provided with an equally balanced curriculum although there are some difficulties in providing physical activities. This is due to the hall being small and there is no easily accessible outside play area. This is identified as an area for development in the school's planning for improvement.
31. The school has successfully developed a curriculum map that is closely linked to the new national guidelines. Topics are undertaken in a two-year cycle. This enables pupils to cover different aspects and addresses the need for different work in each of the two-year classes. Sex education and drugs awareness are included as part of the science curriculum. The overall plan has been effectively translated into a medium-term planning format. Teachers plan thoroughly to ensure that knowledge, skills and understanding are developed in lessons. Clear objectives are set and lessons are evaluated for their effectiveness. This allows planning to be reviewed and changed in light of pupils' needs. This was clear in a Year 1/2 literacy lesson where the teacher had prepared a variety of word games based on a precise definition of where the pupils had reached in the lesson before. This meant pupils at all levels made good progress.
32. The National Literacy and Numeracy Strategies have been fully implemented. Effective use is made of the designated time and the planning for these subjects follows the national units very closely. As teachers have become increasingly confident in delivering the lessons in literacy and numeracy, they have reviewed their practice to see what can improve and brought about changes. This was clear in a Year 5/6 numeracy lesson where the teacher has introduced the use of an overhead projector when discussing the component parts of a line graph. She was able to introduce 'deliberate mistakes' easily to challenge the pupils' understanding. This made the lesson stimulating and enabled all pupils to make good progress. This modification of their practice is having a positive impact on the progress that is being made in English and mathematics.
33. Pupils with special educational needs have good individual education plans that set appropriate targets based on their needs. These are formulated in consultation with the co-ordinator and the class teacher. In this way all staff are aware of any specialist help that is needed and work can be adjusted accordingly. Within the lessons seen there were often occasions when these pupils had extra support or specifically planned work that was linked to the topic being studied. All pupils, whatever their abilities, are given the opportunity to make good progress. The school tries to ensure that it addresses the needs of each individual by early intervention. Pupils who show any special talent are presently being identified and ways are to be found to advance their learning at a faster pace.
34. In addition to the curriculum subjects the school also offers modern language teaching in French and German. These lessons are taken by their class teachers and are aimed at providing the pupils with an insight into the language and culture of other countries. The school has also gained a prestigious 'International Award' for its work abroad. This has included a link to four schools in other European countries through a European Union funded 'Comenius project'. As part of this, teachers have had the opportunity to travel between the schools and pupils have been able to e-mail each other. The school is the project co-ordinator

and is hosting a meeting of all the schools early next year. The combination of these opportunities is helping to provide a particularly wide and rich curriculum for the pupils.

35. There is a very wide range of extra-curricular activities including music and drama and a 'Breakfast Club' has recently been started after consultation with parents. The school provides some sporting activities but these are more limited. The local environment is used for field study and local history research. Pupils are also given opportunities to go on a residential visit and other curriculum day trips are organised to enliven the work in the classroom. Visitors are encouraged to come into school to support the learning that is taking place. All statutory requirements are fully met with regard to the curriculum and the diversity of opportunities is reflected in the pupils' enjoyment and involvement both in and out of lessons.
36. The local community provides a very good contribution to pupils' learning. There have been significant funds raised over the last few years that have added to the fabric of the school and provided many extra resources. Parents have been involved in decorating and renovating classrooms to make them more stimulating. There are some links with other schools and teachers liaise with partner institutions whenever possible.
37. Pupils' spiritual awareness is developed well through assemblies and religious education lessons. Pupils are given time for reflection and to understand their own place within a wider context. They show reverence and respect for other people's beliefs and traditions and are becoming increasingly respectful. The school provides a stimulating environment and pupils are valued by each other. Awards are given that promote behaviour and effort.
38. Pupils' moral development is very good. Pupils know the difference between right and wrong and consider their own actions. This reflects the high expectations that all adults have of pupils' attitudes and behaviour. As a result, behaviour in the playground is good and teachers keep a watchful eye on those who find it difficult to mix. In one instance, friends are being encouraged to play with a child who finds this difficult. Safety is considered important and the school has successfully managed to make a secure but open environment within which to work. The teachers and pupils establish clear school and class rules, that all pupils understand and enjoy carrying out. One of the most important ways that teachers establish their very effective discipline is through constantly being good role models themselves. A good example is the way the Reception/Year 1 teacher always listens so carefully to all that her pupils have to say. This effectively encourages them to listen in the way she does – and they do.
39. Provision for social development is very good. Pupils of all abilities work together very well at all times. There was a very good example in the Year 5/6 class when there was an odd number who had to split into pairs. Without a moment's hesitation they reorganized to accommodate the single pupil so that she was with another of her ability – all without any prompting from the teacher. Pupils have good opportunities to contribute to their own community through involvement in local charity fund-raising and social gatherings as well as participation in local events. Older pupils are given responsibility for reading to younger children and different ages mix very well on the playground.
40. Provision for cultural development is excellent. The Comenius project and the subsequent International Award have been instrumental in forming the backbone of work that is carried on within the school. This has enabled the pupils to acquire an outstanding knowledge and understanding of cultures other than their own. As well as these opportunities, the school works hard to find ways to raise awareness of other cultures such as looking at Aboriginal art and Indian folklore in art, geography and history. The enthusiastic and highly effective co-ordination of this area is exemplary.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The procedures for assessing pupils' attainment and progress are good. This is an improvement since the last inspection. There are thorough assessments in English, mathematics and science, which are well used to track pupils' progress. These include tracking results in tests and half-termly assignments, and results are compared to what is expected for the pupils' ages. These provide teachers with information about the success of teaching as well as a gauge of the level at which pupils are working. Procedures for monitoring the performance of pupils in other subjects are less advanced but the school is working on different formats to achieve a common system.
42. Assessment is used very well to develop curriculum planning. The procedures are used well by all teachers. Perceptive evaluations are made at the end of lessons or units of work and these help direct the next stage of work. In light of any weaknesses noted for individual or groups of pupils, different tasks are developed. An example of this was seen in an English lesson in Year 4/5. Here, the teacher noted how pupils had not grasped a particular point and then used the next lesson to return to it and improve the progress that the pupils were making. Individual targets are given to pupils from the information that is gathered. These are displayed at the front of the books and are marked as they are achieved. Teachers' marking gives feedback to pupils on how well they are progressing towards their targets. This ensures that pupils gain a self-knowledge of their own performance. A new system for tracking individual pupils has been established that is being used well to develop initial groupings that are improving the planning in individual lessons. The success of better assessment is helping to drive up standards across the school.
43. The assessment of pupils with special educational needs is thorough and effective. Procedures are put in place quickly to ensure these pupils receive the appropriate help. Individual education plans are of good quality. They set out small, achievable steps that are consistently assessed for their effectiveness.
44. The school cares very well for the health, safety, welfare and personal development of all pupils. Appropriate emphasis is given by teachers and governors to provide an establishment where pupils' personal and academic development is a priority and is supported by a healthy and safe environment.
45. Induction to the school is good and is improving with the commitment to an on site playgroup: this is helping to ensure pupils and their parents are confident and secure to begin their full time education. All receive good support enhanced by the opportunity of a good personal relationship with their teacher and a confidence to ask and enquire if they do not understand their work. This is greatly appreciated both by pupils and their parents who feel it keeps them aware of pupils' progress and of where improvement is needed; and it gives the pupils confidence in their learning. Transition to the next stage of education is good.
46. Procedures for monitoring and supporting pupils' personal development are very good. Pupils feel confident, happy and cared for. All can identify a person they would turn to for help and support: this is mostly their class teacher, class assistant or the head teacher. They also look on the school secretary very much as their friend and helper.
47. Child protection procedures are very good. There is a clear policy that is well known to all staff. The designated officer has good working relationships with all relevant support agencies and overall this provides good protection for all pupils.
48. Health and safety provision is very good, well used by all staff, and monitored by the health and safety governor and subsequently the full governing body. The school policy is comprehensive and provides a good basis for consistent safety provision across the school. Risk assessment is up to date and all equipment is well maintained with recorded checks. The pupils understand who will help them and how this will happen. The school promotes

healthy and safe living through a programme for personal, social and health education, and across the curriculum. The school has good relationships with a range of outside agencies and works successfully with them to secure pupils' welfare.

