

INSPECTION REPORT

CLIFFORD PRIMARY SCHOOL

Clifford, Hereford

LEA area: Herefordshire

Unique reference number: 116668

Headteacher: Mr M N Jenkins

Reporting inspector: Mrs Joan Boden
12301

Dates of inspection: 4th – 7th February 2003

Inspection number: 247660

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 12
Gender of pupils:	Mixed
School address:	Clifford Hereford
Postcode:	HR3 5HA
Telephone number:	01497 831202
Fax number:	01497 831321
Appropriate authority:	Governing body
Name of chair of governors:	Mr Chris Armstrong
Date of previous inspection:	12 th – 14 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12301	Mrs Joan Boden	Registered inspector	Mathematics Science Information and communication technology Design and technology Physical education The Foundation Stage Educational inclusion	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
1305	Mr Brian Rance	Lay inspector		Pupils' welfare, health and safety Partnership with parents and carers
31862	Mrs Julia Coop	Team inspector	English Art and design Geography History Music Religious education Special educational needs English as an additional language	Pupils' attitudes, values and personal development The quality and range of learning opportunities

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clifford is much smaller than most primary schools, with 69 pupils on roll. It is situated just outside a rural village and provides a valued focal point for the community. Nearly half of the pupils come from farming backgrounds. There are roughly equal numbers of boys and girls overall, but there is a significant imbalance in some year groups. Most pupils are of white UK origin, with 12 per cent of dual heritage or black Caribbean origin. They all speak English as their first language. The proportion of pupils eligible for free school meals is well below average. The proportion of pupils on the school's register of special educational needs is below average. Most of these are at the early stages, but an above average proportion have statements of special educational need. The school does not have a nursery, but most children attend the local playgroup. Children in the Foundation Stage are taught in the infant class. Attainment on entry varies from year to year, but overall it is average. As part of an Education Action Zone (EAZ), the school has received additional funding and resources, particularly for information and communication technology (ICT). In addition, a teaching assistant has been funded to support work in literacy in Years 3 and 4.

HOW GOOD THE SCHOOL IS

This is an effective school. The quality of teaching is good in reading, mathematics and music, and this is enabling pupils of all abilities to achieve well in these subjects. However, the planning of the curriculum in some other subjects means that, despite some good features of teaching, pupils do not always learn as effectively as they should. Higher attaining pupils do not achieve well enough in some subjects because too little is demanded of them. Overall, the school is led and managed well. The headteacher has created a good team spirit where staff, governors and parents work well together for the benefit of the children. As a result of this, the children have good attitudes to learning and they behave well. The school gives satisfactory value for money.

What the school does well

- Pupils throughout the school achieve high standards in reading and mathematics.
- The school nurtures spiritual, moral and social development well.
- Pupils have good attitudes to school. They behave well, are keen to learn and are very supportive of each other.
- The provision for pupils with special educational needs is very good, and they make good progress.
- Pupils benefit from a very good range of extra-curricular activities.

What could be improved

- Standards in writing are not high enough.
- In some subjects, higher attaining pupils do not achieve as well as they might.
- The work in some subjects does not always build on what pupils already know and can do.

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 improved at a satisfactory rate overall since it was last inspected in 1998. Standards in mathematics are much higher now, and the standards in other subjects have been maintained. However, while many of the key issues have been tackled successfully, there has not been enough improvement in important areas like planning the curriculum and making sure that work is matched to pupils' needs. The most significant improvement has been to the accommodation. This has had a beneficial effect on learning in physical education and ICT. The school achieved this through the hard work and commitment of the staff, governors and parents in raising the necessary funds, and the judicious decision by the governors to commit future funding for the benefit of current and future pupils. The downside has been that the disruption caused by the rebuilding took attention away from other areas that needed improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	A	E	E*
mathematics	B	B	E	E
science	B	A	C	E

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

The table needs to be interpreted with caution because of the very small numbers of pupils in any one year. Standards fluctuate significantly from year to year because the small numbers mean that each pupil represents a high proportion of the total. The number of pupils who join and leave the school part way through their education and the composition of the groups also affect overall standards. Compared to all schools nationally, standards in English and mathematics are well below average and standards in science are average. When compared to schools with a similar proportion of pupils entitled to free school meals, standards in English are in the bottom five per cent, while standards in mathematics and science are well below average. The lower results in 2002 can be attributed to the significant number of pupils with statements. Since 1998, the trend in the average points for all these subjects was broadly in line with the national trend. Inspection evidence is that pupils achieve well in mathematics and that the present pupils in Year 6 are on course to reach well above average standards. In English, standards are average overall, with above average standards in reading. Writing is weaker than reading because pupils do not have enough opportunities to write in subjects other than English. Standards in science are average. Standards in most other subjects, including religious education, are average. The exception is music where standards are above average. In many subjects, while most pupils achieve at a satisfactory rate, higher attaining pupils could achieve more if work was planned more effectively to challenge them.

Children in the Foundation Stage make good progress in mathematical learning and exceed the levels expected for their age. They also make good progress in developing social skills. They make satisfactory progress in all the other areas and reach the expected levels by the end of their reception year, but they do not achieve as well as they could because the work is not planned to meet their needs. In Key Stage 1, pupils make good progress in reading and mathematics. By the age of seven, they reach above average standards in reading and well above average standards in mathematics. However, they do not achieve as well as they could in writing because they do not get enough practice and higher attainers are not challenged enough.

Mathematics is a particular strength throughout the school. Pupils have very good mental skills because of the constant practice they get. They put these skills to good use in solving problems. The school acknowledges that writing is a weakness and they have begun to address it, with the result that it is beginning to improve.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested and keen to learn.
Behaviour, in and out of classrooms	Good. Pupils behave well both in lessons and in the playground. They get on well together and look after each other.
Personal development and relationships	Good. Pupils show respect for each other and all adults. Older pupils are particularly caring of younger ones.

Attendance	Pupils enjoy school and attendance in the last year was very high.
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TEACHING AND LEARNING

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

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

Although the majority of lessons seen during the inspection were good or better, the impact of teaching throughout the school is satisfactory overall. This is because the work is not always planned effectively to build on learning over time. While there are many good features in teaching, the quality of teaching in some aspects of English is not good enough for pupils for to learn effectively over time, especially the higher attainers. Teachers do not give pupils enough opportunities to develop their writing skills through other subjects. When they mark work in other subjects, they do not always pick up on punctuation and spelling mistakes, or indicate to pupils how they could improve their work. Throughout the school, the good teaching in mathematics is enabling pupils of all abilities to achieve well. Pupils are taught to do quick mental calculations and to use them effectively to solve problems.

In all subjects, teachers generally adopt a lively approach that captures pupils' interest from the start. They are good at using questions to draw out pupils' ideas and develop their understanding further. In some lessons, there is an overuse of prescriptive worksheets that deny pupils the opportunity to think for themselves. In subjects other than mathematics, teachers do not always match work appropriately to the needs of all pupils. This is the main reason why higher attaining pupils do not achieve as well as they could. Music is taught particularly well by a visiting specialist.

The teaching of pupils with special educational needs is good. These pupils make good progress and achieve well. Teachers use support effectively and plan appropriate activities based on the clear targets in pupils' learning plans. When pupils are withdrawn for more intensive support they also make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is broad and balanced, but it is not planned in sufficient detail to ensure that the work in all subjects builds on pupils' prior learning. It does not focus enough on developing pupils' writing and speaking skills. There is a very good range of activities outside lessons.
Provision for pupils with special educational needs	Very good. Pupils' learning needs are identified early and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for spiritual, moral and social development and satisfactory provision for cultural development.
How well the school cares for its pupils	The school makes satisfactory provision for pupils' health and safety. The procedures for checking on their progress are satisfactory, but the information gained is not always used to plan further work and help them to improve.

