

INSPECTION REPORT

**Warkworth Church of England (VA)
First School**

Warkworth, Northumberland

LEA area: Northumberland

Unique reference number: 122301

Headteacher: Mr D. J. Forster

Acting headteacher at time of inspection:
Mrs M. Dobinson

Reporting inspector: Mrs A. Soper
18148

Dates of inspection: 26th – 28th November 2001

Inspection number: 242723

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
School address:	Guilden road Warkworth Northumberland
Postcode:	NE65 0TJ
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. J. Brearley
Date of previous inspection:	27 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18148	Alice Soper	Registered inspector	English Science Art and design Geography History Equal opportunities English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1112	Peter Oldfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17456	Angela Smithers	Team inspector	Mathematics Information and communication technology Design and technology Music Physical education Foundation stage Special educational needs	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Warkworth Church of England First School is a very small school in a rural Northumberland village. The socio-economic background of the village is well above the average nationally, but the school roll is declining, largely due to the departure of young families to areas where housing is affordable. There are now 55 pupils in the school. This has affected the school's budget and has recently resulted in the reorganisation of classes and teachers. Just over one half of the pupils attend from the village, with the rest travelling to school from other nearby villages, where the socio-economic circumstances are broadly average. All pupils are from white backgrounds and none speak English as an additional language. The number of pupils with special educational needs is well below the national average. The number of pupils known to be eligible for free school meals is below the national average. Attainment on entry to the school is good and above average. The headteacher has been absent since June.

HOW GOOD THE SCHOOL IS

The school, in spite of its recent difficulties, remains effective. The acting headteacher, supported by staff and governors, is maintaining the school's good ethos and is carefully managing her teaching commitment with the management role. Standards are very good in reading and good in writing, mathematics and science by the end of Year 4. They are satisfactory in most other subjects by the end of Year 4, with the exception of those in information and communication technology, which are unsatisfactory. There is sound teaching and the school provides satisfactory value for money.

What the school does well

- ◆ Standards are very good in reading by the end of Years 2 and 4.
- ◆ They are good in writing, mathematics and science by the end of Year 4.
- ◆ There is very good attendance.
- ◆ There is good provision for pupils' moral development.
- ◆ Partnership with parents is good.
- ◆ Behaviour is very good.

What could be improved

- ◆ Standards in information and communication technology by the end of Years 2 and 4.
- ◆ The roles of staff with management responsibilities and the monitoring, evaluation and development of teaching.
- ◆ Some aspects of teaching and learning, including the consistent use of assessment to improve teaching, providing more opportunities for independent learning and ensuring time is always used efficiently and effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a satisfactory improvement overall since the last inspection in 1997. There are no longer issues of safety in relation to the use of sand and water and with the

effective deployment of volunteers. Teaching staff share workloads that are commensurate with their roles in a small school. There is now satisfactory provision for pupils' social development, showing sound improvement. There is now an improved and relevant curriculum, though the provision for information and communication technology and swimming is unsatisfactory and there is still sometimes insufficient challenge for all pupils. Whole school policies have been updated and reviewed, though there are no systems in place for monitoring their effectiveness. This represents unsatisfactory improvement since the last inspection. The behaviour policy is effective and consistently implemented and reports to parents are good, showing good improvements since 1997. The leadership and management roles of the headteacher were seen to require sharper focus in monitoring and evaluating the quality of education provided. There has been little progress in addressing this issue since the last inspection, though the most recent school development plan devised by the acting headteacher and the chair of governors now shows plans to develop the monitoring of teaching and learning.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	A	A*	A	C
Writing	A	A	B	C
Mathematics	C	A*	C	E

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that pupils' performance in 2001 in the National Curriculum assessments was very good and well above the national average in reading and good and above average in writing. In mathematics their performance was satisfactory and in line with the national average. Pupils' performance in reading and writing was average in comparison to similar schools, but well below average in mathematics. In this very small school, year to year comparisons of performance are unreliable due to the small cohorts. Taking 1999 to 2001 together, pupils' performance in reading has been well above average. Over the same period, it has been above average in writing and just above average in mathematics. There have been no significant differences between boys' and girls' attainment in reading and writing, though girls have attained better than boys in mathematics over this period.

Pupils' reading is very good and well above average by the end of Years 2 and 4. They read for a range of purposes and show an enjoyment of literature that is successfully promoted by the school. Writing skills are good by the end of these two years. Pupils attain good and above average standards in mathematics and science by the end of Year 4 and satisfactory standards by the end of Year 2. Standards are satisfactory in all other subjects with the exception of those in information and communication technology, which are unsatisfactory and below those expected nationally by the end of Years 2 and 4. No judgement can be made on standards in swimming due to the lack of provision.

The youngest children exceed the early learning goals by the end of the reception year in all six areas of learning. Their attainment when they begin school is good and above average. As in other parts of the school, there is sometimes insufficient challenge to enable them to attain higher standards. The standards of work seen in the school are generally good or better in the core subjects by the end of Year 4, but in other subjects pupils do not always attain standards that reflect their capabilities, due to the inadequate use of assessment to support planning and teaching. As a result, pupils sometimes work slower than they should, or wait for others to catch up.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes and work conscientiously.
Behaviour, in and out of classrooms	Behaviour is very good in classrooms, around the school and at break times.
Personal development and relationships	There are good relationships and pupils' personal development is good overall.
Attendance	Attendance is very good and well above the national average.

Pupils treat each other and adults with respect. They are courteous and polite. The good relationships between staff and pupils enhance learning. At times, pupils are reluctant to undertake tasks independently and they rely too much on teachers for support. The school makes equal provision for all its pupils whatever their gender, previous attainment or social or cultural origin.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 2	Years 2 – 4
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

Most of the lessons observed were taught satisfactorily, with around one quarter being taught well. The quality of teaching in English and mathematics is good in the Year 3 and 4 class and satisfactory elsewhere in the school. The good teaching ensured that work was carefully adapted to meet all pupils' needs and lessons proceeded at a brisk pace. Across the school, the strengths in teaching include clear introductions to lessons and good use of support staff and resources. Literacy and numeracy are taught satisfactorily overall. Teachers successfully encourage pupils to enjoy literature and to make good use of sources of information. They maintain good discipline and pupils respond well. Pupils, including the very few with special educational needs related to behaviour, are integrated well and are fully included. The main weaknesses in teaching include insufficient use of assessment to provide appropriate challenge for pupils with higher attainment. Pupils show interest in their work and collaborate well when undertaking group activities. Time is not always used efficiently or effectively. In some lessons, pupils are insufficiently encouraged to work independently, whilst in some others, where time limits are not made clear, pupils sometimes work too slowly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, with the exception of the provision for information and communication technology and for swimming, which is unsatisfactory.
Provision for pupils with special educational needs	Very few pupils have special educational needs. The provision is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall, with good provision for pupils' moral development.
How well the school cares for its pupils	Satisfactory overall. The use of assessment to guide curricular planning is unsatisfactory.

There is a good partnership with parents. There are very good procedures for monitoring and promoting good behaviour. There are good procedures for monitoring and improving attendance. With the headteacher's absence, there is now no trained person with responsibility for child protection. The curriculum does not fully meet statutory requirements for the provision of swimming and information and communication technology.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The acting headteacher is maintaining the school's good ethos and is ably combining her teaching and management roles, supported by the staff, governors and the local education authority.
How well the governors fulfil their responsibilities	Satisfactory. The chair of governors provides good support. All statutory duties are met and governors have a sound understanding of the school.
The school's evaluation of its performance	This is not entirely satisfactory and is insufficiently developed.
The strategic use of resources	Good. The school has acted effectively to ensure there are sufficient staff and resources.

There is an adequate number of staff and the school has organised the deployment of staff well. In particular, this ensures that there is a good teacher/child ratio in the reception class every morning. Learning resources are generally satisfactory, though information and communication technology resources are unsatisfactory. The accommodation is good, with spacious classrooms and outdoor play areas. The very recently appointed acting headteacher is working very hard to ensure that the school continues to maintain a good climate for teaching and learning. With the support of the chair of governors, a development plan has been drafted to ensure the school continues to address identified areas for improvement. The local authority is providing good support in aspects of management. Delegation and the contribution of staff with management responsibilities are unsatisfactory. These responsibilities and roles are being reviewed to begin to ensure that there is effective monitoring, evaluation and development of the

school's performance, including classroom practice. There are currently no systems for inducting staff new to the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Children like school and they are helped to become mature and responsible. ◆ Children are expected to work hard and they make good progress. ◆ Behaviour is good. 	<ul style="list-style-type: none"> ◆ The range of activities outside lessons. ◆ Links with parents. ◆ Information about their children's progress.