49. Procedures for monitoring behaviour are very good and well known to pupils and parents. Procedures for ensuring that oppressive behaviour is eliminated are also very good and effectively used. All policies are used consistently across the school and supported by classroom rules. Teachers give praise for good work and for good behaviour, consistently following the school policy. The achievement assembly, where their efforts are recognised, is good for personal development and pupils are proud to receive their awards.
50. Procedures for monitoring and improving attendance and punctuality are good and are closely adhered to. Registers are correctly completed both morning and afternoon. There have been no exclusions in the last year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents' views of the school are very good. They feel teachers' expectations of pupils' achievements are high and this was confirmed during the inspection. They are very pleased with the attitudes and values promoted by the school and particularly with the very high standard of behaviour promoted. Parents feel comfortable to approach the school to ask questions and discuss any problems.
52. The quality and quantity of information provided for parents are good. Through the school prospectus, school policies, consultation evenings, termly curriculum information, information leaflets on reading, spelling, handwriting and full end of year reports, there is clear communication between home and school. Parents' evenings are well attended and these give parents a good opportunity to discuss pupils' progress and keep in regular contact with teachers. Pupils' reading diaries are well used to maintain a continuing dialogue. Regular letters are informative, covering social events and curriculum information. Parents say the school is welcoming and is always willing to listen to them. The governors' annual report to parents gives good information and meets legal requirements. The school prospectus is well presented with necessary and useful information; this too complies with legal requirements.
53. The parents of pupils with statements of special educational need are kept well informed about their children's progress. They are invited to attend the annual reviews, and interim reports on progress are given. Parents of pupils on lower stages of the special needs register also have close liaison with the school. These include regular reports and meetings with teachers. Parents are happy with the procedures in place.
54. Parents make a very positive impact on the school both as individuals, as parent governors and through the school association. Parent working parties have been very effective in providing the school with building, painting and plumbing work. They have installed new computers, and supported in the school library and, most importantly, in the classrooms. This high level of interest and effort has considerably improved the learning environment for their children.
55. The Friends of the School Association gives good support through fundraising and also provides many opportunities for pupils, teachers and the community to come together for recreation and fun. They work hard with teachers, pupils and the community to provide good social and fund-raising events. A recent venture of a breakfast club organised by the Friends Association is providing a healthy start to the school day for a number of pupils. The school values the work of the Friends Association as it recognises the support it has from all the children's parents. The co-operation and working partnership between parents and teachers make a positive impact on the children's academic progress and personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are very good. The head teacher provides positive, knowledgeable and caring leadership. Her very effective day-to-day management ensures the smooth running of the school, and she has a very good understanding of the school's needs. This is apparent in the way she has taken such care over the recent staff appointments, and how quickly she has enabled the new teachers to settle in and make their own contribution to the school's overall progress.
57. The head teacher was very clear about the school's priorities after their last inspection in 1997. Teachers and governors show great confidence in her energy and ability to effect any changes required to move the school forward. Parents' questionnaire returns and interviews with governors and all staff show how much they appreciate her knowledge, care and commitment to raising standards of both behaviour and work. The fact that in the last four years the school has bought a purpose-built extension from its own resources is an outstanding improvement. This has been achieved without detracting from the need to provide new resources and implement national initiatives and clearly demonstrates the head teacher's capacity to move the school forward in all areas.
58. The head teacher is also the special needs co-ordinator. She spends a great deal of time in this capacity and keeps full records about the pupils in this category. There are regular discussions between staff about any pupils causing concern and action is quickly taken to set up plans to resolve these concerns. Special needs assistants are kept fully informed about any developments and are given opportunities to improve their own professional competence through training programmes. These have proved successful and their effectiveness is seen in the rate of progress that pupils with special educational make during the year.
59. The role of the deputy head and all teachers as co-ordinators is now well organised and during the inspection it was possible to see how their individual influence was being used in the school to improve the overall quality of the education being provided. Every teacher's expertise is being utilised to very good effect and the way they make all decisions through collaboration and discussion is exemplary. All teachers with subject responsibility are now taking an active role in the monitoring of teaching in their own subject, which in turn enhances attainment and progress and is a further improvement on the position at the time of the last inspection. The curriculum leaders for the core subjects of English, mathematics and science are working hard using a variety of monitoring strategies, and are fully involved in the school development plan. In this small school some co-ordinators have two or more subjects and they fulfil all these roles thoroughly and with insight. The many improvements made in the way the senior management team and co-ordinators monitor teaching and standards make them effective and meet the needs of the key issues of the last inspection report with regard to their role in assessment, recording and reporting.
60. The chair and other members of the governing body are involved in writing the school's aims and policies and support them well. The governors interviewed showed great loyalty and commitment to the school. They are adopting their overall management role very well. Governors clearly show great confidence in the head and staff. The head teacher meets regularly with the chair and other governors to review the progress of a range of issues on an informal basis. This has the effect of making sure all decisions are related to the priorities in the school development plan.
61. There are sub-committees, or working parties, of the governors to monitor staffing and buildings. They are very involved in the review of the school's finances and the formulating of the school development plan. The governors understand the importance of their role in monitoring the curriculum and educational standards. They visit different classes on a frequent basis. The governors have appropriate systems for ensuring that all funding is used appropriately, including for those pupils with special educational needs.

