

INSPECTION REPORT

DRY DRAYTON CE VC PRIMARY SCHOOL

Dry Drayton, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110787

Head Teacher: Mrs M A Prosser

Reporting inspector: Mr Stephen Dennett
13712

Dates of inspection: 4th – 6th February 2003

Inspection number: 247048

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Park Street Dry Drayton Cambridge
Postcode:	CB3 8DA
Telephone number:	01954 780618
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Wyatt
Date of previous inspection:	2 nd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr Stephen Dennett	Registered inspector	Mathematics Science Art and Design Design and Technology Physical Education Religious Education Equal Opportunities	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?
9173	Mrs Sarah McDermott	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
20003	Mrs Susan Metcalfe	Team inspector	English Geography History Information and Communication Technology Music Foundation Stage Pupils who do not speak English as their mother tongue	How good are the curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dry Drayton Church of England Voluntary Controlled Primary School provides full time education for 47 pupils aged four to 11. The majority of pupils are from a white British background and all pupils speak English as their mother tongue. The number of pupils eligible for free school meals is broadly average. The social and economic circumstances of pupils attending the school are very varied, but are also broadly average. Children enter the school in the September before their fifth birthday and their attainment on entry is generally below average. There were five children in Reception at the time of the inspection. There is very close liaison with an independent pre-school that uses part of the school site and most children have some pre-school experience before joining the school. There are an above average number of pupils who have been identified as having special educational needs. These pupils have been identified as needing support for moderate learning difficulties and emotional and behavioural difficulties. The school has also identified a number of high achieving pupils who are gifted and talented. The proportion of pupils with statements of special educational needs is broadly average. A modern foreign language (French) is provided as an extra-curricular subject for pupils in the juniors.

HOW GOOD THE SCHOOL IS

This is a very good school, which is very effective in providing a broad and varied education for its pupils. There has been very good improvement since the last inspection. Standards are above average overall and pupils achieve well. Teaching is consistently good and in many lessons seen during the inspection, teaching was very good and occasionally excellent. All pupils learn well and are making good progress. There is very good provision for their spiritual, moral, social and cultural development. Pupils are responsible learners and standards of behaviour are very good. The leadership and management of the school are very good and there is a very clear direction to all its work. Despite the high unit cost, the school provides good value for money. This school is a centre of good practice for small schools and has much to commend it.

What the school does well

- Standards in English, mathematics and science are above average at the end of Year 2 and Year 6.
- Standards in art and design are well above the expected level by the end of Year 6.
- Pupils' attitudes, behaviour and personal development are all very good.
- The quality of teaching and learning is consistently good.
- The curriculum provided is very good overall and provides pupils with a wide educational experience.
- There is very good provision for pupils' personal development.
- Systems for monitoring pupils' academic performance are very good.
- The school provides very good support and guidance for its pupils.
- The leadership and management of the school by the head teacher are very good.

What could be improved

- Insufficient emphasis is placed on technology in design and technology, although pupils' designing skills are good.
- Aspects of information and communication technology are underdeveloped; especially control technology and the use of the Internet and email.

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 very good improvement since its last inspection in 1998. At that time, the school was required to raise standards in reading and writing. Very good progress has been made in addressing these two issues and standards are now above average overall. In the juniors, standards of writing are exceptionally high and pupils write very mature poetry and prose. The third key issue raised by the last report was the need to increase the challenge for higher attaining pupils in the infants. This issue has been addressed very well and the school ensures that what pupils are asked to learn is well matched to their abilities. A small number of pupils have been identified as being gifted and talented and they have work

which is designed to extend their learning effectively. The fourth key issue was to produce more precise targets for school improvement in the school's development plan. This issue has been addressed well and the current document is well focussed on raising standards and improving the quality of education provided. Finally, the school was required to improve the accommodation to provide adequate space for physical education lessons. This has been accomplished very well and the new school hall is already having a significant positive impact on standards. There have been a number of other improvements that were not specifically mentioned in the key issues raised by the last report. Pupils' attitudes and behaviour have improved from good to very good. The quality of leadership and management has improved significantly from satisfactory to very good. Standards have been raised overall, and specifically in English and mathematics. The quality of provision for pupils with special educational needs has improved from satisfactory to very good.

STANDARDS

As the school is small, the number of pupils taking national tests is below the legal level for reporting results. However, a general assessment of results since the last inspection in 1998 indicates that pupils do well and achieve results which are above national averages. Standards have improved at a greater rate than the national trend over the past five years. There are no significant differences in the progress made by boys and girls. Pupils with special educational needs and those who have been identified as gifted and talented make good progress in relation to their prior attainment.

In the infants, pupils attain standards that are above average in English, mathematics and science by the end of Year 2. Pupils also attain standards that are above those expected of seven-year-olds in art and design, geography and history. Pupils' attainment in religious education is above that expected by the locally agreed syllabus. Pupils attain standards which are in line with those expected of seven-year-olds in design and technology, information and communication technology and music.

In the juniors, pupils attain standards that are also above average in English, mathematics and science by the end of Year 6. In art and design, pupils attain standards that are well above those expected of eleven-year-olds by the time they leave the school. Standards are above the expected level in geography and history. Pupils also attain standards that are above those expected by the locally agreed syllabus in religious education. Pupils' attainment in design and technology is in line with the expected level. Although insufficient emphasis is placed on technology in the subject, pupils' design skills are good. In information and communication technology, music and physical education, standards are broadly in line with the expected level by the end of Year 6. However, pupils' use of control technology, the Internet and email are underdeveloped.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They enjoy their lessons and put a great deal of effort into their work.
Behaviour, in and out of classrooms	Behaviour is very good through the school. Pupils treat each other and adults with respect. At break times they play together amicably.
Personal development and relationships	Pupils' personal development is very good. They work together well in pairs and small groups. Relationships are also very good and pupils support each other well in lessons. Older pupils undertake a good range of jobs around the school and help the younger children cheerfully. Pupils are very polite to visitors and mature in their replies when asked questions.
Attendance	Attendance is very good and well above the national average. Lessons start promptly and very few pupils arrive late to school.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good throughout the school. It is very good for children in Reception (the Foundation Stage). The teaching of English and mathematics is very good overall, as pupils have made very good progress in their learning, especially in English. Teachers have very good subject knowledge and expertise, which are used well to ensure that pupils make rapid gains in their basic literacy and numeracy skills. Teachers have high expectations of behaviour and achievement, and as a result, pupils’ levels of productivity are high. Teaching is less effective in the teaching of technology. Opportunities to develop pupils’ technological capacity are missed in design and technology, information and communications technology and aspects of science. Day-to-day assessment systems are good throughout the school and teachers make good use of the information gained to adjust their planning to better meet the needs of pupils. In the juniors, very detailed daily assessments enable teachers to ensure that tasks are well matched to the needs of individual pupils. In the juniors, good use is made of homework to support pupils’ learning and to prepare them for the next stage of their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality of the curriculum is very good. It is generally, broad and relevant to the needs of pupils. However, some aspects of technology are not emphasised sufficiently, and in this respect, the curriculum in the juniors is not as balanced as it could be. In all other areas of the curriculum, the school provides a varied and stimulating learning experience. The school’s provision for equality of access and opportunity is very good. Very good provision is made for extra-curricular activities, including French in the juniors. The local community provides an excellent contribution to pupils’ learning and the school has very good relationships with partner institutions.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. These are very well supported by teachers and other staff and make good progress in their learning.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	There is very good provision for pupils’ personal development. Provision for pupils’ spiritual, moral, social and cultural development is very good. Collective worship and religious education both make a very good contribution to these aspects of pupils’ education.
How well the school cares for its pupils	The school cares for its pupils very well. Procedures for child protection and for ensuring pupils’ welfare are good. The monitoring of pupils’ academic performance and personal development is very good, as are the support and guidance given to pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher provides very good leadership for the school. She is very well supported by the other staff. There is a very clear philosophy of education and direction to all the work of the school.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities well. Its work is well supported by a good range of committees and individual governors pay regular visits to the school to assess its work and to support staff.
The school's evaluation of its performance	The school is good at evaluating its performance. It has carefully analysed standards and set challenging targets in the light of its findings. As a result the school has made very good progress in addressing the key issues raised by the last report.
The strategic use of resources	The school makes good use of its resources, including its finances. The school is well staffed and the accommodation is adequate for the needs of the pupils. The new school hall is an asset. Resources are good overall, but there is insufficient equipment for the effective teaching of technology. The school applies the principles of best value well.

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's behaviour is very good. • Good financial support for the school from the Village Association. • Older children look after younger children well. • Good provision for music, French and the mathematics library. • Teachers have 'a good mix of firmness and humour'. • Good progress in the infants because of good teaching and an effective support assistant. 	<ul style="list-style-type: none"> • Although there is a lot of English homework, there is not enough mathematics and science homework. • There are not enough sports activities and clubs after school. • More able children need greater challenge.