Inspectors agree with parents' positive views. They disagree with parents' views about areas in need of improvement. There is a satisfactory range of activities outside lessons and there is good information about pupils' progress in their annual reports. The school welcomes parents and staff are readily accessible to discuss any concerns. There are good links with parents, whose support is valued.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2001 National Curriculum assessments pupils' performance at the end of Year 2 was very good and well above the national average in reading and good and above the national average in writing. In comparison with schools in similar contexts, performance was satisfactory in both reading and writing. Pupils' performance in these tests over the last three years has been consistently well above national averages in reading and above these averages in writing.

2. Pupils' performance in mathematics in the 2001 National Curriculum assessments was satisfactory and in line with the national average. This performance differed considerably from that in 2000, when the school's results were in the highest five per cent nationally. In 2001, in comparison with schools in similar contexts, pupils' performance in mathematics was well below average. In this small school, the overall percentage results vary considerably because the numbers taking the tests each year is small. Taking the last three years together, pupils' performance in mathematics was slightly above the national average. Teachers' assessments of science in 2001 show that pupils attain satisfactory standards, close to those attained nationally.

3. Standards continue to be very good and well above average in reading and good in writing. The school places a strong emphasis on reading and writing and aims to further improve standards in writing as one of its priorities for development. Standards in mathematics are satisfactory by the end of Year 2, similar to those attained in 2001. By the end of Year 4, pupils attain good standards. By the end of Year 2, pupils have insufficiently developed skills in mental arithmetic, though these are very secure by the time they are 9. Standards in science are satisfactory and in line with those expected nationally by the end of Year 2 and good by the end of Year 4. In science, as in mathematics and most foundation subjects, higher attaining pupils are sometimes insufficiently challenged to attain higher standards.

4. Standards are satisfactory in most other subjects by the end of Years 2 and 4, with the exception of those in information and communication technology which are unsatisfactory at the end of both years. This is because resources are insufficient to meet the subject's requirements and because staff lack confidence in teaching in this subject. The very few pupils with special educational needs in behaviour attain the same standards across the curriculum, being successfully supported in their learning. No judgement can be made about standards in swimming due to the lack of provision.

5. The good standards achieved in English, mathematics and science by the end of Year 4 show a good improvement since the last inspection, when pupils attained satisfactory standards in these subjects. Pupils' attainment by the end of Year 2 in these subjects has improved in English, but remains the same in mathematics and science. The satisfactory standards seen in most other subjects reflect those seen at the time of the last inspection. Whilst standards in information and communication technology were satisfactory at the time of the last inspection, this is no longer the case. The school is not meeting the increased national requirements for the subject, making improvement in this subject unsatisfactory.

6. Pupils achieve very well in reading. They communicate well and enjoy talking about literature, information they have found in books and their work in different subjects. Books are

read regularly at school and at home and classroom libraries support reading for pleasure by containing a good range of fiction and non-fiction books. Pupils listen avidly to stories that are read expressively by teachers in the literacy hour. They know about different authors, use the “blurb” when choosing books and appreciate ways in which writers make stories interesting and enjoyable. By the time they are 9, pupils have very good understanding of different forms of writing. Writing skills are good by the end of Years 2 and 4, showing good understanding of sentence structure and the use of punctuation. Pupils write for a range of purposes, in different formats, such as when writing scientific accounts, historical and geographical descriptions and evaluations of designs in design and technology. They write imaginative stories, though they do not always have sufficient opportunities for developing these.

7. In mathematics, the oldest pupils in the school achieve well. They work hard and try to improve their performance. Other pupils often show hesitancy in tackling work independently and rely too much on adult intervention and support. This has the effect of slowing down their rate of progress, particularly in mental arithmetic. In science, pupils record predictions and procedures carefully but sometimes too much time is spent doing this, rather than undertaking practical experiments either collaboratively or independently. There is not always sufficient challenge to extend and enhance pupils’ understanding of scientific concepts. This results in some higher attaining pupils working at too slow a pace, as is also seen in other subject activities.

8. In art and design and music, though standards are satisfactory overall, pupils across the school have insecure knowledge of different artists and composers, which restricts their appreciative skills and aspects of their cultural development. Standards in geography are satisfactory and in line with expectations by the end of Years 2 and 4, with pupils showing good knowledge of their local area and places. History standards are satisfactory by the end of Year 2 and improving by the time pupils leave the school, being supported effectively by specialist help in planning, teaching and resourcing lessons. Older pupils achieve well in history as a direct result of this. Pupils show enthusiasm and enjoy the practical investigations and research activities. In music and in physical education, in dance, pupils participate enthusiastically and show enjoyment of tasks provided.

9. In information and communication technology pupils’ achievement is restricted by the unsatisfactory provision. The quantity of both hardware and software is limited and there are insufficient opportunities for pupils to learn skills and to use these resources to support learning in other subjects. Teachers lack confidence and there is no overall monitoring and evaluation of the provision, including the ways in which work is planned in each class.

10. On entry to the reception class, children have good and above average skills in all areas of learning. By the time they complete their first year in school they surpass the early learning goals, having made broadly satisfactory progress overall. Children are not sufficiently encouraged to work independently and to use their initiative. The lack of sufficient challenge for pupils capable of achieving very well remains an unsatisfactory feature of the provision across the school since the last inspection.

Pupils’ attitudes, values and personal development

11. Pupils’ good attitudes to school have a positive impact on their learning. Pupils like school and they show interest and involvement in activities. This was illustrated well in a physical education lesson where pupils worked hard to improve their work. This small school provides a

caring environment. Older pupils are appointed as “Buddies” to provide friendly support for younger pupils, which helps them to feel very secure. Pupils play very well together in the playground and are always well supervised. The school has improved the outdoor play provision well since the last inspection and pupils state that there are good areas for them to develop their own games. Lunchtimes are very orderly and good social occasions. There are good relationships between lunchtime staff and pupils.

12. Behaviour is very good throughout the school. Pupils follow instructions and respond well when answering questions, showing courtesy and good manners. They share resources and take turns, such as when describing their work to others. The school’s behaviour code, known as “The Golden Rules”, is known and followed. Pupils appreciate others’ academic and personal successes through weekly celebration assemblies. Those who receive certificates and house points for good work and effort show pride in their achievement. There was no evidence of oppressive behaviour, including bullying, sexism or racism, during the inspection. Pupils warmly welcome others new to the school. There have been no exclusions and there are appropriate procedures to deal with any that might occur. Registration is purposeful and gives a good start to the day. Pupils respectfully greet the teacher and each other.

13. There are good relationships and pupils understand the impact of their actions upon others. They listen to others without interruption and show respect for visitors who contribute voluntarily in the school. Pupils willingly undertake responsibility for duties such as clearing the hall and stacking chairs after lunch, ringing the bell and tidying their classrooms. In lessons, pupils do not always use their initiative or develop satisfactory independent learning strategies. They are sometimes reluctant to do so and they rely too much on adult support. In these cases, teachers sometimes provide insufficient opportunity for pupils to become independent.

14. Pupils show respect for feelings, values and beliefs, such as seen during the excellent assembly led by the vicar. They reflected well on the analogy that compared the qualities of ingredients for a Christmas pudding and the qualities of human beings. In a Year 3 and 4 literacy lesson, pupils discussed with feeling their impressions and reactions to a poem. Pupils have studied different faiths, such as Judaism, and talk maturely about the similarities and differences between these and Christianity. In this respect, pupils’ personal development is good.

15. Attendance was very good and well above the national average in the last reporting year. There is no unauthorised absence. Parents support the school well by providing explanations to support any absences. The very good behaviour, good attitudes and relationships and well above average attendance contribute very well to pupils’ learning.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall. Around three-quarters of lessons observed were satisfactory, with one quarter being good. There were no unsatisfactory lessons. Both satisfactory and good lessons were seen in all classes. Very little direct teaching was seen in information and communication technology. Information provided from the very few observations, the scrutiny of pupils’ work, planning and discussions with pupils and teachers, shows that the overall quality of teaching in this subject is unsatisfactory. The lack of swimming provision for older pupils means that no judgement can be made on the quality of teaching in this aspect of physical education. The very few pupils with special educational needs are effectively supported.

17. Teachers have satisfactory knowledge and understanding of the curriculum, with the exception of that in information and communication technology. Basic skills in English are taught well in reading. They are taught satisfactorily in most other subjects, though opportunities are sometimes missed to reinforce these, such as in providing opportunities for the good development of pupils' speaking and listening skills. For example, some introductions are too brief and pupils are not always given time to discuss their work. On other occasions, time is used inefficiently, providing limited opportunity for pupils to review and evaluate what they have achieved.

18. Planning is satisfactory overall. Long and medium term plans are usually appropriate in content, showing progression of work across the school. Planning for the literacy and numeracy hours follows national planning formats and includes the use of some interesting resources. The school uses national schemes of work and published schemes as bases for planning, but there is insufficient overview of whole school planning to ensure consistency across the school. Short term planning varies in quality, with most including insufficient adaptation of work for all pupils in science and the foundation subjects, as there is unsatisfactory use made of assessment to inform planning and teaching. Expectations of what pupils might achieve are not always appropriate as a result.