62. The school's finances and resources are well managed and very effectively deployed. The day-to-day functions of the office are carried out very well by the school's finance secretary. This ensures that all matters relating to income and expenditure are dealt with efficiently. Specific grants are used effectively for their designated purposes. The school has clear guidelines, which they use well, to gain the best possible value in all their purchases. There are good systems in place for evaluating the impact of spending on pupils' achievements, and as a result standards are rising. This is now in full detail as required by the last inspection report. The school now provides very good value for money.
63. The school has an appropriate number of suitably qualified and experienced teaching staff. They are dedicated and show care and concern for the pupils. They have sufficient knowledge and expertise to teach the school's curriculum. The way they have begun to understand and use aspects of information and communication technology across the curriculum, where previously some teachers lacked confidence, is a significant improvement since the last inspection.
64. The staff work as a close and supportive team, together with the classroom assistants and parents. Teaching staff are deployed well in the school, with the special abilities of some teachers being employed effectively. Learning support assistants are well qualified and meet regularly with teachers to discuss how to provide for the needs of the pupils. The numbers of support staff for a school of this size are good and they are very much appreciated by the teachers and parents. They enable each pupil to have individual attention whenever they need it, and therefore make good progress. The priorities in the school's development plan and the needs of individual members of staff are effectively addressed through the performance management process. Job descriptions specify duties and responsibilities very well. The way that annual appraisal interviews for each teacher, based on careful lesson observations, have made it clear what is required for the school every year is excellent. Newly appointed staff are inducted well and receive a good level of support. Staff undertake regular training in their areas of responsibility.
65. Most of the school's accommodation is very well modernised and attractive. The hall is small and often means that physical education lessons have to be divided. However, the good organisation, using part-time teachers, means pupils are taught lessons effectively in their smaller year groups. The mobile classroom is quite small and although it is in good condition, it compares unfavourably with the rest of the school building. This means that pupils occasionally have insufficient room and their work is not effectively displayed as the rest of pupils' work is across the school. There are some good examples of display in the rest of the school and this not only enhances learning and celebrates achievement, it also makes a good contribution to the pupils' learning and self-esteem. The buildings are maintained to a good standard by the able cleaner. The outside areas are used well by the school for physical education, art and science.
66. Learning resources are also at least satisfactory in all subjects, with good provision in English, science, information and communication technology and music. The way that the resources in the information and communication technology suite are being used is a significant improvement since the last inspection. The only lack of resources is for the physical development for the Foundation Stage pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to continue to build on the many strengths of the school, the governors, head teacher and staff should:

- a) Enable further opportunities for physical activities for pupils in the Foundation Stage by providing suitable permanent climbing apparatus, planned areas and large toys for use outdoors.

Paragraphs 1, 30, 69, 75

OTHER MINOR ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- b) Ensure that all teachers use the school's marking policy consistently in order to make sure all pupils know what they do well, and what they must do to improve further.

Paragraphs 29, 82, 91, 99, 139

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	15	10	6	0	0	0
Percentage	3	47	31	19	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. 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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	129
Number of full-time pupils known to be eligible for free school meals	9

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.4	School data	0.0
National comparative data	5.2	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	10	7	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (59)	100 (59)	100 (71)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (76)	100 (76)	100 (47)
	National	85 (84)	89 (88)	89 (88)

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

* Data for boys and girls separately is omitted as the number in each category was not more than ten.

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	10	12	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	18	18
Percentage of pupils at NC level 4 or above	School	85 (82)	90 (86)	90 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	18	18	18
Percentage of pupils at NC level 4 or above	School	90 (95)	90 (95)	90 (90)
	National	72 (70)	74 (72)	82 (79)

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

* Data for boys and girls separately is omitted as the number in each category was not more than ten.

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	129
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)	7
Number of pupils per qualified teacher	19
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	93.5

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	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	296486
Total expenditure	295090
Expenditure per pupil	2361
Balance brought forward from previous year	15587
Balance carried forward to next year	16983

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

121

Number of questionnaires returned

64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	5	0	0
My child is making good progress in school.	36	50	5	2	8
Behaviour in the school is good.	34	66	0	0	0
My child gets the right amount of work to do at home.	17	59	11	3	9
The teaching is good.	44	47	5	0	5
I am kept well informed about how my child is getting on.	28	47	14	6	5
I would feel comfortable about approaching the school with questions or a problem.	61	36	3	0	0
The school expects my child to work hard and achieve his or her best.	42	52	3	0	3
The school works closely with parents.	33	48	14	5	0
The school is well led and managed.	42	47	8	0	3
The school is helping my child become mature and responsible.	52	44	0	0	5
The school provides an interesting range of activities outside lessons.	28	50	20	0	2

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

68. Children who are five between September and January attend school full time from the September. Other children come into school on a part-time basis from September, and full time from January. At the time of the inspection there were 20 reception children in the class, of whom eight were full time. There were also eight Year 1 pupils in the class. The provision for children in the Foundation Stage, in this mixed-age class, is very good. Overall standards of attainment on entry to the reception class are below those expected of young children. Good progress is made and children's standards in five of the six areas of learning for the Foundation Stage – communication, language and literacy; mathematical development; knowledge and understanding of the world; personal, social and emotional development; creative development – is above average. Children's physical development is sound.
69. The school environment is conducive to children under five entering full-time education because there are very good opportunities for spontaneous, well structured, and purposeful activities to encourage and extend children's learning in all areas of learning, apart from aspects of their physical development. The previous inspection found that there were limited opportunities for children to explore, generate ideas and use their own initiative and imagination. This is no longer the case. Although the accommodation is limited, it is very well organised to support the children's learning effectively. However, there still is no outdoor facility despite the school's best efforts. The staff, governors and parents are making great strides towards collecting sufficient funds to develop an area available outside as this limits children's physical development.
70. The previous inspection identified weaknesses in procedures and systems for tracking children's progress. A great deal has been done to improve this. All areas of learning are being carefully monitored in order to make all lessons appropriate, whatever the children's current level of attainment.

Personal, social and emotional development

71. The children's personal, social and emotional development is above the expected level when they leave this class at the end of Year 1. A good, planned, programme for this provision is in place. There are good links with the local playgroup. The well-organised induction procedures ensure that children enter school feeling confident. Most children respond well to an ethos that promotes good behaviour. Positive relationships develop between children and adults and good routines are established. Children generally behave well and talk willingly. Teachers' questions are answered clearly and children show an appropriate understanding of right and wrong. Children happily work alongside others knowing that they must take turns. They are now given many opportunities to learn to work together and independently. This was evident in a lesson where children were painting a sea scene and happily waited for their turn to use the appropriate colours. The way they compared their "dabbing actions" showed how well they are learning to learn from each other. The quality of teaching in this area of learning is very good. All staff work well together and provide good role models for the children. They acknowledge children's feelings and work with them to resolve conflicts.

Communication, language and literacy

72. Children often enter the reception class with standards below those expected in communication, language and literacy. They make good progress and standards are good. Children pay attention to adults and listen carefully when being given instructions and guidance on activities. They enjoy their time on the carpet watching and listening. They understand how to handle books and enjoy listening to stories. They enjoy sharing books and discussing pictures. All children are beginning to recognise initial letter sounds and

distinguish text from pictures. Most children recognise and write their first name. In oral sessions children tend to give one word or short answers although adults encourage answers in sentences. This was clear in a mathematics session when the teacher quietly insisted on all answers being given in full sentences. The children appreciated the praise they received when they answered in the way required. The quality of teaching is good. A book corner, containing a suitable range of books, is accessible to the children, as is a listening centre. Writing materials are readily available with a good choice of paper and writing tools. Daily planning is very clear. There are good, sequential, learning steps based on the records of individual children's progress. There are good opportunities for children to choose and be in charge of their own learning.

Mathematical development

73. By the time children are ready to enter the next Year 1/2 class, standards are above those expected for their age in mathematical development. Children confidently count to ten and are developing the ability to count backwards from ten. They understand numbers through a suitable range of number action songs and are beginning to use their fingers to illustrate the number. Through teacher-led activities they are familiar with using balance scales to find what is lighter or heavier than their objects. They know about simple two-dimensional shapes such as triangle, square and circle. The quality of teaching in this area is good because of the appropriate nature of the planned activities. Teachers' plans focus on the Early Learning Goals and the National Numeracy Strategy and good consideration is given to the range of children's abilities. This leads to effective building on their knowledge and understanding. Activities are often practical and are organised so that the whole class is occupied for all lengths of time. This was apparent during the inspection when children, although in groups, waited to make their choice of animals for the 'Ark'. The whole class was effectively involved by the teacher in what was happening. Very good use is made of opportunities in the school day to use mathematics in a meaningful way to extend children's knowledge and understanding. The hiding of bears in the sand in 'fives', the use of dice to determine the next choice of activity, the different picture and number stamps available, the counting of parts of the body on animals made in play dough, are all examples of mathematics activities that occur naturally throughout the day. These are some of the opportunities for children to choose activities that involve counting, collecting, and sharing.