The inspection team agrees with the positive comments made by parents. Homework is appropriate and adequately prepares pupils for the next phase of their education. However, the team agrees that more homework is given in English than in other subjects, but the amount given in mathematics and science is satisfactory. There are few after school activities because the school has decided to support the independent after school club. Overall, the provision for extra-curricular activities is very good. The school has identified a number of pupils who are gifted and talented. Provision for these pupils is good and they are making good progress. The work they are given is well matched to their abilities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with levels of achievement which are below those expected nationally. They make good progress in Reception (the Foundation Stage) and by the time they enter Year 1, most will have reached the early learning goals in mathematical development, knowledge and understanding of the world and physical development. They are likely to exceed the early learning goals in language, literacy and communication, creative development and personal and emotional development.
2. As the school is small, the number of pupils taking national tests is below the legal level for reporting results. However, a general assessment of results since the last inspection in 1998 indicates that pupils do well and achieve results which are above national averages. Standards have improved at a greater rate than the national trend over the past five years. There are no significant differences in the progress made by boys and girls. Pupils with special educational needs and those who have been identified as gifted and talented make good progress in relation to their prior attainment. All pupils who attend the school speak English as their mother tongue.
3. In the infants, pupils attain standards that are above average in English, mathematics and science by the end of Year 2. Pupils also attain standards that are above those expected of seven-year-olds in art and design, geography and history. Pupils' attainment in religious education is above that expected by the locally agreed syllabus. Pupils achieve well in relation to their prior attainment in English, mathematics, science, art and design, geography, history and religious education. In design and technology, information and communication technology and music, pupils attain standards which are in line with national expectations and their achievement in relation to their prior attainment is satisfactory. No judgement about pupils' attainment and achievement in physical education was made, as it was not possible to observe any lessons.
4. In the juniors, pupils attain standards that are above average in English, mathematics and science by the end of Year 6. In art and design, pupils attain standards that are well above those expected of eleven-year-olds by the time they leave the school. Standards are above the expected level in geography and history. Pupils also attain standards, which are above those expected by the locally agreed syllabus in religious education. Pupils' attainment in design and technology is in line with the expected level overall. Although insufficient emphasis is placed on technology in the subject, pupils' design skills are good. In information technology, music and physical education, standards are broadly in line with the expected level by the end of Year 6. However, pupils' use of control technology, the Internet and email are underdeveloped. Pupils achieve well in English, mathematics, science, geography, history, physical education and religious education. They achieve very well in relation to their prior attainment in art and design. Pupils' achievements in design and technology, information and communication technology and music are satisfactory.

Pupils' attitudes, values and personal development

5. Pupils' attitudes are very good. Parents agree that their children enjoy coming to school and develop very positive attitudes to their learning. This makes a strong contribution to the good progress they make and the standards they reach. Pupils show a great interest in the wide range of activities available, tolerance towards others and value all achievements, their own and those of others. At the time of the last inspection, pupils were judged to have good and positive attitudes to school. Their behaviour in and around the school was good and relationships were positive. The school has been able to maintain and build upon these good findings.

6. Pupils respond particularly well in lessons, as the good teaching helps them to understand clearly their tasks and what is expected of them. They work quickly and independently with high levels of concentration. Pupils enjoy getting answers right during class discussions and take opportunities following written activities to discuss their work with their teachers. Nearly all pupils concentrate well. A few pupils with challenging behaviour difficulties find concentration hard. These pupils are encouraged by effective behaviour management strategies and this has a positive effect on their learning. As teachers share lesson objectives, pupils know what they are learning and they respond in a positive and mature way, paying good attention to their work.
7. Most pupils behave very well. They are respectful and considerate towards all the adults who support them in and out of class, as well as to each other. Through their work in personal, social and emotional development, and the supportive behaviour policy, pupils quickly learn the behaviour that is expected of them. Shared Christian values are evident in the positive ethos generated throughout the school. Pupils accept responsibility for their actions and parents confirm that tolerance, sharing and the support of each other are promoted very well. As a result, pupils learn to take turns and share. There have been no exclusions over the past year.
8. Relationships are very good overall. Most pupils have very good relationships with members of staff. They are generally polite and courteous and can be relied upon to carry out jobs without prompting. Younger pupils, for example, help tidy away pencils and toys at the end of lessons while older pupils ask teachers if they can be of assistance. The staff know pupils very well and understand their needs. As a result, pupils grow in confidence and develop self-assurance, taking the initiative well when they have the opportunity. Pupils treat the school building with respect and take good care of resources and school property. Pupils are aware of differences of gender, age and ability, but they generally work happily together, learning naturally about each other's points of view.
9. Attendance is very good and has improved since the last inspection. Last year the rate of attendance was above the average for primary schools. So far this year the rate has improved further and there is no unauthorised absence. The high attendance levels are a significant factor in the pupils' very good achievement. The punctuality of the pupils is very good. Lessons start on time and nearly all pupils arrive at school on time.

HOW WELL ARE PUPILS TAUGHT?

10. The quality of teaching and learning is good throughout the school. It is very good for children in Reception (the Foundation Stage). This judgement is based on the overall achievement of pupils in relation to their prior attainment. In lessons seen, the overall quality of teaching was very good, with two out of twenty lessons being judged as excellent and ten lessons being judged as very good. Five lessons were judged to be good and three as satisfactory. No unsatisfactory teaching was seen. This is a significant improvement since the last inspection, when the quality of teaching in the infants was judged to be only satisfactory overall.
11. The teaching of English and mathematics is judged to be very good overall, as pupils have made very good progress in their learning, especially in English. Teachers have very good subject knowledge and expertise, which is used well to ensure that pupils make rapid gains in their acquisition of basic literacy and numeracy skills.
12. Teaching is very good overall for children in Reception, with a good balance between child-chosen and adult-selected activities. Children enjoy a range of activities that effectively support their language and social development. The direct teaching of skills in English and mathematics is particularly effective, helping children to achieve well in these key areas. Children are well prepared for the full literacy and numeracy lessons they will have in Year 1 through the careful planning of a range of separate activities from the rest of the infants. These are linked to the early

learning goals following an analysis of need identified when the children entered the school. The teacher and learning support assistant have very high expectations that the children will work hard, behave well and so achieve as well as they can. The good and effective teamwork between the adults helps children to gain maximum benefit from the planned activities and so learn at a good rate. Lessons meet the needs of all the children. Children respond positively to the opportunities to learn, especially to express themselves creatively. They do this through art, music, writing, constructions and role-play. Their rate of learning and personal development is good. Children persevere well when working and are keen to learn. They work hard. The quality of teaching and learning for children with special educational needs is good. The adults have a very good knowledge and understanding of the children's needs and plan activities to meet individual needs.

13. The quality of teaching and learning is good in the infants. Teachers have good subject knowledge, which they use well to extend pupils' skills and understanding. Lessons are planned well and are interesting. As a result, pupils concentrate for extended periods and listen intently to the teacher's instructions. Teachers have high expectations of behaviour and achievement, and as a result, pupils' levels of productivity are high. Good use is made of support staff, who are effective in providing worthwhile activities for children in Reception. Teachers ensure that lessons move at a brisk pace, and that tasks are well matched to the needs of individual pupils. Pupils have good knowledge of their own self learning as teachers take pains to explain what they have to do to improve their work at each stage.
14. In the juniors, the quality of teaching is good overall, with a significant proportion of very good teaching. The teaching of art and design is very good overall. Pupils learn well and are making good progress in their acquisition of skills, knowledge and understanding in most subjects. Particular strengths of teaching in the juniors are the teaching of basic skills, such as reading, writing, numeracy and drawing. The management of pupils is also very good and lessons are well organised, engaging and, occasionally, inspirational. Pupils respond positively to the high quality teaching by concentrating well and remaining on task for nearly the whole lesson. For example, in an excellent art lesson in Years 5 and 6, pupils were making designs in the style of Arthur Rackham. They listened very carefully to the teacher, made relevant comments about the designs in a very good class discussion and then worked virtually in silence for nearly 40 minutes. Levels of concentration were very high. Teaching is less effective in the teaching of technology. Opportunities to develop pupils' technological capacity are missed in design and technology, information and communications technology and the physical processes aspect of science. Teachers have insecure subject knowledge in these areas and the planning of the curriculum does not allow sufficient time to develop technology sufficiently.
15. Day-to-day assessment systems are good throughout the school and teachers make good use of the information gained to adjust their planning to better meet the needs of pupils. In the juniors, very detailed daily assessments enable teachers to ensure that tasks are well matched to the needs of individual pupils. Marking is good and most comments help pupils improve their work. Appropriate encouragement is given when work is right and well presented. In the juniors, good use is made of homework to support pupils' learning and to prepare them for the next stage of their education.
16. The teaching and learning of pupils with special educational needs is very good. Because of the small numbers within each class, teachers plan work to match the specific needs of all pupils, including those with a special educational need. The school also employs two support assistants who have had special training to support pupils with a range of needs. Planning is corporate so all adults are aware of pupils' needs and their programmes of study are closely linked to their individual education plans and statements of need. The school has identified a number of pupils who are gifted and talented and they are taught well. As a result, they are making good progress in relation to their underlying abilities, particularly in English and mathematics.

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

17. The school's curriculum meets legal requirements. It covers the Foundation Stage for children in Reception and the National Curriculum and religious education for all other pupils. The quality and range of learning opportunities are very good for younger pupils and good for older pupils. The curriculum for older pupils, while balanced and relevant overall does not give pupils full coverage of aspects of design and information and communication technology.
18. The Foundation Stage curriculum prepares children very well for the National Curriculum in the infants. Learning is securely based on the six areas of learning. Teachers provide a very good range of interesting and relevant activities to enable these children to make good progress. Planning to support children's personal, social and emotional developments is particularly well developed and is carefully linked with the development of communication skills to support the other four areas of learning. Planning is integrated into the planning for the infants as a whole. Except for English and mathematics, where children work directly with the learning support assistant, all in the infant class start a lesson together before children in Reception move into a small group. When working in the group, children concentrate on activities drawn from the early learning goals, while the rest of the infants work on activities linked to the national curriculum. Information and communication technology is used throughout classes to support other subjects, including literacy and numeracy. Literacy has not replaced English, so the development of speaking and listening skills are well supported. Mathematics has not been overshadowed by numeracy with work on shape, space and measure as well as data being planned for. Information and communication technology is planned to support pupils' developing researching skills in history and geography. The skills at the core of these subjects are systematically developed. Older pupils have fewer opportunities to practice history and geography skills than younger as the four year programme tends to rotate history, geography and science through the year. The three year programme for younger pupils tends to follow themes and so history and geography occur weekly in teacher's plans.
19. The effectiveness of the school's strategies for teaching literacy and numeracy is very good, especially for older pupils and many opportunities are provided for pupils to speak, listen, read and write in a range of situations, for example in history and geography. Opportunities for writing at length are very good, often taking a historical topic. Arrangements for teaching and practising numeracy skills are very good. Pupils have many opportunities to use and develop their skills in other curriculum areas such as information and communication technology, music, design and technology, science and art and design.
20. Enrichment of the curriculum is very good overall. Junior pupils have a weekly French lesson, while all pupils have the opportunity to work with a music specialist. The English and mathematics lessons for junior pupils are taken by specialist teachers while a range of other visitors support pupils' education. These include visits from the church, sports, theatre, and music groups, contributing appropriately to the pupils' social skills and independence as well as to their knowledge and understanding. The range of extra activities provided during and outside school hours is good with theme days such as Tudors or Romans supporting the history topics. The school puts a high emphasis on the expressive arts, such as art and design, music and physical education. The school provides an opportunity for pupils to have residential experiences with Years 5 and 6 making a visit to the National Trust windmill at Burnham Overy Staithe on the north Norfolk coast. Each day there is an after school club (the Little Owls) run by the school and village association.
21. The school makes sure that all pupils are included in all activities and have equality of access and opportunity regardless of gender, ethnicity, background or prior attainment. Pupils with special educational needs are very well supported. Because of the careful planning of lessons and the tracking of children's progress from the moment they enter the school, those with a special educational or behavioural need are identified early and targeted support planned to help their

learning is put in place. When necessary the school is pro-active in involving a range of support agencies to give help and resources and an individual education plan is drawn up to identify needs. These are used by teachers in planning the work of their class to make sure that all activities are appropriate for all pupils. Likewise the school tries to identify early those who have a particular talent or ability and devise ways to support and challenge their learning.