19. In the good lessons observed, teachers planned well, ensuring work met the needs of all pupils. This was seen in a Year 3 and 4 class mathematics lesson about fractions, where all pupils made good progress and achieved well. In the same class, the teacher successfully planned a literacy hour that focused on fantasy. Planning ensured that pupils had good opportunity to reflect and to explain their impressions and feelings about the poem, "The Jumblies". In the satisfactory lessons, the planning insufficiently considered the use of time for different parts of the lessons. Although teachers supported and encouraged pupils in their tasks, the pace of lessons was not always brisk.

20. Teachers manage pupils' behaviour well. Pupils follow instructions and respond politely. They are courteous and appreciative of others' contributions. Teachers present good models of behaviour for pupils. Support staff are effectively deployed and contribute well to pupils' understanding. This is a good improvement since the last inspection when support staff and volunteers were used less than effectively.

21. Teaching methods are satisfactory overall. Teachers read stories expressively and successfully promote pupils' enjoyment of literature. Most introduce lessons clearly and share objectives with the class. They make good use of resources. The main limitations include the lack of sufficient challenge for pupils with higher attainment. For example, the teacher's use of language in the Year 1 and 2 class was focused mainly on the younger pupils and there was insufficient use of thought provoking questions for the older and more able pupils. Tasks provided for groups are sometimes insufficiently challenging across the school. For example, in an art and design lesson, older pupils in the school undertook activities involving cutting out templates and fabric to dress them as Romans or Celts. They were told unnecessarily how to draw around the template and how to cut out fabric from a larger piece. Pupils followed instructions but had no opportunity to develop their own ideas, using their imagination and prior learning. Time is not always used well. Some lessons contained too brief introductions and little time for lesson reviews and evaluations. This disappointed pupils, such as those who wished to tell their classmates about their work. In a few cases, lesson conclusions were undertaken whilst pupils were preparing for the next lesson, greatly limiting their effectiveness.

22. There is inconsistency in planning and teaching in the literacy hour, with some classes planning only a few elements within the hour. Others provide additional time for shared and group reading, writing and handwriting practice. There is insufficient overview to ensure consistency across the school.

23. Although assessment is satisfactory and pupils' attainment is regularly recorded, there is unsatisfactory use of assessment to develop planning and teaching. Marking does not consistently provide constructive criticism to help pupils to improve. Work is now dated to aid evaluation of progress over time, showing that the school has addressed this issue from the last inspection. Pupils are given insufficient opportunity to help set their own individual targets for improvement during the academic year, though there is an annual opportunity to review their progress in the reports to parents.

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

24. The school provides a satisfactory quality and range of learning opportunities. The curriculum includes all subjects of the National Curriculum, but does not fully meet statutory requirements in the provision for information and communication technology and physical education. The balance of the information and communication technology curriculum is unsatisfactory because there is insufficient time allocated to teaching skills. Pupils lack adequate opportunities to work with computers and there is insufficient coverage of control technology in the curriculum for information and communication technology. Pupils do not have the opportunity to go swimming in this school or the middle school to which they go next. The lack of provision in these two subjects adversely affects pupils' equality of access and opportunity compared with pupils of their ages in other schools. There is a daily act of collective worship, which meets requirements very well and has a Christian focus. There are satisfactory policies for personal, social and health education and drugs education.

25. The curriculum provided for the youngest children is planned to cover the six areas of learning and adequately prepares children for the next stage in their education in most aspects. Insufficient emphasis is placed on personal and social development, particularly in developing children's independence. As a consequence, children become too dependent on adult support and help. They lack independent learning skills and do not take sufficient responsibility for their own learning as they move through the whole school.

26. Useful planning spreadsheets provide an overview of the whole curriculum. These do not indicate a breakdown of time allocations and this results in difficulties with monitoring the actual time spent on each subject by individual classes through the year. Some lessons are still too long as they were at the last inspection.

27. The school has addressed the need to develop schemes of work for all subject areas to meet the new requirements of Curriculum 2000. The school has effectively implemented the national strategies for literacy and numeracy and satisfactorily promotes learning in these subjects. The school rightly gives more time to the teaching of English and mathematics than to other subjects. Time is allocated inconsistently in different classes and some aspects of subjects, such as information and communication technology and the appreciation of music and art of all cultures, do not get the attention they require.

28. The provision for extra-curricular activities is satisfactory. A number of activities outside lessons enrich the curricular provision. Pupils play the recorder, guitar and keyboard. They have opportunities to visit places of interest, such as the Museum of Antiquities. Visitors are invited to the school to talk about and contribute to particular topics the pupils are studying. There are visits by theatre groups.

29. Pupils work well together in mixed classes and there is sound provision for both girls and boys. There is no agreed policy for meeting the needs of gifted and talented pupils and currently no such pupils are identified. The provision for pupils with special educational needs is good, though there are very few in the school. Individual education plans are detailed and are used effectively to support these pupils.

30. Pupils participate in regular “circle times”, where they can express and listen to individual ideas and feelings, but the quality of these sessions varies across the school. Although pupils are all equally included these sessions do not always enable pupils to discuss issues in sufficient depth.

31. Children are well prepared for admission to the school through the good relationship with the local playgroup. At the end of Year 4, pupils are helped to transfer smoothly to their middle school. The school has effective links with the local church and community. Two of the local clergy make an excellent contribution to the school’s provision for collective worship. Pupils contribute to their local and the wider community, for example, by distributing harvest baskets and collecting for charities.

32. Overall, the school satisfactorily promotes pupils' spiritual, moral, social and cultural development. There is good provision for pupils' moral development. The provision for their social development has improved since the last inspection. The provision for pupils' spiritual development is satisfactory overall. The school places considerable emphasis on promoting a strong Christian ethos and develops Christian values well. Pupils enjoy school assemblies and listen attentively during these. They also enjoy singing together. There are insufficient opportunities across the curriculum to enhance pupils' spiritual development.

33. Provision for pupils' moral development is good. Pupils know the difference between right and wrong actions and this is promoted through shared class rules. The school's “Golden Rules” are displayed prominently. There are sound opportunities for pupils' social development. From their earliest days in school, pupils are encouraged to consider the needs of others less fortunate than themselves and fund-raising is very well promoted through a variety of projects. Environmental projects, such as “Britain in Bloom”, are also well supported by pupils. Pupils act as monitors and undertake a variety of jobs around the school but they are given insufficient opportunities to assume responsibility and to use their initiative within their own learning.

34. The school makes satisfactory provision for pupils' cultural development. The school promotes pupils' learning about their own culture through local visits, such as those to the castle and church. Theatre groups visit the school. Pupils have some opportunities to extend their cultural awareness in history and by studying faiths such as Judaism. For example, the time when pupils work in mixed aged groups to learn about many aspects of Jewish life, such as their traditions and food, are enjoyed by all. Opportunities to extend pupils' knowledge and understanding of cultural diversity through work across the curriculum are too limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The provisions for child protection and for ensuring pupils' welfare are satisfactory. Although there were no specific concerns and the experienced acting headteacher has a good knowledge of child protection procedures, there has been no opportunity for her to attend specific training in this important aspect since her appointment. The school has a high regard to all matters of health and safety, as seen in the comprehensive policy. It has good procedures for dealing with minor accidents, including a suitably qualified first aider in post. There has been appropriate checking of fire equipment and electrical appliance and regular fire drills are held. The school is safe and secure.

36. There are good procedures for monitoring and improving attendance. Class teachers mark the registers clearly and work closely with the school secretary to ensure all absences are accounted for.

37. The procedures for monitoring and promoting good behaviour are very good. There are high expectations of behaviour and pupils respond well, showing a good improvement since the last inspection when some inappropriate behaviour was insufficiently well managed. These very good procedures are regularly highlighted during the weekly celebration assemblies and there are prominent displays of "The Golden Rules" in the entrance, hall and classrooms.

38. The procedures for assessing pupils' attainment and progress are satisfactory. Pupils' attainment is assessed and recorded each term and the information is used satisfactorily to inform parents at parents' meetings and in pupils' annual reports. The school is developing a computerised pupil tracking system to show attainment from reception to the end of Year 4. This information will be passed on to the middle school to which most pupils transfer. Baseline assessment is undertaken within a few weeks of the children's entry to the reception class and their progress is recorded.

39. The use of assessment to guide curricular planning is not satisfactory, particularly in science and in the foundation subjects. Work is too often insufficiently adapted to meet the needs of all pupils and there is inconsistent practice across the school. There is generally insufficient challenge for pupils with higher attainment.

