

INSPECTION REPORT

HOLY TRINITY AND ST NICHOLAS

C OF E PRIMARY SCHOOL

Chrishall

Royston

LEA area: Essex

Unique reference number: 115195

Headteacher: Mrs L Yates

Reporting inspector: Janet Sinclair
19824

Dates of inspection: 10 -12 March 2003

Inspection number: 247544

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Palmers Lane Chrishall Nr. Royston Hertfordshire
Postcode:	SG8 8QW
Telephone number:	01763 838592
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Rodda
Date of previous inspection:	19 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19824	Mrs J Sinclair	Registered inspector	History Music Design and technology Foundation Stage curriculum Educational inclusion	The school's results and achievements How well are pupils taught?
19338	Mr G Ellis	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23475	Mrs K Tomkins	Team inspector	Mathematics Art and design Physical education Geography Special educational needs	How well is the school led and managed?
17757	Mrs J Willis	Team inspector	English Science Information and communication technology	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England, voluntary aided, primary school. It is much smaller than average, having 96 pupils on roll, and serves the small villages of Chrishall and Elmdon together with the surrounding hamlets. There are few pupils from minority ethnic backgrounds and none for whom English is an additional language. Attainment on entry is wide ranging, but is average overall. Currently, 11 per cent of pupils have special educational needs and this is below the national average. Their needs include emotional and behavioural difficulties and specific learning difficulties. There are no pupils with a Statement of Special Educational Needs, which is below the national average. The school has a small number of pupils who are eligible for free school meals; this number is well below the national average. The school has high levels of turbulence, as there is a high level of job mobility. Two new full-time members of staff have been appointed in this academic year, one of them a newly qualified teacher and one an overseas trained teacher.

HOW GOOD THE SCHOOL IS

This is a good school that is being well led by the headteacher. She has worked hard to promote a shared commitment to the school in governors and parents and has succeeded in creating a strong sense of teamwork among the school staff. The school provides well for all areas of pupils' development through its caring ethos and measured approach to educational initiatives. Standards are above average in English, mathematics, science and music by the end of Year 6 and pupils achieve well. The school has very high costs per pupil and overall provides satisfactory value for money.

What the school does well

- Pupils attain above average standards in English, mathematics, science and music by the end of Year 6 because they are taught well in Years 3 to 6.
- The leadership of the headteacher is good and ensures clear educational direction for the work of the school.
- There is good provision for pupils' spiritual, moral and social development and very good provision for their cultural development and this promotes good attitudes, behaviour and personal development in the pupils.
- There is a good quality and range of learning opportunities for pupils in Years 1 to 6 including enrichment activities and developments within information and communication technology (ICT). This promotes pupils' academic and personal development well.
- The school has good relationships with parents and this ensures their active involvement in their childrens' learning.

What could be improved

- Curricular provision and teaching in the Foundation Stage so that children achieve as well as they should in knowledge and understanding of the world and have regular planned opportunities to use the outdoor area in order to develop both physically and across the areas of learning.
- Assessment in subjects other than English, mathematics and science, to ensure work is assessed against clearly identified learning outcomes so that teachers are clear about the next steps in pupils' learning.
- Marking pupils' work in order to clearly identify areas for improvement and ensure pupils improve their work as a result.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in January 1998. However, much of this has been achieved since the arrival of the current headteacher, who became headteacher soon after the last inspection. The key issues from the previous inspection have been addressed well. There is now good planning in place for the curriculum, the school development plan is linked clearly to financial planning, staff and governors are more fully involved in the planning process and the school has built on the behaviour policy in order to improve pupils' overall behaviour. Systems have been set up to involve senior staff in monitoring the curriculum but these have been adversely affected by recent staff changes. Overall, the leadership and management of the school has improved since the last inspection, teaching quality has been maintained and standards have risen considerably in English, mathematics, science and music due to good teaching and effective planning in Years 3 to 6. There is now good provision in place for ICT and standards are rising. The only areas which are not as good as in the last inspection are the curricular provision for knowledge and understanding of the world for the children in the Foundation Stage, the design aspect of design and technology in Year 2, and art in Year 6. The school is well placed to improve further and is on course to meet its targets for English and mathematics, which are suitably challenging.

STANDARDS

The standards table relating to the 2002 National Curriculum test results at the end of Year 6 is omitted as only 10 pupils took the tests. This is too small a number to make valid comparisons with national averages.

The standards of children in the Reception year are mainly average with many children likely to meet or exceed the Early Learning Goals by the time they reach Year 1. They are achieving satisfactorily given their average attainment on entry. However, they will not attain the Early Learning Goals in knowledge and understanding of the world as some of the work is beyond their understanding and there is limited use of ICT. They are not achieving satisfactorily in this area of learning. Additionally, there is little planned use of the outdoor area to develop childrens' skills, both physically and across the areas of learning.

In the 2002 national tests taken by pupils at the end of Year 2, standards were average in reading, well above average in writing and above average in mathematics. In comparison with similar schools standards were below average in reading, above average in writing and average in mathematics. In science, teacher assessments showed standards to be above average overall. Standards fluctuate year to year but are generally above the national average. Inspection evidence shows that standards are currently average in all subjects by the end of Year 2 apart from the design aspect of design and technology, which is below average. Pupils are achieving satisfactorily given their average attainment on entry. Pupils in Year 2 have had several changes of teacher over a short period of time and, although their current rate of progress is good, this has affected overall standards.

National tests show that, over time, standards have remained either above or well above average in English, mathematics and science at the end of Year 6, although given the small numbers in each year group, they fluctuate year to year. The school's trend in standards is in line with the national trend but above it. Inspection evidence shows that currently standards are above average in English, mathematics, science and music, by the end of Year 6, and pupils achieve well. This reflects the good teaching in these subjects, the detailed planning and additional support given to meet the differing learning needs of pupils. Standards are average in all other subjects and pupils achieve satisfactorily.

There is no significant difference in the attainment of boys and girls. Pupils with special educational needs make good progress against the targets set in their individual education plans. In all other aspects of their work they make progress in line with their peers. Higher and lower attaining pupils in Years 5 and 6 receive good additional support, in small groups, to ensure their learning needs are well met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. All pupils are very enthusiastic about what the school has to offer and are interested and involved in the activities provided.
Behaviour, in and out of classrooms	Good. Pupils behave well in class and around the school. They are polite and courteous to adults and each other.
Personal development and relationships	Good. Pupils get on well with each other and their teachers. Older pupils demonstrate a caring and thoughtful attitude towards younger pupils. They have good opportunities to develop a sense of responsibility through their involvement in the school council.
Attendance	Very good. Pupils are keen to come to school and mainly arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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 satisfactory overall with almost half of the lessons seen being good or very good. Although all of the lessons seen in the Reception/Year 1 class were satisfactory there were aspects of teaching within these lessons that were unsatisfactory. This is linked to unsatisfactory curricular provision for knowledge and understanding of the world, which is not well matched to the learning needs of children in the Foundation Stage. Strengths in the teaching are detailed planning, sound teaching of basic skills and good questioning in whole group sessions. Weaknesses are in the provision of activities that were either beyond the understanding of the children or did not engage their interest, as well as insufficient planning to ensure the outdoor area is used effectively. In Years 1 and 2, teaching is good in English and science, and satisfactory in all other subjects. Teaching is good overall in Years 3 to 6 and is particularly good in the Year 5/6 class. Teaching is good in English and literacy across the school and the National Literacy Strategy is used well to plan work to meet the differing learning needs of pupils. Teaching of mathematics and numeracy is satisfactory in Years 1 and 2 and good in Years 3 to 6. The National Numeracy Strategy is used effectively to develop pupils' numeracy skills in Years 3 to 6 but work is not always well matched to pupils' learning needs in Years 1 and 2. The main strengths in teaching overall are good subject knowledge, well planned and organised lessons and good relationships between teachers and pupils. In these lessons pupils are motivated and keen to learn. They listen well and respond with relevant and thoughtful comments. Good teaching by the part-time teachers ensures that additional small group help for both high and low attaining pupils is effective in improving learning. The specialist part-time music teacher, who takes all classes for music, teaches pupils very well. Pupils thoroughly enjoy her lessons and are highly motivated to improve their skills and knowledge. The main weaknesses in otherwise satisfactory lessons are slow pace, sessions that are too long and activities that are not always suited to pupils' learning needs. As a result, pupils tend to lose interest and become fidgety.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good in Years 1 to 6, satisfactory in most areas of the Foundation Stage, but unsatisfactory for knowledge and understanding of the world and outdoor play. The curriculum is enriched through a wide range of visits, visitors and extra-curricular activities. There are very good links with partner institutions.
Provision for pupils with special educational needs	Good overall. Provision is satisfactory in Years 1 and 2 and good in Years 3 to 6. Staff work closely together to ensure pupils' needs are well met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for spiritual, moral and social development is good and supports pupils' learning well. The provision for cultural development is very good and pupils are very well prepared for life in a multiculturally diverse society.
How well the school cares for its pupils	There are very good procedures for child protection, health and safety. Assessment procedures are satisfactory in English, mathematics, science and ICT and are used well to inform curricular planning. They are unsatisfactory in other subjects.

The school has a good partnership with parents and they are active participants in the work of the school and their childrens' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher is providing effective leadership, which is creating a good, supportive ethos for learning. Staff are developing their subject responsibilities well.
How well the governors fulfill their responsibilities	Satisfactory overall. They are well led by their chair, supportive of the school and are developing their role. However, they need to be more proactive in shaping the school's direction and increasing their knowledge of its strengths and weaknesses.
The school's evaluation of its performance	Good. Teaching and curricular developments are monitored well and are leading to improvements. Performance data is analysed and used to set targets for improved performance.
The strategic use of resources	Good. Financial control is good and grants are used well to support the school's priorities. The school applies the principles of best value well.

The school is appropriately staffed and learning support assistants provide good support for pupils with special educational needs. Resources and accommodation are satisfactory. The accommodation has recently been enhanced to provide a conservatory which is used as a role play area for the youngest children and a learning support room for small groups of pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school, behave well and are making good progress.• The school works closely with them and they would be comfortable about approaching the school with any issues.• The school is well led and managed, the teaching is good and children are expected to work hard.• The school is helping the children to become mature and responsible and provides them with an interesting range of activities outside of lessons.	<ul style="list-style-type: none">• The amount of homework.