22. The arrangements for pupils' personal, social and health education are very good. An appropriately planned and structured scheme of work enables pupils to develop an understanding of what being a member of a community means. Sex education and the development of an awareness of the danger of the misuse of drugs and medicines prepare pupils for future life. Key messages are reinforced in science and health education work.
23. The provision for extra curricular activities is very good, particularly as this is a small village school with few pupils and few staff. It has improved since the last inspection. Pupils are given a wealth of experiences through the School and Village Association, one of whose aims is to ensure that no pupil is prevented from taking part in extra curricular activities due to lack of finances. Many pupils participate in high quality music and drama performances centred on the village. Every other year the pupils in Years 5 and 6 have a residential week at a National Trust windmill in Norfolk to extend their social development and enhance the curriculum. A good number of pupils attend 'the Little Owls' club. Although a private concern, it is housed on the school premises and is well supported by the school, who do not wish to set up activities in competition.
24. The contribution of the community to pupils' learning is outstanding and has improved since the last inspection. The local area is used very well to enliven classroom learning. In design and technology the pupils studied village architecture to design scale models of houses, the pub and the church. History is brought to life by the visits of older residents with their memories of World War Two. The School and Village Association provide excellent financial, practical and moral support to the school and its pupils. In return the school provides useful photocopying services for the village organisations. Many of the villagers are more than willing to support their school. If something out of the ordinary needs to be done, the head teacher always knows where to go for help. For example the school's aims are currently being designed and sewn into a tapestry by a local lady for the new school entrance lobby. The pupils are learning how important and enjoyable it is to be part of an active and mutually supportive community, as evidenced by the photo albums showing the school's wholehearted involvement in many village events. The annual 'Strawberry Tea' is organised by the staff and pupils for parents and friends *'to thank you for being such an important part of our school life'*.
25. The school has very good links with other providers of education. There is a very strong bond with 'the Little Owls Pre-school', which shares the same premises. The vast majority of children move on to the infant class from 'the Little Owls', so the school and pre-school staff work closely together to ensure the move is as seamless as possible. The young children join the school for Harvest Festival and church services, as well as making good use of the new hall. The school also has very effective links with the 'Village Colleges', to which most pupils transfer confidently and happily at the end of Year 6. There is an especially beneficial link with Impington Village College, whose language college status means that Dry Drayton, as a 'feeder' school, receives French tuition for all the junior pupils.
26. Provision for the pupils' personal development is very good overall. Very good provision is made for their spiritual, moral and social and cultural development. Central to the work in the school is the way it leads pupils towards a clear set of values based on its Christian ethos. Good relationships, based on caring for all individuals equally, are at the heart of this provision. The pupils are taught to value themselves and each other and to understand and follow the rules that govern the school community. The school helps pupils to understand and aim towards high standards of behaviour and positive attitudes and relationships. All understand right and wrong and do their best to behave well and care for each other. Assemblies and class discussions place these ideas into a spiritual context. Opportunities are taken to encourage pupils to appreciate the

wonders of the natural and man-made world, for example in science and geography lessons. In art and design and music, pupils have very good opportunities to develop aesthetic appreciation. The provision for pupils' cultural development includes not only the visits and visitors above but also the range of stories, poetry, art and music from around the world that they are introduced to in lessons. The school also prepares the pupils well for life in a more multicultural society than that represented by their immediate area, for example, by a celebration of Chinese New Year, a study of Islam and the Diwali customs of Hinduism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The school has maintained the good procedures for child protection and for ensuring the pupils' welfare since the last inspection. The staff are aware of the precise need of each pupil, because the school is small and the community network is very effective. As the head teacher says '*no child can hide or be lost*'. In practice staff know what to do should they be suspicious of child abuse. However the head teacher, as the person designated to liaise with the child protection services, is not sufficiently up to date with her training or in ensuring all her staff are familiar with the latest guidelines. Health and safety procedures are good and well organised by the secretary and a governor in their new roles of health and safety representatives. The head teacher is very aware of the need to keep the pupils safe, as evidenced by her persistence in ensuring that the delivery lorries do not drive over the playground during the school day. Welfare and first aid systems are good. There is good supervision both in and out of the school and accidents are carefully recorded. However, there are not enough school staff with comprehensive and current first aid qualifications.
28. Procedures for monitoring and improving attendance are very good. This is a good improvement. The secretary meticulously maintains the register, so any absence trends can be spotted very easily. Any family who has problems in getting their children to school is given sensitive support to improve attendance.
29. The school has very effective and improved systems for monitoring and promoting good behaviour. Staff and parents have high expectations of good behaviour and the pupils respond very well. Pupils are taught from a very early age to be self-disciplined and take responsibility for their own behaviour. Any incidents of inappropriate behaviour are 'nipped in the bud' with the full involvement of parents. The head teacher keeps a detailed record of concerns, so that improvement in any pupil's behaviour can be supported and tracked. Bullying and other oppressive behaviour is rare, but is dealt with swiftly and effectively should it arise.
30. Procedures for monitoring and supporting pupils' personal development are very strong. Throughout the day the school effectively teaches what it refers to as 'the hidden curriculum' that includes learning how to share, care and have regard for others. Not only are pupils taught how to look after each other and their school community, but also they are encouraged to make the most of their own efforts and talents. In the classrooms various notices identify monitors' responsibilities, highlight how to improve written work and give guidance on the best way to work as a group. The benefits of a small school and the thorough assessment procedures enable the staff to pick up any concerns they might have about personal development very quickly and work effectively to give the right support. Parents and receiving schools are unanimous in applauding the school in the way it develops each pupil to be independent and mature.
31. The care and support offered to pupils are very good. The school has a warm and caring atmosphere where all teachers and support staff know the children and their families well and are fully aware of their needs. The school has good induction procedures for new pupils. As a result, pupils establish confident and trusting relationships and settle down quickly in the school. There are good procedures for supporting pupils with emotional and behavioural difficulties, as well as

other pupils with special educational needs. The school has a suitable anti-racist policy and there are no racial issues at the school.

32. Educational support and guidance are very good. At the Foundation Stage, there is good tracking of children's development through the footsteps to learning and the early learning goals. This ensures children make rapid progress. From the findings of an assessment of skills when children enter the school, adults plan work that helps children develop skills and learn. At the end of activities children have the opportunity to talk about what they have learned. Future lessons and experiences are planned from these with the right level of challenge and difficulty. Adults also effectively track the progress of individual children through the use of lesson evaluation sheets. These highlight any problems and achievements and are used during weekly planning meetings to devise the next group of activities. Children in Reception with special educational needs are identified and supported so that all pupils are helped to make good progress in relation to their prior attainment. At the end of the school year, children retake the tasks from their initial assessments. This shows how well they have done over their first year in the school and helps adults plan to support future pupils.
33. Elsewhere in the school, teachers have used test results and other assessment information very effectively to raise standards in English, mathematics and science. These systems continue to be improved and the school is developing pupil profiles to enable a full assessment picture to be gained. The school is continuing to refine systems so that the procedures are informative, but not too time consuming. From an assessment of skills when children enter the school through to the statutory tasks and tests, pupils undertake a range of tracking activities and their progress is monitored. These very good procedures enable the school to identify pupils with special gifts or talents for support, as well as pupils with special educational needs, so that all pupils are helped to make good progress relative to their prior attainment. From these the school is able to draw up individual education plans with targets to help pupils learn. Very good procedures have also been devised to help effectively track the development of pupils' information and communication technology skills and should ensure rapid progress. In other subjects, teachers have the use of informal whole class assessments to pitch lessons at the right level of difficulty. More rigorous systems are now being introduced to enable teachers to track the progress of individual pupils more effectively in every subject against the targets of the National Curriculum. The school is wisely introducing these in a measured and manageable way so that teachers have a workable system that supports their efforts to plan increasingly effective lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. The school works very well in partnership with parents. Parents are still very supportive of their children's education and there is a strong partnership between home and school as there was at the time of the last inspection. The good number of parents that attended the inspection meeting and returned the questionnaires demonstrated the very positive community support for their school. Parents particularly like the way their children are encouraged to care for each other and how they leave the school as mature and responsible individuals. The vast majority of parents feel that teaching is good, that the school works closely with the parents and that the pupils' behaviour is good. The inspectors agree with all these positive views.
35. A few parents have concerns about the level of homework for their children. Although they were all clear on the routines and procedures for homework, parents were divided on what should be expected. However, the inspectors judge that the use of homework is good, because the school is following the clear guidelines in the homework booklet, drafted following parental consultation. The amount is as expected for primary age children and the school quite rightly expects parents to 'join in' with reading and other homework.