40. The procedures for monitoring and supporting pupils' academic progress are satisfactory. Pupils' results in national tests are analysed and there are half-termly assessments in mathematics and English. Standardised tests are also used for assessing progress in English. The school has identified the need for further improvement in writing and plans to increase opportunities for extended writing activities. Pupils' work is marked conscientiously and is dated to provide clearer information of progress over time. Marking does not provide consistently clear guidance for pupils on how to improve.

41. The procedures for monitoring and supporting pupils' personal development are satisfactory. The teachers and all adults know the pupils very well. There are good opportunities provided in the personal, social and health programme to develop pupils' self-esteem. "Circle time", where pupils sit in a circle and are given opportunity to express their feelings about personal issues, are broadly satisfactory, though not yet fully developed. Some pupils had little opportunity to do other than repeat statements initiated by the teacher. Sanctions and rewards are clearly understood by both staff and pupils and this promotes a good climate for learning. All pupils are valued and included. There are no pupils with a statement of special educational need and the very few with special educational needs are effectively supported.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents think well of the school. They fully support its work and are very appreciative of the good efforts made by the acting headteacher, staff and governing body to provide a good standard of education, despite recent difficulties. They believe the school has acted well within its financial constraints. A number of parents felt that there were insufficient activities outside lessons. Inspectors disagree with these views. There are visits to places of educational interest as well as visitors to the school, which enhance the pupils' learning beyond the classroom. Pupils learn to play musical instruments. After school clubs run by parents in the past have been under supported, as pupils tend to belong to other clubs in the locality. The school continues to welcome parental involvement and help in activities. Inspectors agree with parents' concerns about the lack of swimming in this and the middle school, which adversely affects the pupils' entitlement to a full curriculum.

43. The school welcomes parents and staff are approachable. A few parents expressed concern about being dissuaded from bringing their children into the school grounds when they arrive in the mornings. The school feels that this is a misinterpretation of its aims, which are to help children to become independent. It encourages parents to support their children's increasing independence by allowing them to walk into school on their own and with their friends.

44. There are good links with parents. The school values these and tries to meet parents' needs and expectations. For example, the governing body changed the date of their annual meeting with parents to the spring term in response to requests from them. Nearly all parents attend parents' evenings and there is an open invitation to visit the school to discuss concerns about their children's progress. Parents regularly receive information about events happening in school, though some would welcome advance information about the topics their children are to study.

45. A number of parents help regularly in the school. They support the homework the pupils are given, which they feel is good. They make a good contribution to their children's learning at home and at school. The very active Parent and Teacher Association provides good opportunities for staff and parents to meet socially and regularly holds fund-raising events to purchase resources, such as books, for the school and financial support for theatre visits.

46. The quality of information provided for parents is satisfactory overall. The school provides sound opportunities for parents to discuss their children's progress through open evenings in November and in the summer term. The pupils' annual reports show their attainment and what they need to do next. Good information is provided in letters and newsletters. The quality of some other written information is satisfactory. The governing body's Annual Report provides required information, but its presentation lacks interest and imagination. The booklet provided for parents of the youngest children is too long. Good steps are being taken to review the quality of information, such as the recent review of the school brochure.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Leadership and management are satisfactory overall when taking into account the school's current circumstances. However, there are weaknesses. The acting headteacher is soundly maintaining an overview of performance and has recently worked closely with the chair of governors and the staff to establish a draft development plan for the school. This identifies clear priorities for improvement, based on a close scrutiny of needs. These include improving the provision for information and communication technology, initiating the second cycle of performance management for all teaching staff and improving systems for tracking pupils'

performance. Development plans also include further improving, moderating and monitoring pupils' writing and governors' involvement in the curriculum. Co-ordinators' roles are identified as requiring improvement.

48. The acting headteacher is gradually becoming familiar with many aspects of leadership and management and is working hard to both maintain her classroom teaching commitment and to take responsibility for management duties, many of which are unfamiliar to her. She has successfully addressed the disparate allocation of teaching times for the different year groups in the school, ensuring that older pupils in Years 3 and 4 now receive those recommended nationally. The acting headteacher and staff have also undertaken careful analyses of performance and have determined the need to further improve writing standards. Plans for performance management are secure and include opportunities for the acting headteacher to monitor and evaluate class teaching. These priorities have been identified within a very short time, indicating full commitment to further improvement and ensuring that the school's aims are fully met.

49. Due to the recent reorganisation of classes and teaching staff, responsibilities are to be redistributed in the near future. As a result, the delegation and contribution of staff with management responsibilities is not yet satisfactory. Co-ordinators have had neither opportunities to monitor and evaluate classroom practice nor to monitor standards across the school. As a result, there has been insufficient rigour in establishing good practice. Teachers plan their own work and use their own assessment procedures, so that there is inconsistency in their quality and effectiveness.

50. Governors fulfil most statutory duties satisfactorily, with the exception of ensuring provision for swimming for older pupils and provision for information and communication technology. There are appropriate committees and legally required information is provided for parents. Governors take effective action to support the school, such as in reviewing the educational and financial implications caused by the reduction in the roll and seeking help to reorganise classes and staffing. Governors have a satisfactory role in understanding its strengths and weaknesses. They have previously been involved in devising the school development plan and have monitored the progress of these developments. They have recently been involved in reviewing school policies. Their roles are to be further developed to ensure there is more rigorous monitoring and evaluation than previously of the school's strengths and weaknesses. They have devised a detailed action plan to ensure all aspects of their involvement are clearly defined and developed.

51. The school has established a secure strategy for performance management. Governors have received training and have written a clear policy that is to be used to monitor and appraise staff. They are beginning to monitor classroom practice and to use their observations as a focus for their meetings.

52. The monitoring and evaluation of the quality of education provided is not yet fully satisfactory, showing little improvement since the last inspection. This was a key issue involving the headteacher's role at the time of the last inspection. Policy reviews were made recently but there are no systems in place to ensure that these are being adhered to and are being used effectively. This restricts the effectiveness of action taken to meet the school's targets. There is a shared commitment to improvement by staff and good capacity to succeed. Staff new to the school share this commitment but have yet to receive clear guidance and support as there are no systems in place to provide these.

53. Financial control is good, with close monitoring of spending and good support being provided for the acting headteacher from the local education authority. The current situation is difficult for the school, with the headteacher's long term absence and the falling roll, but there is a commitment to maintaining a positive ethos and further improving the provision, such as in information and communication technology. The school carefully applies the principles of best value when ordering resources.

54. There have been no specific grants in the current academic year, though the school has used previous funds, such as grants for books, for their designated purposes. The Parent and Teacher association provides welcome additional funds to support improvements.

55. Although there have been reductions in the teaching staff, there is an adequate number of teachers and support staff to meet the number of pupils and the demand of the curriculum. The accommodation is good. Pupils benefit from spacious classrooms and good outdoor areas. Resources are generally satisfactory, though some of the furniture provided for pupils is old and in a poor state of repair and the resources for information and communication technology are unsatisfactory. The school library lacks sufficient books about artists and composers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve standards and the quality of education provided, the acting headteacher, staff and governors should:

- ◆ continue with existing plans to improve standards and the provision for information and communication technology by:

- *providing training opportunities for staff;*
- *improving the number and quality of computers and software;*
- *ensuring time is allocated for all pupils to access computers;*
- *ensuring the scheme of work is used effectively to plan work for pupils with differing attainment;*

(paragraphs 4, 5, 9, 16, 24, 65, 81, 110 and 112)

- ◆ improve the management of the school by:

- *ensuring management responsibilities are delegated and clearly defined;*
- *developing rigorous monitoring, evaluation and development systems to ensure consistency in practice across the school;*

(paragraphs 9, 18, 19, 22, 26, 49, 52, 87, 98, 101, 105, 109, 113, 117 and 123)

- ◆ improve the quality of teaching and learning by:

- *ensuring assessment is consistently used to provide appropriate work for all pupils, including those with higher attainment;*
- *providing increased opportunities for pupils to work independently;*
- *ensuring that time is always used efficiently and effectively.*

(paragraphs 3, 7, 10, 13, 17, 18, 19, 21, 23, 25, 27, 33, 39, 56, 69, 78, 89, 95, 100, and 108)

In addition to the key issues above, the school should also address the following additional points in its action plan. These are included in paragraphs 4, 16, 24, 32, 42, 50 and 118:

- ◆ Opportunities to further develop pupils' spiritual understanding;
- ◆ Review the provision for swimming.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

21

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	5	16	0	0	0
Percentage	0	0	24	76	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y4

Number of pupils on the school's roll (FTE for part-time pupils)	55
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs

YR – Y4

Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	1

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	9	3	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	100 (100)	92 (100)	92 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	92 (100)
	National	85 (84)	89 (88)	89 (88)

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

As the number of boys and girls undertaking the National Curriculum tests at the end of Year 2 were both less than 10 then only the overall school percentage results are recorded.