Parents are very satisfied with what the school offers. Their very good support, particularly in fundraising and listening to pupils read, has a positive impact on school life. There is an appropriate policy for racial equality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides clear direction to improving the school. He has created a good team spirit. There are weaknesses in the management of some subjects that are adversely affecting standards.
How well the governors fulfil their responsibilities	Good. The governors are very committed to making the school better. They are closely involved in discussing how well the school is doing and in making decisions about its future.
The school's evaluation of its performance	Satisfactory. The school identifies what improvements are needed in English, mathematics and science, but it needs to develop further the action plan to improve writing, which is still an area of weakness.
The strategic use of resources	Good. The school generally makes the best use of all its resources. However, the teaching assistant in the younger age class is not used to best advantage. The school has taken full advantage of its involvement with the EAZ to secure more resources for ICT, and this has led to higher standards. The school applies the principles of best value well.

The school has a suitable match of teachers and support staff to meet its needs. The accommodation is satisfactory overall, but the library is cramped. The level of resources for most subjects is adequate because the school borrows equipment where there are shortages. Resources for ICT are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• They like the warm family atmosphere.• The teaching is good.• Their children make good progress.• The school prepares their children well for later life.	<ul style="list-style-type: none">• The amount of homework their children get.• Some parents would like the school to work more closely with them and give them more information.

The inspectors agree with the positive statements. They do not agree with the negative responses. The amount of homework is appropriate for the ages of the pupils and it makes a good contribution to their learning. The school keeps parents well informed about how their children are getting on. However, pupils' annual reports do not always contain enough information about what children understand and can do. Teachers are always available to talk to individual parents about any concerns that they may have.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The small numbers of children entering the school mean that their overall abilities vary from year to year. However, in most years they are as expected in most of the areas of learning. The exception is in personal and social development where they are below average. This is partly due to the fact that some children are very young when they start school, and partly to the fact that in a relatively isolated rural community the children do not have as many opportunities to mix with other children. By the end of their reception year, they reach the standards expected for children of their age in most areas of learning and exceed the standards expected in mathematical development. This represents good achievement in personal and social development and in mathematical development.
2. In Key Stage 1, pupils achieve very well in reading and mathematics. This is borne out by the consistently high standards reached in national tests for seven-year-olds for the past four years. In 2002, standards in reading were in the top five per cent when compared with those in schools nationally and in schools similar to Clifford. In mathematics, they were also in the top five per cent of schools nationally and well above average compared with similar schools. Standards in writing are not as high, although they have been mostly above average for the past four years. In 2002, standards in tests were above the national average, but only average when compared to those in similar schools. The main reason for this is that while most pupils reached the expected level none reached the higher level. Most pupils achieve at a satisfactory rate but higher attaining pupils could achieve more if more was expected of them. Inspection evidence indicates that the attainments of the pupils currently in Year 2 are similar to those of last year's class.
3. In Key Stage 2, National Curriculum test results have to be treated with caution because of the small cohorts and the changing composition of classes as pupils move through the school. It is, therefore, not appropriate to compare the standards of attainment of last year's cohort with those of the cohort of five years ago. In 2002, for example, there were only nine pupils in Year 6, which means that each pupil represents 11 per cent of the cohort. While standards in English, mathematics and science were generally above or well above average prior to 2002, last year's published results show a significant drop. Overall standards in English and mathematics were well below average, and standards in English were in the bottom five per cent compared to those reached in similar schools. While not all the pupils reached the expected level an above average proportion reached the higher levels in English and science and an average proportion reached the higher level in mathematics. As overall standards are based on average points scores, the composition of a cohort, particularly such a small one, has a very significant effect. Analysis shows that in this small cohort of nine, there was one pupil with complex learning difficulties and another with similar difficulties had recently joined the school. In addition to this a higher attaining pupil left the school before the tests were taken. Because of the small numbers of pupils involved, it is not helpful to compare the performance of boys and girls.
4. Attainment in English in the present Year 6 is average overall. Pupils achieve well in reading and standards are above average. All the pupils read fluently and with enjoyment. However, their research skills are not developed fully because they do not have enough opportunities to read non-fiction works to find things out for themselves. Writing is an area of comparative weakness. Average and higher attaining pupils do not achieve as well as they might because they do not do enough writing across the curriculum. Most pupils have a fair understanding of punctuation and complete grammar exercises satisfactorily. However, in marking work in other subjects, teachers ignore grammar and spelling mistakes. Pupils, therefore, do not make the connection between grammar exercises and their other writing. Pupils throughout the school listen attentively and their

speaking skills are average. However, even the oldest pupils do not engage confidently in conversation with visitors.

5. Attainment in mathematics is well above average. This is a significant improvement since the last inspection, which has been brought about by the successful implementation of the national numeracy strategy. The consistently good teaching enables pupils of all abilities to achieve well. A higher proportion of pupils than last year are on course to reach the higher level 5. Mental skills are developed very well through regular practice and pupils use these well to solve mathematical problems in a wide variety of contexts.
6. In science, standards are average throughout the school. Although most pupils achieve at a satisfactory rate, higher attaining pupils do not achieve as well as they should because the work is often pitched at the same level for all the pupils. Pupils develop good enquiry skills because they have good opportunities to plan and carry out their own investigations.
7. Standards in ICT are average. Although this is similar to the findings of the last inspection, it represents an improvement because more is expected of pupils and the school has kept up with the latest developments. Pupils have suitable opportunities to develop their skills in other subjects. In most other subjects, including religious education, standards throughout the school are similar to those found in most primary schools. The exception is music where standards are above average because of the consistently good teaching by the music specialist.
8. Pupils with special educational needs, including those with statements, achieve well because of the good support they receive in lessons and when they are withdrawn for more intensive tuition. There is no discernable difference in achievement between boys and girls and those from different backgrounds.
9. Higher attaining pupils achieve well in mathematics, but in most other subjects they do not achieve as well as they could because the work is not demanding enough for them. Pupils with special aptitudes are catered for well, especially in sport.
10. In 2002, the school did not meet its targets for the number of pupils reaching the expected level for 11 year olds in English and mathematics because of the significant proportion of pupils with special educational needs. This position is set to be reversed in 2003, largely because there are not as many pupils with learning difficulties.

Pupils' attitudes, values and personal development

11. Through the good teaching in the Foundation Stage and the caring support of all adults, children adapt quickly to school life and learn to mix with others. They understand the simple school rules and behave well.
12. Throughout the school, pupils' attitudes are good overall, which is a similar picture to that found at the last inspection. Pupils commented that they like the family atmosphere in the school and respect the fact that they are trusted and allowed to make choices, which reflects the school's good provision for social and moral development. In general, pupils settle quickly to work and concentrate well in lessons. However, they are a little fidgety and distracted at times, especially when they are expected to listen for long periods. When teaching is challenging, such as in a history lesson seen in Year 3/4, when they were investigating the life of Anne Boleyn, pupils respond with enthusiasm. These pupils were disappointed when the lesson ended. Many pupils are keen members of clubs that take place outside the school day and enjoy spending additional time at school. Older pupils in particular have very good attitudes towards younger pupils, as observed in a game of netball, when they were very tolerant when younger pupils made inaccurate passes. All pupils are particularly sensitive, kind and caring towards pupils with special educational needs.