36. Some parents feel there are not enough activities for their children outside lessons. The inspectors conclude that there is a very good range of extra-curricular activities for a small village school. In particular the school is fortunate in having such a beneficial link with the School and Village Association, through which a wide range of cultural and sports activities are organised for the pupils out of hours.
37. The quality of information provided to parents is very good. Very effective informal links with the staff are fundamental to the high quality communication. Teachers are open and willing to discuss any concerns parents may have. The prospectus and annual governors' report are clear and comprehensive, with agreement already made to brighten up the presentation. The head teacher sends out regular, informative letters to parents keeping them abreast of developments and sharing with them news and successes. The weekly Sharing Assembly gives parents a welcome opportunity to celebrate good work with their children. In addition all parents receive a copy of 'the Village Newsletter', so that they feel a real part of community life. Parents are well consulted on policies and practices, as evidenced by the meeting held to discuss expectations on homework. Each term parents are shown their children's project books so that they can see the splendid work and add their congratulatory comments. End of year reports are very well written with a clear message on each pupil's progress, positive ideas on how the pupil can achieve more and a real feel for each pupil's strengths and idiosyncrasies.
38. The contribution of parents to their children's learning at school and at home is very good. Parents are often seen helping in the school, as for example, on Wednesdays when games are checked in and out of the mathematics library. The home-school books are used well by most parents, although a small minority is not spending sufficient time sharing books with their children at home and noting down progress. The parents' obvious support and involvement in the life of the school makes a very positive impact and sets a very good example to their children, who in return enjoy their school life and achieve very well.
39. The partnership between staff and parents is strong. Parents are pleased with the quality of provision for their children, the open door approach for problems and the friendliness of the staff. The arrangements for settling children into school are flexible and very supportive. The teacher meets with parents before children start school, focussing on promoting the partnership between home and school. Staff get to know the children quickly and a partnership continues through the years. Parents are welcome to the many activities provided by the school. Each day parents can talk to the teacher and learning support assistant and help their children to settle down in the class. Many parents regularly help in the school, running the mathematics library or helping with reading practice.
40. The school has very good links with parents of pupils with special educational needs. They are kept fully informed of the progress of their children, are involved with planning and devising the target to support their children's learning and they are also invited to the frequent reviews of these targets. The school works closely with the parents of the few pupils exhibiting challenging behaviour, aiming for a consistency of approach to establish acceptable patterns of behaviour. Parents are fully involved with the statementing procedures and know well the staff who are likely to work with their children in class.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The head teacher provides very good leadership for the school. She provides a very good role model through her own good practice and clear philosophy, which she has communicated very effectively to the rest of the staff. As a result, the whole staff work together as a cohesive team, sharing core values and expertise very effectively. Significant improvements have been made in the way the school operates since the last inspection and there has been an overall improvement in the way it is managed. The head teacher teaches the Year 5/6 class for 2½ day a week, which

puts a great deal of pressure on management systems. However, because of effective time management and a great deal of hard work, the school is administered well. The school's aims and objectives are reflected very well in its work. Pupils are treated as individuals and given every opportunity to reach their full potential. Tasks are very well matched to pupils' needs and the effective and extensive assessment system means that every pupil is tracked continually from the moment they join the school. The school has been successful in creating a genuine Christian ethos, in which every member is made to feel a valued part of the 'family'. Standards of care are high, and pupils' spiritual needs are met as well as their educational ones. All members of staff contribute very effectively to the management of the school. Although some teachers are part time, they take their subject management responsibilities very seriously and have contributed significantly to the school's development. The evident good teamwork results in a 'seamless' integration of curriculum management, day-to-day assessment and the individual lessons. The management of the school by the head teacher and key staff is very good overall.

42. The governing body is effective in fulfilling its statutory responsibilities through an appropriate range of committees. Governors are regular visitors to school and each has a number of aspects of the school to oversee. There is good liaison between the chair of governors and the head teacher and the whole governing body is very supportive of the school management. Working together effectively, the school's management and governing body have been successful in obtaining a new school hall. This facility is now having a positive impact in raising standards in physical education and several other areas of the curriculum. Governors regularly review the school's development plan and ensure that targets are met in the specified time. When considering the new school development plan, governors discuss with the school staff the main priorities and are kept well informed about the areas that the head teacher thinks need further development. Governors are very supportive of the school and have a good understanding of its strengths. They are also aware of the need to continue to recruit pupils and to further improve the school building. They have correctly identified the need to keep the teaching space for the infants at the present size in order to accommodate children at the Foundation Stage as well as pupils in Years 1 and 2.
43. The monitoring and evaluation of the school's performance is good and the school has taken effective action in meeting its targets. Although the head teacher has limited opportunities to monitor teaching, she has undertaken some observations in relation to performance management, which have also informed the school's development plan and programme for professional development. All systems for appraisal are in place and there are good links between the school's development plan, the budget and teachers' individual training needs. The school has correctly identified a number of relevant targets for improvement, including raising staff expertise in information and communication technology. On its performance over the last few years, the school evidently has a very good capacity for success and a shared commitment to improvement. The action taken to raise standards in reading and writing have been very successful, as well as the concerted effort to get the new school hall. Both these issues were raised by the last inspection. There are very good systems for the induction of new staff and recently qualified staff have been mentored very well by the head teacher. The staff handbook is a very useful and comprehensive document, which provides new teachers with a good introduction to the school.
44. The school makes good use of all its resources and has a detailed budget to ensure that the money it receives is targeted appropriately to the school's priorities. The day-to-day financial administration is carried out efficiently by the part-time school secretary, and the school receives regular financial reports from the local education authority financial services department. All grants are used effectively for their designated purposes, including funding for pupils with special educational needs. The school had a high carry forward from the last financial year, which was largely used to fund the new school hall and maintain good staffing ratios. The school is still developing its use of technology to support learning and the lack of reliable Internet access has hampered the development of this aspect of education. Pupils do not have email accounts and this aspect of information and communication technology is underdeveloped as a result. In addition, the school is still awaiting its interactive whiteboard and projector and staff have yet to receive the

next stage of their New Opportunities Fund training. All the principles of best value are applied well and despite the high unit cost, the school provides good value for money.

45. The school makes effective use of staff. Although three staff are part time, careful planning and the use of each teacher's specialist training and abilities ensure that a full and rich curriculum can be delivered. Effective support is given by the small team of class assistants. The school has adequate accommodation. Of particular note is the new hall that provides excellent facilities for assemblies, lunchtimes, physical education and school events. A toilet for disabled pupils and visitors is available in this new extension. However elsewhere in the school access for pupils with mobility problems is extremely difficult, because the infant class and the library are both approached by stairs. The old building is managed well to make interesting and appropriate learning areas. A very good range of display adorns the walls to stimulate interest and celebrate good work. Outside the pupils benefit from an adequate tarmac area and a large expanse of grass for sport and recreation, with adventurous climbing equipment and a wildlife garden. Apart from the limited range of resources aspects of design and technology and information and communication technology, all other subjects have a sufficient range of resources. In areas such as English, mathematics, art and design, religious education and the Foundation Stage as a whole there is a good range of resources that are easily accessible and of good quality.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to continue to raise standards in design and technology and information and communication technology, the governing body, head teacher and staff should:
- a. Ensure full coverage of the programme of study for both subjects, especially,
 - i. Mechanisms, components and electrical circuits in design and technology,
 - ii. Use of the Internet and email in information and communications technology;
 - b. Provide appropriate training to ensure that all staff have sufficient subject knowledge and expertise for the effective teaching of both subjects;
 - c. Ensure there are sufficient resources to enable all aspects of both subjects to be taught fully.
[Paragraphs: 14, 18, 83, 84, 86, 87, 88, 89]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	5	3	0	0	0
Percentage	10	50	25	15	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	47
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	14

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

The tables of national test results have been omitted as the number of pupils taking the tests is below ten and the school is not required to publish results.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	39		
White – Irish			
White – any other White background	5		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British – Indian			
Asian or Asian British – Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
Parent/pupils preferred not to say	2		
No ethnic group recorded			

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	15.6
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	46

Financial information

Financial year	2001/2002
	£
Total income	201,281
Total expenditure	175,176
Expenditure per pupil	3,508
Balance brought forward from previous year	21,876
Balance carried forward to next year	26,104

Recruitment of teachers

Number of teachers who left the school during the last two years	1.05
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.1
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	47
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	28	8	0	0
My child is making good progress in school.	64	28	4	0	4
Behaviour in the school is good.	76	24	0	0	0
My child gets the right amount of work to do at home.	36	48	16	0	0
The teaching is good.	80	16	0	0	4
I am kept well informed about how my child is getting on.	72	16	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	16	0	4	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	76	20	0	0	4
The school is well led and managed.	68	24	4	0	4
The school is helping my child become mature and responsible.	78	15	4	0	4
The school provides an interesting range of activities outside lessons.	32	28	16	0	24

Please note: not all rows add up to 100 as percentages have been rounded to the nearest whole number.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

47. Children have positive attitudes to their learning. They enjoy coming to school and form good relationships with the staff and each other. Teachers have established good routines so children know what is expected of them and feel secure. As a result of this their behaviour is generally very good. In class children work hard and play happily together with a good degree of independence and increasing confidence. Good behaviour management by teachers means that children concentrate well in group and class periods. They are beginning to listen to each other and are learning how to take turns in speaking and showing with a 'hands up' that they wish to join in a discussion or answer a question. Children are learning to persevere and they stay on task when working independently on an activity. Although occasionally they prefer solitary play activities such as making models with construction equipment, for the majority of the time children are beginning to co-operate and to play together. This shows their growing maturity.
48. A strong emphasis is placed on children's personal and social development to develop learning in other areas, especially physical and creative work. Most children say 'please' and 'thank you' when receiving the fruit at snack time, for example, because of the class emphasis on politeness. All staff listen carefully to what children have to say and value what they say, often repeating to others what has been said, giving children a good pattern for language use. The adults are sensitive to the needs of all the children and work hard to increase confidence and self-esteem through asking them to undertake a range of jobs, for example being monitors for the day and being responsible for tidying up after activities. Praise is used well, even when the comments do not fit in with a particular train of thought, *'that's good, keep it in mind for later'*. Adults have high expectations that children will independently care for themselves. They will wash their hands after the toilet and change independently for physical education lessons as well as hang up coats after outdoor activities. Children are encouraged to have a go first and then ask an adult for help if needed, enabling them to develop independence.