Knowledge and understanding of the world

74. Standards are above those expected for the children's knowledge and understanding of the world. During the inspection it was evident that children are developing a growing awareness of objects that are old compared to those which are new. They know about their immediate surroundings and develop a good sense of location and direction. A satisfactory sense of time is developing because of children's progress in knowing the daily routine. The planning is structured under subject headings such as history and science as well as knowledge and understanding of the world. This prepares the children for their work in Key Stage 1. The quality of teaching in this area is very good. Activities have clear learning objectives and the activity given is suitable for all children. For example, when comparing different animals children were asked to put adults and babies together with their proper names. Organisation is very good with whole-class activity, and groups with an adult, being changed whenever appropriate and so children do not sit for long periods and are always well involved.

Physical development

75. By the time children come to the end of the Foundation Stage standards in their physical development are in line with those expected for their age. Children show good interpretations of movements to illustrate stories and show good control of their movements. They have sound skills using play dough, moulding and cutting to desired shapes. They use scissors well. Teaching is good because lessons are well planned to teach the necessary skills systematically. However, daily physical activities are not available and they do not have

access to suitable climbing apparatus to develop their control of large movements. Children do have occasional access to a few large toys such as prams and tricycles for use outside. This is a limited improvement in resources since the last inspection where they were found to be wanting. As in the last inspection children do not have access to a safe outdoor play area. However, good progress is being made by the governors and parents to raise funds to establish an area in the school grounds in close proximity to the reception classroom.

Creative development

76. Generally children's standards in their creative development are above those expected for their age. There are very good opportunities for activities to promote the development of children's imaginations. There is always an area set up for painting where children can explore and experiment with colour and express their ideas regularly. Very good experiences are planned to develop children's creativity effectively. The school's planning for this area of learning is suitable for the Foundation Stage and Year 1. The way that all children were involved in painting a large rainbow to illustrate the story of Noah during the inspection is a good example of this planning.

ENGLISH

77. In 2001 pupils the results at the end of both key stages were much better than in the previous year. At the age of seven all pupils reached the average Level 2 in reading and writing. Over half of the pupils reached the higher Level 3, which is well above the national average. At the age of eleven, 85 per cent of pupils achieved the national average Level 4 and 25 per cent gained the higher level. In percentage terms this is better than national figures. The trend over the last four years has fluctuated in percentage terms because the number in each cohort changes dramatically. Pupils in the present Year 2 are reaching standards in speaking, listening, reading and writing that are close to average. Pupils in the present Year 6 are reaching standards in English that are better than expected for their age. In this year group there is a significant number of pupils who are likely to achieve the higher Level 5.
78. Standards in speaking and listening are good at the end of both Year 2 and Year 6. Younger pupils are confident speakers; they have a good range of vocabulary and can express themselves well. They listen to other pupil's contributions and question each other sensibly during discussions. They concentrate well and when talking in small groups are inquisitive. Older pupils in Years 3 to 6 are able to respond to the teacher and other pupils using complex ideas. In one Year 6 literacy lesson the pupils were asked to give their responses to poems. They used their experiences of different types of poetry to answer questions. The teacher had high expectations because she asked the class to try to use a wider range of vocabulary to describe their feelings. There are many examples of this high level of learning and so progress in this area in all year groups is good.
79. Standards in reading are also above average. Younger pupils in Years 1 and 2 are increasingly confident in their approach to language. In whole-class reading the higher achieving pupils in Years 1 and 2 are able to use expression and the younger pupils in this class are using a range of different techniques to understand what is written. They can follow stories and use picture and phonic clues to help them decipher each word. In these years pupils are beginning to recognise the use of connective words such as 'suddenly' and 'later' as a means to improve the quality of sentences. They can talk about the characters in a story. In one lesson the pupils were encouraged to use puppets to help them re-tell a story. The responses were very accurate. Pupils in Years 3 to 6 build upon these early experiences so that they can read fluently and are beginning to recognise differences between types of text. They are able to change the inference of sentences so that it will give another meaning. In a Year 4/5 lesson the teacher was developing a class poem. Pupils were able to read out loud with confidence and could also answer questions about the reasons for the particular use of words. Pupils are given many opportunities to read through regular reading sessions during class time and the older pupils are able to read to younger pupils. Impact Reading is

incorporated into other lessons so that pupils have a good understanding of the use of fiction and non-fiction and how to skim and scan texts for the information that they want. This they use to good effect when researching.

80. Standards in writing are at least in line with the national average for pupils in both Year 2 and Year 6. All pupils do well in relation to their prior attainment. Pupils have good opportunities to develop extended pieces of writing both specifically in literacy lessons and also in other subjects such as history and geography. Consequently the links to other subjects are good. There is a wide range of vocabulary used and this reflects the way that pupils draw from experiences in their own reading. Spellings are generally accurate and the structure of sentences and the use of grammar are increasingly used to affect the mood of the piece they are writing. Work is presented neatly and accurately, and handwriting is often of good quality.
81. Progress in learning is good throughout the school whilst teaching is very good. There is a difference because the younger pupils need much more reinforcement of the work that they are doing, especially in writing. Older pupils build on the early skills that have been developed by the teachers in Years 1 and 2. All teachers have very good subject knowledge and a number have specialist language qualifications. This enables the rules of language to be taught very effectively. When pupils ask searching questions about the reasons for particular word rules the teachers often give full and appropriate answers. This was ably demonstrated in a Year 5/6 lesson where the teacher talked to the pupils about a previous piece of work not having, "sufficient effective punctuation of speech." This was then being remedied in the lesson seen. When using particular texts, some teachers refer to the context of the piece and explain why it is important.
82. Planning is very thorough and based securely around the National Literacy Strategy. Teaching develops new skills sequentially and both teachers and pupils are clear about what will be achieved in each lesson. These objectives are shared with the class at the start and reviewed at the end. As a consequence, the pace of learning is high and pupils become aware of what they have succeeded in. Targets are given to each pupil at the beginning of term and the marking often, but not always, refers back to this being completed. When this happens pupils become very aware of their own level of learning and know what to do next to improve.
83. A wide variety of teaching methods are used successfully to engender interest and motivate pupils. In a Year 1/2 lesson the teacher had produced a text that included the name of each member of the class within the story. This was then used to develop more complex sentences by some written cards that had to be read and connecting words and phrases made into crowns. The pupils could see from this exciting lesson how to use words to link their ideas. In this way pupils build up an understanding of the use of different types of language. Where this is not so successful the teacher spends too much time talking to the class and does not have enough resources. When this happens the class are liable to fidget and lose concentration. In all classes pupils are managed well and in most, behaviour is very good. Only when the methods used do not stimulate interest are the pupils rather inattentive and apt to call out. When this happens the progress in learning is satisfactory rather than very good.
84. Pupils with special educational needs achieve well because they are given specific support for their literacy needs. This includes specific work, extra support or the help of a learning support assistant. The literacy targets reflect the pupils' individual education plans.
85. The curriculum offered is wide and varied and is aimed at improving the use of language as pupils move through the school. Attention has been given to adapting the literacy strategy in light of improved confidence amongst teachers. Its use has been made flexible to allow more in-depth study in areas that are not so secure with groups of pupils. The newly appointed co-ordinator has a very clear idea about what needs to be done to improve the subject and has correctly identified a range of priorities to ensure that there is consistent teaching throughout the school. Results of a range of tests have been closely analysed and action taken to

improve areas of weakness that have been identified. These include the way spellings are given each week and how to improve the reading resources. The library has undergone a major refurbishment and is now used by groups of pupils on a regular basis. There are now plans to improve this further by tightening the way that books are catalogued. In addition, the work in classes has been monitored, as has the attainment of pupils in various year groups. Targeted support is being given where teaching is not so strong or where there is a significant number of pupils with special needs.