The inspection team agrees with all the positive comments made by parents. In terms of what the parents would like to see improved, the inspection team considers that the amount of homework is appropriate for the age and aptitude of the pupils and the school has consulted widely and given good information about this aspect of their children's learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children on entry is fairly wide ranging but is average overall. They are likely to attain the Early Learning Goals in all areas of learning except knowledge and understanding of the world. They are achieving satisfactorily across all of the areas of learning, except knowledge and understanding of the world, where achievement is unsatisfactory, and this is linked to unsatisfactory curricular provision. Some of the work is too difficult for them, and there are too few opportunities for them to develop their information and communication technology (ICT) skills.
2. The significance of comparative test results or teacher assessments as a measure of a school's performance depends on the number of pupils in a specific year group. In this school year groups are small (normally between 10 and 20 pupils in any year), so too much emphasis should not be placed on any one year's test results.
3. In the National Curriculum test taken by pupils at the end of Year 2 in 2002 (20 pupils), results were average in reading, well above average in writing and above average in mathematics. Compared with schools with a similar proportion of free school meals, standards were below average in reading, above average in writing and average in mathematics. Over a three year period, standards have generally remained above or well above average although there are fluctuations year to year.
4. Inspection findings indicate that standards for pupils currently in Year 2 are average in all subjects except the design strand of design and technology, where they are below average. No overall judgments could be made on standards in music. This is a similar finding to that of the previous inspection except that standards in geography have improved whilst those in the design strand of design and technology are not as good. The reason for the difference in test results and current standards is mainly due to the changes of teacher pupils have experienced in the Year1/2 class over a short period of time, which has adversely affected standards. Pupils are achieving satisfactorily in all subjects except for the design strand of design and technology, where their achievement is unsatisfactory.
5. In the National Curriculum tests taken by pupils at the end of Year 6 in 2002, results were average in English, above average in mathematics and well above average in science. In comparison with similar schools, results were below average in English and mathematics and well above average in science. However, only 10 pupils took the tests in that year. Over time, the school is maintaining above and sometimes well above average standards.
6. Inspection evidence shows that standards in Year 6 are above average in English, mathematics, science and music and pupils are achieving well. They are average in all other subjects and pupils are achieving satisfactorily. More recently, pupils' progress in ICT has accelerated due to the good training staff have received and the good quality teaching provided by the co-ordinator. Standards have risen in English, mathematics, science and music since the last inspection. They have deteriorated in art as they were above average then and are average now. There is no significant difference between the attainment of boys and girls. Higher and lower attaining pupils in Years 5 and 6 are well supported through the school's provision for them to be taught in small groups once a week to ensure their needs are well met.
7. In Years 1 and 2, pupils with special educational needs make satisfactory progress in lessons and achieve appropriately in relation to their prior attainment. In Years 3 to 6 they make good progress in lessons overall and their achievement is good. The results of the 2002 statutory tests for the end of Year 2 and Year 6 show that the good support given to these pupils enabled them to attain standards in mathematics and English that were average or close to average for their age group.

Pupils' attitudes, values and personal development

8. Pupils' attitudes and behaviour are both good. They have very good enthusiasm for school and are well motivated towards their work. Their personal development and relationships are both good. Comments from parents, both in the questionnaires and the meeting prior to the inspection, support this view. Attendance is very good and there have been no exclusions.
9. The previous inspection report indicated that overall pupils had satisfactory attitudes to learning though these were less positive in Years 3 to 6. Since then there have been considerable improvements and overall pupils have very good enthusiasm for school with good interest and involvement in their activities.
10. Pupils enjoy school and speak of it with considerable enthusiasm. They are well motivated, with good attitudes to learning and involvement in their work. Their attitudes are enhanced in those lessons in which there is vigorous, enthusiastic and well-focused teaching, for example, in the Year 5/6 class and in music lessons. Their interest and involvement overall are good but their capacity to work independently varies. Pupils are lively; they readily talk about what they are doing and, during lessons, join in activities and discussions. The majority display good self-discipline and work well when unsupervised. The youngest children come into school happily and enjoy their work, especially when the activities on offer fully engage their interest.
11. All members of staff implement the school's approach to behaviour vigorously and consistently and work hard to create a positive learning environment. Procedures are clearly understood by pupils and they are aware of what is expected of them with the overwhelming majority responding well. Behaviour in class is good overall, though a small minority of pupils occasionally display inappropriate or inattentive behaviour. Behaviour around the school, in the playground and at lunchtimes is good. For example, on formal occasions such as assemblies they arrive and conduct themselves in an orderly and respectful manner. During the inspection no aggressive, sexist or racist behaviour or bullying was observed. Boys and girls play and work well together. Pupils with special educational needs generally behave well in lessons although a small minority of older pupils with behavioural difficulties find it difficult to conform and to develop constructive relationships with adults and other pupils.
12. Pupils are smart, friendly and courteous, showing consideration to each other and adults. Their good understanding of the effect of their actions on others reflects the school's positive work in personal, social and health education (PSHE) and circle time activities. They are proud of their school and are careful with equipment and resources which, in class, they willingly and politely share. They are respectful of property and their classroom environments. They are trustworthy and thoughtful, showing very good respect for the feelings, values and beliefs of others, a significant indicator of the school's very good provision for their cultural development.
13. Pupils relate well to each other. They work together harmoniously, assisting others in their activities and frequently provide general help to their classmates. They collaborate well in pairs and group work and learn effectively from each other, for example spontaneously applauding each other's achievements in class activities. Relationships between pupils and staff are good overall, characterised by mutual respect. Pupils feel valued by staff and reciprocate accordingly.
14. Personal development is good. Pupils respond well to opportunities to exercise responsibility and initiative. For example, following a discussion in assembly, a group of Year 6 pupils spontaneously volunteered to produce a play for a future assembly on 'morals and racial discrimination'. Pupils willingly undertake a number of helpful duties in all classes with older pupils undertaking regular duties such as assisting at lunch times and in assemblies. Pupils display varying levels of independence but with developing self-confidence they demonstrate a very good capacity for personal responsibility. There is a school council, composed of elected representatives from each year group between Years 1 and 6. There are regular meetings and this enables pupils to become more involved in the running of the school. It has produced its own newsletter and also has a small budget of its own.

15. Attendance rates are well above the national average and are therefore very good. There are negligible levels of unauthorised absence. Registers are completed efficiently and well in accordance with regulations. However, they are not always taken promptly. This unnecessary delay means that although there is no major incidence of lateness, some unpunctual pupils are not being appropriately recorded.
16. The attitudes, behaviour and personal development of pupils are significant strengths, contributing to a positive learning environment, pupils' progress and the quality of life in the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching is satisfactory overall. Of the lessons seen, just over half were satisfactory and the rest were good or better. Almost all of the teaching seen in the Year 5/6 class was good or better, there was consistently good teaching from the part-time support teachers and an excellent lesson was given by the part-time music teacher. This is a similar finding overall to the previous inspection in terms of overall quality.
18. The quality of teaching and learning for children of Reception age is satisfactory overall, but there are some unsatisfactory elements within this. The teacher plans lessons well, ensures basic skills are thoroughly taught and uses good questioning in whole-class sessions to develop children's knowledge and understanding. She makes good use of visits and visitors to enhance the curricular provision and makes appropriate links between the areas of learning. However, the content of the knowledge and understanding area of learning as taught is sometimes too difficult for them and, as a result, does not fully meet the learning needs of the children. The teacher does not give children enough opportunities to find things out for themselves and there is not enough teaching of ICT. The outdoor area is not planned for sufficiently to support children's learning or physical development.
19. Teaching is good in English and science across the school. It is satisfactory in mathematics in Years 1 and 2 and good in Years 3 to 6. Teaching is good in ICT in Years 3 to 6 and satisfactory in physical education across the school. Teaching of geography is satisfactory in Years 1 and 2. There was not enough teaching seen to judge teaching in art and design, design and technology, history or music across the school or ICT in Years 1 and 2 and geography in Years 3 to 6.
20. The quality of teaching and learning in English and literacy is good across the school. Lessons are well planned and structured and tasks are well matched to pupils' learning needs. Teachers have high expectations of what pupils can achieve and this, coupled with very good relationships, motivates pupils to give of their best. They work hard and achieve well.
21. The quality of teaching and learning in mathematics and numeracy is satisfactory in Years 1 and 2 and good in Years 3 to 6. Although lessons are well planned and organised in the Year 1/2 class, some of the group tasks are not well matched to pupils' learning needs and work is not always finished. In Years 3 to 6 the teachers' well prepared, carefully planned and structured lessons and skilful questioning ensure pupils put a good amount of intellectual effort into their work, give of their best and improve their skills and competencies.
22. In both literacy and numeracy, marking is not consistent and is not used well enough to tell pupils what they need to do to improve except in the Year 5/6 class. Throughout the school there is very little evidence of pupils being given the time or opportunity to act upon improvement comments or to complete corrections to improve the work they have done. Good use is made of support staff and support teachers to work with small groups of high and low attaining pupils in order to improve their performance.
23. The quality of teaching and learning in science is good throughout the school. Teachers provide clear explanations and involve pupils in good discussions about their work. This helps pupils develop their knowledge and skills and stimulates their interest. However, marking does not show pupils clearly what they have done well and what they need to do to improve.

24. The quality of teaching in ICT is good in Years 3 to 6. No teaching was observed in Years 1 and 2. The school has worked very hard to improve teaching in ICT through training for all staff. The subject co-ordinator who takes whole-class lessons has good subject knowledge and uses this to give clear explanations and demonstration to pupils, enabling them to develop their understanding well. Pupils enjoy these lessons and are keen to improve their expertise. All teachers in Years 1 to 6 make satisfactory and sometimes good use of ICT to support their teaching in other subjects.
25. In the lessons which are good or very good, teachers have good subject knowledge, planning is detailed, lessons are well organised and managed and there are very good relationships based on mutual trust. Consequently, pupils have a clear understanding of what is expected of them and are very well motivated to work and learn. Skilful questioning is a hallmark of these lessons and, coupled with the good opportunities given to pupils to respond, enables them to develop their thoughts and ideas fully. Good use is made of resources to support learning and this helps pupils' understanding. In the satisfactory lessons, work is not always well matched to pupils' learning needs, the pace is slower and introductions overlong. In these lessons, pupils find it difficult to maintain interest and enthusiasm.
26. The teaching and learning of pupils with special educational needs is good overall. It is satisfactory in Years 1 and 2, but good in Years 3 to 6. Learning support assistants understand their role well and support pupils effectively in the classroom. Teachers' planning usually takes account of any special educational needs pupils may have and teachers make sound use of pupils' individual education plans to inform their teaching. Pupils make good progress when they work outside the classroom in small groups with the part-time support teachers. Teachers know the pupils very well and activities are closely matched to their learning needs. They use praise effectively and have very good relationships with these pupils so they feel confident in their learning.

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

27. The quality and range of learning opportunities are good in Years 1 to 6. They are satisfactory overall in the Reception Year.
28. The school provides a good curriculum that is broad, balanced and relevant and which fully meets the statutory requirements for the National Curriculum and collective worship. The school has improved provision for National Curriculum subjects since the last inspection and has successfully addressed the issues raised. There are now appropriate policies and schemes of work in place for all subjects, although some further development is still required in design and technology.
29. The curriculum for the children in the Reception class is satisfactory overall but with some unsatisfactory elements within it. The knowledge and understanding aspect of the curriculum is subject based and, as a result, does not fully meet the learning needs of the children. The teacher does not give children enough opportunities to find things out for themselves and there is not enough teaching of ICT. Some of the content of the work is too difficult and there is not enough provision for ICT. Additionally, the outdoor area is not planned for sufficiently to support children's learning or physical development.
30. The National Literacy and Numeracy strategies have been implemented effectively and appropriate systems are in place for tracking pupils' progress in English and mathematics. The curriculum is supported well by clear policies and appropriate schemes of work. Most subjects are planned over a two-year rolling programme which ensures that pupils in mixed-age classes do not repeat work. However, planning does not always clearly identify what pupils of different levels of attainment are to learn. Links between subjects are identified well in planning, particularly in ICT, which is applied well across the curriculum. For example, pupils use control technology to enhance a geographical display about mountains. Literacy and numeracy are appropriately developed in other areas of the curriculum, for example, in the collection and presentation of data in science and in identification of opportunities for different styles of writing in science and history.