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	55
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	2.84
Number of pupils per qualified teacher	19 : 1
Average class size	19

Education support staff: YR – Y4

Total number of education support staff	1
Total aggregate hours worked per week	10

Financial information

Financial year	2000/01
	£
Total income	161,895
Total expenditure	161,803
Expenditure per pupil	2,279
Balance brought forward from previous year	3,547
Balance carried forward to next year	3,639

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0.6

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	56
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	41	59	0	0	0
Behaviour in the school is good.	41	59	0	0	0
My child gets the right amount of work to do at home.	32	59	9	0	0
The teaching is good.	45	55	0	0	0
I am kept well informed about how my child is getting on.	23	59	18	0	0
I would feel comfortable about approaching the school with questions or a problem.	55	36	9	0	0
The school expects my child to work hard and achieve his or her best.	50	50	0	0	0
The school works closely with parents.	32	46	18	0	4
The school is well led and managed.	50	41	5	0	4
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	23	18	36	14	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. The quality of education for the children in the foundation stage is satisfactory. A number of changes have been made since the last inspection, in response to new national requirements and a new curriculum framework for children in the early years. There is scope for further development. Children are over directed and need more opportunities to explore and investigate the world around them for themselves and to weave and create imaginary scenes with adult support rather than intervention.

57. When the children start in the reception class at the beginning of the year in which they are five, their attainment is above average in all the areas of learning. Reception age children are taught as a single group during the morning and as part of a larger class of Year 1 and Year 2 pupils during the afternoon. There is a good induction process and liaison between the playgroup on the site and the school is good. Assessments are carried out during the first few weeks of admission. Insufficient use is made of this information and further observations to track children's progress and ensure that they achieve well in all areas of learning. Boys and girls make similar progress. Currently, there are no children with special educational needs within the group.

Personal, social and emotional development

58. The accommodation in the reception class is spacious and leads directly to an outdoor area. Although there is a range of activities available within the classroom, the organisation and management of the day insufficiently allows the children to access them independently. The outdoor area provides an interesting area to extend learning across the curriculum. When they start in the reception class, the children settle into school life quickly and happily. They are mature and form good relationships with all the adults and other children. They work well in small groups, sharing and taking turns. They are familiar with school routines and move around the school confidently and sensibly. They dress and undress themselves for physical activities. All children become well involved in activities and persist for extended periods of time at an activity that they enjoy.

59. There is satisfactory provision for the children's personal, social and emotional development. Teaching is satisfactory. Staff know the children well. Due to the small size of the group, there is frequent staff intervention to support learning but this is sometimes over directed and children are given too few opportunities to choose and take responsibility for their own learning. The role-play area is designed to be an exciting haven for a shipwreck adventure but there are missed opportunities to use it to develop the children's personal and social skills.

Communication, language and literacy

60. Children have good communication skills when they enter the reception class. They make steady progress and by the end of the reception year most children exceed the early learning goals. They listen attentively and talk about their experiences. They respond well to stories and poems, for example, they were engrossed when the teacher told the story of Sleeping Beauty. They have a good knowledge of the sounds made by letters and are confident with many letter blends. For example, they know "oo" and "sh". They enjoy books and are beginning to read simple sentences in books with understanding. They can copy

their name and write simple sentences with support. For example, they made a book about the nursery rhyme “Sing a song of sixpence”, writing their name as the author, illustrating the events and writing simple sentences about the story.

61. The provision for developing communication, language and literacy is sound. Teaching is satisfactory. Planning follows the national guidance for the age group. Children are taught word and sentence work and have designated reading sessions. This is supported by opportunities for children to communicate with one another, to interact with adults who model language and to spend time enjoying books. There is a listening centre where children can choose to listen to stories. Children are encouraged to speak to the whole group whilst talking about their families and other events in their life. They are expected to listen to adults, sometimes for long periods of time. There are insufficient opportunities for the children to develop creative scenarios using small world and role-play resources, such as road plans with cars and garages. Staff intervene and direct learning well, but do not provide sufficient opportunity for children to take the lead in how the creative story will progress.

Mathematical development

62. Children’s mathematical attainment is good and surpasses expectations for their age. They exceed the early learning goals by the end of the reception year. Children know colours and talk about volume when playing with sand and filling containers. They know numbers to 10, are beginning to add numbers together and can calculate how many are left when a small number are taken away. Many count beyond 10. They use mathematical language such as “circle” or “tallest” to describe shape and size and everyday words to describe position.

63. The provision for and the teaching of mathematics are satisfactory. The curriculum follows national guidance and the children have opportunities to mentally calculate simple number problems. There is direct teaching of simple concepts and these are supported effectively by tasks and activities that enable the children to count and manipulate objects. For example, the children complete a page in a textbook, matching the number of birds on the branch and find a matching number of counters in a set. This work is very directed and children do not have the opportunity to take responsibility. The markings on the playground outside are used well to encourage the children to play counting games.

Knowledge and understanding of the world

64. Children’s knowledge and understanding of the world is good for their age and they make satisfactory progress. They surpass the early learning goals by the end of the reception year. They learn the days of the week and the seasons of the year. They sequence events to include yesterday, today and tomorrow. Children are beginning to understand the importance of a healthy diet and particularly the need to eat plenty of fruit and vegetables. They know that babies grow into adults and that while doing so, changes in size take place. They talk about their holidays and places they visit and describe their geographical features, for example, some talked about their visit to Bahrain, whilst others talked about their visit to the castle and the park.

65. The teaching and the provision are satisfactory. An appropriate range of learning opportunities is provided overall to enable children to use and extend their knowledge and understanding of the world. The very good assemblies provide them with an insight into Christian beliefs but there are fewer opportunities for the children to discover the diversity of

cultures and beliefs. There are computers available in the classroom and direct teaching sessions for computer skills, working alongside older pupils, but the children do not use them regularly during the rest of the day.

Physical development

66. Children's physical ability is good for their age. Children move confidently around the classroom, playground and hall. They run, balance, curl and stretch, for example, they jump in, out and round hoops, pretending they are islands. They handle pencils and other tools competently. They control the mouse at the computer accurately. They manipulate construction kits and use malleable materials. They propel wheeled toys around the playground. Children fish for words and numbers when pretending to be shipwrecked on an island.

67. The teaching is satisfactory. The provision for children's physical development is sound. The children have access to the hall and take a break in the playground with the rest of the pupils at the school. There are frequent opportunities to develop fine motor control skills using pencils, crayons and other mark making resources. There is a designated secure area outside, which is used effectively and when playing on the wheeled toys children are encouraged to share and take turns.

Creative development

68. Children's creative development is good. They show good imagination when given the opportunity to develop their creative skills, such as when they created "sock" hand puppets. They choose textured materials to make a collage of "Fred Feely", who is prickly and glittery. They twist and fold paper to make interesting shapes. They play untuned percussion instruments and sing songs from memory. Working alongside older pupils they clap to the beat of the song.

69. The teaching and the provision for the children's creative development are satisfactory. A wide range of activities is planned. Children use paint adventurously, such as when making autumn pictures. They work as a whole class to make collage pictures, using a variety of materials and textures. They illustrate stories, but there are insufficient opportunities for them to use their own imaginative ideas by undertaking tasks of their choice.

70. Children's attitudes are good overall. They behave very well. They enjoy their learning and respond well to the activities. They always try hard to do their best, but where the work is over directed they are too dependent on adult help.

71. The quality of teaching is satisfactory overall. There is detailed planning for each of the areas of learning. Resources are well maintained and used effectively. The direct teaching of basic skills is good. Teaching is less effective when children are required to sit for too long at one time and where it is too prescriptive. There are effective procedures for assessment; all children are assessed against all the areas of learning and a record of this is maintained throughout the foundation stage. This is not used sufficiently to plan harder work for the more able children and to track children's progress. Time is not always used efficiently. Support staff make a positive contribution to children's learning.

ENGLISH

72. The overall provision for English is satisfactory. In 2001, in the National Curriculum assessments, where 12 pupils undertook the reading tests, the performance was very good and well above the national average. The performance in writing was good and above the national average for the 11 pupils who were assessed. The pupils' performance in relation to schools in similar contexts was satisfactory in reading and writing. Over the last three years, the pupils' performance in reading has been very good and well above that expected nationally. Over the same period, the performance in writing has also been above average. The school is aiming to further improve writing standards to match those more consistently seen in reading. Care needs to be taken when making year to year comparisons of performance due to the small numbers of pupils being assessed each time and the effect of absences on the school's average results.

73. When the school was last inspected in 1997, pupils' attainment by the end of Year 2 was satisfactory in all aspects of English, including speaking and listening, reading and writing. By the time pupils left the school, their attainment was also satisfactory overall, with some attaining well and above average in reading. Pupils with special educational needs were given good support and made steady progress. Pupils' progress in listening was not always satisfactory. They did not always listen to each other, to their teachers or to other adults. This was seen to have a detrimental effect on their ability to follow instructions. Some of the work provided for pupils was insufficiently stimulating and gave few opportunities for them to collaborate and discuss. In some lessons, time was used inefficiently for some activities, such as reading. There were shortcomings in the way work was devised, which limited the opportunities for direct teaching. Since then, there has been a satisfactory improvement in some aspects, such as in providing more opportunities for collaborative work and in planning work. The school has yet to fully address the issue of the use of time.