13. Pupils' behaviour in lessons is good overall. They generally work together well, share ideas and take turns fairly, as seen in practical lessons such as art and design. Older pupils generally listen carefully and are very quiet when others in the class are speaking. In this small family school, because of the good provision for moral education, pupils recognise right from wrong, and are aware of what is expected of them. Occasionally, however, the immature behaviour of a few younger pupils slows the pace of some lessons. Pupils' behaviour and good manners at lunchtime are impressive when they sit together and chat sociably. Pupils are also trustworthy and respectful of each other and school property. There have been no exclusions in the past year and the good behaviour is a result of effective behaviour management, based upon good relationships and a friendly respect between staff and pupils.
14. Overall, pupils' personal development is good and has improved since the previous inspection. More opportunities are provided now for pupils to participate in making decisions that affect them, such as designing the new school play areas. The school is rightly considering extending opportunities further by forming a school council. All pupils eagerly show initiative when opportunities are offered, such as helping at lunchtimes, looking after the new computer room and organising their camping arrangements. They carry out their duties responsibly. This was particularly noticeable when older pupils heard younger pupils read. They take this seriously and have a mature approach to the task, writing useful comments in reading diaries. Younger pupils benefit not only by improving their reading but also by the opportunity to form a good relationship with their older reading partner. Regular visits and camping trips are other good examples of the ways in which the school seeks to enhance pupils' personal skills. Pupils welcome visitors although few have the confidence to engage in discussion. Pupils are kind towards new pupils and are considerate of those who find some learning tasks more difficult. Less well developed, however, are pupils' independent learning skills. Although they respond well to the regular homework tasks that require independent research, more able pupils rarely take charge of their own learning in the classroom, and this prevents learning from being stronger.
15. Relationships throughout the school are good and ensure that pupils want to do their best for the teachers. The school is a pleasant and orderly environment where pupils learn in a happy and secure family atmosphere. In all classes, pupils have friendly relationships with their teachers and are caring and supportive of each other during lessons. These good relationships make an effective contribution to their personal development.
16. Pupils enjoy coming to school, so their attendance and punctuality are very good, which is a significant improvement since the last inspection, when attendance was a key issue. In the last year, attendance levels were very high and there were no unauthorised absences.

HOW WELL ARE PUPILS TAUGHT?

17. A much higher proportion of high quality teaching in lessons was seen than during the last inspection. However, over time it is only satisfactory because it is constrained by insufficient planning detail. Pupils' learning over time is only satisfactory because it does not build progressively on what has gone before. In most subjects, while the teaching enables most pupils to achieve at a satisfactory rate, higher attaining pupils are not stretched because they often do the same work as the rest of the class. Good and very good teaching was seen in lessons throughout the school, particularly in mathematics where it is enabling pupils of all abilities to achieve well.
18. Teaching of children in the Foundation Stage is satisfactory overall because the children benefit from being taught with the older pupils in the class and they rise to the teacher's high expectations in language and mathematical activities. However, for most of the time they do not have enough of the teacher's time and the planning of activities is weak. While the teaching assistant makes a good contribution to their learning in directed language and mathematical activities, she cannot have the same influence in other activities because she lacks guidance. The teacher does not

identify what she wants the children to learn from specific activities and no records are kept of the activities children do or the progress they make. This means that the work does not build on what children already know and can do. As a result, higher attaining children in particular do not achieve as well as they might.

19. Reading is taught well throughout the school. Children get off to a good start from their earliest days in school. The teacher of the younger children is good at teaching them how to sound out unfamiliar words and enthusing them with well-chosen stories that capture their interest and make them want to read. This enthusiasm is carried on in the older classes and most pupils achieve well. A weakness in all the classes is that teachers do not encourage pupils to capitalise on their good reading skills by seeking out information for themselves in other subjects. The teaching of writing is broadly satisfactory in the younger age class, but achievement is unsatisfactory for average and higher attaining pupils because they do not have enough opportunities to write in other subjects. In the junior classes, teachers' marking of pupils' written work is weak. Teachers often ignore punctuation and spelling mistakes, and often simply tick the work or add an over-generous comment. Pupils, therefore, do not see the connection between set English exercises and other written work. This undermines progress, particularly for higher attainers. Throughout the school there is too much emphasis on completing work sheets and copying out work into exercise books. As a result, pupils lack confidence and do not transfer their writing skills to other subjects. Occasionally, good opportunities are provided, such as writing letters in history or religious education, but this is not consistent throughout the school. Throughout the school, teachers could do more to develop pupils' speaking skills.
20. The high quality teaching in mathematics is characterised by the lively pace of lessons and the infectious enthusiasm of the teachers and the unrelenting challenge to pupils of all abilities. Pupils develop very good calculating skills because these are reinforced in every lesson. Teachers are good at encouraging pupils to find different ways of answering the same sum. For example, in a Year 3/4 lesson, the teacher challenged pupils to investigate different ways of counting on to calculate the difference between two amounts of money.
21. The teaching of science is satisfactory overall. Younger pupils complete very little written work and, therefore, find it hard to remember significant facts. In the junior classes, although the lessons seen were good or better, it is clear from pupils' books that the oldest pupils nearly always complete the same work. Higher attaining pupils, therefore, do not achieve as well as they should.
22. The teaching of music is good. As a music specialist, the teacher has the confidence and enthusiasm to enable her to plan lively and challenging lessons that the pupils enjoy. As a result, pupils of all abilities make good progress. She links work effectively to reinforce pupils' learning in other subjects. During the inspection, for example, she captured the imagination of older pupils and added considerably to their learning about life in Tudor times, by dressing in a period costume to teach them music of the time.
23. Some good features of teaching are present in most lessons. Teachers generally adopt a lively approach that captures pupils' interest from the start. In the junior classes they are good at explaining to pupils what they are going to learn, and checking at the end of lessons how successful this has been. They do this very effectively by means of probing questions to draw out pupils' ideas and develop their understanding further. This was seen in an excellent history lesson in Year 3/4 when the pupils made rapid gains in their learning about Henry VIII and his actions in relation to the Catholic Church. Teachers throughout the school make good use of homework to support learning. Often, pupils research topics in preparation for future work. Lessons are planned and organised well with resources well prepared, so teaching time is not lost.
24. The quality of teaching in most other subject, including religious education, is satisfactory overall. A weakness across all these subjects is that higher attaining pupils are not always given the opportunities to achieve as well as they might through more challenging work.

25. Pupils with special educational needs are taught well. They achieve well because of the good support they receive both in lessons and when they are withdrawn for more specialist support.
26. All adults have good relationships with the pupils and this creates a good atmosphere for learning. Pupils know that they are valued whatever their ability and this gives them confidence. They like the way they are treated and work hard in lessons.