31. Pupils have satisfactory equality of opportunity and there is a good level of inclusion for all pupils. Pupils with special educational needs are given good support by teachers and learning assistants. All pupils are valued, regardless of background or level of attainment, and good efforts are made to promote an understanding of racial equality in a school where there are few pupils from minority ethnic backgrounds. The school makes satisfactory provision for the needs of higher attaining pupils within the class by providing open-ended tasks that allow them to achieve appropriately. The part-time teacher provides good small group support for higher and lower attaining pupils in Years 5 and 6 and this is leading to higher standards. The school has a policy for the more able and a register of gifted and talented pupils. The register identifies several pupils who have specific talents in physical education, music and English. Effective support is provided, for example, through individual tuition to develop musical skills.
32. The provision for pupils with special education needs is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers, support staff and the special educational needs co-ordinator work closely together to devise appropriate programmes for these pupils. Individual education plans are used effectively to ensure that pupils' needs are met and the support they receive in the classrooms enables them to join in and benefit from lessons. Support teachers liaise effectively with the class teachers so that the work done in focus groups outside the classroom complements and supports pupils' learning in the classroom.
33. The school provides a good PSHE programme and has gained the Healthy Schools award. PSHE and citizenship issues are addressed through regular specific lessons and circle time. This covers a two-year rolling programme of units to cater for the mixed-age classes. Healthy living, including the importance of a healthy diet and exercise, awareness of the use of drugs as medicines and the dangers of drug abuse, is taught across other subjects and also through the PSHE programme. There is an appropriate policy for sex education which is addressed through the science curriculum and the family life programme. The school has a good collection of resources including a set of 'persona dolls' with their own passports and background information, which are used to teach issues of citizenship. In a lesson observed during the inspection pupils in the Year 3/4 class developed a sound understanding of the difference between private and public ownership of property and the role of the tax payer.
34. The provision for extra-curricular activities, including visits and visitors, is good. The school provides a range of activities which take place before and after school and at lunch time. Before school, pupils have access to an interactive computer program to develop their touch-typing skills. Other activities include sports clubs, choirs, gardening club, computer club, art club, French club, a games and fitness club and 'Crackers' - an activity club run by the local church benefice. Visits are well planned to link with topics and enhance learning. These include visits to local museums and field trips to study different environments and habitats. The school recently organised a successful skipping workshop that has stimulated an interest in skipping across the school. All pupils have the opportunity to learn the recorder and individual music tuition is offered for piano, violin, guitar, flute and clarinet.
35. The school has established good links with the community. The two choirs are taught by local music teachers, and the local village policeman and a parent run the football clubs. There are good links with the local church. Pupils sing and play musical instruments in local services and the local vicars visit regularly. Parents support many of the activities in school and pupils have opportunities to organise and take part in fund raising events such as a 'Children in Need' cake stall and a 'Blue Peter' bring and buy sale.
36. Links with the neighbouring cluster of primary schools and with the two feeder secondary schools are very good. Teachers take part in teaching and learning focused initiatives with local schools to raise standards. Pupils' assessment tasks at the end of Year 2 are regularly moderated across the cluster to ensure consistency of marking. Pupils compete in local schools sports tournaments. Effective transition arrangements are in place for pupils transferring to secondary school and a variety of bridging projects involving several areas of the curriculum are jointly arranged with the local secondary schools for Year 6 pupils.

37. The provision for pupils' spiritual, moral, social and cultural development is good overall. Provision for cultural development is very good. This is a good improvement since the previous inspection when provision was satisfactory. This is very noticeable in pupils' increased awareness of the cultural diversity of the world in which they live, the useful work of the school council and the widened range of opportunities for social development.
38. Spiritual development is well provided for through assemblies, circle time and music. Good opportunities are provided in assemblies for pupils to reflect and candles and music are used to create a spiritual environment. Pupils consider ideas such as kindness, consideration of others and care. In music, the quality of the teaching and the pupils' response to it create elements of awe and wonder, for example, when Year 6 composed music using Tibetan Singing Bowls.
39. Provision for moral development is good. All pupils are involved in setting their own class rules and the school council is involved in setting and judging the efficacy of the school rules. All pupils are encouraged to take responsibility for others, for example, by using the friendship bench in the playground to befriend those who are lonely. Pupils learn about those who are less fortunate than themselves and respond positively by carrying out sponsored fund raising activities and supporting many charities.
40. Provision for social development is good. This results in good relationships in school at all levels. Pupils are given many opportunities to work collaboratively together which promote their social development. For example, pupils in the Year 5/6 class collaborated very well to produce their Tibetan music. Pupils work well together when preparing for activities such as Christmas productions. They run stalls at the Christmas fair and have organised fundraising activities for charity. In Years 5 and 6 they have a residential visit called 'Fellowship Afloat' where the emphasis is on working together and helping each other. Provision for pupils' personal, social and health education gives them opportunities to discuss issues and this supports their social development very well. Pupils of all ages are given responsibilities in class and around the school, and this fosters their sense of responsibility towards others.
41. The provision for cultural development is very good and has improved significantly since the last inspection. Through curricular studies, pupils develop a knowledge of their own and other cultures. For example, they study India in geography, visit a Hindu shrine as part of their work in religious education, celebrate Jamaican art and poetry and use their ICT skills to make Rangoli patterns. The school makes good use of stories such as 'Journey to Jo'burg' to help pupils recognise that people are different in a range of ways and come from different cultural backgrounds. Visitors and discussions are also used to challenge stereotypes, for example, a visit from a white Hindu and the development of Christianity in India. Pupils in Years 1 and 2 are being introduced to Australian culture, particularly Aboriginal art. They learn about their own culture through local studies, visits to the theatre, country dancing and a study of the Victorians.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The previous inspection report stated that the school adopted a safe and well-supervised approach to pupils. This remains. The school provides a caring working environment, which provides very well for pupils' welfare, positively contributing to pupils' well being and attitudes to learning. The staff have good knowledge of pupils and give them good personal support, advice and guidance. Although primarily informal, the monitoring of pupils' personal development by staff is thorough. Procedures for monitoring and improving attendance and behaviour are both good.
43. Arrangements for child protection are very good. The school has a good policy of its own that is consistent with the local authority's procedures. There is a designated staff co-ordinator who has received the appropriate training. All staff are aware of the policy and procedures and receive regular briefing. Responsibilities for health and safety are clearly defined and there is frequent monitoring of health and safety requirements by both staff and governors. There are good arrangements for the care of pupils who are taken ill at school and for first aid, and accident records are appropriately maintained. There are good arrangements for the supervision of pupils at break times and lunch periods. The school provides a safe and healthy environment.

44. The previous inspection reported that there were inconsistencies in the way staff dealt with behaviour and that the success of the behaviour policy required monitoring. Since then the policy, following thorough evaluation has been replaced. The current policy, based on positive rewards and clear expectations for pupils' behaviour, is consistently applied by staff and provides good procedures for promoting good behaviour and eliminating oppressive behaviour. This comprehensive approach and the good role models provided by the staff ensure a good standard throughout the school. Instances of inappropriate behaviour by a small minority of pupils are generally well handled. Instances of bullying are rare and the school has good arrangements for dealing with and resolving incidents that arise.
45. The school works well to maintain good attendance and there are good promotional and monitoring procedures in place. Attendance is monitored by the school and the educational welfare officer, and parents have to inform the school of their child's reason for absence on the first day of absence. Follow-up letters are also expected when pupils return to school.
46. Staff have a good knowledge of pupils and work hard to develop their independence, self-esteem and maturity. For example, the supportive learning environment whereby making mistakes is not unacceptable, encourages pupils to record and celebrate all their achievements and positive feelings. There is therefore good monitoring of pupils' personal development by teaching and non-teaching staff throughout the year. There are good induction arrangements for children starting school and older pupils are well prepared for transfer to their next stage of education.
47. The school has satisfactory procedures for assessing the attainment and progress of pupils in English and mathematics throughout the school. Teachers use this information well to inform curricular planning. Appropriate assessment procedures are also in place for science and ICT but systematic assessment procedures for other subjects are not yet in place. This represents unsatisfactory improvement since the previous inspection, which identified the need to create assessment systems for all subjects, in order to track each pupils' progress through the school.
48. The school uses the information from standardised tests and National Curriculum statutory and optional assessments to identify individual and year group targets for English and mathematics and to review pupils' progress towards these. Analysis of pupils' performance in these assessments informs planning so that teaching and learning is focused on particular areas for development. Pupils' attainment in science is assessed at the end of each unit of work using assessment tasks from a published scheme to support teacher assessment. An appropriate computerised assessment system to track pupil progress in ICT has recently been implemented. Assessment procedures for all other subjects in the National Curriculum are currently unsatisfactory and pupils do not achieve as well as they could as a result.
49. Appropriate systems for day-to-day assessment and monitoring of academic progress are in place and are adequately applied throughout the school. Clear learning objectives are identified in weekly planning. Teachers comment on pupils' progress towards these and modify planning for future lessons accordingly.
50. A new marking policy has recently been put into place but is not consistently applied throughout the school. In Years 3 to 6, pupils have guidance sheets to help them to check their written work but these are not consistently used. Where marking is satisfactory, it relates to the learning objective and comments indicate clearly what has been done well and how to improve the piece of work. However, in work seen there was very little evidence to indicate that pupils have been allocated time to correct and improve their work on a regular basis.
51. There is a well managed system in place to ensure that the individual needs of pupils with special educational needs are identified as soon as possible through teachers' on-going monitoring of their progress. Any concerns are discussed and recorded and appropriate support put in place. Individual education plans show clear, measurable targets and the strategies to be used to implement the plans. These plans are reviewed and updated regularly and class teachers, learning

support assistants, the special needs support teacher and the special needs co-ordinator are all involved in this process.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The previous inspection report indicated that the school had good relationships with parents. This remains the case. Parents are happy with what the school provides and achieves. The school's links with parents are good and the quality of information provided to them is good. Parents provide good general and financial support to the school. There is good involvement of parents in the work of the school and their contribution to their children's learning is also good.
53. The school communicates frequently with parents. There are regular general newsletters and curriculum information is provided each term. The school also arranges additional meetings for parents on curriculum issues, for example on literacy and numeracy.
54. The prospectus and governors' annual report to parents are both well produced in an attractive style. There are some minor statutory omissions from the annual report, though most of these have been covered in information supplied separately to parents.
55. The annual pupil reports are good overall. They provide comments in all subjects which are full and detailed, with specific information in the core subjects of English, mathematics and science of what children know, understand and can do together with targets for improvement. The general comments on pupils are detailed and wide ranging showing good knowledge of the children. Parents are also kept fully informed of their children's progress through the consultation meetings with staff and informal contact throughout the year.
56. A significant minority of parents in the parents' questionnaire expressed concern with homework. However, there are systematic homework arrangements providing parents with valuable opportunities for involvement in their children's education. These have been fully and clearly communicated to parents, augmented by guidance material. The inspection team therefore disagrees with this criticism and endorses the views of the majority of parents that homework arrangements are appropriate and work well. Home / school diaries are used well to provide discussion on pupils' learning at home and there is a satisfactory home/ school agreement in place.
57. The overwhelming majority of parents hold good views of the school and appreciate the educational direction and support for pupils. Parents feel that the school is accessible, that they are welcomed and that members of staff are approachable. The school regularly consults parents and adopts an open approach to them. The headteacher is particularly conscientious in taking parental views into consideration.
58. There is significant direct parental involvement in the work of the school. Working closely with staff, many parents provide good quality support and assist pupils in lessons, for example in preparing resources and helping with reading and design and technology activities. Parents give good support to school activities and there is a very active Friends Association which provides very valuable financial assistance to the school.
59. The school involves parents appropriately in reviewing pupils' special educational needs. Staff meet formally and informally with parents, keeping them informed and offering guidance on how they might support their children at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The headteacher provides strong and effective leadership and management. She has a clear and appropriate view of how the school should develop and has worked hard to promote a shared commitment among teachers, support staff, governors and parents to move the school forward. She knows the staff well and has succeeded in creating a strong sense of teamwork, using their

strengths and expertise effectively to the benefit of the pupils. There is a shared commitment to improvement and a good capacity to succeed.