Communication, language and literacy

49. Children make good progress overall in this area and achieve well. Children enter the school with a wide range of communication skills. The speaking and listening skills of the girls are better developed than the boys. Children soon learn to speak in simple sentences when in a group and so develop confidence. They are willing to speak in whole class discussions and are learning to listen and take turns in conversations. They have learned a wide range of action and nursery rhymes and enjoy performing them. Children have regular chances to share their news and to talk about their experiences. They enjoy listening to stories and sit and listen well for some length of time. Children are developing their early reading skills well. All recognise their names and are learning other letter names and shapes. Children know a range of well known stories, understanding that print in books has meaning. Children recognise rhyming words and repeating patterns, joining in the choruses and use actions to match the sounds. Children have started reading simple texts and instructions. They are learning a number of frequently used words and make sense of unknown words using the initial sounds and picture clues. Children explain what is happening in stories read to them and use their own pictures to predict what might happen next. Children are aware of the words 'author' and 'illustrator' and know the difference between the two. Early writing skills are being well developed. Children write their own names and are beginning to write simple words and sentences using known words. Higher attaining children put in a capital letter to start their work. Children enjoy practising correct letter formation, for example, when using play dough or writing with a finger in the sand.
50. Teaching is very good, particularly in the development of spoken language on both formal and informal occasions. In teacher-directed activities children are given time to express their thoughts

and ideas. The basic skills of reading and writing are taught very well in short, well-focused sessions in which children learn very quickly. For example, when reading a large book with the group the teacher or learning support assistant points to words as they read and emphasise that words carry meaning. Letter sounds are taught well and reinforced in activities such as matching objects to their initial sounds, playing phonic games. The children are introduced to a wide range of books to stimulate their interest. Children take books home to share with their parents, which helps to develop children's interest and skills. Children are encouraged to use their early writing skills to share their news. Good opportunities are always available for writing, especially during role-play for example writing spells. Displays of children's writing including stories made into a range of books in the classroom reinforce the message that it is important and valued.

Mathematical development

51. Children have a wide range of mathematical ability and skills when they enter the school but standards are generally lower than average in mathematical language. Some children can count objects up to 35 or more correctly whilst others have little understanding of numbers higher than 6. Through well-planned practical activities, including play, children develop an understanding of number, pattern, shape and measurement, with an appropriate mathematical vocabulary such as double to make bigger, and using plates, a die and cubes count up numbers to 12 using double the dots on the die. Children also learn to write numbers correctly and have made a start of number stories using standard notation including the '+' sign for adding on and '=' for the total number. They learn about two and three dimensional shapes through a range of activities, using shapes in their construction work. Children are beginning to understand the idea of one more and one less and most were able to order numbers correctly to 20.
52. Teachers provide a range of structured and unstructured activities to develop learning. These are well chosen for interest and enjoyment and are matched closely to the children's level of understanding. Teachers make good use of every opportunity to encourage children to count, to recognise numerals and to do simple addition and subtraction as they play. For example, when singing before assembly the children demonstrated their understanding of 'one more' in the song 'This Old Man', matching actions to the words. Good use is made of a range of computer programs to reinforce learning in all areas of mathematics and children use these independently. In child directed activities the children make good use of the sand and water trays to investigate capacity and volume.

Knowledge and understanding of the world

53. Children's natural curiosity is nurtured by effective teaching that gives plenty of opportunities for them to explore the natural and man-made environment. For example, using the topic of investigating different materials, children have found out about 'sinking' and 'floating'. They investigate how the shape of different materials affects the ability to float, especially, for instance, that a metal coin sinks while a metal ship floats. They explore the local environment and its history on a field trip to locate places mentioned in a news report from the 1930's about pupils from the school finding a hoard of coins on their way to school. Teachers develop children's skills of locating places on a map well. Children look at houses and streets in the area and identify the route they would have taken on their way to school. This led to a discussion of the coins, clothes, lessons and jobs of the period and included children looking at photographs for evidence about the past. Children use construction materials competently to build recognisable structures and vehicles. They use computers regularly to reinforce work on all areas of learning, using the mouse and keyboard with expected levels of confidence.
54. Teachers make good use of staff-led activities to teach and establish new vocabulary related to the current topic. Learning is good, and often very good, in activities led by the teacher. Good planning ensures that the children are encouraged to explore and apply what they have learnt through activities of their choice.

Physical development

55. Children control a range of equipment with skill and confidence and they have an awareness of space. In the classroom they showed good co-ordination and control as they travelled round the room. They listen well to instructions and learn the routines of physical education lessons, paying good attention to safety. Finer physical skills are developed well as good teaching ensures that most pupils hold tools such as scissors, pencils and paintbrushes correctly. Although the younger children do not have a discrete outdoor play area, each day the learning support assistant takes the children outside to enable them to develop further their physical skills, playing a range of games and using the space to develop their larger physical skills.
56. Teachers choose suitable activities well to develop children's fine physical skills. For example, in mathematics, children play a range of number games, manipulating equipment such as dice and cubes. They cut round pictures and colour in, keeping within the shapes, ordering them by size. Teachers make effective use of assessment to identify children who need extra support in developing control with hand-held tools and equipment.

Creative development

57. Achievement is good in this area of learning. Opportunities are given for children to express their ideas through a range of media and materials, as well to experiment to develop their fine physical skills. Most of the examples of artwork seen on display in the classroom, such as paintings in the form of African art, are outcomes of structured activities rather than free painting and drawing, so there is insufficient evidence to judge the quality of their independent work in this aspect of their creative development. Children know a wide range of songs and rhymes and sing together with real enjoyment. Their response to music and rhythm is good. When, for instance, they had a few moments to spare before assembly, infant children were split into two groups under the direction of two boys in Year 2 to sing as a round 'What Shall We Do With The Drunken Sailor?' They concentrated hard, singing sweetly, carefully and tunefully together while the teacher dealt with a problem. Through the sensitive intervention of the adults, children learn to play together imaginatively in the role-play area, imagining they are at the school for wizards, using the magic hat, wand and spell book.
58. Teachers' planning shows that a good range of activities are provided to enable children to express their feelings whilst they explore and create. They can choose from a wide range of materials to create colourful and attractive artwork. Children enjoy singing because of the obvious enthusiasm of the staff who join in with the actions, especially when singing 'This Old Man'. The staff's involvement contributes to children's good progress in developing tuneful singing and a sense of rhythm. Thoughtfully prepared role-play areas are linked well to the class topic to enable children to build on their own experiences through imaginative play.

ENGLISH

59. Observed standards are above average at the end of Year 2 and Year 6. This represents a improvement since the last inspection, especially in writing, which was only satisfactory last time. The number of pupils taking national tests is below the legal limit for reporting results, although the indications are that pupils generally do well, especially higher attaining pupils. Standards have generally improved at a greater rate than the national trend over the last five years.
60. Throughout the school, pupils' speaking and listening skills are good. All pupils, including those who learn more quickly and those who have special educational needs, demonstrate a wide range of oracy skills. The school makes particularly effective use of discussions about a range of issues to extend pupils' skills. For example, they listen to stories as a stimulus for discussions, and form their own ideas about why characters act as they do, giving clear and appropriate reasons for their point of view. Younger pupils use the question to provide part of the answer, think about what others have to say and discuss a topic rather than shouting and arguing. Older pupils take different

points of view, debating from both sides of an argument using news items and their reading to support their opinions, building and extending their vocabulary appropriately. Pupils enjoy acting out play-scripts in their literacy strategy work and adopting different roles, for example as an interviewer with a Roman soldier. Pupils gain confidence in speaking to a large group, for example when they take part in assemblies. Most lessons end with a period of reflection when pupils explain what they have done and learned. These sessions show that pupils are becoming increasingly aware of their listener's needs as well as of themselves as speakers. They listen carefully to the teacher and each other and respond with care, thought and consideration for the opinions of each other.

61. Standards in reading are good. Younger pupils make good progress in using their knowledge of sounds and letter patterns to build up words. They understand the difference between 'author' and 'illustrator'. They use a contents page to find specific pages and headings and use alphabetical order to find subjects in the index. Older pupils confidently use sub headings and scan a passage looking for particular information. Pupils read with good use of expression and intonation, reading a range of complex texts with fluency and accuracy. They explore aspects of the plot, setting and characters with reference to the text, giving their preference for different genre and authors. This was well illustrated when a pupil in Year 2, reading 'Comic Verse' by Roger McGough chose his favourite poems, finding them in the book by using the index of first lines. He was particularly aware of the 'black humour' in many of the verses and used the model of his favourite to display his excellent sense of comedy. Even the least confident of readers skim their way down a text to find their favourite characters. Pupils in Year 3 particularly enjoy such as the 'Awesome Egyptians' and 'Groovy Greeks' and the books of Dick King Smith, while older readers favour books by Jacqueline Wilson, Roald Dahl, J K Rowling and Beatrix Potter. When led by teachers to read together in the literacy hour, pupils read with expression, though the less confident can forget to do so when they read aloud at other times. All pupils are encouraged to take books home so that their parents can help them to improve. The school has a very good range of reading materials and a range of group reading books to enable pupils to experience the enjoyment of reading with others.
62. Standards in writing are above average. Pupils write in a range of styles, for example letters, stories, instructions, arguments, poems and reports. By the end of Year 6, pupils use a full range of grammar to add character and interest to their writing. The youngest pupils in Year 1 are aware of the need for full stops and capital letters to accurately build sentences. By Year 6, pupils write complex sentences using ellipsis, commas, colons and semi colons, exclamation and speech marks with accuracy. The spelling of commonly used words is correct with younger pupils having a very good grasp of letter sounds. Older pupils demonstrate understanding of complex technical vocabulary in their factual writing drawn from such as their science work. Higher-attaining pupils write imaginative, extended stories and poems and develop their ideas logically. With support pupils with special educational needs use inverted commas for speech and are beginning to use commas to shape increasingly complex sentences. A good range of punctuation, including exclamation marks, capital letters, question marks and bullet points, adds emphasis to their writing. Handwriting and presentation skills are satisfactory, but not overall at the same high standard as other aspects of the pupils' writing.
63. The quality of teaching and learning is very good, especially for older pupils where specialist teaching presents pupils with a particularly effective role model. Teachers use their very good knowledge and understanding of National Literacy Strategy to plan well-structured lessons. They share lesson objectives with pupils and use review time at the end to check what has been learned. They work effectively with pupils, listen carefully to them and help them order their ideas. As a result, pupils make good gains in learning. Teachers effectively question pupils both to make them think and to assess what they know and understand. They provide good visual support for pupils, for example by displaying lists of frequently used words to reinforce spelling and reading. In the literacy hour teachers choose interesting texts, many from different subjects including science and history. These stimulate pupils' interest and have a positive impact on their response to literature and their own creative writing. Teachers use assessments of pupils' work effectively to

help plan future lessons. Marking is helpful to the pupils. Pupils are told what they have done well and provided with written guidelines on how they can improve their performance. Marking for younger pupils is usually ticks and praise with some guidance, but teachers talk to them about the quality of their work and how to improve. Teachers use reading and spellings as well as research projects as homework to reinforce and extend pupils' learning. Pupils respond positively to the very good teaching. They enjoy lessons, take part with confidence and work hard. Most behave well and have good relationships with adults and each other. Pupils with special educational needs respond well to the very good quality of provision made for them and make very good progress towards the targets in their individual education plans.