86. There has been good improvement since the last inspection. Standards are improving, as is the rate of pupils' progress. There are now better reading strategies and a better range of fiction and non-fiction material. The impact of better computer work is now beginning to make a difference. However, in Years 3 to 6, whilst pupils have sufficient opportunity to word process their work, they are only now beginning to understand the usefulness of drafting and re-writing using computers. They are now being given sufficient opportunities to develop presentations using graphical software.

MATHEMATICS

87. Most infant pupils, including pupils who have special needs, make good progress in mathematics. Pupils in the present Year 2 are reaching standards that are above average. At the time of the last inspection the standards were in line with expectations for their age but few pupils achieved above average standards. That inspection report also found that in their day-to-day work, pupils attained the expected standard, but the more able were not being sufficiently challenged. The school now has very well organised arrangements for grouping these pupils so that they work at a higher level in class lessons. Pupils in the present Year 6 are reaching well above average standards.
88. In conversation with pupils say that, "mathematics is more difficult but more interesting" than it used to be. Pupils make good progress in lessons as a result of the well-planned work and good support from class teachers. Pupils with special educational needs who need extra help are well supported by teachers and learning support staff and they make good progress.
89. Pupils make good progress as they move through the infant stage as a result of the good teaching of basic skills. Pupils are effectively taught the strategies they need to help them understand how to add, subtract, multiply and divide. By the age of seven pupils have a good knowledge of number and are able to recall facts such as $6 + 4$ and $10 - 5$. Most can apply their knowledge from adding and subtracting two two-digit numbers and to solving simple money problems. Pupils are developing a good understanding of place value and use this to find 10 or 100 more than a given number between 1 and 100. They recognise common two and three-dimensional shapes and show an understanding of symmetrical patterns. In a Year 1/2 lesson the teacher was very careful to use the correct terminology at all times, and the shapes and labels were very clear. This meant that the attention of all pupils was kept throughout the lesson. This care and attention to detail also means that there are appropriate challenges for all pupils, and higher attaining pupils are quick to understand and apply new learning. This was seen in their work and in the lesson introducing words and shapes. They were quick to make the connection between a quarter-turn and 90 degrees and used the computer to give accurate instructions for passing through a simple maze.
90. By the age of eleven pupils work confidently in all aspect of mathematics. They work with larger numbers such as 738×56 or $972 \div 36$ and have a good knowledge of related number facts, which they use to solve mental mathematics problems. Teachers set a good example in the use of the correct mathematical terms and make sure that pupils also use them. As a result pupils are able to accurately interpret a wide range of problems and clearly explain the different methods they can use to solve multi-step written problems. They use formulae to calculate area and perimeter. They understand and recognise rotations of a shape through 90 degrees. Pupils represent and interpret data in charts and graphs and use the information to find the range, mean and mode and to identify proportion and ratio. For example, when

comparing the number of articles about sport and pop music found in a newspaper they were able to present their findings in a number of different ways.

91. Teaching is very good. The school has continued building on the position noted in the last report and improvement is very good. The very good teaching is clearly related to teachers' good understanding of the National Numeracy Strategy and good lesson planning and preparation. Teachers are clear about what they want pupils to learn and the weekly plans show how pupils' mathematical skills are to be developed over the week. Teachers make very good use of information gained from day-to-day assessment of pupils' learning to match work to pupils' abilities and needs. For example, the Year 4/5 class revisited learning from the previous lesson as the teacher adjusted her plans, as pupils had not fully grasped the new method of calculation. Although the marking does not always spell out where pupils need to improve, the teachers explain the purpose of their lessons well so they know what they are about to learn and do by the end of the lesson. The tasks set are challenging for all pupils.
92. Teachers explain the work very well and, through probing questioning, involve all pupils in explaining their thinking. This helps to build pupils' confidence and strengthen their understanding. Pupils respond well to teacher's high expectations. Most are keen to answer questions, put a lot of effort into their work and make good gains in their learning. The work of learning support staff is well organised. Learning support assistants work effectively with pupils who need extra help and with targeted groups to help them practise their skills and improve their understanding. Pupils are enthusiastic and always work and behave sensibly. As a result pupils are able to concentrate on their work to make good use of the time available.
93. The new subject co-ordinator provides good leadership. She is keen to raise achievement and build on the high standards already achieved by older pupils. The monitoring of lessons shows that teachers have gained in confidence, and the effective use of the National Numeracy Strategy contributes to the good quality of teaching and learning. There are very good arrangements for checking how well pupils are learning. Teachers make good use of the school's analysis of test results and other assessment information to set group and individual targets for improvement. These targets provide good motivation for pupils, as they know what they are trying to achieve.

SCIENCE

94. Seven year old pupils, including pupils with special educational needs, make good progress in science and achieve standards that are above those of most other primary schools. Compared to schools of a similar background, pupils do well due to the very high proportion of pupils who achieve the higher level. This is an improvement on the findings of the 1997 inspection when the proportion of pupils achieving higher standards was judged to be similar to most other schools. Standards seen during the inspection show that pupils are gaining good levels of knowledge and understanding of the different areas of science, particularly in investigative science. These findings reflect those of the 1997 report which found standards to be at least sound with a significant number of pupils achieving above average standards.
95. The strong focus on practical and investigative science appeals to pupils and helps to develop their understanding of scientific processes. These, combined with the good teaching throughout the school, are significant factors that contribute to pupils' good progress.
96. By the age of seven pupils, including those with special educational needs, have a good understanding of how to carry out and record a scientific investigation. They know that this involves solving a scientific problem, such as, "Do all seeds take the same time to germinate?" Pupils draw conclusions about their findings and accurately describe and record their observations using simple tables when appropriate. They understand that animals and plants need food in order to grow and eating the right types of food keeps the body healthy. They know that different materials have different properties and through their investigations

discover that processes such as heating and cooling change some materials. They investigate what happens to ice under different conditions, and if sunflower oil will freeze. Pupils explore simple electrical circuits. They describe how the circuit works and make predictions about the effects of adding more bulbs. They are aware of the dangers associated with electrical appliances in the home.