74. Pupils throughout the school speak well. They are confident and willingly contribute to discussions. Pupils' listening skills are satisfactory. Standards are very good in reading and good in writing by the end of Years 2 and 4. These show a good improvement in standards in reading and writing since the last inspection, where these were satisfactory by the end of both years. Listening skills are similar to those seen in 1997. In Years 1 and 2, pupils listen attentively to stories, such as "Three Friends Together". The teacher's expressive reading ensures pupils understand and enjoy the story. They listen less well when the pace of the teaching slows, such as when the teacher spends too long writing lengthy sentences on the flip chart. In Years 3 and 4, pupils also listen attentively to introductions to lessons, such as when they learn about different writers. They speak very well for their age and they understand and use vocabulary such as "mound" and "assembled" when talking about aspects of Roman life. In some lessons, older pupils do not listen as well as they might, such as when they do not complete tasks or pay attention to the next part of the lesson. This sometimes happens when lessons are insufficiently well organised, such as when pupils were allowed to spend almost half an hour changing into their Roman costumes before listening to descriptions of life in Roman times.

75. Pupils' reading is very good across the school. Pupils enjoy reading, which is well supported by the many opportunities provided for reading a range of reading books and other materials. Reading is well supported by parents at home. Younger pupils in the school read with increasing accuracy and fluency, using different reading strategies to determine unfamiliar words and meanings. They have a good understanding of ways in which to use word building techniques and the surrounding words to gain meaning. They understand ways in which authors develop stories by including problems and solutions and recognise ways in which sentences are punctuated. More able older pupils understand that pieces of writing may contain either facts or

opinions, showing very good progress in reading. Most older pupils understand that the use of different parts of speech, such as the use of adjectives and synonyms, enhances writing.

76. Writing is above the average expected by the end of Years 2 and 4. Pupils quickly learn to form letters, using the correct letter formation and direction. Year 1 pupils write simple sentences that mostly contain appropriate punctuation. For example, they arrange words to form simple sentences, to which they add a capital letter and full stop. Year 2 pupils further develop these skills by basing their own stories on characters in "The Three Friends", writing several well-constructed sentences that are correctly punctuated. Several pupils in these classes hold pencils awkwardly and few pupils' handwriting is in a joined style before the end of Year 3. The scrutiny of pupils' work indicates that there have been limited opportunities provided for them to undertake extended writing and the school is working to improve this provision as part of its aim to further raise standards. There are regular spelling activities and pupils make good use of word books to learn new words. Marking suitably draws pupils' attention to spelling and punctuation, though there are few constructive comments to help pupils to improve their sentence structure. Pupils generally work conscientiously, though there is sometimes insufficient pace in lessons, which results in pupils lacking urgency in completing tasks.

77. There are no pupils with special educational needs in literacy. All pupils are included in lessons and their contributions are equally valued. Pupils have good opportunities to discuss their work, particularly during lesson introductions and they generally show interest in others' responses. On some occasions, introductions are too brief, providing limited time for pupils to contribute their ideas or to ask questions. This was seen, for example, in a geography lesson, where the teacher missed opportunities to extend pupils' learning and where subsequent work provided little opportunity for discussion.

78. Class libraries are attractively displayed and encourage reading. Teachers make good use of reference material to support pupils' study skills, such as in finding information in books. Insufficient use is made of the school library and information and communication technology for independent research. Nevertheless, there are examples of the effective use of different sources of information in the Year 3 and 4 class in its project about the Romans. With the support of a visiting specialist, pupils are using information and communication technology well to research information.

79. Overall, the quality of teaching is satisfactory, with basic skills being taught well. Long and medium term plans are good and work is usually well matched to most pupils' needs. However, there are some shortcomings. Work is not always sufficiently challenging for pupils with higher attainment, resulting in some pupils becoming restless when they receive little extension work. Time is not always used efficiently and effectively to teach English. Literacy hours are timetabled in the mornings but do not always include all recommended elements. For example, in some instances, the format includes only a lesson introduction or shared class reading and writing tasks. In some classes, considerable additional time is also allocated to reading and other literacy work, limiting time for other subjects. Overall, there is inconsistency in the delivery of English across the school. This is largely the result of insufficient collaboration, monitoring and evaluation of classroom practice. There has been some classroom observation but there are, as yet, no systems in place to ensure consistency across the school.

80. Assessment procedures are satisfactory, with pupils' attainment being regularly recorded. The school intends to further develop portfolios of writing to aid assessment. Marking is satisfactory but does not always provide constructive guidance for improvement. The use of assessment does not ensure there is sufficient challenge for pupils with higher attainment.

Tracking of pupils' progress is being further developed, though, as yet, there are no individual targets set for pupils and they have little knowledge of their own learning.

81. Resources for English are good, with the exception of those that might support learning through the use of information and communication technology. There is insufficient use of this subject in word processing and to support reading.

MATHEMATICS

82. The overall provision for mathematics is satisfactory. In 2001, in the National Curriculum assessments for Year 2, when 11 pupils undertook the test, their performance was satisfactory for their age. Pupils' performance in relation to schools in similar contexts was well below average. Care needs to be taken when making year to year comparisons of performance due to the small numbers of pupils being assessed each year.

83. When the school was last inspected in 1997, pupils' attainment by the end of Year 2 was above average. Pupils with special educational needs attained satisfactory results, in line with the national average. There were few opportunities for pupils to use and apply mathematics or to develop extended strategies for mental arithmetic. Pupils were too dependent on teachers' help. Some sessions were too long and lacked pace.

84. Standards are now satisfactory and in line with those expected nationally by the end of Year 2; they are good and above average by the end of Year 4. Pupils with special educational needs also attain good standards by the time they are 9. All pupils are well included and have equal access and opportunity. In Year 1 pupils calculate using numbers to 20. They sequence the days of the week and the seasons of the year. Year 2 pupils add and subtract using numbers to 100. They are beginning to understand the process of multiplication and division. They convert analogue and digital time for the hour and half past the hour and calculate using money. Year 3 pupils understand that when a whole is divided into equal parts, the parts are described in terms of fractions. Year 4 pupils demonstrate very good mental agility and work confidently with whole numbers and fractions. Overall, pupils make satisfactory progress. As at the time of the last inspection, there are too few opportunities for pupils to use and apply mathematics creatively. Also, in Years 1 and 2 there continues to be insufficient opportunity for pupils to develop extended strategies for mental arithmetic. Pupils remain too dependent on adult help.

85. Pupils apply themselves quickly and sensibly to the initial task they are given. Year 4 pupils concentrate well and try hard to complete their tasks to the best of their ability. Pupils in Years 1, 2 and 3 depend too much on adult help. They do not use their initiative or assume responsibility for their own learning and this has an impact on the standards they achieve. Mostly, pupils are keen to answer questions and remain attentive when sessions are not too long and are well focused.

86. The quality of teaching is satisfactory overall. There is a balance between the direct teaching of concepts and opportunities for pupils to practise their skills, but there are too low expectations of the quantity of work that can be completed in the allocated time. Teachers use effective strategies to ensure that teaching to the different year groups is addressed. Much of the work given to pupils is from the published text and this does not always extend pupils. Too many are working at the same tasks rather than those that are adapted to meet their needs and this impacts on the standards they achieve. Insufficient time is given to developing pupils' mental agility in Years 1 and 2 and there is no urgency of pace throughout the school. Marking

does not provide pupils with constructive comments to inform and guide improvements in their learning. Homework is used satisfactorily to reinforce the work undertaken at school.

87. Currently, there is no co-ordinator due to the headteacher's absence and so there is no overview of the standards and provision within the school. Curriculum planning takes account of national guidance and is supported by published materials. Assessments are undertaken regularly and the school is beginning to track pupils' progress. There are no individual targets set for pupils and they have little knowledge of their own learning. Mathematics is used effectively in some other subjects, for example, pupils weigh ingredients while baking and measure in science and design and technology. Overall, the provision for the subject has been satisfactorily maintained since the last inspection.

SCIENCE

88. Teacher assessments of pupils in Year 2 in 2001 show that performance in science was satisfactory and close to that seen nationally, though fewer than average numbers of pupils performed better than expected for their age. At the time of the last inspection, pupils attained satisfactorily for their ages by the end of Years 2 and 4. Tasks sometimes provided insufficient challenge.