64. The pupils have some good opportunities to apply and extend their literacy skills in other subjects. For example, they write instructions and label diagrams in history and geography, and in science they record their observations and investigations. Information and communication technology is used to support English including writing and researching with pupils reading text on screen for understanding.
65. The leadership and management of the subject are good. The co-ordinator is an English specialist and has worked hard to raise standards, especially in writing across the school through providing a rich curriculum, checking the quality of teaching and leading staff in training. The very good tracking of pupils' progress through the school and the setting of individual targets for improvement are having a positive impact on standards. Resources for English are good and many books, including information texts, have been purchased to enrich the curriculum. The library is a stimulating and challenging environment to encourage pupils to enjoy reading and develop independent research skills. All the key issues from the previous inspection, especially the focus upon writing have been addressed and the school is well poised to raise standards even higher than that at present.

MATHEMATICS

66. Observed standards are above average at the end of Year 2 and Year 6. This represents a better picture to that found at the last inspection, when standards were in line with the national average at the end of Year 2. Although standards were above average at the time of the last inspection, the proportion of pupils achieving the higher Level 5 in tests has increased and overall standards are higher than in 1998.
67. Cohorts are too small to report the results of national tests, but the indications are that pupils generally do well and the results are above the national average. Over the last five years, standards have improved overall year-on-year and pupils' achievement is very good in relation to their prior attainment. There is no significant difference between the performance of girls and boys. The school's very good assessment system ensures that pupils with special educational needs also make very good progress in their learning. Children enter the Foundation Stage with levels of attainment which are below average and most enter Year 1 having reached the early learning goals for mathematical development.
68. In the infants, pupils try different ways of solving problems and can explain their methods of working well. They organise their work effectively and check the results to see if they are accurate. As they work, pupils discuss what they are doing and can explain to inspectors how they have worked out their answer. Most pupils understand common mathematical symbols and correctly identify '+', '-', '=', '<' and '>' in their work. They know, for example that '5<6' means that 5 is smaller than 6. In discussion, pupils could tell that you could multiply any number by 10 by 'putting a nought on the end'. In the juniors, younger pupils are developing their own strategies for solving problems. For example, when one pupil was asked how she worked out how many millilitres there were in $\frac{3}{4}$ of a litre, she said she added $\frac{1}{2}$ litre (500ml) to $\frac{1}{4}$ litre (250ml) to get the correct answer of 750ml. Nearly all pupils, including lower attaining pupils, present their work

clearly and in an organised way. Pupils in Year 4, for example, made good use of computer spreadsheets to work out ways of finding the products of common multiplication tables. Older pupils are good at solving mathematical problems. For example, pupils in Year 6 were making regular shapes using 'dotty' paper. They were asked to extend the shapes in a regular way by adding more sides. Pupils quickly saw that a general formula could be applied to work out how the number of sides would increase. One gifted pupil quickly pointed out that the formula ' $5n + 1$ ' could be applied to his own shape. Pupils check their results and consider whether or not they are sensible. Pupils make good use of symbols, words and diagrams to explain their working. Pupils are good at making deductions from their mathematical research and can explain their working to inspectors well.

69. Pupils in the infants have a good understanding of place value in numbers up to 1000. For example, when working out how many grammes there were in a kilogramme, pupils knew that 400g and 600g make 1kg. They use the strategy of adding ' $4 + 6 = 10$ ' then added 2 noughts 'for the thousands'. They can use decimal notation when using money, and know that 240p is £2.40. They also add and subtract decimals accurately. Most pupils have a quick mental recall of number facts up to twenty, quickly working out, for example such sums as ' $17 + 3$ ' and ' $12 + 8$ '. In their written work, many pupils can do number problems involving three digits. They use both linear and column methods to solve problems such as ' $265 + 125$ ' and ' $600 - 200$ '. Pupils have a good mental recall of most multiplication tables up to 10. They are beginning to work out problems involving multiplication and division, including remainders. Most pupils can recognise simple fractions such as $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$. In the juniors, younger pupils have good understanding of place value and can multiply numbers by 10 and 100. They use these skills well to work out that for example 600ml take away 200ml can be worked out by the sum ' $6 - 2 = 4$ ' then multiplying by 100, to give the answer 400ml. Pupils have well developed skills in multiplying and dividing both two-digit and three-digit numbers, including long multiplication techniques. Older, higher attaining pupils have a good grasp of place value and multiply whole numbers and decimals by 10, 100 and 1000. For example, pupils work out that 12.234 multiplied by 1000 is 12,234. They also know that £12 divided by 100 is 12p. They make good use of their knowledge of multiplication tables to work out problems such as ' $300p \times 4 = £12$ '. Pupils also know that $\frac{3}{4}$ is the same as 0.75 and can convert vulgar fractions into whole numbers and fractions. For example, they know that $\frac{51}{11}$ is the same as $4\frac{7}{11}$.
70. In the infants, pupils have a good grasp of two-dimensional and three-dimensional shapes. They can correctly name such objects as spheres and cubes, as well as identify right-angled triangles and hexagons. They have experimented with both reflectional and rotational symmetry, which they have linked well to their work in art and design. Pupils use both non-standards and standard measurements in different contexts. For example, in a lesson on reading weighing machine scales, pupils were able to work out that there were 1000 grammes in 1 kilogramme and that an object such as a bucket of plastic bricks weighed 2kg. In the juniors, pupils are able to recognise different angles and construct right-angled, isosceles and scalene triangles. Pupils know that the angles of a triangle add up 180 degrees. They use a range of metric measurements in a number of circumstances. For example, in a lesson in Year 3, pupils were able to measure out quantities of water in millilitres and work out how many litres and millilitres were in a range of containers. In their science work they could also accurately measure out 10ml for an investigation they were undertaking.
71. Pupils in the infants have a good grasp of data handling. They can extract information from tally charts and tables to produce simple pictograms and block graphs. They can work out simple conclusions from these graphs. For examples, after carrying out a survey of favourite fruit, pupils used a graph to work out which fruit was the favourite one of pupils in the class. In the juniors, pupils have a good grasp of probability. In one lesson, they worked out the likelihood of a die turning up a 1 or a 2. They correctly stated that the probability was 2:6 or 1:3. Most pupils can correctly interpret line graphs and pie charts and make deductions from the results. Some

effective use is made of computers in data handling, to record results in tables as well as constructing graphs. Pupils have satisfactory skills in this aspect of the subject.

72. The quality of teaching and learning is very good at both key stages. This judgement is based on the good levels of achievement observed throughout the school. Pupils make very good progress in their acquisition of knowledge, understanding and skills. Teachers provide interesting and imaginative lessons and pupils respond very positively. They behave very well in lessons and collaborate very effectively with each other. Relationships between teachers and pupils are very good, and pupils help each other very well when working in pairs or groups. Pupils have very well-developed independent learning skills and this has a significant positive impact on the progress they make. Planning for lessons is very good and teachers regularly share with pupils what they need to learn in order to make progress. As a result, pupils have a good self-knowledge of their own learning. Teachers have high expectations of behaviour and achievement, and this results in well-ordered lessons and high levels of concentration. Very good use is made of support staff and as a consequence, very good provision is made for pupils with special educational needs and they learn very well. Effective day-to-day assessment ensures that work is always well matched to pupils' needs and teachers' marking provides pupils with clear indicators for further improvement. Pupils respond positively by correcting their work conscientiously. Homework is used effectively to extend pupils' learning and prepare them for the next phase of their education.
73. The subject is well led and managed by the two co-ordinators. They work together well to ensure continuity as pupils move through the school. The curriculum provided is broad, balanced and covers all aspects of the subject well. Good use is made of the national numeracy strategy, national guidelines and a commercial scheme to provide teachers with an effective framework for their plans. There has been effective monitoring of standards, teaching and learning. The school identified the need to challenge pupils who were gifted mathematically and this has been successful in increasing the number of pupils who have achieved the higher Level 5 in national tests. Assessment systems are very thorough and detailed analysis of national test results has resulted in effective target setting. In addition, teachers identified pupils' mental arithmetic as an area of weakness and this has been fully addressed. Standards are now good. Assessment information is used to adjust planning where necessary as well as to keep parents well informed about their children's progress. Staff are deployed well. In the juniors, two highly experienced teachers take all the pupils for the subject, which has resulted in a marked improvement in pupils' achievement. Resources for the subject are good and they are used well to promote high standards. Good use is made of information and communication technology to support learning in the subject.