97. By the time they leave school pupils have built well on the scientific knowledge and understanding gained in previous years. They apply this knowledge and understanding to good effect when preparing and carrying out investigations, and in discussion. Pupils have a good understanding of how to conduct a fair test and what is likely to happen if the variables are changed. They make predictions, carefully observe what happens and record and chart the results for analysis. The pupils in the Year 2/3 class were investigating teeth, as part of a project on 'My Body'. The teacher had set up the investigation well and knew that if the pupils followed the investigation in the way they had been taught there would come a time then they would need new artefacts in order to carry on. As the pupils conducted the investigation in the way he knew they would, these had to be introduced at the moment he had anticipated.
98. Teachers use questions well to probe pupils' understanding and help them to use their knowledge to make deductions about other areas of enquiry. Pupils understand feeding relationships and that virtually all food chains begin with a green plant. They understand why various environmental conditions give rise to different organisms and that micro-organisms can be beneficial or harmful. The Year 5/6 lesson on adaptation and interdependence contained a very good question and answer session that showed pupils know all about birds' beaks and feet and how they have adapted over time. Pupils know how to use keys to help them identify and classify plants and animals. They know about different materials and that some are conductors and others insulators. They apply this knowledge effectively to investigations into sound insulators.
99. The teaching of science is good throughout the school. Teachers have good subject knowledge and lessons are well planned and organised. The good use of investigative and experimental science enables pupils to improve their enquiry skills and develop a good understanding of scientific principles. Teachers use scientific vocabulary confidently, share information clearly and plan interesting activities that stimulate scientific discussion. This is a strength of teaching; it motivates pupils effectively and they are eager to put forward their thoughts and ideas. Although marking is clear and effective, it varies in style from one teacher to another and pupils said they find this confusing at times. However, they all said that they enjoy talking about their work with their teachers. Pupils respond well to teachers' high expectations of work and behaviour. They enjoy the lessons, work hard and produce a good standard of work. There is good support for all pupils, with particular attention paid to those pupils who need extra help. This enables them to approach their work with confidence and to make good progress.
100. The subject co-ordinator has a good overview of the science curriculum. Since the 1997 inspection, guidance for teachers on what should be taught has been developed and this is now good. As a result all aspects of the science curriculum are now being covered. There are now arrangements to check how well pupils are learning, and their learning and progress are monitored at the end of each unit of work. This is raising the standards of pupils' knowledge and understanding to levels not previously reached. The co-ordinator has some opportunities for monitoring teachers' planning. This enables her to make sure that pupils are covering all aspects and that topics are being effectively taught.

ART AND DESIGN

101. Few lessons were seen in art and design. From the scrutiny of displays, discussions with pupils and from the scrutiny of paperwork provided by the school, it is evident that standards are at least in line with national expectations at the end of both Year 2 and Year 6. All pupils make good use of computer software programs to develop on-screen painting skills and to

design using text and graphics. Since the last inspection there has been good improvement. Teachers now use the planning more to develop specific skills and these happen at different levels in each year group. Pupils with special educational needs are given effective support in lessons from classroom assistants and make sound progress.

102. Younger pupils make sound progress. They are able to draw using a variety of different media such as pencils, crayons and paints. Work on display suggests that pupils are given a good range of experiences both in two and three dimensions. They try out different ways of recording their work in a range of other subjects. They have had the opportunity to experiment with colour, tone and texture and this helps them when they are undertaking free drawing. There were good examples of these on display in all the classrooms. Christmas decorations that have been completed, based on earlier art lessons, are being collected to send to other schools abroad as part of the Comenius project.
103. Pupils in Year 6 move on satisfactorily from their position at the end of Key Stage 1 and their progress is also satisfactory. A number of older pupils have good drawing techniques and can make representations of different styles. They know about the work of some artists and can recognise their types of work. In the one lesson seen in Years 4 and 5 the pupils were making salt-dough models. This was developing a topic in design and technology. The teacher had produced very careful planning associated with the work and the pupils were making sound progress in their learning. Here, the pupils were working well with a support assistant. Their levels of concentration were good and they could talk about the reasons for what they were doing. The success of this lesson was in the way it had been assessed at each stage by the teacher and how this had influenced what would be undertaken next. The pupils have had few opportunities to visit art galleries although some pupils have been involved with art exhibitions.
104. From discussions with pupils in Year 6 they show enthusiasm for their work and know much background information about individual artists. They can talk about various projects that they have undertaken over the last few years and these closely match the planning that is in place. The scheme of work has been developed using the national guidelines and this has been enhanced by a number of one-off projects. These include a mosaic design for the school sign and a summer project with a visiting artist. There is a lunchtime club for pupils in Years 3 to 6 and pupils keep sketchbooks as they progress through the school.
105. The co-ordinator has produced a development plan correctly identifying the priorities for the subject. These include the monitoring of work and an audit of the equipment and materials. There is a suitable range of resources that are easily accessible to the teachers.

DESIGN AND TECHNOLOGY

106. Few lessons were seen during the inspection but from an analysis of the pupils' past work, discussions with pupils and from a scrutiny of the planning, standards are at least in line with national expectations by the end of Year 2 and Year 6. This maintains the position at the time of the last inspection. Younger pupils have the opportunity to develop their ideas using drawings and to make simple models. The work this term is related to units within the new curriculum guidelines and is developed around a two-year cycle. This is ensuring that pupils cover all aspects of design and technology. Pupils are able to talk about models that they have made and about how they might have improved them.
107. Older pupils in the juniors are designing shelters for the playground. This involves drawing up plans in different views and deciding on the materials that will be used. In addition the pupils will be working in groups and are presently in the process of dividing the responsibilities for each task. This is helping to develop social and organisational skills. There are some good links to other subjects such as art and English. The teachers' planning shows the development of control technology through the use of computers but these have not yet had time to be fully established.

108. Teachers plan each lesson well. Attention is given to developing ideas, designing, making and evaluating. Some time is given to look at the effectiveness of the prototypes and this now has a high profile. Some re-assembly work is carried out. Pupils have had the opportunity to take boxes apart to see how they are made and to then build their own versions. From discussions with Year 6 pupils this proved very exciting and a valuable learning experience. The work was linked well to a real-life situation. In the one lesson seen the teaching was very good. Here, the pupils were designing an outside playroom for infants. The pupils had already tried out different joints and had a display of these to help them make their models. The pupils were able to demonstrate a variety of ideas using words, labelled sketches and models and showed a real understanding of the constraints they were working under. In this lesson, the pupils made significant progress because they were building easily on what they had achieved before.
109. The planning cycle shows that during this year pupils will have opportunities to make controllable vehicles, make items such as photographic frames and work with food technology. The co-ordinator has a clear view about moving the subject forward and has a good background in technology. There is a suitable range of resources.

GEOGRAPHY

110. Standards are in line with the national expectation by the end of Year 2 and are above expectation by the end of Year 6. Pupils in Year 2 are able to make up simple maps from their observations and know about the use of keys and symbols to represent features. They are inquisitive and are able to talk about their own local environment. They have undertaken surveys about traffic and land use and have drawn simple diagrams to represent their findings. There has been good improvement in the subject since the last inspection because teachers now give more challenge in lessons and have a higher expectation about what pupils can achieve. Information and communication technology has recently begun to be used to develop research and enquiry.
111. Pupils in Year 6 are much more confident in their knowledge and understanding in geography. They understand that the structure of land influences the use it is put to and how different places have different social structures. In their work on Chembakolli in India they are beginning to realise that people live in different ways because of the climate and the physical nature of the land. They are able to use sources other than books to help them reach decisions. This includes various opportunities to develop field study, use maps and develop specific geographical language such as the points of the compass. Pupils with special needs are given adequate support to achieve within their own capability.
112. The quality of teaching and the progress in learning by pupils is sound in Years 1 and 2. Pupils are given a range of different experiences to help them learn about changes in the environment, the locality of their own home and within the United Kingdom. They have a good background knowledge about their immediate surroundings but this is not so secure for those places further away. Teachers use a wide variety of methods to enhance the teaching of geography. They plan the lessons well to ensure that there is a progression in the learning and return to topics to ensure that new information is consolidated. Teachers know the ability of pupils well and develop the tasks that pupils will do using good evidence of their previous understanding. Teachers mark the work well and use the information to guide what will be undertaken next.
113. Pupils in Years 3 to 6 are well informed about international matters and this is why they are able to advance at a swift rate and progress in learning is good. This is linked to the good teaching that takes place. Teachers have high expectations about what pupils can achieve and good subject knowledge. Lessons are planned well using the national guidelines and a thorough scheme of work. This is used to develop specific geographical understanding as well as to learning about particular themes such as mapping. Pupils in the juniors have good understanding of maps. In one lesson they used a photograph and an old map to discover