89. Few lessons were seen in science. Lesson observations, the scrutiny of pupils' work and discussions with pupils indicate that they have good knowledge and understanding and that their attainment is good and above expectations for their age by the end of Year 4. Attainment is satisfactory in relation to their age by the end of Year 2. There is still insufficient challenge for pupils, particularly because work is not always adapted well enough to meet all pupils' needs. Those with special educational needs are supported well and attain good standards by the end of Year 4. All pupils are included well and have equality of access and opportunity.

90. In Years 1 and 2, pupils have satisfactory understanding of changes, such as in the effect of heat on food. They observe closely when bread is toasted and when mixtures develop into cakes. They record the results of their observations appropriately. They have insufficient opportunity to extend this knowledge by undertaking further, more challenging investigations and by discussing the process fully. In the lesson observed, there was insufficient time for pupils to evaluate and discuss the differences. The conclusion of the lesson was rushed as it was combined with time allocated for pupils to change for physical education. This left insufficient time to review and reinforce learning.

91. In Years 3 and 4, work developed pupils' knowledge of materials and the effects of heat and cold on these. Discussion was good, enabling pupils to reach conclusions about insulation through considered investigations. Pupils discussed temperature, knowing that water freezes at 0° centigrade, with a few knowing the temperature of water at boiling point. Pupils understand how to conduct a fair test and how to record their investigations from prediction to result. They work well collaboratively. Some more able pupils who finish their work have to wait for the others to catch up. This wastes their time and results in the lessons having insufficient challenge for them to do well. Though the lesson was devised well in terms of content, there was insufficient adaptation of work to meet all pupils' needs and they received little guidance on the time limits for them to complete their work. In both lessons observed, teachers made good use of the resources and the accommodation.

92. The scrutiny of work shows that the scheme of work is carefully followed to ensure pupils learn about all areas of the National Curriculum programmes of study. All pupils, including the very few with special educational needs, take part fully in the work. Pupils learn to record their investigations well. In some work seen, they spent too long recording predictions and procedures, limiting the time for them to undertake collaborative, practical experiments.

93. The policy and scheme of work are good. Assessment procedures are satisfactory. Teachers assess pupils at the end of each term and their attainment is recorded. Marking is satisfactory, though there is inconsistent use made of constructive comments to help pupils to improve their work. Homework satisfactorily contributes to pupils' learning. There are satisfactory resources for science and the accommodation is good.

ART AND DESIGN

94. The overall provision is satisfactory. Only one lesson was seen in the Year 3 and 4 class during the inspection. Evidence provided from this lesson, the scrutiny of work and planning and discussions with pupils and teachers indicates that standards by the end of Years 2 and 4 are satisfactory. Pupils with special educational needs also attain satisfactory standards. At the time of the last inspection, standards were similar and pupils were seen to take considerable care when drawing.

95. In the lesson observed in the Year 3 and 4 class, pupils undertook various activities connected to their history topic about the Romans and Celts. One group used fabric to dress a Roman or Celtic figure in suitable attire. Pupils cut round templates for figures and then prepared outfits from a selection of fabrics. Most achieved this task well, though some relied too much on adult helpers to provide support in cutting tasks. Some pupils took an inordinately long time to start their work. Another group made mosaic pictures, cutting magazine pages to stick onto their outlines of various objects. A group of pupils was helped by two volunteers to sew bags and purses and to decorate these with sequins. In all groups, pupils achieved the required results, but they had insufficient opportunity to make choices and were insufficiently encouraged to develop their own ideas. Most work was insufficiently challenging for pupils of this age.

96. The scrutiny of work shows that pupils, including the very few with special educational needs, learn successfully how to develop skills such as sketching, printing and painting. For example, younger pupils have sketched good pictures of "Henny Penny" and have painted realistic portraits. Older pupils have developed good skills in devising patterns, combining their knowledge of this with work in design and technology to produce designs. For example, they have used fabric paint to make duvet designs. Pupils used a range of media to develop different techniques, such as in making Celtic jewellery and a Round House from various materials.

97. Planning is satisfactory overall, though insufficient use is made of assessment to ensure that tasks are sufficiently challenging for pupils with higher attainment. Whilst there is a broad adherence to the scheme of work to develop skills in art and design, some work detracts from this when focusing mainly on topic work. In the lesson seen, for example, pupils were not sufficiently challenged to use their imagination and creativity. Sketchbooks show that there is sometimes insufficient opportunity for pupils to appreciate the work of contemporary and famous artists. Overall, there is inconsistency in work from class to class.

98. The subject co-ordinator is developing a progression chart, based on national guidance to provide further support for colleagues. Assessment is undertaken informally, with pupils being encouraged to appraise their own work. All pupils are treated equally. There are no formal procedures in place for monitoring and evaluating teaching and learning across the school. Resources are satisfactory, though there are insufficient books about art and design in the school library. The accommodation is enhanced by attractive art displays, though some of these insufficiently inform pupils about the techniques used. Some work displayed has had considerable adult input and does not demonstrate pupils' independent imaginative and creative work.

DESIGN AND TECHNOLOGY

99. A limited amount of design and technology was seen during the inspection, due to the organisation of the timetable. Evidence from one lesson observation, the scrutiny of teachers' planning and discussion with pupils' and teachers shows that standards are satisfactory and in line with those expected nationally by the end of Years 2 and 4. Pupils with special educational needs also attain satisfactory standards. These are similar standards to those seen at the time of the last inspection. All pupils are included well and have equality of opportunity. The provision has been satisfactorily maintained.

100. The lesson was seen in the combined reception, Year 1 and 2 class. Year 1 and 2 pupils show sound understanding of design, such as when they designed hand puppets, using a good variety of materials and techniques. They show great excitement at the prospect of converting their well-conceived and developed designs into a product. They join material by sewing and show good knowledge and control of the skill. They apply themselves, are keen to start and concentrate hard on the task. Behaviour is very good. Teaching is satisfactory. It structures learning, so that pupils progressively develop and refine ideas through a series of projects. For example, pupils design, make and evaluate finger puppets before adapting their ideas to make hand puppets. Additional adult support is helpful and encouraging. On occasions, adult intervention does not allow the pupils sufficient opportunity to try to sort things out for themselves. In Years 3 and 4, pupils design bags, purses and wallets. They consider the purpose of their product and evaluate commercially produced articles so that they can include the best features within their own designs. Pupils make good connections with their work in history, for example, they design a wallet for a Roman, taking account of their knowledge of the materials that were being used at the time and the features required.

101. The curriculum is planned using national guidance and is effective. Resources are satisfactory overall, but some are limited and parents provide much of the material used for the hand puppets. There are insufficient pairs of scissors for the younger pupils to use to cut material. There is no overview of the standards and provision for the subject, as subject leadership roles are being reviewed. The accommodation is good.

GEOGRAPHY

102. Overall, the provision is satisfactory. There is good inclusion and all pupils have equality of opportunity. Standards are satisfactory and in line with those expected nationally by the end of Years 2 and 4, reflecting those seen at the time of the last inspection. Pupils with special educational needs also attain satisfactory standards. At the time of the last inspection, there were some shortcomings in the quality of teaching, related to the lesson content and to the

management of pupils. These shortcomings have been addressed through the implementation of national schemes of work to ensure progression of content across the school. Only one lesson was observed due to the organisation of the timetable. In this lesson, pupils were managed well. The lesson observed, along with the scrutiny of pupils' work and discussions with pupils and teachers show that pupils have a good knowledge and understanding of places, including their local area. Their attainment in geography is satisfactory overall by the end of Years 2 and 4. Pupils with special educational needs also attain similar standards.

103. In the Year 2 lesson observed, pupils understood the similarities and differences between their own village and the fictional island of "Struay", whose features and characters they have been studying from the story about Katie Morag. They explain the features of the island and its occupants and understand the uses made of the land. They locate the island of Col on a map of Scotland, showing sound mapping skills. The teaching was satisfactory overall. The lesson was carefully planned and built on previous work but the introduction was too brief and insufficiently challenged some pupils. Subsequent writing tasks of describing the characters and life on "Struay" were more literacy focused than geographical.

104. In the lesson observed, pupils showed enjoyment of the subject, particularly when they talked for a short time about islands. There was no sense of urgency when they undertook the writing tasks and no time limits were given for them to complete their work. The scrutiny of work and plans shows that pupils learn an appropriate range of skills, such as recognising, comparing and contrasting physical and human features of places. They have secure mapping and measuring skills by the end of Year 2. Older pupils know that the weather differs in countries of the world and have good knowledge of their own area through a local study. They understand simple grid references. Pupils in Years 3 and 4 have good opportunities for reinforcing their geographical knowledge and understanding through their work in history. For example, they have studied aerial photographs of Roman excavations and have learned about air temperature.