SCIENCE

74. Observed standards are above average at the end of Year 2 and Year 6. Pupils achieve well in relation to their prior attainment. This represents an improvement since the last inspection. Although standards were above average at the time of the last inspection, the proportion of pupils achieving the higher Level 5 in tests has increased and overall standards are higher than in 1998.
75. Cohorts are too small to report the results of national tests, but the indications are that pupils generally do well and the results are above the national average. Since 1998, standards in the subject have improved at a greater rate than the national trend. There is no significant difference between the performance of girls and boys. The school's very good assessment system ensures that pupils with special educational needs also make very good progress in their learning. Children enter the Foundation Stage with levels of attainment which are below average and most enter Year 1 having reached the early learning goals for their knowledge and understanding of the world, which includes scientific understanding.

76. In the infants, pupils respond to suggestions put by the teacher and put forward their own ideas about how they can find answers to questions. For example, in a lesson in Year 2 pupils were working out which materials would be suitable for a raft. One girl commented *'I think the metal will sink, because it is heavy. It's no good for a raft'*. Others agreed and another girl said, *'The cork will float, but it is too thin for a raft'*. Pupils recognise why it is important to collect accurate data in order to answer questions. They use tally charts and tables to record their findings accurately. Pupils use a good range of simple texts to gain information and are beginning to understand that the index in a book helps them find what they want. When carrying out investigations, pupils make careful observations and take measurements using a good range of equipment. Many pupils can explain why a test must be fair and recognise that some factors must be kept the same. Some higher attaining pupils are developing a good scientific vocabulary and can make sensible suggestions about how they can improve their work. In the juniors, younger pupils carry out investigations carefully. They recognise that scientific ideas are based on evidence, which must be gathered carefully. In one lesson in Year 4, for example, pupils were working out which material was permeable and which was impermeable. They realised that for the test to be fair, the same amount of water should be poured on each material being tested. Most pupils made fairly accurate predictions about which materials would let the water through and which would not. Pupils select and use equipment sensibly and record their findings accurately in tables. They make sensible suggestions about how they can improve their work. Older pupils select from a range of information including books and CD-ROMs. However, they do not make regular use of the Internet at school to research information. When carrying out investigations, they make sensible predictions based on their scientific knowledge and identify the key factors which make a test 'fair'. When making observations, they record their findings accurately, using tables, charts and line graphs. Their conclusions are firmly based on the evidence collected.
77. Pupils in the infants use their scientific knowledge of various life processes well when describing the life cycle of the frog, for example. Pupils know the differences between living and non-living things and sort objects into various categories using a range of criteria. When studying the five senses, pupils show a good understanding of the human body and produce accurately labelled diagrams. Pupils can produce simple explanations for changes in living things. For example, they accurately explain what effect exercise has on the heart, other muscles and the lungs. In the juniors, pupils have studied seed germination. They understand that a range of conditions need to be present for the plant to grow. When studying the human body, pupils give the correct scientific names for internal organs, including the liver, lungs and kidneys. They produce very detailed diagrams to display their understanding. When studying plants, they can name the various parts of a flower and can explain well how seeds are dispersed. Older pupils have studied plants as well and describe accurately the main functions of plant reproduction. They correctly label diagrams identifying the 'stamen', 'stigma', 'style' and 'anther'. In their writing, which is of a good quality, pupils explain well how the functions of these flower parts are essential to the plant's reproductive system. Pupils' work also demonstrates an excellent analysis of the different flora and fauna of the seashore and the habitats of wetlands.
78. In the infants, pupils have a good understanding of materials and their properties. They correctly identify which materials will float and which will sink. They can think of more than one criterion to select suitable materials for a raft, for example. Pupils also recognise that some changes to materials are reversible, such as water turning into steam, and that some are not. In the juniors, younger pupils describe accurately the properties of different materials and explain well how these properties can be used to classify substances. One higher attaining pupil, for example, recognised the difference between crystalline and amorphous rock in a classroom display. Pupils know well the difference between gases, liquids and solids. Older pupils can describe the metallic properties of materials and can sort them into substances that will conduct electricity and those which will not. They know which materials are metals and which are non-metals. Pupils know a good range of different changes of state, including evaporation, condensation and freezing. Higher attaining pupils know the difference between mechanical and chemical separation.

79. In the infants, pupils' knowledge of physical processes is not as well developed as other areas. They know about a range of physical phenomena and recognise the similarities and differences between, for example, reflected and direct light. Pupils have done some work on colour and recognise that white light is made up of a range of colours. However, there is little evidence that pupils have studied electrical circuits in any detail and pupils who were asked had only the vaguest understanding of how electrical devices work. In the juniors, pupils have a satisfactory understanding of electrical circuits. They identify both parallel and series circuits and know that there must be no breaks in the circuit for it to work. They also know that the apparent position of the sun changes during the day due to the rotation of the earth. Pupils use their scientific knowledge appropriately to explain simple phenomena, for example, the way in which a shadow is formed by an object obscuring a light source. Standards in this aspect of the subject are not as high as in other areas.
80. The quality of teaching and learning is good throughout the school. Teachers have good subject knowledge and understanding, which they use effectively to develop pupils' scientific skills well. Pupils make good progress in their acquisition of knowledge and understanding as they progress through the school. Planning for lessons is good and identifies what pupils need to learn well. Teachers regularly share with pupils what they need to do to improve and as a consequence pupils have a good self-knowledge of their learning. Teachers have high expectations of behaviour and achievement and, as a result, pupils behave very well in lessons. Lessons are imaginative and firmly based on a 'hand-on' approach. Consequently, pupils are very enthusiastic about the subject and make good progress in their learning. Teachers have taken the time and trouble to train pupils to handle equipment carefully and to work together effectively. In all the lessons seen, pupils worked well in groups, pairs and on their own. The very good relationships between pupils and teachers, and between pupils themselves, means that all pupils are well supported when they need help. Older, higher attaining pupils often assist younger pupils appropriately. Classrooms are well ordered environments, where pupils are encouraged to experiment and find things out for themselves. As a result, pupils are nearly always fully engaged in their work. Teachers assess pupils work thoroughly and the work given to pupils is well matched to their prior attainment. Pupils with special educational needs are supported well sometimes by classroom assistants, but more frequently by the teacher or their peers. Work is always well matched to their needs. Homework is appropriate and helps support pupils' learning.
81. The subject is well led and managed. There has been effective monitoring of the subject's performance and the new co-ordinator is building on previous work to revise the programme of study. Procedures for assessing pupils' attainment and progress are good and detailed analysis of national test results has led to a greater emphasis on experimental science. Although the co-ordinator has not had the opportunity to observe lessons, she has looked at teachers' planning and carried out a scrutiny of pupils' work. Although some use is made of information and communications technology, there are insufficient resources for the monitoring of external events and applying computer techniques to scientific study. Overall the curriculum provided is broad and relevant, but there is some imbalance in the coverage of all aspects of the subject. Insufficient time is spent studying physical processes, especially in the infants. The co-ordinator is aware of this weakness and has plans to address the issue in the next review of project planning.

INFORMATION AND COMMUNICATION TECHNOLOGY [ICT]

82. Standards are in line with those expected of pupils at the end of Year 2 and Year 6. This is a similar picture to that found at the time of the last inspection. There is no significant difference between the attainment of boys or girls. Pupils with special educational needs generally make similar progress as their peers.
83. During the inspection it was not possible to observe any lessons, but from discussions and an analysis of work samples pupils are generally competent in their use of computers. Pupils enter

computer programmes following instructions from their teachers and other support staff. They select from a menu, complete their task and log off, leaving the computer ready for the next user. Pupils use a mouse to move the cursor round the screen and click the correct button on the mouse to highlight and move text. Pupils recognise a range of icons to perform tasks such as cut, paste, file and check spellings and use the mouse to control the cursor to activate these different tools. Not many pupils demonstrate dexterity in their use of the keyboard, most are one finger typing, spending some considerable time locating letters. A range of work was seen in topic books to show information and communication technology supporting other curriculum areas. Graphs from data entered in science and mathematics onto spreadsheets are composed. Stories, letters and factual writing using bullet points and numbers to sequence instructions are in topic books. There is limited evidence of pupils using the Internet for research and pupils have not learnt to use email. Pupils enjoy using the electronic microscope and other technical equipment. Younger pupils have access to mobile computer units (roamers), to develop control skills. Overhead projectors and tape recorders are used in the school and there are two banks of computers, five, including lap tops in the juniors and three in the infants with peripherals such as printers, scanners and speakers.

84. Teaching is satisfactory overall as pupils make satisfactory progress in their learning. The curriculum is satisfactory, with a suitable match between the development of key skills and pupils' understanding. Teachers look at what they are teaching in different curriculum areas and examine ways that information and communication technology can support learning while giving pupils the opportunity to practice taught skills. The co-ordinator has been in post about a year, but teaches in the school part time. There has been no non-lesson time for him to work with other teachers and offer support in class time though he is able to share his expertise in discussions and through planned staff training. Although he has no time to monitor the quality of teaching and learning through the school he has arranged an audit of staff expertise and training for staff using the New Opportunities Funding. The co-ordinator and the external provider have drawn up a programme of study based on teachers' needs. The co-ordinator is beginning an audit of skills and coverage for both the infants and juniors to build up a more detailed picture of standards of work across the school and it is planned for this to provide a starting point for more regular monitoring of progress. A satisfactory internet user policy is in place.

EXPRESSIVE ARTS (ART AND DESIGN, DESIGN AND TECHNOLOGY, MUSIC, AND PHYSICAL EDUCATION)

85. Standards in the expressive arts are satisfactory overall. In art and design, standards are above the expected level for pupils aged seven at the end of Year 2 and well above the expected level for eleven-year-olds at the end of Year 6. Standards in design and technology and music are in line with expectations throughout the school. Standards in physical education are in line in the juniors, but it was not possible to make a judgement about standards in the infants as no lessons were seen. This is a broadly similar picture to that found by the last inspection, although there have been improvements in pupils' attainment in art and physical education in the juniors. Pupils' attainment in the technological aspects of design and technology are not as good as at the time of the last inspection.
86. In the infants, pupils have well developed drawing skills. They use a wide range of media and experiment well with line, tone and colour. They have good design skills, which they apply well when making plans for their own home, for example, or when they create collages. Pupils use their drawing skills effectively to illustrate their work in many subjects. For example, they have studied twigs carefully and make very high quality drawings of them as part of their project on the Chinese New Year. Most of the pupils took part in a national design 'challenge' to make a container to transport an egg safely. Their work showed a satisfactory ability to generate ideas and plan what to do. Some good use was made of information and communications technology to create visualisations of the finished 'egg carrier'. Pupils' paintings and drawings are good at communicating their ideas and often show great detail. When discussing their work, pupils are able

to discuss a number of ways in which they can improve their performance. It was not possible to come to judgement on pupils' attainment in physical education, as no lessons were observed. In music, infant pupils learn about different rhythms, holding notes for different lengths of time to give different moods to music. They know the sounds of a range of percussion instruments and use these to compose patterns of sound using long and short notes, following the teacher as conductor. Across the school pupils sing a range of songs in tune with good expression and include two-part rounds. They listen to a variety of music from around the world and from different times in history, in assemblies and in lessons.