61. The school has no deputy head and staff changes in 2002 have led to the reorganisation of the senior management team. The new team was established in September 2002 and is, at present, responsible for managing all areas of the curriculum as it is not currently feasible to delegate responsibilities to the new teachers. This contributes to a heavy workload for this team but they are developing well. However, the school is aware of this and the new teachers are being prepared to take on specific subject responsibilities at an appropriate time. The leadership and management of mathematics and English are good, and in ICT very good. The headteacher and senior staff have worked very hard to ensure that policies and planning for all subjects have been developed with a high level of involvement of all staff. This is an improvement since the last inspection.
62. The headteacher has put good systems in place for monitoring and evaluating the work of the school. She monitors teaching and learning closely by observing lessons and providing good feedback to teachers about their strengths as well as suggesting areas for improvement. She revisits classrooms to see to what extent her suggestions have been implemented and to evaluate the degree of improvement. She has undertaken an analysis of tests in order to identify individual and year group targets for English and mathematics and to review pupils' progress towards these. Analysis of pupils' performance in these assessments informs planning, so that teaching and learning are focused on particular areas for development.
63. After a period of relative staff stability, the school has recently had to face difficulties in recruiting teachers and has taken on a newly qualified teacher and an overseas trained teacher. The senior management team is responsible for mentoring and supporting the two new members of staff. Inspection evidence shows that the work of these teachers is well monitored so that the quality of teaching and learning in their classes is at least satisfactory and often good or better.
64. The management and co-ordination of special education needs is good overall. The responsibilities are successfully split between the headteacher and the part-time special educational needs support teacher. The day-to-day administration is efficiently managed by the headteacher while the support teacher works closely with the school, helping with the writing of individual education plans, reviewing pupils' progress and teaching small groups and individuals. Records of special educational needs are comprehensive, up to date and orderly. The headteacher liaises effectively with outside agencies such as the educational psychologist and makes maximum use of any support and advice available in order to best meet the needs of the pupils. The policy for special educational needs has been updated and staff trained to meet the requirements of the new Code of Practice. The policy is a practical, supportive and useful document. Funding for pupils with special needs is appropriately used and monitored. There is a newly appointed governor for special educational needs but this role is yet to be fully developed.
65. The governing body provides satisfactory support and is led well by an effective Chair. Governors have undergone relevant training as a whole governing body and with other governors in the area through the local cluster of schools. Since the appointment of the current headteacher, the governors' involvement in the school has strengthened significantly. They take part in the review of policies and are aware of the cycle for policy review. Designated links have been made between governors and different areas of the curriculum. They visit the school regularly and report back to the governing body. Through an effective committee structure, they perform their responsibilities efficiently.
66. Governors are aware of the school's strengths but are less clear about how the school needs to develop, especially in relation to raising standards. They are kept well informed about developments in the school through the detailed headteacher's reports that they receive, visits to the school and discussions with staff. However, the governing body is not yet sufficiently rigorous in the way it holds the school accountable for the standards and quality of education it achieves.
67. Arrangements for the performance management of teachers are good and well established. Staff are involved in setting their own targets for improvement, linked to the school's identified priorities,

and monitoring their progress towards them. The headteacher ensures staff receive the appropriate professional development to help them meet their targets.

68. The headteacher ensures that education inclusion is given high priority and that each individual pupil receives appropriate attention. For example, a recent audit of the premises resulted in changes being made in order that pupils with sight impairment should be safe and fully included in the life of the school. There is a satisfactory policy for racial equality, in draft form, but the school has for some time placed a great emphasis on the worth of the individual and their value regardless of background or level of attainment and good efforts are made to promote an understanding of racial equality.
69. The school makes satisfactory use of new technology to support school administration. It uses a computer-based system for tracking pupils' progress in English and mathematics, in relation to their previous test results. This is useful in helping the school to set future learning targets and to identify pupils whose progress is falling behind that of others. The school also uses computer systems for school planning and management information. The school's strategy to support pupils' learning through ICT is developing well.
70. School development planning was identified as a key issue in the last inspection. Since then, a good process has been developed so that all staff and governors are involved in identifying and setting priorities for school improvement. The plan is now a substantial working document incorporating the school's mission statement and aims. It takes into account the information gathered from a range of sources including the local authority's school self-evaluation process, staff development needs, subject co-ordinators' development plans and the development plan of the local cluster of schools. It includes success criteria with some reference to raising standards and is closely linked to the budget. As a result, the school development plan provides a clear focus for developments and helps to ensure that resources are directed to the school's agreed priorities.
71. Since the last inspection, the leadership and management of the school have improved and is now good. The issues noted then have largely been successfully addressed, but mostly since the arrival of the new headteacher. She has worked hard on many fronts since taking up her post.
72. The school has good financial systems with efficient day-to-day management and budgetary control. The finance committee monitors expenditure on a regular basis and there is good financial control and accurate accounting by the headteacher and administrative officer. The school makes good use of professional financial support from the local authority and computer-based accountancy systems which give regular, accurate figures of income and expenditure.
73. In the previous inspection report the school's procedures for financial planning to support educational developments were unsatisfactory. Since then, the situation has significantly improved. The school development plan is used as a good basis for financial planning with effective monitoring and evaluation by the headteacher. However, the governing body needs to develop its own role in financial planning and strategic oversight. All appropriate grants are rigorously accessed and well used. There is good forward planning of financial resources, for example the accumulation of capital funds and a budget surplus in order to finance the recent building extension. Following this only a small contingent balance is maintained for financial prudence and unforeseen circumstances so that all available funds are used effectively for the children's education. Sufficient funds are maintained to ensure good provision of teaching assistants, thereby providing a flexible resource to meet potential changes in pupil numbers in particular year groups from year to year. The school's most recent audit report found accounting systems to be in order with only a few minor omissions.
74. The school implements the principles of best value well. Competitive quotations are obtained for all works and decisions are taken on the basis of rigorous cost-benefit analysis. The school consults widely with parents, other schools in the cluster and through the school council with pupils. The school compares itself with other schools in terms of value for money and liaises closely with

them on policy initiatives. A challenging management environment is maintained based on openness and ensuring responsiveness to change.

75. Taking into account the context of the school, its standards, the quality of education, pupils' attitudes to learning and the school's expenditure per pupil, the school provides satisfactory value for money.
76. There have been several recent changes to the teaching staff, which means that currently some of the staff are less experienced, including a newly qualified teacher and a teacher with an overseas qualification. However, the newer staff have settled in well and are already providing valuable contributions so that overall the knowledge and expertise of teaching staff enable the demands of the curriculum to be met. There are good numbers of committed support staff who are deployed in all classes and work closely with teachers to the benefit of pupils. There is good provision of administrative, supervisory and premises staff and they provide good services. The support and expertise of the administrative officer and the caretaker are particular assets to the school.
77. There are good procedures for the induction of all new staff. Both the newly qualified and experienced staff receive the benefit of systematic programmes and support. There are good arrangements for professional development, which is well organised and primarily related to the school development plan and performance management, and is effectively linked into the budgetary process. The school makes good use of the co-ordinated provision of staff development arrangements within the local cluster of schools.
78. The school is housed in a modern, well maintained building. It is bright and welcoming for pupils with attractive displays which help to create a welcoming learning environment. Recently, useful additional accommodation for the Foundation Stage and a study area have been provided. The school utilises the available accommodation very well. Classrooms are of an adequate size for the number of pupils, there is a good sized hall and a resources/ music room.
79. The school has access to the adjacent spacious community grounds and an adventure playground, which it uses well for extra curricular sporting activities. The main playground is well maintained and of an adequate size. The building and grounds are efficiently used and the overall standard of accommodation is satisfactory for the school's needs.
80. The overall provision of learning resources is satisfactory. There is good provision for ICT and science and this is having a positive impact on standards. There is a good range of musical instruments including good multicultural resources; these are used well in lessons. Provision for design and technology is unsatisfactory although the school is aware of this deficiency and will be addressing it as soon as possible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and further improve the quality of education for its pupils the headteacher staff and governors should:

1. Improve the teaching and curricular provision for knowledge and understanding of the world for children in the Foundation Stage by:
 - ensuring that this area of learning is covered in a manner appropriate to the learning needs of this age group.
 - providing more opportunities for children to experiment, investigate and explore the world in which they live.(Paragraphs 1, 18, 29, 82, 83, 90)
2. Provide more planned opportunities for children in the Foundation Stage to use the outdoor area in order to develop their physical skills and support all other areas of learning.
(Paragraphs 18, 29, 82, 92)
3. Introduce procedures for assessment and its use in the foundation subjects by:
 - agreeing a whole-school approach to the assessment of the foundation subjects.
 - assessing pupils' progress in each of these subjects so that teachers have a clear understanding of what pupils know, understand and can do.
 - using the information gained to ensure work is well matched to pupils' differing learning needs.(Paragraphs 47, 48, 61, 128, 132, 138, 142, 154, 160)
4. Improve the marking of pupils' work by:
 - using a consistent approach to marking as identified in the school's marking policy.
 - ensuring marking identifies areas for improvement related to each specific subject.
 - ensuring that marking is followed up to ensure improvements in pupils' work have been secured.(Paragraphs 22, 23, 50, 102, 107, 119)

In addition the governing body may wish to include the following for possible inclusion in its action plan:

- * ensure the design strand of design and technology is appropriately covered in Years 1 and 2 and that there are enough resources to teach the subject fully.
(Paragraphs 4, 130)
- ensure that the annual governors' report to parents meets all the reporting requirements.
(Paragraphs 54, 65)

* The school has already identified this as an area for improvement

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	10	14	0	0	0
Percentage	4	7	37	52	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	96
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	10

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	10
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	11	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	18	20	20
Percentage of pupils at NC level 2 or above	School	90 (90)	100 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

The requirement to report on standards at the end of Year 6 is lifted because the number of boys and girls in the year group is 10 or fewer. Similarly, boys' and girls' results at the end of Year 2 are not reported separately because fewer than 11 boys were registered.

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	89	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

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)	4.6
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	99

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	313244
Total expenditure	297283
Expenditure per pupil	3197
Balance brought forward from previous year	5323
Balance carried forward to next year	21284

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	2.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	96
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	29	7	0	0
My child is making good progress in school.	53	40	7	0	0
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	48	28	19	5	0
The teaching is good.	62	34	2	0	2
I am kept well informed about how my child is getting on.	40	50	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	34	5	2	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	54	36	10	0	0
The school is well led and managed.	72	21	5	0	2
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	64	34	0	2	0

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

81. Children start school at the beginning of the academic year in which they are five. They are accommodated in a class that also contains several Year 1 pupils. Children who are five in the autumn term attend full time from the outset, all other children attend part-time until the term in which they are five, when they attend full-time. Attainment on entry covers a wide range but is average overall.
82. The curricular provision is satisfactory except for knowledge and understanding of the world as it does not cover this area of learning through activities that are appropriate to the children's needs and stage of development. Also, although there is an outdoor area, very little use is made of it to support children's development across the areas of learning. This is a deterioration since the previous inspection, where curricular provision was satisfactory in all respects.
83. The quality of teaching and learning is satisfactory overall but, as a result of weaknesses in curricular provision, has some unsatisfactory elements within it. The strengths of the teaching are: detailed planning, good use of resources for whole-class inputs, good questioning, good basic skills teaching and good use of visits and visitors to enhance the curricular provision. The weaknesses are that some of the planning is not relevant to children's learning needs and does not give children enough opportunities to develop their own ideas, some of the content of the work is too difficult and the outdoor area is not planned for sufficiently to support children's learning.
84. By the time they reach the end of the Reception year, children are on course to attain the Early Learning Goals in all areas of learning except knowledge and understanding of the world. This area of the curriculum is heavily teacher directed, giving them too few opportunities to experiment and investigate for themselves.