105. Teachers' long and medium term planning is appropriate but there is inconsistency in short term planning, particularly where this insufficiently adapts work to suit all pupils' needs. The use of assessment to inform planning is not fully satisfactory across the school. As with most foundation subjects, pupils all undertake and variously succeed with the same tasks. Work is marked conscientiously but is inconsistent in its quality. Homework is often used well to enhance learning and pupils enjoy finding information for their topics. Pupils have limited opportunity to use information and communication technology and to the school library for independent research. Leadership of the subject is being reviewed following the headteacher's absence. There are adequate resources and good accommodation and the school makes good use of the local area, which contains many features for work in geography.

HISTORY

106. The overall provision is good, ensuring that all pupils are included well and that they have equality of opportunity. Standards are satisfactory by the end of Years 2 and 4, as they were at the time of the last inspection. The current work in Years 3 and 4 indicates that pupils' standards are improving by the end of Year 4, enhanced by the expert support from a visiting specialist. Pupils with special educational needs attain satisfactory standards.

107. Only one lesson was seen due to the organisation of the timetable. The scrutiny of work shows that pupils in Years 1 and 2 have sound understanding of the past. They have sketched the old village school and talk about old and new buildings. They have studied life in Ancient

Egypt and understand similarities and differences in lifestyles then and now. Pupils recognise old and new toys and understand what life was like in seaside towns in the past. In the Year 3 and 4 class, pupils have good knowledge of Celts and Romans. They know there are different sources of evidence and begin to understand the differences between fact and opinion. There is a useful and informative display of artefacts in the class museum, including clay pots and mugs, whilst parents have made Roman outfits for their children to enable them to learn through role-play. Pupils are beginning to use information and communication technology well as a source of evidence. In this class, through the topic, pupils have good opportunities for appreciating art and design, such as in studying the designs and patterns of Celtic pottery.

108. In the lesson observed, the class teacher and the visiting specialist collaborated well to organise activities. The specialist explanations and demonstrations contributed very well to pupils' good understanding of the subject. Pupils were encouraged to ask, answer and contribute their ideas and opinions. The main limitations involved the use of time, where pupils took almost one half hour to change into their Roman costumes, despite the support of five adult volunteers in the classroom. Overall, pupils had insufficient opportunity to undertake many practical tasks independently and to use their own imagination when making wreaths and brooches.

109. Planning shows appropriate development of the subject across the school, though short term plans show insufficient adaptation of work to meet pupils' differing attainment. Pupils' attainment is recorded appropriately at the end of each topic. There is good support for pupils with special educational needs. Marking is satisfactory. Homework is used well to support learning and pupils enjoy researching at home. They have insufficient opportunity to use the school library for independent research. As with geography, subject leadership is being reviewed. There are adequate resources and the accommodation is good. The school makes good use of visits, such as to museums, and visitors to enhance pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Standards are unsatisfactory and below those expected nationally for pupils by the end of Year 2 and Year 4. Pupils with special educational needs attain similar unsatisfactory standards. When the school was last inspected, information and communication technology was judged to be a developing strength. The development has not been maintained. The provision has not moved forward as quickly as in many schools. This is partly due to the difficulties the school has experienced accessing the Internet and in receiving help from its external provider when systems do not function properly. It is also due to a lack of resources and staff confidence.

111. In Year 1, pupils name the parts of the computer and talk about its uses. They use the mouse to match words and pictures and select and move items on the screen. Year 2 pupils improve text by editing, using the delete and insert functions. They use shape and colour to create pictures, using a published programme. By the end of Year 4 pupils research for information on the Internet, for example, they find out about the Romans. Year 3 pupils edit written text and learn how the process helps with the drafting and redrafting of work.

112. Very little direct teaching was seen. Evidence from planning and discussions with pupils and teachers shows that pupils do not make satisfactory progress. Pupils have access to computers throughout the day in each of the classrooms. These are used occasionally to support learning across the curriculum but opportunities are missed and the use of the resource is not maximised. The overall time given to direct teaching is insufficient and there are not

enough resources to cover the whole curriculum content. The provision does not ensure equality of opportunity. Pupils do not have access to programmable toys and have no experience of control technology. Where computers are used for research, learning is effective. Pupils access information through the Internet, using a variety of websites and they thoroughly enjoy these sessions.

113. There is no overview of the provision and standards, due to the headteacher's absence. Planning takes account of national guidance but this is a recent development and has not affected standards throughout the school. The staff have attended the recent national training initiative but most still lack confidence in the subject. Although the school does not have the resources to teach control technology, this teaching is planned for when pupils attend the middle school. Therefore, there is some provision between the age of 7 and 11 years. The number of computers accessible to the pupils is low.

MUSIC

114. Evidence from the observation of two lessons, teachers' planning and discussion with pupils and teachers shows that standards are satisfactory for pupils' ages by the end of Years 2 and 4. Pupils with special educational needs also attain satisfactory standards. The provision is satisfactory and has been maintained since the last inspection.

115. Year 1 and Year 2 pupils sing harmoniously. Although unaccompanied by a musical instrument, they keep to the pitch and tune. Older pupils know the words of a range of familiar songs. They clap to the beat of a song and shake castanets in response to the tempo of the rhythm. Years 3 and 4 pupils compose music to illustrate a story. They select instruments to represent the characters they are describing. When using the instruments, they use different techniques to make different types of sound. For example, they tap the drum to depict Red Riding Hood walking through the wood and scrape the drum to indicate she is afraid.

116. Pupils enjoy their lessons and participate well. They are keen to play the musical instruments. Groups of older pupils co-operate very well to perform as part of an ensemble and help one another to follow the group instructions. All pupils are equally valued and included. The quality of teaching is satisfactory. Staff provide a range of learning opportunities and use resources effectively. For example, the choice of the chant "Get on board" provides pupils with a very regular beat to help them to follow the rhythm. Good use is made of pupils' writing, such as when they use their own versions of well-known stories as the narration alongside the music.

117. The curriculum is planned using national guidance and a local scheme of work. It is followed well in singing and music in assemblies, although opportunities are missed. For example, music is played as pupils enter and leave the hall but they are not always made aware of the name of the piece and the composer. There are insufficient resources to promote the music of a range of cultures. There are informal assessment procedures. The co-ordinator is conscientious but there is no overview of the standards and provision within the school due to lack of opportunity within the subject leadership role. A range of extra-curricular opportunities enriches the curriculum. Pupils learn to play recorders, guitars and keyboards and the local high school band visits and performs for pupils.

PHYSICAL EDUCATION

118. The overall provision for dance, gymnastics, games and athletics is sound. The curriculum does not meet statutory requirements, as pupils do not have the opportunity to go swimming at any time, either in this school or the middle school, between the ages of 7 and 11. This adversely affects their equality of opportunity compared to pupils of their age in other schools.

119. When the school was last inspected in 1997 pupils' attainment was satisfactory and in line with national expectations. Pupils with special educational needs attained satisfactory standards in relation to their capability. Attainment in country dance was impaired by a lack of interest in the activity, especially by older boys who made insufficient effort. The hard play areas outdoors were found to be limiting for physical education and provided little in the way of stimulus for outdoor play during playtimes.

120. Standards remain the same as at the time of the last inspection. They are satisfactory overall and in line with national expectations. Dance skills are often good. Pupils, including those with special educational needs, make satisfactory progress overall, with the exception of swimming, which is unsatisfactory. In Years 1 and 2, pupils move well to music, showing good co-ordination and interpretation of the mood. They stretch and curl their bodies and use space effectively while pretending to be Dick Whittington, his cat, or mice in the house. Boys and girls join in the activity and do their very best, enjoying scampering as mice and curling and stretching as cats.

121. Year 3 and 4 pupils improvise and perform well co-ordinated movements to music, such as in representing a forest fire. They form imaginative and evocative shapes and change their movements effectively to show the spreading of the fire. They control their balance well while waiting to respond to signals such as the "ignition of the fire". Pupils' interest in dance is much improved since the last inspection.

122. The quality of teaching is sound. Work is structured and develops a theme over a number of weeks, ensuring progression. All pupils are included well. In Years 1 and 2 the framework for the session is determined by the use of published tape resources. The teacher is encouraging and initially the pupils respond well but they gradually become more restless as they do not have the opportunity to explore and be creative for themselves. In Years 3 and 4 the teacher provides stimulating ideas and suggestions but this is often prescriptive and does not give pupils sufficient opportunity to use their own vivid imaginations. Pupils work well in single sex groups and then combine to form larger mixed groups and both boys and girls do their very best. Some pupils are very disappointed that they do not have the opportunity to perform to their friends, due to the inefficient management of the time.

123. The curriculum is planned so that there is a balance of all the component parts of the subject, except swimming. Pupils' attainment is assessed informally. The accommodation is good and the spacious hall is spotlessly clean. The hard surface areas have a variety of interesting markings and other resources that enable pupils to enjoy their time there. This provision has been improved well since the last inspection. There is a large field that is used for games and athletics when appropriate. The co-ordinator does not monitor the standards pupils achieve and does not have an overview of the provision.