87. In the juniors, pupils' attainment in art and design is very good. They draw, paint and model with confidence and considerable skill. The range of work is wide, covering objective and analytical drawing, landscape painting, self-portraits, detailed illustrations, sculptures and ceramics. As seen for example Year 6, where pupils are in the process of illustrating myths and legends in the style of Arthur Rackham. They have carefully examined the artist's work and drawn detailed sketches of dragons' wings and claws before designing a whole dragon. They are now making detailed designs, which incorporate many of Rackham's themes. Although pupils design skills are well advanced, their use of technology is underdeveloped. Pupils have studied the technical details of a windmill and used structures to make models of local houses. However, they have limited skills in making and using mechanisms or components. As the school does not have any equipment for pupils to experiment with control technology, this aspect of their work is below the expected level for pupils of this age. Pupils make good evaluations of their work, both in art and design and design technology. For example, in a lesson in Year 4, pupils were making sculptures in the style of Alberto Giacometti. They used wire and aluminium foil to create very good work. At the end, the pupils were able to say why they liked each other's work and what they could do to improve the sculpture. Pupils' skills in physical education are improving rapidly, although their attainment in dance is still not as high as it could be. Pupils can link their skills and techniques in a series of short sequences. In Years 3 and 4, movements show precision and control. Older pupils are more self-conscious and the links between movements are not so well developed. Pupils respond to music and match their body movements to the rhythm. For example, in lesson in Years 5 and 6, groups of pupils created a dance to African music. They produced satisfactory individual performances, but found it difficult to work together as a cohesive group. Pupils have had opportunities to go swimming each year, but it was not possible to judge their attainment as no swimming was seen. Pupils' attainment in music meets expectations. By Year 6, pupils listen to a range of music and discuss changes to texture, correctly identifying 'short\sharp chords', 'imitative runs' and 'tempo' and range of dynamics used by the composer. The curriculum is based on the progressive development of pupils' performing and composing skills. Using a range of tuned and untuned instruments including keyboards and guitars, older pupils compose onto a graphic score, devising recording symbols, practicing and refining their compositions so that others can perform their work. The school has been successful in continuing to provide quality musical experiences for the pupils during the recent national emphasis on literacy and numeracy. Pupils with talent have the opportunity to learn to play on instruments such as the violin and share their skills with others in assemblies.
88. The quality of teaching and learning in art and design is very good. In physical education, it is good overall, as pupils are beginning to make good progress in their acquisitions of skills, knowledge and understanding. In design and technology and music, the quality of teaching and learning is satisfactory overall, although the teaching of technology is unsatisfactory. Overall, teachers have good subject knowledge, except in technology, where it is weak. In art and design, there is very good teaching of basic skills. The teaching of skills in physical education is good and it is satisfactory in music and design and technology. Planning for lessons is generally good and pupils have a clear idea of what they need to do to improve their work. Good use is made of assessment, especially in physical education, where pupils are encouraged to evaluate their own performance. Teachers' expectations are generally high and in art and design, they are very high. As a result of enthusiastic and well-focussed teaching, pupils are keen to work hard in lessons and concentrate for extended periods. The expressive arts make a very good contribution to pupils' spiritual, moral,

social and cultural development. Very good opportunities are provided in art and design to reflect on the feelings of artists when they make their work, for example. In physical education, pupils have an opportunity to respond to music from different cultures, including Africa and India. The school employs a specialist teacher for music. The planning is thorough and built on an evaluation of work covered previously. Included are development points and guidance as well as the planned skill development. The quality of teaching and learning is satisfactory overall with good teaching and learning seen in a third of the lessons. Pupils' attitudes to music are positive because they are given opportunities to explore possibilities and express their own ideas. Older pupils show good levels of insight into how music creates mental pictures and suggest different types of instrumental sounds to match these moods. The school has a very good policy for inclusion, which is effective in including all pupils in the expressive arts. As a result, there is no difference in the progress made by pupils with special educational needs and other pupils. Gifted and talented pupils are given every opportunity to develop their skills, often to a very high standard.

89. As is usual in small schools, the leadership of the expressive arts subjects is in the hands of a small number of staff. Good progress has been made in ensuring that appropriate coverage is made of the various programmes of study in the project programme. One weakness has been the coverage of the technological aspects of design and technology, and some topics are not covered sufficiently. Good progress has been made in addressing the weaknesses in physical education, but the school does not have secure arrangements for the teaching of swimming. The co-ordinator is aware that it is a statutory requirement that swimming is taught to all pupils and has plans to ensure that this issue is resolved shortly. Assessment systems are good overall and the information gathered is used effectively to adjust planning and to ensure the work given to pupils meets their needs. Overall, the management of these aspects of the curriculum is good.

HUMANITIES (GEOGRAPHY, HISTORY AND RELIGIOUS EDUCATION)

90. Standards in the humanities are good overall. In geography and history pupils' attainment is above the expected level at age seven and eleven. In religious education, pupils' attainment is above that expected by the locally agreed syllabus by the end of both Year 2 and Year 6. This is a similar picture to that found in the last inspection in geography and history, but an improvement in religious education, when standards were in line with the locally agreed syllabus.
91. In the infants, pupils have a good grasp of Christianity. They can recall many of the stories surrounding the life and work of Jesus Christ. Pupils recall the major facts surrounding the 'Marriage at Cana in Galilee' and know that Jesus turned the water into wine. When discussing the life of St Paul, they know that he originally persecuted Christians, and then became a famous apostle. Pupils are confident when expressing their opinions and are aware of some of the beliefs of other religions. They also know the difference between an Anglican Church and a Methodist chapel. Infant pupils follow a topic approach to history and geography, but not blocked work, rather the themes are more general and enable geography and history skills to be continuously and progressively developed. As a result by Year 2, many pupils have a good knowledge of their own environment and can express their views about what they like and dislike and what can be improved. Pupils understand the use of maps and plans and can identify key places such as the post box, farms, the church and school on a plan of the locality. They are developing map drawing skills, including devising keys. Pupils map their journey to school. They are learning the history of their village by making field trips and identifying features such as old and new houses. Pupils do research, using secondary evidence such as newspaper reports and photographs. As a result, they are developing a good awareness of chronology. Pupils study lives of famous people such as Mozart and his music and Florence Nightingale with links to a comparison between Victorian hospitals and those of today. From an early age pupils use time lines to map changes over time and they are developing their understanding of terms such as 'last week', 'last year' and 'long ago'.
92. In the juniors, pupils have studied a number of world religions to some depth. They know the names of several places of worship, including a Sikh Gurdwara and a Jewish Synagogue. They have a good factual recall of stories from the Bible and the Qu'ran. In a study on death, pupils showed great sensitivity in their recounts of Roman religious beliefs and the Buddhist views of reincarnation. Pupils have a good awareness of the need for rules in society and have drawn up their own class rules based on the Ten Commandments. Older pupils have made good use of their drawing skills in illustrating the difference between a Methodist chapel and the local parish church. When expressing their own feelings, pupils use very expressive language. They make very good use of their literacy skills to write sensitive personal accounts of experiences, such as 'being locked up in a dark cupboard'. Pupils have also written their own accounts of Creation, drawing on sources from the Bible, Hindu myths and Buddhist literature. Each term a block of work from either the geography, history or science programmes of study are the focus for the across curriculum topic work in the juniors. The work is centred on the learning of new and the further development of skills in each area through different themes. Older pupils have studied the three stages of development of the local village, researching how the village began, was developed and is today. Much work in the following term focused upon the effects of the seasons and climate on the local village and then the geography of a contrasting area through the residential visit to Burnham Overy. In the autumn term 2002 the history focus was 'Invasion' with pupils developing researching skills, chronological awareness and factual information on the Roman Empire, Anglo Saxons and finally the Vikings.
93. The teaching of the humanities is good and pupils learn well in all subjects. Teachers have good subject knowledge, which they use well to extend pupils' skills and understanding. Planning is effective and provides pupils with tasks which are well matched to their individual needs. All pupils make at least good progress in their learning, including those with special educational needs. Gifted and talented pupils achieve standards which are in line with their prior attainment. As a

result of interesting and varied lessons, pupils put great effort into their work and their pace of working is frequently rapid. All pupils have positive attitudes to the humanities and behaviour in lessons is good. Good provision is made for pupils' spiritual, moral, social and cultural development, and pupils respond by showing a good understanding of their own beliefs and the values of others. Relationships are good, enabling pupils to have the confidence to express their views. Pupils have well developed independent learning skills, which they use effectively when doing their own research or working on their own. There are effective day-to-day assessment systems, which teachers use effectively to adjust lesson plans when necessary.

94. The humanities are well led and managed and this has had a positive impact on the progress made by pupils. The project approach to planning generally ensures that all aspect of subjects are covered well, especially in history. The school uses national guidelines and the locally agreed syllabus for religious education effectively to support teachers in their planning. Although there has been no formal monitoring of teaching, the staff work together very well as a team and each term's individual 'project book' provides teachers, co-ordinators, pupils and parents with a good indication of pupils' achievement and progress. Resources are generally good, with a good range of religious artefacts, books and pictures to support pupils' learning. Appropriate use is made of information and communications technology, although the present lack of regular access to the Internet restricts the use of this medium for research purposes.