Personal, social and emotional development

85. Children enter school with average personal and social skills and are likely to attain the Early Learning Goals in this area of learning. They are achieving satisfactorily Children are secure in classroom routines and help to tidy up responsibly after completing their work. Most of the time they work or play independently and with a good level of involvement but occasionally they do not because they are unsure about what they are expected to do or the tasks do not engage them. When given the opportunity to role play being Victorian children, an activity which they enjoyed, they worked well both with and without adult intervention. Their role play was imaginative and showed they had some understanding of aspects of children's lives, 'long ago'. They concentrate and sit quietly when appropriate, take turns and share, dress and undress themselves independently and manage their own personal hygiene. They have developed good relationships with adults and each other. Teaching and learning is sound overall but better planning would ensure greater involvement in all tasks.

Communication, language and literacy

86. Children are on course to attain the Early Learning Goals in this area of learning and achieve satisfactorily. They enter school with average skills and improve their speaking and listening through opportunities provided in whole-class sessions to listen to the teacher and respond to questioning. They enjoy the speaking and listening involved in their role play and the exchanges involved in shopping. They learn initial sounds, which help them with their reading, and they enjoy listening to stories. Most understand that text has meaning and handle books appropriately. A few know some simple words that they use when reading, but most make up their own story to match the pictures. They are encouraged to take their books home every night and reading records indicate that they receive a good level of support from their parents. They know how to sequence a well-known story such as 'Goldilocks and the Three Bears' and can give these stories their own title. Higher attaining children have a good grasp of sounds within words and make good use of

these in their writing, but most children copy underneath the teacher's writing so opportunities are missed for them to develop their own writing. Letters are mainly correctly formed and most children can copy their own names.

87. The teaching is satisfactory. The teacher uses good questioning to develop basic literacy skills, lessons are well planned and children are well managed. However, sometimes the group tasks do not engage the children and they lose interest.

Mathematical development

88. Most children are likely to attain the Early Learning Goals in this area and they achieve satisfactorily. A few higher attaining children can carry out simple addition using dominoes, read and write numbers to 20 and beyond and have a good understanding of the order of them. Average and lower attaining children recognise and order numbers to ten. They know how to write the numerals and put a corresponding number of objects to match. Many have an understanding of the idea of 'more than' and 'less than' when working with numbers and most have a good idea of the terms 'shorter' and 'taller'. They have worked with two-dimensional shapes such as squares and circles. In their role play, children use coins and count simple units of money such as 1p and 2p.
89. Teaching is satisfactory. The teacher uses a good range of resources to engage and interest children in whole-class sessions and provides an appropriate range of supporting activities to further develop their mathematical skills. Good use is made of resources such as floor tiles and cubes to develop ordering and counting-on skills but there is some inappropriate use of worksheets which children have difficulty completing.

Knowledge and understanding of the world

90. Children are unlikely to attain the Early Learning Goals in this area of learning and their achievement is unsatisfactory. Children develop their knowledge and understanding of the world around them through a variety of activities such as a visit to the village where they look at the various road signs, the buildings and the street furniture. They walk around the school to listen to the sounds in the environment. In the science lesson seen, a group of children supported by the classroom assistant looked carefully at a selection of materials and described them in simple terms such as 'plastic', 'thick' or 'floppy'. However, another group was looking at the waterproofing qualities of materials which they found quite difficult. They know that humans begin as babies and have some knowledge and understanding of the seasons and the changes these bring - this is linked to regular walks around the school grounds to observe change. Through their study of Victorian children, a history topic usually tackled by older pupils, they know that food in shops would not be in containers because the Victorians did not have them. They are asked to complete worksheets on the Victorians, with many illustrations that they do not recognise, and they are not clear about what constitutes Victorian clothes. One child thought that the picture of coal being tipped down a coal cellar was coal being put back into a coal mine. There are limited opportunities for them to use the computer to develop their ICT skills; the children spoken to could not remember any programs they had used or activities they had undertaken. They have had opportunities to carry out weaving, make shape pictures by sewing and spiders using their designing and making skills, but much of this work is very teacher-directed with little evidence of children developing their own ideas.
91. Teaching is unsatisfactory as some of the work is inappropriate, there is limited evidence of the use of ICT, and the work is very teacher-directed, giving children limited opportunities to explore and experiment in order to find out about the world they live in.

Physical development

92. There were limited opportunities to observe physical activity outside as there is no regular planned use of the outdoor area. However, children did play with hoops as part of their role play on Victorian toys. They handled the hoops confidently and with good use of space. They did not use wheeled vehicles during the inspection but they are available. Children spoken to indicate how

much they had enjoyed the dance and dressing up involved in their Chinese New Year celebrations. They show good control of small movements when using, for example, pens, pencils or crayons. Most children hold a pencil with the correct grip, which helps them to make well-formed letters when writing their name. When using construction toys they are able to join them and make appropriate objects with a satisfactory level of skill. Teaching is sound overall, but the outdoor area is not used well enough to give children opportunities for regular physical activity.

Creative development

93. Children have opportunities to sing songs and handle percussion instruments in the weekly lesson they have with the specialist music teacher. They listen to music, such as the Four Seasons, within the classroom and do so with obvious enjoyment. They explore colour, texture and shape through the use of collage, paint and modelling materials. They have painted their own portraits, mixed their own paints and made clay animals. Most have used paints and collage materials to create sea scenes. The children spoke with enthusiasm about the dance they participated in as part of Chinese New Year and enjoyed the opportunity to dress up as dragons. They enjoy role playing as Victorian children and playing games such as bowling hoops. In the shop, they happily use money when buying their goods and enjoy the opportunity to be shopkeepers. Teaching is satisfactory overall and children are likely to attain the Early Learning Goals in this area.

ENGLISH

94. Inspection evidence shows that standards in English are average by the end of Year 2 and above average by the end of Year 6. Pupils are achieving satisfactorily by the end of Year 2 and well by the end of Year 6 from their average starting point on entry to school but their achievement is variable throughout the school. The previous inspection identified broadly average standards across the school, unsatisfactory variation in achievement over time and the lack of a systematic scheme of work linked to assessment procedures. There has been good improvement since then. The number of pupils in each year group varies from year to year and in some years numbers are small. Consequently, there can be differences in results year on year according to the number of pupils with special educational needs or higher attaining pupils in each year group.
95. Several factors contribute to the improvement in standards. The National Literacy Strategy is implemented effectively throughout the school and satisfactory systems for planning and assessment of the subject are now in place. Pupils in Years 5 and 6 are well taught and make good gains in their learning of both reading and writing.
96. Pupils in Years 5 and 6 develop their speaking and listening skills well through good dialogue and discussion in many areas of the curriculum, both amongst themselves and between pupils and the teacher. Standards are above average in these year groups. Standards in speaking and listening are average throughout the rest of the school and pupils' achievement in this area is satisfactory. Pupils are given satisfactory opportunities to develop these skills across the curriculum. In a good lesson about databases, pupils in Years 3 and 4 listened well to the teacher's clear and detailed explanations and were encouraged to explain clearly what they were doing when they demonstrated different techniques. Pupils in Years 1 and 2 discussed their findings in a good science lesson when they worked in small groups to sort materials according to their properties.
97. Standards in reading are above average throughout Years 3 to 6 and average in Years 1 and 2, with a significant minority attaining above average standards. Focused support for reading has a positive impact on standards and pupils with special educational needs achieve well in reading. Pupils in Years 3 to 6 read with interest and enthusiasm and are able to discuss their favourite books and authors. They have a clear understanding of the difference between fiction and non-fiction and a sound understanding of the Dewey library classification system, which they use well to find appropriate reference books to retrieve information. In a very good lesson observed during the inspection pupils in Years 5 and 6 made very good progress in developing skills in information retrieval from a text about nutritional values of different foods. They showed good understanding of the different styles of reading when skimming, scanning and closely reading text and demonstrated above average standards in making notes from the text. Pupils in Years 1 and 2

also enjoy their reading. They read appropriate texts and use phonics, context and pictures well to help them read unfamiliar words. Higher attaining pupils in Year 2 read fluently and with expression and attain above average standards.

98. Pupils in Years 1 and 2 write in a range of different styles including book reviews, narrative, recount of a story and shape poems. They make satisfactory progress in their understanding of story structure. Work in books indicates that this achievement has mainly taken place during the spring term. Progress during the autumn term was unsatisfactory and the current satisfactory achievement relates to the good teaching now taking place. Pupils develop their ideas logically using simple sentences in short pieces of narrative writing. Handwriting and presentation show good improvement since January and are now average for this age group, but most pupils are still insecure in the punctuation of sentences in their extended writing. Higher attaining pupils spell single syllable words well and make satisfactory attempts at spelling longer words, but the spelling of most pupils is below average.
99. Pupils in Years 3 and 4 show satisfactory achievement over time in planning the structure of a story, writing a paragraph or subsequent chapter for a story and in the development of descriptive writing. Handwriting and presentation in workbooks are variable and sometimes indicate a lack of care. Pupil profile books contain examples of assessed work which show that higher attaining pupils in Year 4 have a good understanding of punctuation, including the use of speech marks and paragraphs, and are able to spell many common words with more than one syllable. Most pupils in this year group punctuate sentences correctly and use phonic strategies to spell unfamiliar words with two or more syllables. Their narrative writing includes the use of descriptive language and sustains the sequence and style throughout. In Year 3 pupils are beginning to write on similar themes to pupils in Year 4 but some are not yet able to punctuate sentences correctly and spelling of familiar words is insecure. Most pupils are able to develop their ideas logically using simple sentences, but in longer pieces of writing the structure and style are not sustained. They have good opportunities to write across the curriculum, for example, in their topic on India where they wrote about Diwali and their visit to a Hindu shrine.
100. Standards in writing are above average in Years 5 and 6 and average throughout the rest of the school. Pupils in Years 5 and 6 have a good understanding of a range of different styles of writing, including descriptive writing, book reviews, instructional texts, note-taking, information writing, reports, diary entries, narrative, play scripts and poetry. In their studies of the play 'A Midsummer Night's Dream' pupils in Year 6 write character profiles which indicate good understanding of the play. Their narrative writing displays a clear sense of audience and they use subordinate clauses and descriptive vocabulary well to make their writing interesting. For example, a diary entry for a stable hand, based on the story of Dick Turpin, reads 'Suddenly, as I was dozing off, I heard the thundering of hooves, the click of the stirrups, the tap of the whip.' Work is correctly punctuated, well presented and spelling overall is good. Pupils' work books show good gains in learning over time.
101. The quality of teaching is good. This is a broadly similar picture to that observed in the previous inspection. Teaching is very good in Years 5 and 6 and satisfactory in Years 3 and 4. Teaching has improved this term in Years 1 and 2 and is now good. As a result of the good teaching, pupils achieve well. The good teaching is characterised by clear explanations, good use of questioning and dialogue to draw out and extend pupils' understanding, good pace and high expectations. For example, in a good lesson seen during the inspection pupils in Years 1 and 2 made good gains in their learning of how to use a colon and commas when including lists in their writing. They learned well because of the teacher's very clear explanation, focused use of questioning to draw out and consolidate understanding and tasks well matched to their ability. Teachers are confident with the National Literacy Strategy and implement it effectively. In a very good lesson in the Year 5/ 6 class, the review at the end of the lesson was very well used to develop pupils' learning about how and when to use quotes when making notes. The good relationship between teacher and pupils encouraged good dialogue and pupils raised questions to further their understanding, prompting a discussion on plagiarism. Teachers give pupils opportunities to use their ICT skills through word processing their work.