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

27. The curriculum for children in the Foundation Stage is satisfactory overall. This is an improvement since the last inspection as it is now based appropriately on the early learning goals. However, the work planned does not always build on children's prior learning because the teacher does not keep adequate records of children's attainment and progress.
28. The curriculum in the rest of the school is also satisfactory, as it was at the last inspection. It is organised so that the pupils cover the full range of subjects required by the National Curriculum and the locally agreed syllabus. The curriculum for English and mathematics has improved since the last inspection because the school has implemented the national literacy and numeracy strategies. These are used effectively to guide teachers in their planning and practice. The use of the numeracy strategy guidance has resulted in much sharper teaching and a significant rise in standards. The school reinforces learning well through other subjects such as science and ICT. While the implementation of the literacy strategy has led to better teaching in English lessons, the school's strategy for teaching literacy across the curriculum is unsatisfactory. Pupils do not have enough opportunities to write at length or to use their above average reading skills to seek out information.
29. Overall, curriculum planning is weak. In many of the subjects other than English and mathematics a two-year cycle of planning for the other subjects ensures that pupils in the mixed age classes study all the statutory required elements. However, teachers' planning is inconsistent and does not always ensure that lessons build on skills and knowledge previously acquired or that topics are covered in sufficient depth. This in turn affects the quality of teaching over time. In the subjects where the school relies heavily on national guidance, it needs to adapt this to the needs of the school.
30. The provision for pupils with special educational needs remains very good and is a strength of the school. The school is very caring and supportive of pupils who have emotional, social and general learning difficulties. Because of the good quality support in lessons and additional weekly support from the co-ordinator, pupils are increasingly able to cope with learning activities and are fully included in the life of the school. Liaison between outside agencies is effective and because advice is valued and acted upon, this ensures that pupils make good progress towards their individual targets. In addition, all pupils irrespective of their backgrounds are welcomed to the school and treated equally with respect and warmth. The school also encourages girls and boys to participate in a range of activities and to work together. While these are good features, more able pupils are not always challenged and fully stretched by the activities planned and this remains an area of weakness that has not been fully addressed from the previous inspection.
31. The school has worked hard to introduce a very good range of extra curricular activities and this is a very good improvement from the previous inspection when there were no additional activities available to pupils. Each evening many pupils enjoy participating in gymnastics, table tennis, chess, football, computer club, music and other activities. In addition to these, regular camping and walking trips are held, which the older pupils enjoy.

32. The school benefits from its very good links with the community. For example, adults from the locality run after-school clubs and visit the school regularly to hear pupils read. This has contributed to the rise in standards. Older local residents also make a good contribution to pupils' understanding in history as they visit the school to talk or be interviewed about their lives. The new community centre and shared community computer suite have considerably extended the range and quality of learning opportunities available. Relationships with the other schools in the area are very good and this makes a significant contribution to the life of the school. Pupils have regular opportunities to meet and work with other pupils, for example in art and musical activities, which effectively supports their social development.
33. Provision for pupils' personal, social, health and drug awareness education is good. The policy is well thought out and all classes have regular opportunities to discuss issues relevant and personal to them. The school places great emphasis on personal development through day-to-day relationships. Appropriate emphasis in relation to the age of pupils, is placed on health, sex and drug awareness education. Outside agencies are used well to support staff in teaching these aspects of the curriculum. Older pupils, for example, participate in life skills and drug awareness education led by the local police. In addition, the school has recently begun to use new resources to develop citizenship education and these are making an effective contribution to the curriculum.
34. The provision for pupils' spiritual, moral, social and cultural education is good overall. It makes a good contribution to the pupils' personal development, well being and learning.
35. The provision for pupils' spiritual development has improved since the previous inspection and is now good. There are daily opportunities for pupils to meet to consider and reflect upon a wide range of issues, such as the impending war. Pupils in Years 5 and 6 were very moved as they were invited to consider how children in Iraq might be feeling. Whole school assemblies around a theme such as 'fairness', provide good opportunities for pupils to consider the feelings of others in a peaceful and thoughtful atmosphere. Pupils feel valued by staff and become increasingly self aware through praise and encouragement. As pupils move through the school, they experience a joy in learning and a sense of awe of the wonders of the world around them. Pupils are encouraged to think and ask searching questions in science, and wonder at the beauty around them, for example when gazing at the stars or walking in the hills during camping weekends.
36. Provision for moral development is good. There is a clear moral code and, although there are no formal rules, mutual respect is a strong feature of the relationships in the school, which pupils appreciate. They understand right from wrong and value their school, the equipment, resources and the opportunities provided. There is a strong sense of community in the school where pupils are encouraged to consider others and become independent. For example, pupils select and organise collections for charities themselves and volunteer to help in the new school garden. They are constantly encouraged to consider people less fortunate than themselves and also to be supportive of pupils who find conforming to the school ethos more difficult.
37. Provision for social development is also good. A strong family atmosphere is evident, particularly during meal times and play times, when pupils play and chat happily together. There is a strong sense of caring. Pupils are very independent and ready to help others. Older pupils are actively encouraged to help and support younger pupils and, on many occasions, they were observed helping them at play times or when hearing them read. Many visits and visitors are organised so that pupils from this small rural community have good opportunities to mix with people from other backgrounds.
38. The provision for cultural development is satisfactory. Pupils have many opportunities to develop an awareness of their own cultural heritage through projects and visits to local areas of interest. Good opportunities are also provided for them to experience theatre, music and local arts and crafts through links with the other schools nearby. However, the school's location makes the provision of real and meaningful links with other faiths and cultures difficult. The school has not

yet taken full advantage of its internet facilities to link with other schools with more diverse populations. Pupils gain insights into world faiths in their religious education lessons, but different faith and cultural artefacts and resources are limited. Racial equality is actively promoted and staff seek to help pupils to develop tolerant and respectful attitudes towards others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The care that the school takes of the pupils and ensuring their welfare is satisfactory overall, as it was in the last inspection. Child protection procedures are in place with the headteacher undertaking the role of designated person, and all members of staff are fully briefed on their responsibilities in this regard. The steps taken to ensure pupils' welfare, health and safety are satisfactory, although they lack rigour and are informal in some respects. Routines for dealing with first aid, medicines and accidents are in place with three staff having been trained in emergency first aid. However, incidents are not always recorded. A health and safety policy is in place and has been recently updated with a self-evaluated risk assessment. Safety checks on potentially dangerous equipment take place annually, although again the documentation is not up to date. Records show that emergency evacuations of the premises take place. The headteacher takes good care to make these as realistic as possible, for example by blocking off some of the normal exit routes, so that pupils do not become too complacent.
40. The procedures for promoting attendance and punctuality are very good and contribute to the high levels of pupils' attendance at school. This aspect has improved since the last inspection when it was part of a key issue. Parents co-operate fully with the school in notifying reasons for pupils' absence. Only rarely does the school need to call upon the support of the local education authority's welfare officer, who nevertheless visits every term to monitor pupils' attendance and punctuality.
41. The procedures for promoting good behaviour are good, and contribute to the good standard of behaviour that all pupils demonstrate. The school has an appropriate behaviour policy, which reinforces the schools aims and ethos, takes a positive approach to discipline and discourages bullying. In practice all staff place emphasis on recognising and rewarding good work and/or good behaviour, with little need to apply any sanctions.
42. Procedures for monitoring and supporting pupils' personal development are good. This small school provides an environment where the teachers and all the other staff know the individual pupils and their families very well. They are always ready to help and guide pupils and many pupils stated that they appreciate this. Individual targets are set and the school places considerable emphasis on supporting and monitoring individual pupils' development. As a result, staff are often successful at supporting and improving the behaviour and attitudes of pupils with emotional or behavioural difficulties. Similarly, the school is welcoming and very supportive of pupils with more complex learning needs. Provision for these pupils is very effective, and the school's inclusive ethos is a strength.
43. In the Foundation Stage, the arrangements for checking on children's progress in some aspects of language and mathematical development are satisfactory. Baseline assessments are carried out when the children start school, and the information is used as a starting point. In the rest of the school, the arrangements for assessing, monitoring and guiding pupils' academic performance are satisfactory overall and have improved since the previous inspection. Appropriate procedures have been established in English, mathematics and science and pupils are now formally assessed in most year groups as well as at the end of Year 2 and Year 6. There are effective procedures for identifying pupils with special educational needs. The information gained from these assessments is used effectively to identify individual learning targets and focus support. This ensures that these pupils make good progress towards these targets. Although the close-knit nature of the community means that children from ethnic minorities are not seen as different, their progress is monitored.
44. The school's use of assessment information to address weaknesses in the curriculum is satisfactory. A good start has been made in analysing test results and monitoring pupils' progress in English, mathematics and science. It now also sets individual learning targets in mathematics and English, which are shared with pupils. This is beginning to have a positive impact on