differences between the use of land in 1833 and now. The quality of discussion was high. Pupils could recognise the growth of housing and could offer simple reasons why this had changed. They could see the outline of old fields from the aerial photograph and showed excitement when they recognised that this could not be seen from the ground. In this way they were learning about the use of different types of research. Teachers encourage pupils to talk about what they find and use a variety of methods to interest and motivate the pupils. These are very successful.

114. There is now a good policy and scheme of work that develops the various strands of the subject as required by the National Curriculum. The newly appointed co-ordinator is a specialist geographer and understands the priorities for development. Resources are of good quality and have been enhanced since the last inspection. Visits, visitors and field study are used extensively to provide first-hand experience. These experiences trigger much work. In discussion pupils understood the specific nature of the subject and talked with excitement about the work they have done in the past as part of their work on different European projects that culminated in their national award.

HISTORY

115. Standards are in line with the national expectation by the end of Year 2 and above those expected by the end of Year 6. This represents good progress since the time of the last inspection. Younger pupils are able to talk about their own lives and put this in context with that of their parents and grandparents. In a Years 2 and 3 lesson about the differences in a town between 1750 and 1830, based on pictures the teacher supplied, the pupils recognised that smoke coming from industrial buildings meant that steam engines had been invented and this had superseded the watermill. They knew that this had happened a long time ago and that it was before their parents were born. They used the pictures they were given to annotate the diagrams but knew that these were drawings made at a later date.
116. Older pupils in the junior years have very good background knowledge to the work that they are doing this term on the Victorians. They know, for instance, that the Victorians had a different social structure. In the lesson seen they asked about why the owners of the factories had managed to finance the buildings and could talk about the working conditions in the mills. They can relate this information to what they know about our own society and recognise differences between different cultural boundaries.
117. Pupils' progress in learning is sound in Years 1 and 2 and good in years 3 to 6. This includes pupils with special educational needs. Younger pupils extend their understanding about time and can place their own existence in context with that of others. Their understanding of historical facts improves from the good teaching and use of topics and themes that have been developed by the school. Teachers have good subject knowledge and plan very carefully to develop the various strands of the subject. The teachers use a suitable range of resources but do not always give enough emphasis to a wide enough range of first-hand material and pictures. Visits take place on a regular basis and this does provide good research information. Pupils with special educational needs are supported adequately. They are sometimes given different work and also have support from learning assistants during discussion sessions. Time is used adequately although too much emphasis is given in Years 3 to 6 on the discussion rather than letting pupils use their own research and enquiry to build a hypothesis. Despite this the subject has a good profile within the school.
118. Pupils are very inquisitive and want to learn more. In the lesson seen in Years 5 and 6 the teacher, because of her enthusiastic nature, was able to engender excitement and great interest. There was an abundant number of high quality questions. Unfortunately, because this part of the lesson went on too long there was not enough time to pursue the written work to the same high level. The accounts of life in Victorian times of children working only reiterated what had been spoken about in the lesson rather than extending the learning. In discussion with pupils in Year 6 they talk knowledgeably about a range of different eras. They

can recount why there are differences such as why people took longer to travel and the types of social conditions that they lived in. These standards are above average for their age. In all the lessons seen the pupils worked hard and concentrated well on what they were asked to do. The school is now giving sufficient time and emphasis on using information and communication technology as a means for research.

119. The curriculum provided by the school is good and has improved since the last inspection. There is a thorough basis of different themes and resources to support this. Assessments of progress are made during the year and these help provide information about work that should be undertaken next. This information is used extensively to determine the next week's work. Co-ordination for the subject is satisfactory. A development plan has been formulated that includes the right priorities. The use of visits and visitors helps bring the subject to life and its success is demonstrated by the pupils' knowledge of their local environment.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. The attainment of seven year olds overall is in line with that expected for their age. Pupils' basic keyboard and mouse skills enable them to operate and use computers well. They have well-developed word-processing skills, changing fonts and letter sizes as well as amending and correcting their own text. They use painting software to create their own pictures and are beginning to produce different diagrams and charts to show data they have collected. They show independence when using headphones and cassette players to listen to stories.
121. By the time pupils are eleven their attainment is also in line with that expected of pupils of this age. This is primarily because they now have the opportunities to develop their skills and understanding through the good range of computers and associated technology. Pupils are familiar with some of the more advanced desktop publishing features and can, for example, import pictures and combine text. There are good examples of pupils' finished presentations in history and geography. Pupils in Year 4/5 have programmed a screen robot to trace out a pentagon. All pupils have the opportunity to use technology to program, control or simulate activities and so their knowledge of these actions is now being developed. Pupils in both key stages are starting to use the Internet in their investigations and can download information from CD-ROMs. Older pupils have also begun to use the digital camera and video cameras available to them. Pupils in Year 5, for example, photographed each other and used these photographs in their science investigations on 'teeth'.
122. In the lessons seen teaching was never less than satisfactory in both key stages, and it was often good. Teachers are becoming familiar with the new equipment. This includes, most importantly, the new computer suite and teachers are quickly learning the possibilities this offers. During the inspection good use was made of this facility. For example, in the Year 4/5 class the teacher has shown her pupils how to access a sophisticated word-processing program. This enabled the pupils to experiment for themselves when typing in their poems, and make rapid gains in their understanding of what was possible. They quickly learnt how to incorporate moving text and images to illustrate the particular effect they wanted. In a Year 1/2 lesson the teacher enabled the learning support assistant to take groups to the suite to make and number a list before turning it into a poem. The learning support assistant kept the pupils' attention well and very clearly demonstrated to them all how to hold and drag words to put them together. This led to all pupils achieving the same level of success by the end of the lesson. The use of technology in other curriculum areas is developing well, again as teachers become familiar with what is available and receive training in how to use equipment. Teaching also takes place in the after-school computer clubs, which are attended by a large number of pupils and well supported by teachers and other volunteers.
123. The computer clubs are very popular, which bears testimony to the interest and enthusiasm of pupils for the subject. This is apparent in the lessons observed which took place in the computer suite when all pupils were able to practise at the same time. In other lessons where

pupils had direct access to computers they also worked well and were absorbed by their work.

124. The co-ordinator has made great strides in a short time in order to make use of the equipment newly arrived in the school. The school is now very well equipped with, for example, digital still and video cameras and the networked computer systems. In addition the school is adding to its software, and has a website and several e-mail addresses. The co-ordinator has drawn up action plans to ensure that staff receive training in order to make the best use of the equipment available. The school has made good progress since the time of the last inspection.