102. Homework is well used to develop pupils' learning. As well as reading and spelling, pupils in Years 3 to 6 have specific homework for English and an appropriate dialogue between home and school is ongoing. A new marking policy has recently been introduced but is not yet being consistently implemented throughout the school. It is regularly used well to mark writing in Years 5 and 6. Teacher comments relate to the learning objectives. They identify what pupils do well and clearly indicate how they can improve their work. Similar practice is applied in Years 3 and 4 to pieces of assessed writing but is not otherwise implemented consistently. Throughout the school there is very little evidence of pupils being given time and opportunity to act upon improvement comments or to complete corrections to improve the work they have done.
103. The subject is well managed and teaching, learning and attainment are regularly monitored. Appropriate systems for the assessment and tracking of progress are in place. The school has used assessment information well to target writing and spelling as areas for improvement and new procedures for the teaching and learning of spelling in order to raise standards have recently been implemented.

MATHEMATICS

104. Pupils attain average standards at the end of Year 2 and their achievement is satisfactory. The standard of work seen in Year 6 indicates that pupils' attainment is above average overall although pupils do better in numeracy than in aspects of their work on shape, space and measures. They are achieving well.
105. In a lesson on numbers to 100, most pupils in Year 2 successfully used a blank 100 number square to locate different numbers. Higher attaining pupils understood the task well and explained their thinking using appropriate mathematical language. For example, they knew that the number directly under 27 is 37 because the number underneath must be '10 more' than the one above. Lower attaining pupils found this task more challenging but appropriate support from the teacher helped them to make satisfactory progress. The work in books and folders shows that pupils in Years 1 and 2 estimate and measure items around the school using various units such as cubes, hand spans and strides as well as centimetres and metres. They collect and interpret data on pictograms and graphs and use coins in money calculations. They learn about the properties of two-dimensional shapes, matching different shapes to their descriptions. In their number work, pupils use a number line to count on and back, and count in threes and fours as well as tens. They learn the language and processes of addition, subtraction and simple multiplication and use this knowledge in calculations and problem solving situations.
106. Pupils in Years 3 to 6 build on their earlier knowledge. For example, in Years 3 and 4, pupils use bar charts and pie charts to record data about the colours of pupils' eyes. They plot the changing lengths of shadows on a January day on a graph. In a lesson on multiplying by 10 and 100, most pupils showed understanding of place value and began to use their knowledge of halving, doubling and multiple numbers to calculate such sums as 5×20 and 9×50 . Higher attaining Year 5 pupils in an extension group successfully added three-digit numbers mentally to find the sum of three angles. They demonstrated very good knowledge of the pattern of numbers to predict the angle sum of an octagon, most noticing that when you add a side to a polygon the angle sum goes up by 180° . In a lesson about the 24-hour clock, higher attaining Year 6 pupils successfully used a school timetable to calculate the total amount of time spent in lessons. They explained their thinking clearly, referring to using multiplication and division in their calculations. Lower attaining Year 6 pupils gave good examples of both analogue and digital time but they needed additional help when working out very challenging time problems such as adding 6 hours 55 minutes to 16.40 or counting back 7 hours from 04.15. The scrutiny of pupils' books in Year 6 shows that they cover a good range and quantity of work in numeracy, shape, space and measures and data handling. There is good evidence of these pupils using and applying their knowledge and skills in problem solving situations including other subjects. For example, good links are made with science when they use pie charts to show and compare the balance of nutrients in a variety of breakfast cereals and create star profiles of different foods.

107. The quality of teaching and learning in Years 1 and 2 is satisfactory. The lesson observed was planned and structured so it was clear what pupils were to do. Suitable demonstrations and explanations helped pupils understand what was expected of them and, as a result, they settled quickly to their tasks. The younger Year 1 pupils were well supported by the classroom assistant. However, opportunities were missed for pupils to be more actively involved in the lesson and the resources used did not enthuse them sufficiently. The written tasks were not always well matched to the learning needs of the pupils so that they lacked real challenge for the higher attaining pupils while lower attaining pupils needed much support in order to be successful. The work in pupils' books shows they experience a suitable range of mathematical activities but work is sometimes unfinished and not always marked. Not all the worksheets in pupils' folders are dated and carefully stored to show the progress being made and there was little evidence of errors and misunderstandings being followed up.
108. The quality of teaching and learning is good overall in Years 3 to 6. In lessons, teachers demonstrate secure subject knowledge and use key vocabulary effectively to promote pupils' understanding. They know the pupils very well and question them skilfully so that they think hard, explain their answers and change or correct their conclusions. Lessons are well prepared, planned and structured and move at a brisk pace. Pupils of different abilities are often withdrawn from the classrooms for carefully targeted group work which is well matched to their learning needs. This is of benefit to both lower and higher attaining pupils and has resulted in a good level of success for pupils identified as having special educational needs and has increased the number of pupils attaining the higher Level 5 in the National Curriculum tests for Year 6 pupils. Most of the work in pupils' books is marked and in Year 6 there is some evidence of misunderstandings being followed up. Good work is praised but marking rarely includes guidance for pupils on how they can improve or what they need to learn next. Opportunities are also missed to reinforce literacy skills, such as spelling, when words like 'Travle Agents' and 'problem padge' go uncorrected. In Years 3 and 4 work is not always well presented. Presentation is generally good in Years 5 and 6.
109. Pupils make good use of ICT to support their work in mathematics. For example, in a lesson in the Year 1/ 2 class, they used the interactive whiteboard to follow instructions for a number game, which they then played. In the Year 5/6 class, the whole class was involved in using the interactive whiteboard for work on time. There were some good examples of pupils using and developing their mathematical skills in other subjects, such as science and art.
110. Pupils' behaviour and attitudes to mathematics were at least good in the lessons observed and in one lesson they were very good. Mathematics lessons make a significant contribution to pupils' personal and social development when they are expected to settle to their tasks quickly, work hard and share their ideas. Most pupils tackle their work willingly and concentrate well. Occasionally, groups working in the corridor find it hard to concentrate when other pupils are moving through the school. Pupils show enthusiasm and enjoyment when the work is challenging and presented in a lively manner.
111. The leadership and management of mathematics are good overall. Monitoring activities are shared between the headteacher and the co-ordinator, who is a part-time teacher. The headteacher monitors teachers' planning and observes lessons but no review of pupils' work has been undertaken recently. Non-statutory tests are used to track pupils' progress in Years 3 to 5 and the school has begun the process of analysing and using assessment data in order to raise standards further. The information gathered has been used to set targets for all year groups and individual pupils. There is an acceptable action plan, which will form part of the school development plan, but this needs to focus more specifically on raising standards in Years 1 to 4.
112. Improvement since the last inspection is good. The standards reached by the end of Year 2 have been maintained but those at the end of Year 6 have improved from average to above average. The quality of teaching has improved from satisfactory overall to good. Progress has been made in developing the procedures for tracking and recording pupils' progress and using this information to set targets. The school is well placed to raise standards further through careful evaluation of the quality of teaching in all classes and through the systematic monitoring of pupils' work.

SCIENCE

113. Standards are average by the end of Year 2 and above average by the end of Year 6. Pupils are achieving satisfactorily by the end of Year 2 and well by the end of Year 6 overall from their average starting point on entry to school. This represents a good improvement since the previous inspection in Years 3 to 6 when standards were judged as average. Pupils with special educational needs achieve well in developing their understanding of scientific ideas and skills.
114. Pupils in Year 2 attain average standards in skills of scientific enquiry and in their knowledge and understanding of scientific ideas. They record their work in a variety of ways including labelled drawings, tables and charts and simple sentences stating what they have observed. Pupils mostly use non-standard measurements to make comparisons when measuring the length of different parts of their body. They know that plants need water to grow and some pupils understand that they also need light. Through their work on physical processes, they can name the major parts of their body and the parts of a flowering plant, including root, stem, leaf and flower. They can identify a range of materials and sort them according to properties. In a good lesson seen they worked well in small groups to explore a range of materials and identified which would bend, stretch and squash, recording their predictions and findings in tables. They demonstrated good prior learning about materials which occur naturally and those that are made, recalling that sand is used to make glass.
115. Pupils in Years 3 and 4 achieve well in the development of their skills of scientific enquiry and attain above average standards, particularly in obtaining and presenting evidence. They measure temperature using a thermometer and make good use of ICT when they use temperature sensors to record a graph of changing temperatures over night and day. They use the graph to draw conclusions about the warmest and coldest times. They carry out an investigation to find out which materials make the best thermal insulators and show a good understanding of the link between properties of materials and their uses. Pupils have a secure knowledge of scientific ideas related to materials and their properties but their understanding of concepts related to the Earth in space is less secure, especially for pupils in Year 3. They measure the length of a shadow throughout the day and record their findings as a line graph. Most pupils can explain the graph but some pupils are unable to do this and are unsure about the shape of the moon and the relative sizes of the sun, the Earth and the moon. Misunderstandings recorded in their books are not corrected.
116. Pupils in Years 5 and 6 carry out a range of tests and investigations and present their evidence in tables, graphs and charts. From this, most can identify patterns in their results and draw conclusions from their data. For example, they investigate how the height of a shadow changes as the distance between the source of light and the screen varies, recording their data in a table and then presenting it as a line graph. They conclude that, 'the further you bring the torch away the shorter the shadow gets.' Standards in scientific investigation are above average. Pupils know that sound is caused by vibrations and can travel through solids, liquids and gases. They investigate materials to see which are most effective at absorbing sound. Most understand about nutrients in food, for example, that dairy products help bones and teeth grow. They investigate which foods contain starch, identifying foods such as cereals and potatoes and understand that these foods provide energy. Pupils in Year 5 cover similar work and are benefiting from the additional challenge of working with the older pupils. They achieve well and should attain above average standards by the end of Year 6. In the good lesson seen, pupils made good gains in their learning about harmful and useful micro-organisms and applied their understanding of how mould grows in an investigation into which conditions would cause mould to grow more quickly on bread.
117. Only two lessons were observed during the inspection but, from these and a review of work in pupils' books, the quality of teaching and learning is judged as good throughout the school. In Year 2, work in pupils' books indicates satisfactory teaching and learning during the autumn term with some poorly presented work and a number of worksheets that offered insufficient challenge. Presentation of work has improved during the current term and there are more opportunities for pupils' independent recording. Work is recorded in topic books, alongside work in other subjects, so progression of knowledge and understanding, building on previous work, is not clear for pupils.