standards. Assessment procedures in other subjects are not established. This makes it difficult to develop skills progressively and to match work to pupils' abilities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents think very highly of the school. This seems to agree with the findings of the last inspection although no clear judgement was made. At the meeting for parents and from responses to the questionnaire there was very little criticism. Parents greatly appreciate the caring family ethos of the school, the high standards that pupils achieve, and the good behaviour and discipline that they learn.
46. The information provided for parents is satisfactory overall. The general information provided through a series of frequent letters is good, and includes a termly calendar and curriculum report on what pupils will be covering during the term. The prospectus and the governors' annual report are detailed, well presented and informative. Parents are able to approach the school at any time to understand how their children are getting on, and formal consultation evenings are held every term. At the end of the summer term parents receive the annual reports on their children. These reports were criticised in the last inspection and the weaknesses highlighted then still remain. Some parents find the computer-generated reports impersonal. In some year groups they lack individual detail and sometimes say the same thing about different pupils. They describe what the pupil has done rather than the progress that has been made and the standards achieved, with very little comment on things that are not so good or need working on. Positive features of reports are the commentary on personal development and the opportunity for parents to add their observations. Targets for further improvement are also included but these are often very general. Parents whose children have additional learning needs are kept fully informed of their children's progress and are involved well in making decisions about specific courses of action.
47. Parents' involvement in the life and work of the school is very good. They support the pupils very well in their homework assignments and through reading record books. A number of parents regularly help in classrooms. There is a very high level of support for any special events, including productions and sports day. The Parent Teacher Association and the wider local community have been very successful in raising substantial sums, which contributed most recently to the building improvements that have taken place. Parents have also been generous in giving their time to physical improvements to the school, for example in landscaping the area in front of the school and planting shrubs and flowers. Indirectly these activities enhance the education that the school gives the pupils by improving the environment in which all the pupils and staff work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The last report indicated that leadership and management of the school were good. They are now good overall. While there are many strengths, there are weaknesses in the planning of some subjects that are undermining pupils' progress. Until recently the school had very cramped accommodation. While the building work has improved significantly what the school can offer, the consequent turmoil over an extended period of time put extra pressure on the headteacher. As a result, he did not give enough attention to important aspects of school improvement.
49. The headteacher works very hard. He has a very heavy teaching commitment and is responsible for a large part of the curriculum. He makes the best use he can of the limited time he has available to monitor and evaluate the work of the school. He manages the school well. The teaching staff of one full time and three part time teachers support him effectively. The teachers meet frequently, both formally and informally, to discuss what they are doing in different subjects and this gives them a good overview.

50. The headteacher provides good leadership. He is very successful in creating a good team spirit where all the staff, including support and non-teaching staff, parents and pupils feel valued because they have an important part to play. He is aware of what the school needs to do to improve and has devised a clear action plan to bring about those improvements. However, as the focus has been on improving standards in English and mathematics, some subjects have not been led and managed effectively. The school has adopted the national guidance for most subjects, but this has not been adapted to the needs of the school. The curriculum is not planned in enough detail to ensure that subjects are taught in sufficient depth and that the work builds progressively on prior learning.
51. The monitoring of teaching is satisfactory overall. This has resulted in higher standards in some aspects of English and in mathematics. However, monitoring is not yet focused on specific aspects of teaching, such as the development of writing, which is a current focus for the school. Not enough attention has been paid to monitoring the work in pupils' books. As a result, the inconsistent marking and the unsatisfactory use of assessment information in planning work for different abilities have not been picked up. This was a key issue in the last inspection report.
52. Performance management is in place. All staff have annual discussions with the headteacher and identify areas they wish to develop following formal lesson observations. A suitable programme of induction for new staff is in place and newly appointed staff appreciate the support they receive. As a result, they settle quickly into the school's routines. Teachers attend appropriate training that will benefit both the school and their own professional development.
53. The school has a justified good reputation for teaching pupils with learning difficulties. The provision is very well led and managed. There is a clear policy, which outlines all procedures in accordance with the recommendations of the revised code of practice. These pupils are very well integrated into all aspects of school life. When pupils have specific difficulties, the school goes out of its way to accommodate them. This is very much appreciated by the parents of the children concerned.
54. The management of provision in the Foundation Stage is currently unsatisfactory, although the appointment of a full time teaching assistant has meant that the children now follow an appropriate curriculum. This was not the case at the time of the last inspection. For the greater part of the day, many activities do not have a clear learning focus and children's progress is not tracked and recorded sufficiently.
55. The school is constantly seeking ways to improve. With this in mind, it compares its own performance against schools nationally and against those with a similar pupil intake. The school works effectively with other local schools in seeking improvements. This includes working with the local secondary school, which hosts regular curriculum events. The school has a clear plan for improvement covering all aspects of school life. It contains realistic targets and success criteria are explicit. However, the school needs to focus more sharply on curriculum planning if all pupils are to achieve as well as they should.
56. The governors fulfil their responsibilities well. They have a good understanding of how well the school is doing and what needs to be improved. They are very committed to the school and its improvement. Their supportive approach does not stop them from asking challenging questions and holding the school to account. They are fully involved in performance management and have set appropriate targets for the headteacher. In the close-knit community, they meet regularly with the parents, both formally and informally. They constantly seek parents' views and consult with them on significant changes. Pupils benefit from the commitment of governors, staff and parents in raising money and providing the labour for improvements to the accommodation. For example, the secure outside area for children in the Foundation Stage has been landscaped recently.

57. The budget is managed well, including funding for specific purposes. The governors keep a close eye on spending and make sensible long-term decisions. For example, the refurbishment and building extension used all the capital allowance for three years, but this was a good decision because it has brought about such good improvement, particularly in the areas of PE and ICT.
58. There is a sufficient number of staff, and for most of the time these are deployed efficiently. However, the teaching assistant in the younger age class could be used to better advantage. The school runs smoothly on a day-to-day basis because of the overall satisfactory office systems.
59. The accommodation has improved since the last inspection, when it was a key issue. This has been achieved through the completion of new extensions to the premises, and some improvements to the landscaping around the school. The classrooms are adequate to deliver the curriculum to the number of pupils presently in the school. The outdoor facilities, including the swimming pool, are good. The school is well maintained and decorated, cleaned to a high standard, and enhanced by attractive displays, including examples of pupils' work.
60. The quality and quantity of resources are satisfactory overall because the school shares resources with local schools. However, there are limited artefacts and books to support learning in religious education, geography and history. Following the recent building programme, the library is being developed and re-stocked to make it more conducive to quiet reading or research. In the meantime the school makes use of the mobile library that is brought to the school on a regular basis. ICT resources are very good, and two classrooms benefit from interactive whiteboards that enhance teaching and learning well. The wide range of resources for pupils with special educational needs considerably enhances their learning opportunities.
61. Although there are some weaknesses in leadership and management that are affecting the achievement of higher attaining pupils, most pupils achieve at a satisfactory rate. Given the improvement in accommodation and the commitment of the staff, governors and parents, the school is well placed to overcome these weaknesses and move forward. It gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education for all its pupils the headteacher, staff and governors should:

- Raise standards in writing by:
 - Giving greater emphasis to the teaching of writing;
 - Identifying suitable opportunities across the curriculum for pupils to develop their writing skills;
 - Improving the quality of teachers' marking of written work in other subjects.
(Paragraph Nos. 2, 4, 19, 28)

- Increase the rate of progress for higher attaining pupils by:
 - Pinpointing accurately what pupils already know and can do;
 - Using this information to plan for the next stages of learning;
 - Tracking the achievement of pupils as they move through the school.
(Paragraph Nos. 9, 17, 18, 19, 30, 75, 76, 85, 87, 99, 111, 115, 116, 122)

- Improve the quality of curriculum planning by:
 - Identifying specifically what children in the Foundation Stage are to learn in all areas of learning, and tracking their progress and matching future work to their needs;

- Planning the National Curriculum in the rest of the school in more detail, so that pupils' skills and understanding are built on progressively as they move through the school;
(Paragraph Nos.29, 48, 50, 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	7	5	0	0	0
Percentage	6	24	41	29	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents nearly six percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	69
Number of full-time pupils known to be eligible for free school meals	N/a	1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	N/a	2
Number of pupils on the school's special educational needs register	N/a	12

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.4
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	2	4	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	6	6	6
Percentage of pupils at NC level 2 or above	School	100 (100)	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	Boys			
	Girls			
	Total	6	6	6
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.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	4	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	6	7	7
Percentage of pupils at NC level 4 or above	School	67 (91)	78 (73)	78 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	6	7	7
Percentage of pupils at NC level 4 or above	School	67 (100)	78 (82)	78 (100)
	National	73 (72)	74 (74)	82 (82)

*Percentages in brackets refer to the year before the latest reporting year.
Numbers of pupils are omitted to prevent identifying specific pupils in a small cohort.*

*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	55	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	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	4	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	0	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 – Y7**

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	20.3
Average class size	23

Education support staff: YR – Y7

Total number of education support staff	6
Total aggregate hours worked per week	93

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	201,630
Total expenditure	224,464
Expenditure per pupil	3,401
Balance brought forward from previous year	55,323
Balance carried forward to next year	32,489

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	92
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	52	3	0	3
My child is making good progress in school.	36	64	0	0	0
Behaviour in the school is good.	42	45	6	0	6
My child gets the right amount of work to do at home.	39	42	18	0	0
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	39	52	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	30	3	3	0
The school expects my child to work hard and achieve his or her best.	52	42	0	0	6
The school works closely with parents.	45	42	12	0	0
The school is well led and managed.	58	39	0	0	3
The school is helping my child become mature and responsible.	42	55	0	0	3
The school provides an interesting range of activities outside lessons.	45	39	6	3	6

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

62. Provision for children in the Foundation Stage is broadly satisfactory. This is an improvement since the last inspection when it was judged to be unsatisfactory. The improvement has been brought about through improved staffing levels. However, the teacher is not sufficiently involved in the children's learning.
63. Children start school on a full time basis in the September following their fourth birthday. They join a mixed-age class of Year 1 and Year 2 pupils and learn well from the examples set by the older pupils. On entry to school, their overall attainment is average when compared to that of children the same age. However, their personal and social development is below average. By the end of their reception year almost all the children reach average standards for their age in most of the areas of learning and above average standards in the mathematical area. There is scope for them to achieve more in the areas of language development, knowledge and understanding of the world and creative development.
64. The Foundation Stage curriculum is planned broadly to take account of the needs of very young children. For example, the numeracy and literacy strategies are adapted well to suit the levels of concentration that very young children have. However, although the children enjoy a wealth of practical activities, these are not planned sufficiently to take account of what they already know and can do. While they have plenty of opportunities to make choices for themselves, the teacher does not identify clearly enough what she wants the children to learn from the activities and not enough assessments are kept. Therefore, learning is not necessarily taken forward. As a result, children do not achieve as well as they could.
65. The quality of teaching is satisfactory overall in most areas of learning and good in personal, social and emotional development and in mathematical development. There are strong features in the teaching of language. The main weakness in all the areas is that the teacher does not keep a careful enough check on children's progress, so she is not able to plan work that is correctly pitched for individual children's needs. This is the main reason why higher attaining children in particular do not achieve as well as they could.
66. The relationships between the staff and parents are very good. Parents are very happy with the school and what it does for their children during the time they spend in the Foundation Stage.
67. Leadership and management of the Foundation Stage are currently unsatisfactory. Although the teacher knows all the children well, she does not have a clear enough view of the standards that each child achieves. The work of this key stage is not monitored closely enough and there is no action plan for improvement.

Personal, social and emotional development

68. The good quality of teaching in this area of learning leads to good achievement and progress. The children feel secure, settle in quickly and understand school routines. The warm relationships between the staff and the children result in children quickly becoming confident and happy to be at school. The staff expect the children to behave well and establish gently but firmly what is acceptable and what is not. The positive effect of this is seen in the children's very good behaviour. The children are good at sharing equipment and taking turns.
69. Children have good opportunities to choose their own activities, but they are not expected to reflect on what they have done. Occasionally, the teacher makes effective use of role-play to develop children's confidence in contributing ideas. When a new play area is set up, she spends time working in it to model ideas for the children. She joins in with the children's play, adding

suggestions and ideas, and encouraging the children to extend their play. In other areas children are not encouraged sufficiently to use their own initiative, for example, in choosing the materials and equipment they would like to use for a particular task. They are good at tidying away equipment when asked to do so.

70. A strength of the teaching is the way the staff encourage the children to become independent in looking after their own personal needs. In this aspect they make very good progress. When the current cohort started school they were totally dependent on adult help in doing up buttons and changing for physical education lessons. Through the good encouragement by the adults to try to do things for themselves, they are now quite independent. This was very noticeable in a physical education lesson when all the children changed quickly and without fuss. The children are keen to engage each other and adults in conversation, although they find it hard to listen courteously when other children are speaking.

Communication, language and literacy

71. The overall quality of teaching is satisfactory, but there are good features in some areas. Children's reading skills progress at a good rate because the teacher uses a good variety of strategies to develop word recognition. Games, including computer games, are used well to teach initial letter sounds. The children respond well to this and find learning to read fun. Parents and voluntary helpers make a good contribution by listening to the children read. The children gain satisfaction from reading to others and this spurs them on. When the teacher is involved, she makes good use of well-known stories and rhymes to stimulate children's interest and enjoyment of books. However, apart from set reading times, the children are not encouraged enough to read. For example, there are limited opportunities for them to explore books for themselves. Most children recognise many familiar common words and the highest attainers are above average readers for their age. They can read simple books and recall the main events in a story.
72. The teacher is good at showing children how to form letters, and plenty of opportunities are presented for them to practise writing in supervised groups. All the children can write their own name and form their letters correctly. The highest attainers can write simple sentences. A weakness in the teaching is that although opportunities are presented for the children to write independently, such as in the writing corner, there is no assurance that they will choose to do so. Although the teacher keeps records of what they have learned in formal situations, she does not follow this up in the learning activities. Children do not appreciate writing as a means of expressing ideas because they do very little recording in other areas.
73. There is a good flow of conversation between children and adults in formal teaching situations such as literacy or numeracy sessions. This promotes language development effectively because the children know that they need to speak clearly and listen carefully to questions. However, this is not built upon when they are engaged in practical activities. The teaching staff do not engage them sufficiently in discussion, for example, by asking them to explain what they are doing. They are too ready to accept one-word answers that do not develop children's speaking skills. Listening skills are not developed consistently because adults do not insist on children answering. As a result, children do not listen well to other children.