MUSIC

125. In Key Stage 1, pupils achieve standards in singing, playing, listening and applying knowledge and understanding, which are in line with the level expected from pupils of a similar age. Standards have risen since the 1997 inspection and, in the aspects seen during the inspection, they are similar to those expected of pupils at the age of eleven. Factors contributing to this are the improved planning and coverage of what pupils should be taught, the action taken to improve the quality of teaching and the use of a specialist teacher for the whole school.
126. Pupils are benefiting from the expertise of a specialist music teacher and make good progress in the development of musical skills. They are able to control pulse when using body percussion or percussion instruments to accompany their singing. They enjoy singing and sing simple songs from memory, accurately matching their voices to the shape of the melody, and keep pace with the piano accompaniment. Pupils use their voices confidently in a variety of ways and, with the teacher's support, are able to follow changes of pitch indicated by simple hand signs or symbols. The teacher has a very good knowledge of the music curriculum and how to sequence pupils' learning in manageable steps. The development of pupils' practical skills and knowledge is well integrated throughout the lesson. The teachers set a brisk challenging pace, but the well-chosen activities motivate pupils. Their concentration is good and during the lesson pupils become more confident in their ability to distinguish between high and low sounds.
127. By the age of eleven pupils sing with clear diction and a good sense of pitch and rhythm. In composing, pupils achieve standards similar to those found in other schools. They explore a range of sounds using classroom percussion, orchestral instruments and information and communication technology. Pupils who have instrumental lessons make good use of their skills in composing sessions. This enhances the quality of their work. Pupils work well together. When performing their compositions they listen carefully and are aware of how the different parts of their piece fit together. Teachers ensure that pupils understand that they need to practise their singing and playing skills in order to improve. Pupils are sensitive to each other's feelings when discussing their work. All pupils' contributions are valued and pupils readily applaud each other's efforts. This helps pupils to gain in confidence and enhances their performing skills. They make satisfactory progress in the use of a musical vocabulary.
128. Teaching in the one Key Stage 1 lesson was good. The quality of teaching and learning in Key Stage 2 is also good. Teachers have the same high level of knowledge to teach all aspects really confidently, particularly singing. Planning for the development of pupils' skills and understanding is good and so lessons have a clear focus and teachers are clear about what they want pupils to learn. The lessons provide balanced coverage of the key musical skills with appropriate emphasis on learning through practical music making. Teachers make the lessons interesting for pupils by choosing themes and repertoire which are relevant and enjoyable. As a result, all pupils, including those with special educational needs, make good progress.

129. The school is strongly committed to providing pupils with the best possible musical experiences. The music co-ordinator works well with the peripatetic music teacher and the visiting instrument teachers and uses their expertise to adapt the plans which show what pupils are to be taught each term to meet the specific needs of the mixed-aged classes. The time of the visiting music teachers is well managed so that each class has this benefit throughout the year. This has a positive impact on pupils' progress. All pupils who are learning to play a musical instrument, including the flute, clarinet, keyboards and recorder, have opportunities to perform in school and to take part in area music 'playing days' organised by the county music service.

PHYSICAL EDUCATION

130. During their time in the school all pupils develop, refine and modify their skills well in gymnastics through practice. They make good progress and reach standards that are expected for their ages. As shown in a Year 5/6 lesson, their ability to evaluate their own and others' performances, to set themselves new targets and then perform over an extended period, is above average by the time they leave the school. This confirms the position reported at the time of the last inspection.

131. The quality of teaching is satisfactory overall. Lesson plans are satisfactory in detail and content. The Year 1/2 teacher, in one lesson, made outstanding use of her own ability in demonstrations to draw out pupils' ideas and extend their understanding of how gymnastics makes them feel better. The pupils were engrossed throughout and learnt effectively as a result. Teachers highlight the need for safety in physical education lessons and consequently pupils perform with due care for themselves and others. The majority of pupils can swim unaided for at least 25 metres by the time they leave the school. Older pupils clearly understand the effects of strenuous exercise and how it improves their health. All pupils know the importance of warming-up before energetic physical activities and wearing suitable clothing.

132. Pupils have good attitudes to physical education and games, showing enjoyment in the subject and responding well to the tasks set. Behaviour is always very good and makes an important contribution to the standards achieved. There were good examples of co-operation and collaboration in the Year 2 lesson as pupils worked to consider their own and others' performance. The teacher was careful to use pupil's demonstrations to move them all forward and provide new challenges for them all.

133. The curriculum for physical education makes a considerable contribution to the social development of the pupils as the use of paired and group work for dance and gymnastics, as well as team games, is an integral part of the curriculum. The several instances of more able pupils being used to help the less able were significant both for social and moral reasons. The fact that one pupil in the Year 6 session managed to perform a 'forward roll' for the first time was greeted with spontaneous applause from the rest of the class.

134. The level of resources for physical education is sound overall despite the small size of the hall. The large equipment is well maintained and of sufficient quantity and quality. The range of small equipment is good. There is a school field that is also well used, and although the playground is uneven in places it does lend itself to outdoor activities well. This means that all pupils have adequate opportunities for competitive games lessons.

RELIGIOUS EDUCATION

135. Standards pupils achieve by the age of seven and eleven meet the expectations set out in the locally agreed syllabus for religious education. Religious education contributes to aspects of pupils' spiritual, moral, social and cultural development very well. Teachers make good use of story telling and discussion, and because of this, pupils soon develop their ideas about other religions. Throughout the school, they make good gains in their knowledge and understanding

of Christianity and other major faiths. Pupils' achievement in the older classes in Key Stage 2 is impressive in aspects of their spiritual development. The school has maintained the steady progress and sound overall standards noted at the time of the last inspection.

136. By Year 2 pupils know a considerable amount about Christianity. They draw on the stories they have heard, such as Abraham and Isaac, to appreciate the important people in religion. They know the names of places of worship for the different faiths and some of the rituals and celebrations that take place. Pupils in Key Stage 1 make a successful start to learning about different religions. They are developing a secure understanding of how they can learn from the positive actions of others and the examples set by important religious figures, such as Jesus and Mohammed.
137. By Year 6, pupils have a secure knowledge of Christianity and other faiths, such as Islam and Hinduism. They draw on this knowledge well to help them make decisions about their own lives and to make sense of what they see about them. They are able to apply the rules, for example, from the Bible to their own lives and understand how rules are important for people to live in harmony.
138. The teaching of religious education is good; it is particularly effective in developing pupils' spiritual understanding. Younger pupils in Reception/Year1 developed a greater understanding of how other people live and worship because the teacher used the wonderful storybook so well. This is typical of the good use teachers make of resources. They also use visits and artefacts well to further develop understanding; because of this, pupils talk about their experiences well. For example, throughout the school, pupils are beginning to understand the significance of signs and symbols in all religions.
139. Teachers plan their lessons well; they use their knowledge of the pupils to pitch their questions so pupils of differing attainment are fully involved. All pupils, including those with special educational needs, are learning the right things for their age and attainment because the teachers' planning provides the right challenge to move learning on. Teachers show good subject knowledge and they impart this well to the pupils, often through lively discussions, story telling or challenging activities. This inspires the pupils and because teachers expect the most from them, pupils work hard. Pupils' very good attitudes reflect the effective teaching. The regular visits from the local vicar make an important contribution to the school's religious education curriculum. Preparing presentations for assemblies about their own religious beliefs fosters the importance of research and homework and supports pupils' speaking skills effectively.