118. In the good lessons seen, pupils learned well because of the clear explanations and good use of discussion by the teachers. Work was well planned, building on previous learning with an emphasis on the development of skills of scientific enquiry in the context of the scientific ideas being explored. In Years 5 and 6 the teacher's very good explanation about micro-organisms and the differences between bacteria and viruses stimulated pupils' interest. They asked questions to further their understanding and related their new knowledge to prior learning about Jenner's work on vaccination. They worked well in groups to set up an investigation, outlined by the teacher, about conditions in which mould would grow most quickly on bread, and applied previous understanding in planning how to make their test fair. In Year 2 the teacher's good explanations and use of questioning ensured that all pupils made good gains in their understanding of the properties of materials. He set high expectations of independent working and pupils responded well to this producing their own tables to record predictions and observations.
119. The new marking system is not yet consistently applied in science throughout the school. Work is marked regularly with ticks and positive comments but there are instances where pupils' misunderstandings are noted but remain uncorrected. Marking is not consistently related to learning objectives to help pupils understand clearly where they have done well and what they need to do to improve their work.
120. Links with numeracy are well planned throughout the school. Pupils' skills in collection and presentation of data are well applied in science and ICT is used well to display pupils' scientific data. Literacy links with the subject are satisfactory. There is an emphasis on the correct use of scientific vocabulary and literacy lessons are appropriately linked to science topics in planning to develop skills in different styles of writing.
121. At present the subject is managed by the senior management team in the absence of a subject co-ordinator. The subject is identified for development in the next academic year when a new co-ordinator will be in place. Management is currently satisfactory. There is an appropriate scheme of work which ensures coverage and progression through all areas of the programmes of study and a satisfactory assessment system is in place to assess pupils' learning at the end of each unit of work. Good opportunities for the use of ICT are identified in planning. The school has a good range of software and hardware for science, such as temperature sensors and a microscope for use with the interactive whiteboard. Visits are planned to enhance the curriculum. Pupils study different habitats in the salt marshes and have attended a 'bat watch'. The school has a wild-life garden which is regularly visited by pupils on a rota system and records are kept of findings over the changing seasons.

ART AND DESIGN

122. No lessons were observed, but pupils' work displayed around the school was examined, as was the small amount of work in their sketchbooks. These indicate that pupils are likely to attain standards that are broadly in line with national averages by the end of Year 2 and Year 6 and achieve satisfactorily.
123. It was only possible to observe one lesson in Years 3 to 6, but further evidence was gathered by examining the work on display and in pupils' sketchbooks and by talking with Year 6 pupils. This shows that standards are close to average by the end of Year 6 and pupil achievement is broadly satisfactory.
124. In Years 1 and 2, pupils use pastels effectively to illustrate stories. They begin to use techniques such as smudging and shading to create different effects. Their pencil drawings show good control. When painting portraits, they include satisfactory detail. They experiment with reflective paper to add special effects to pictures of parrots and study aboriginal art, decorating animals in a similar style. When learning about the Impressionist style of painting, higher attaining pupils produce some very effective paintings using similar techniques.

125. Pupils in Years 3 and 4 consider the work of the sculptor Andy Goldsmith when creating pictures and patterns using natural materials. They learn different pencil techniques and experiment with them to create different effects. They begin to apply these skills to their drawings. For example, following a visit to the Fitzwilliam Museum to look at portraits by different artists, they used shading and shadows in their own attempts to draw portraits. Good detail is included in the best work and a small minority is beginning to show perspective and movement. In the lesson observed, pupils made satisfactory attempts to create portraits showing some understanding of proportion when drawing figures. All pupils knew how to mix paints to achieve the desired colour. Pupils develop these skills further in Years 5 and 6 and their paintings of characters from 'A Midsummer Night's Dream' show both movement and facial expression. Some good detail is included in their observational paintings of different fruits such as bisected grapefruits and apples. In discussion, Year 6 pupils named famous artists such as Salvador Dali and Vincent van Gogh and had some knowledge of their work. They described different techniques they had learnt such as pointillism. However, they found it difficult to recall any three-dimensional work they had tackled.
126. There is insufficient evidence to form a judgement about the quality of teaching and learning across the school. However, teachers' planning shows that pupils experience an appropriate range of activities. In lesson plans, though, there is not always enough precision about what exactly is to be taught to ensure that all pupils make good progress. All pupils have sketchbooks but these are not used consistently to show the development of their skills and techniques. Work is too often unfinished and there is little evidence of teachers marking it so that pupils know what they have done well and how they might improve. In the lesson observed, clear explanations helped pupils understand the issues involved in creating portraits and the use of relevant vocabulary such as 'landscape', 'tone' and 'proportion was well promoted.
127. Some good links are made between art and other subjects, particularly in English, science and pupils' personal development. For example, pupils use gluing and sewing to decorate 'leaves' with an attractive variety of fabrics, glitter, beads, sequins and braids and then place them on a special tree to celebrate personal achievement. There is some use of ICT to support pupils' work in art, for example, pupils in the Year 1/2 class have used a painting program to draw self-portraits.
128. Improvement since the last inspection is unsatisfactory as standards by the end of Year 6 have fallen from above average to average. A new co-ordinator has recently been identified but has not yet taken on the role. Currently, the senior management is satisfactorily monitoring the subject. The school has adopted national guidelines as a scheme of work so that all aspects of the art curriculum are covered. Resources are adequate to meet the demands of the curriculum and there is a reasonable range of art books in the library reference. However, the lack of a systematic approach to assessing and monitoring pupils' attainment and progress in art means that the school does not yet have adequate information about the standards being attained.

DESIGN AND TECHNOLOGY

129. As no lessons were observed in design and technology during the inspection, it is not possible to make an overall judgement about the quality of teaching. Evidence for the report is based on a review of pupils' work, work displayed round the school and discussion with staff. The standards attained by the end of Year 2 are average in the making aspect of the subject and pupils achieve satisfactorily. They are below average in the design aspect and pupil achievement is unsatisfactory. By the end of Year 6, standards are average and pupils achieve satisfactorily. This is a similar finding to the last inspection for pupils in Year 6 and a slight deterioration in the design aspect by the end of Year 2.
130. In Year 1 pupils make paper scarves using basic weaving techniques and make a moving part for a doll using split pins. They explain their methods in simple terms such as 'I had to cut off the leg and put a split pin in it and then it moved'. In Year 2, pupils learn to use a slider to create movement in pictures; once again they use a split pin to create the moving part. There is a good link with their geography work when they make different types of houses using glue and sellotape as joining techniques. There is no evidence of pupils designing their objects prior to making them in Year 2 and this is unsatisfactory
131. Pupils in the Year 3/4 class make labelled diagrams prior to making their pop-up Father Christmases. They evaluate their work in fairly simple terms, for example, 'I like the way I decorated my box'. They recently visited Duxford museum for a workshop on mechanisms prior to starting on this term's project. During their project on Greece last year, pupils made a Greek salad. They learned about food hygiene and safety such as 'wash hands thoroughly' and 'use clean kitchen utensils'. They designed their salad and then scored it for taste, colour and smell. Their evaluations were fairly simple, for example, 'I preferred the salad without the dressing'. By the end of Year 6, pupils submit several design ideas for projects such as making musical instruments. Their diagrams are labelled and sometimes side and bird's-eye views are given. They write step by step plans, detail the help needed and problems to overcome. Their evaluations continue to be fairly simple and do not sufficiently develop from the simple evaluations carried out in earlier years.
132. The subject is currently co-ordinated by the senior management team until a suitable person is appointed. They have ensured a suitable scheme of work is in place, based on national guidelines. However, little monitoring of the subject has been undertaken and there is no use of assessment to identify the stages of pupils' learning or how to plan more specifically to meet their needs. This has resulted in inadequate provision for design in Years 1 and 2 and insufficient progression in evaluation in Years 3 to 6. The school is aware of the need to develop design and technology further and it is part of the school development plan. There is no evidence that ICT is used to support pupils' learning in this subject. Resources are currently insufficient to meet the needs of the curriculum.

GEOGRAPHY

133. Standards are average by the end of Year 2 and Year 6 and pupils achieve satisfactorily. This is an improvement in standards in Year 2 since the last inspection and a similar finding for pupils at the end of Year 6.
134. Teachers' planning and the work in pupils' books show that in Years 1 and 2, pupils experience an adequate range of activities to help them develop their knowledge, skills and understanding. Pupils study an environment different from their own such as the seaside. They identify and describe the main features and express their views about these places in pictures and simple sentences. Good use is made of the local area and visits to help pupils compare villages with towns, for example, Chrishall with Saffron Walden. They study local maps and consider the different kinds of houses that people live in. Suitable links are made with their work in design and technology when they use boxes to represent houses. Pupils make good use of their mathematical skills when conducting a survey about street furniture and recording their information on a tally sheet. In the lesson

observed, higher attaining pupils recalled a good range of the signs and markings they had observed on a recent field trip. By using secondary sources of information, such as pictures, pupils begin to understand the impact of human activity on the environment, for example, the effect on wildlife of cutting down rain forests.

135. Pupils in Years 3 to 6 build on their earlier learning, developing their skills and understanding. For example, pupils in Years 5 and 6 extend their knowledge about the coastline by studying the effects of coastal erosion and considering both natural and manmade features on the coast. They develop appropriate geographical language, when, for example, learning about the course of a river. They make carefully detailed drawings, labelling features such as meanders and tributaries. When working on a topic about mountains, pupils create informative guides and booklets. In this work, some very good examples were seen of higher attaining pupils' use of ICT to carry out research and to present their work attractively. Good links are made with history and religious education when pupils study countries such as India. Mathematical skills are applied effectively when pupils make graphs to compare the varying lengths of rivers or the different kinds of farming in the British Isles.
136. The work in pupils' books and on display, teachers' planning and the teaching observed show that the quality of teaching and learning in Years 1 and 2 is satisfactory overall. The lesson observed was suitably planned and made more meaningful to pupils as they were using data they had collected on a tally sheet during a recent visit to Saffron Walden. The teacher introduced appropriate geographical vocabulary and asked questions that encouraged pupils to think hard whilst giving them sufficient time to respond and explain their answers. The pupils were well organised in their groups and settled quickly to their written work. However, when pupils were not sufficiently actively engaged in or stimulated by the lesson, a significant number lost interest. In this lesson good links were made with pupils' work in mathematics when they counted up the results of their tallies. As it was not possible to observe any teaching in the course of this inspection in Years 3 to 6, there is insufficient evidence to form a judgement about the quality of teaching and learning overall. However, the work in pupils' books, especially in Years 5 and 6 indicates that it is at least satisfactory.
137. The presentation of work across the school is satisfactory overall but variable with the best examples in Years 5 and 6, where pupils are encouraged to take pride in their work. The work of lower attaining pupils in Years 1 and 2 is too often unfinished. Across the school, work is too frequently left unmarked and opportunities are missed to include constructive comments so that pupils know what they have done well and how they might make improvements.
138. Leadership and management of the subject are now satisfactory. National guidelines have been introduced as a scheme of work and linked to the school's rolling programme of topics. This is beginning to ensure that skills, concepts and knowledge are systematically taught and developed. This works best when the topics chosen relate closely to geography or the subject is taught separately. Resources have been updated to match the requirements of the scheme of work. Pupils benefit from using the local environment and from a good range of visits including a residential field trip. Although individual teachers make assessments of their pupils' attainment and progress, as yet there is no systematic approach to assessment that provides a clear view of the standards being reached across the school and helps staff set targets for improvement.