Mathematical development

74. Achievement is good in this area of learning. Most of the children have already reached higher standards than those expected for children at the end of their reception year in counting and number work. This is largely the result of joining in the mental warm-up sessions with the older pupils in the class. Two girls making candles for a birthday cake demonstrated this. "Right, I've made two, so I need another three because you are five", said one. "That's right", said the other, "but if this was for someone who is eight we would need six more". They also recognise two and three-dimensional shapes because of the lively approach by the teacher to teaching this through games. Computer games are used effectively to reinforce children's learning in this area. Children's enjoyment of mathematical work is evident as they play games independently.

75. Although many of the activities provided have the potential to develop mathematical language and understanding, they are not focused clearly enough on what the children need to learn. There is not enough adult interaction to check on children's progress and take learning forward. In water play, for example, opportunities are missed to develop children's mathematical language. Children have fun finding out, for example, that it takes several small containers to fill a larger one, but often there is no adult present to discuss terms such as 'more than', 'less than', 'half full'. All the children could achieve more if work was planned more carefully to match their needs. Higher attaining children in particular are not stretched to a full enough extent.

Knowledge and understanding of the world

76. Children's general knowledge and their understanding of the world are average. As with the other areas of learning, they could achieve more if the activities were planned in more detail, with specific learning intentions and more planned adult interaction. Although they have plenty of opportunities to explore and investigate materials such as sand, water and play dough, there is a limited range of equipment such as magnifiers and magnets. Although they enjoy making models, the teaching is very directed thus denying them the chance to experiment with materials and different glues. There are no displays or collections of objects in the classroom to arouse curiosity.
77. The outside area is used well to develop understanding about road safety. Children become increasingly aware of different types of vehicles and different modes of transport because of the positive interaction by adults. During the summer term they learn about a good variety of plants by growing their own vegetables and flowers.
78. The children have an appropriate knowledge of their local area and are beginning to gain knowledge of places further afield. However, more could be done in the classroom to foster this knowledge. They use computers independently and confidently to support their learning. They also show good independence in using tape recorders to listen to stories.

Physical development

79. All the children are likely to reach the expected goals by the end of their reception year. Achievement is satisfactory. This is an improvement since the last inspection. The improved provision for outdoor play is having a beneficial effect on children's progress. There is a good range of large toys that help children to improve their large-scale movements. Adults use the road markings and the track well to challenge and extend skills in steering and braking.
80. Children are developing their sense of space well. In dance lessons they move about without bumping into one another. They are beginning to interpret music creatively, as was seen in the dance lesson when they were 'clowns'. The girls are better at this than the boys. All the children have average skills of dexterity and confidence in using tools and equipment because they have plenty of opportunities to cut, draw and manipulate construction kits.

Creative development

81. All the children are on course to reach the expected standards for their age by the end of their reception year. They achieve well in the development of their imagination because they are encouraged through role-play to add their own ideas to those provided by the teacher. In the 'post office', for instance, the teacher assumed the role of the customer and, through her careful questioning, gave the children helpful suggestions for extending the play. At the same time, the activity made a good contribution to their knowledge and understanding of the world as she asked for holiday brochures and stamps for letters to be sent abroad. The children carried this on independently after the teacher had left.
82. Children have opportunities to paint and make models, but although the skills are taught well, they are not encouraged to be creative because the work is over-directed. Children cannot experiment

with different media because they are given the materials and shown exactly what to do. This is hampering their creative development.

83. Children make good progress in music because of the good teaching by a visiting music specialist. They also benefit by being taught with the older pupils in the class as this gives them the confidence to join in with singing and playing instruments. They demonstrate good control when playing a variety of percussion instruments to build up a sound picture. In this aspect they have already reached the standard expected by the end of their reception year.

ENGLISH

84. Standards overall are average at ages seven and 11. This is similar to the findings of the last inspection. Boys and girls from all backgrounds make similar progress. Standards in reading are significantly higher than those in speaking and writing because the school puts a good emphasis on developing reading skills and nurturing pupils' interest in books.
85. Reading has improved since the last inspection and standards are now above average as a result of overall good teaching. The teacher in the infant class is very good at helping pupils to recognise key words and to sound out unfamiliar ones. She does this through a good variety of activities that interest and stimulate the pupils. For example, all the children enjoy using computer programs to check on word recognition. They often work together in pairs and the friendly competition spurs them on to concentrate and try hard. Parents also have a good input, by listening to their own children read at home or coming into school to hear and encourage other children. The systematic approach to the teaching of reading throughout the school enables the pupils to learn at their own rate and this builds their confidence. By the end of Year 2, they read unfamiliar texts confidently because they can either sound out words, or work out what they say from the rest of the text. The pleasure of reading is built upon as pupils move through the junior classes as they are introduced to a wider variety of texts. By the end of Year 6, most pupils read fluently and with understanding. In both key stages, most pupils achieve at a satisfactory rate. Pupils with special educational needs achieve well because they have good support, both in lessons and in withdrawal sessions. Books are selected well for them to consolidate their learning and build their confidence. However, higher attaining pupils do not achieve as well as they could because they are not challenged enough to develop their skills in finding out information in other subjects.
86. Throughout the school, speaking skills are satisfactory overall. While some pupils speak confidently, many use a restricted vocabulary and cannot express themselves clearly. Teachers provide good models of speech, but in many lessons they miss opportunities to develop pupils' speaking. While they give pupils good opportunities to explain their work in mathematics, they rarely use questions in other lessons that require extended answers. In addition there is a tendency for them to finish pupils' answers for them. Opportunities for pupils to explore spoken language are not fully exploited. When pupils re-enacted the story of David and Goliath, for example, they were told what to say rather than working in groups to develop their own dialogue. The average standards in listening have been maintained. Teachers generally employ a suitable range of strategies to encourage pupils to listen carefully, changing the pitch and expression of their voices for example.
87. Standards in writing are average at age seven and 11. Pupils get off to a good start in the infant class. The structured approach to the teaching of handwriting and writing sentences correctly gives them a good basis for future learning. Most pupils can write simple sentences and make reasonable attempts at spelling. However, not enough is expected of them in terms of the amount of work they complete in literacy lessons. This is compounded by the fact that they do very little recorded work in other subjects. Higher attaining pupils, in particular, are capable of achieving much more. The school has not had any pupils reaching the higher level 3 in national tests for the past few years. In the junior classes pupils write in a suitable range of styles in English lessons, but their writing in other subjects is too often constrained by the overuse of worksheets that limit their thinking. Teachers do not link reading enough with writing, for example by emphasising different

writing styles or use of vocabulary. As a result, pupils struggle to make their own work interesting to the reader. While some pupils start their stories with interesting vocabulary their ideas soon peter out. In general, spelling is weak throughout the school. This is partly because teachers allow pupils to choose words they are confident of spelling rather than encouraging them to use dictionaries or thesauri when writing. Some pupils' restricted spoken vocabulary also limits their choice of words in written work.

88. The co-ordinator manages the subject to the best of her ability. However, her heavy workload does not permit her the time to work effectively with others to raise the quality of teaching and learning. The school has picked up issues regarding differences in attainment between girls and boys, especially noticeable in writing. In response more writing homework has been introduced and texts are used that have more appeal to boys. In addition the school has introduced annual visits by authors. The main weakness is the lack of effective links between the work in literacy lessons and other subjects. The school has made a satisfactory start in using ICT but there is scope for it to be used much more.