HISTORY

139. Only one history lesson was seen during the inspection and this was in the Year 5/6 class, so no overall judgement can be made on the overall quality of teaching. Evidence in the report is based on a review of pupils' work, work on display around the school, teachers' planning and discussions with staff. The standards reached by the end of Years 2 and 6 respectively are average and pupils, including those with special educational needs, achieve satisfactorily. This is a similar finding to that of the previous inspection.
140. Pupils in Year 2 remember facts about events in the past such as the Gunpowder Plot. They know that Guy Fawkes tried to blow up the Houses of Parliament. As part of their work on

Remembrance Day, some pupils are aware that their great, great grand parents fought in the First World War. They make good links with literacy when writing poems about the poppies, for example, 'Poppies red and Poppies yellow glistening in the Sun'. They have learned about sea-side holidays in Victorian times and showed particular interest in the use of bathing machines. They noticed that childrens' buckets and spades looked different from the ones they use. In Years 3 and 4 there is limited evidence for history in this academic year, in fact, there is only one piece of written work on famous people. This refers to Mahatma Gandhi and is linked to their work on geography. In the summer term there is a major project on invaders but there is too big a gap here to enable pupils' skills and knowledge to be developed systematically. Pupils in Year 6 have made comparisons between the pop groups in the 1960s and current pop idols. They have linked this well to literacy by writing a news report on the death of John Lennon. They are currently involved in a study of the peoples of the Indus Valley and have learned about their fashions, clothes, jobs, animals and religion. In researching their work they have referred to the work of archeologists and have used web sites, which the teacher identified. They have analysed the information they have received and used it well to make deductions about their life-style and make links between Hinduism and the religions of the Indus valley. They interpret information well and present clear and succinct summaries of their findings.

141. In the lesson seen in Year 5/6 class, the teacher's good questioning enabled pupils to think clearly about what clues they might find to link the religion of the people of the Indus valley to the Hindu religion. The teacher gave the pupils good opportunities to express their views and use their knowledge of the Indus people to come to conclusions. Her clear explanations and help in the use of information enabled pupils to come to reasonable conclusions based on the evidence to hand. As a result of good teaching, pupils are developing a good understanding of past societies, the different ways information is presented and how to interpret it.
142. The subject is co-ordinated satisfactorily by the senior management team, who has ensured that a scheme of work, based on national guidelines, is in place. The school uses a topic based approach to the subject and teaches history through literary, or vice versa, wherever possible. Effective use is made of visits to support the curriculum wherever possible, for example, a visit to Tower Bridge. History makes a good contribution to pupils' social development through the opportunities to work collaboratively in lessons. There is limited monitoring of the subject except through planning and no real assessment to inform teachers of standards in the subject. There is a satisfactory level of resources in place to support the teaching of history.

INFORMATION AND COMMUNICATION TECHNOLOGY

143. Standards are average by the end of Year 2 and Year 6. Pupils' achievement from their average starting point on entry to the school is satisfactory at the end of Year 2 and Year 6. Although this reflects the standards seen in the previous inspection, pupils' sound achievement is now reflected in all areas of the subject including data logging and control technology, which were insufficiently covered in the previous inspection. Pupils with special educational needs make satisfactory gains in their learning because of the good support offered by teachers and other pupils in lessons. Pupils in Years 3 and 4 achieve well and attain standards that are above average for their age group.
144. The school has made good improvements since the last inspection in the provision and planning for ICT. There is now a satisfactory scheme of work for the subject. Teaching and learning are regularly monitored and an appropriate computerised assessment system to track pupil progress throughout the school is in the process of being implemented.
145. Pupils in the Year1/2 class draw self portraits using a painting program. They use computers and the interactive whiteboard in literacy lessons for word processing and in numeracy lessons to calculate money problems using the 'Toyshop' mathematics program.
146. Pupils in Years 3 and 4 achieve well in their understanding of databases. They have a good understanding of the terminology associated with databases and can list the different types of field

used. In the good lesson observed they entered information from questionnaires in a database and made good progress in understanding how to formulate questions and hypotheses to test using it.

147. Pupils in Year 6 use computers for a wide range of applications. They use the Internet to access information and are currently designing their own web page. They collect and present data in charts and graphs in science. In geography they use the program 'Coco plus' to build a sequence of instructions to control lights and a computer-generated voice to accompany a display about mountains. In the good lesson observed pupils used spreadsheets well to present and calculate data, demonstrating a sound understanding of the difference between a function and a formula. They explained and demonstrated different methods of summing a column. Most demonstrated the ability to switch from one application to another when entering information from a web site into their spreadsheet. Planning indicates opportunities for pupils to develop word processing skills across the curriculum and to present their work in a variety of ways.
148. No lessons were observed in the Year 1/2 class and there was insufficient printed evidence of pupils' work to make an overall judgement on the quality of teaching. However, the teacher's planning and discussion with the class teacher indicate a sound understanding of the subject. Planning indicates a clear progression in the development of ICT skills and appropriate opportunities are planned for ICT across the curriculum. The quality of teaching and learning in Years 3 to 6 is good. Both lessons observed were led by the subject co-ordinator, who has a very good understanding of the subject. Her very clear and detailed explanations and demonstrations ensure that pupils develop their understanding well. The teacher's focused questioning involves all pupils in the learning experience at levels appropriate to their abilities and pupils work well in pairs to support each other in their learning.
149. The subject is very well led by the enthusiastic co-ordinator, who has been responsible for the recent developments in provision and staff training. The school is well resourced with a computer suite, a computer in each classroom, two interactive whiteboards and a good range of software including sensors and control technology. The scheme of work is based on national guidelines but teachers build on this with the aim of raising standards on a year-by-year basis. A computerised assessment system has been adopted and is in an early stage of implementation. This will track pupil progress and help staff to monitor the impact of ICT on standards across the curriculum. The subject is further enhanced by the Computer club, whose current focus is the design of the school's website. There is also a touch-typing session for pupils before school when they can develop their keyboard skills.

MUSIC

150. Only one lesson was observed during the inspection, in the Y5/6 class. Further evidence was obtained from assemblies, planning documents, choir practice, peripatetic music lessons and discussion with the subject co-ordinator. Pupils' attainment in music is above average by the end of Year 6 and they achieve well. This is an improvement since the last inspection when attainment at the end of Year 6 was average. No judgement can be made on teaching, standards or achievement at the end of Year 2 as no lessons were seen. The school now employs a part-time music specialist to co-ordinate and teach music across the school. Her subject knowledge is very good and her enthusiasm captivates the pupils. Music is becoming a strength of the school.
151. No overall judgement can be made on the quality of teaching but in the excellent lesson seen in the Year 5/6 class, the teacher's very good introduction immediately engaged the pupils' interest and there was a strong sense of anticipation. Pupils listened very carefully to the Tibetan music in order to respond to its qualities. They found it 'shimmering', 'calm', 'luxurious' and 'peaceful'. The teacher made good use of appropriate vocabulary such as 'rhythm', 'beat' and 'pitch' with which pupils were fully familiar and then reminded them that Tibetan music had none of these. She managed the pupils very well and motivation was very high because pupils were keen to be involved. They chose a variety of percussion instruments and Tibetan singing bowls and worked in groups to produce their own piece of music which reflected the qualities of the original piece. For approximately 15 minutes, the pupils were totally absorbed in practising and refining their own compositions. They co-operated very well with each other, interpreted the music very clearly using

a variety of instruments and demonstrated very good control over them. When presenting their compositions to the class, they showed an excellent sense of timing and a very good sense of audience. Amazingly, they managed to produce music without rhythm, beat or pitch.

152. The school has two choirs: one, for which pupils have to audition, that is taken by a parent, and another, which is open to all pupils from Year 3 upwards, taken by the part-time teacher. There are approximately 30 pupils involved in each of the choirs. Pupils enjoy choir and develop their singing voices very well. They learn to sing tunefully and with expression. They enjoy the songs chosen and some cannot resist moving in time to the music. Singing during assemblies is good as a result. Pupils keep time with the music, singing with a sweet tone. Music supports pupils' social development well through the opportunities to sing at community functions and Christmas concerts.
153. There are good opportunities for pupils to receive individual tuition to learn to play a musical instrument and almost a third of pupils do so. They have opportunities to use their emerging skills in assemblies and during choir practice. For example, pupils played the piano at the beginning and end of assembly and one pupil accompanied the choir on her violin. Pupils in Year 2 all learn to play the recorder and, in Year 1, the ocarina. There is no evidence that ICT is used to support music.
154. The specialist teacher co-ordinates the provision for music well and has ensured that there is an appropriate policy and scheme of work in place. There is an action plan for music, which includes appropriate areas for development and a detailed evaluation of the current music provision. However, there is no regular assessment of pupils in order to track progress or provide a clear view of standards.

PHYSICAL EDUCATION

155. By the end of Year 2 and Year 6, pupils' attainment is average and they achieve satisfactorily. However, in swimming, pupils in Years 2 to 5 achieve well and by the end of Year 6 they reach standards that are well above average. This is due to the very good specialist teaching at carefully organised weekly sessions, for Years 2 to 5, in the swimming pool in Saffron Walden.
156. In a dance lesson, pupils in Years 1 and 2 followed the instructions well and showed a good awareness of space when moving round the hall. They switched from one movement to another smoothly and without hesitation and showed appropriate co-ordination when performing the various activities. Pupils build on their dance skills in Years 3 and 4. In the lesson observed, for example, pupils showed good control when working individually to develop a dance sequence to the 'War of the Worlds' music. When working collaboratively in pairs, their movements showed imagination and co-ordination. A games lesson was observed in Years 5 and 6 in which pupils were developing their skipping skills and improving their level of fitness. Almost all the pupils skipped confidently and competently and were able to do so in an interesting variety of ways. For example, one very good group of three girls successfully created a skipping chain which demanded high levels of concentration and very careful timing. Most pupils worked co-operatively in pairs and small groups, sharing their ideas and testing them out. In a swimming lesson, higher attaining pupils in Years 4 and 5 made very good progress in developing their technique for front crawl due to the expertise of the teacher and a carefully planned and structured range of activities. Most of this group swam at least ten metres successfully using three different styles – front crawl, breast stroke and back crawl.
157. The teaching and learning observed throughout the school was satisfactory overall and in the swimming lesson it was very good. In the best lessons, skills are developed through a step-by-step approach and teachers use a good range of stimulating activities that are enjoyable and encourage pupils to work hard. The pace of these lessons is brisk and pupils are actively involved. In some lessons, pupils evaluate and learn from each other's work but not all teachers make good use of this strategy to help pupils improve their performance. In less effective lessons, behaviour is not always sufficiently well managed to ensure that pupils take their learning seriously and remain on task. In all lessons, good emphasis is placed on health and safety and, in most, pupils are

encouraged to note the effect of exercise on their bodies. This makes appropriate links with their work in science. Opportunities for pupils to work co-operatively in small groups and teams support their personal and social development whilst involvement in country dancing helps promote awareness of their own cultural background. No evidence was seen, however, of links being made between physical education and ICT.

158. The school has an adequate hall for indoor activities and good outdoor facilities. There is a suitable range of apparatus, which is systematically introduced to the different age groups to ensure pupils learn how to use and handle it safely.
159. There is a good range of extra-curricular clubs available to pupils. These include football, netball and rounders. Pupils benefit, in lessons and clubs, from the expertise and help of local people and parents. For example, a Football Association coach trains the football clubs and parents teach and support groups in swimming lessons. A recently held skipping workshop has had a significant effect on pupils' skills and enthusiasm for this activity, resulting in two pupils being entered for the National Skipping Challenge. The school successfully takes part in a number of local tournaments including athletics, football and netball.
160. Improvement since the last inspection is satisfactory. Standards and pupils' rates of achievement have been maintained. The school has adopted national guidelines as a scheme of work to ensure pupils' skills are developed progressively across the year groups through an appropriate range of activities. Resources have recently been updated to meet the demands of the curriculum. Overall, leadership and management are satisfactory but further development of the co-ordinator's role is required so that the standards achieved by pupils are regularly monitored through a systematic approach to assessing and recording their attainment and progress.