MATHEMATICS

89. Standards in mathematics are well above average at age seven and 11. This represents very good improvement since the last inspection when standards throughout the school were average. It confirms the picture that emerges from national tests for seven-year-olds over the past four years. At age 11, national test results fluctuate because of the small numbers of pupils involved and the fact that the composition of year groups changes over time as pupils leave or join the school. In 2002, for example, overall standards in tests were depressed because there were more children with learning difficulties in the Year 6 class, and one higher attaining pupil had left the school. In the current Year 6 class, nearly all the pupils are on course to reach the expected level for their age and a much higher percentage are on course to exceed the expected level. There is no significant difference in the standards achieved by boys and girls.
90. Standards have risen since the last inspection because of much sharper teaching and much clearer planning, brought about by the implementation of the national numeracy strategy. Teachers now have higher expectations of what pupils can do and put a good emphasis on developing mental arithmetic skills. They are good at organising their classes so that they can give help where it is needed, thus ensuring that all the pupils can get on. This means that pupils of all abilities and backgrounds, including those with special educational needs, achieve well.
91. Teachers take good opportunities to develop pupils' mathematical skills in other subjects such as design and technology, when they develop their measuring skills to produce models, or in science when they measure temperatures and present their findings in graphs and charts. While there is a good emphasis on number work, there is an equally strong emphasis on other areas of mathematics. Pupils build up a good understanding of shape, space and measures. They get off to a very good start in the infants, and their learning builds systematically as they move through the junior classes. By the age of 11, they can measure and construct angles accurately and use appropriate formulae to calculate area. Teachers expect high standards of written work, and pupils present their work neatly.
92. The teaching is very good in both key stages. Teachers are confident in their own knowledge and this enables them to adopt a lively approach and make learning fun. In the infant lesson seen, for example, the pupils were positively buzzing with excitement during the very fast-moving mental warm-up. They displayed instant recall of addition of large numbers as they were asked to double numbers. In the main part of the lesson, the teacher used a good variety of games to consolidate their learning, including a 'feely' bag of shapes that they had to identify and describe. In the lesson seen in the lower junior class, the pupils were engrossed in the mental warm-up session as they worked in pairs on number bonds. They see this as a game and try hard to become faster.

Because the work is matched well to the needs of different ability groups, all the pupils gain from these sessions and achieve well. The school has recently acquired interactive whiteboards in the junior classes, and these are used well to increase the pace of lessons as well as developing pupils' ICT skills.

93. There are other good features of the teaching. Teachers explain clearly to pupils what they are going to learn, and keep a good check that pupils remain on course during lessons. They use time well at the end of lessons to make sure that pupils have learned what was intended. They do this very effectively, perhaps by playing a further game or, as happened in the Year 3/4 class, by inviting pupils to be 'teacher' and explain to the rest of the class how to solve a problem. When teaching assistants are available they make a very good contribution to the learning of pupils who do not grasp ideas as quickly as the rest. These pupils achieve well because their learning is built on in small manageable steps. Through this they gain confidence because they are building on success. The teachers' approach to the subject makes learning fun for the pupils. This means that they behave well and work hard because they are enjoying themselves.
94. It is clear from the improved standards that the leadership and management of the subject has improved and has been very good for the past few years. The marking of pupils' written work shows that teachers keep a careful check on learning. Comments in books are helpful in showing pupils where they have gone wrong and often invite pupils to seek further explanation and guidance. The school uses data from the analysis of test results to plug any gaps in the curriculum where there is an apparent weakness in pupils' knowledge and understanding.

SCIENCE

95. Standards at ages seven and 11 are in line with those expected. This is similar to the findings of the last inspection. Standards in the current Year 2 are not as high as teacher assessments indicated for last year's cohort. They were judged to be very high, with a well above average percentage of pupils reaching the higher level. Discussion with the pupils currently in Year 2 indicates that none of them are on course to reach the higher level. At age 11, national test results fluctuate because of the small numbers of pupils involved and the changing composition of year groups. In the current Year 6 class, most of the pupils are on course to reach the expected level for their age and a small percentage are on course to exceed the expected level. There is no significant difference in the standards achieved by boys and girls or by pupils from different backgrounds.
96. In the infant class, pupils do plenty of practical activities but very little written work. Topic work is displayed but it consists largely of the teacher's own writing of labels. This means that the pupils do not consolidate their learning by expressing their own ideas and they cannot refer back to work they have done. Although they enjoy their work at the time and appreciate basic ideas such as careful measuring and fair testing, they have difficulty in recalling what they have learned.
97. In the junior classes, the pupils build up a better understanding because the work builds well on the pupils' practical skills and includes purposeful recording. The teaching seen in lessons was at least good with very good features. The main strength of the teaching is the fact that learning activities are linked to everyday situations. In the lesson in Year 3/4, for example, pupils investigated the insulating properties of different materials by wrapping containers of warm water and recording the temperatures at regular intervals. This was a good opportunity for them to develop their mathematical skills and they recorded their results in an appropriate chart. Through effective questioning at the end of the lesson, the teacher led them to relate what they had done to the different properties of summer and winter clothing.
98. Teachers strike a good balance between giving information and leading pupils to work things out for themselves. In the lesson in Year 5/6, pupils had to predict whether the forces needed to move

objects over different surfaces would be greater or less. They did this very sensibly and gave reasons for their answers. Again, mathematical skills were used well as they calculated the mean force required to move an object. Because pupils are reminded frequently to 'think like a scientist', they know that they must check their results and can plan a fair test. Pupils in both the junior classes enjoy science and work hard in lessons.

99. Leadership and management are satisfactory overall, but monitoring is not sharp enough. Although high quality teaching was seen during the inspection, the impact of teaching over time is only satisfactory because the work in pupils' books is mostly the same for all abilities. While achievement is satisfactory for most pupils, including those with special educational needs, higher attaining pupils could achieve more. The subject makes a good contribution to pupils' spiritual, social and cultural development. Pupils reflect on the wonders of nature through their studies of plant and animal life. They have very good opportunities to work co-operatively in groups and frequently question their findings. Older pupils learn about the work of famous scientists and relate this to their own investigations.

ART AND DESIGN

100. Standards are as expected at age seven and 11. Boys and girls of all abilities and backgrounds make satisfactory progress. This is the same as the previous inspection.
101. Pupils enjoy art and they take great care and pride in their efforts. Pupils in Year 2 recognise the primary colours and know how to mix these to produce secondary colours such as orange or green. They are beginning to use shades in their work and recognise how to mix lighter or darker shades by adding white or black for example. Their use of colour is bold and confident and they use different mediums appropriately in their work. More able pupils are beginning to develop an original style as seen in their tissue and glue glazed seascapes in the style of Monet.
102. Older pupils continue to make satisfactory progress and enjoy a wide range of opportunities to use a variety of mediums, in their work. However, they needed prompting to recall or discuss the work of individual artists, which was a weakness identified in the previous inspection. Work on perspective is developing with more able pupils depicting avenues of trees, using watercolour, with maturity and a developing individual style. Similarly, wax resist patterns and three-dimensional sculptures using wire and painted fabrics are also imaginative and carefully produced. During the inspection older pupils worked hard to create textile pictures using a variety of materials that would be good to touch and evoke feelings. Throughout the lesson, pupils evaluated their work and adapted their techniques well. However, the use of sketchbooks to research, refine and develop their ideas before completing and evaluating their finished pieces are not fully or consistently developed.
103. The quality of teaching is satisfactory overall. Teachers are keen to develop the subject and follow a nationally recognised scheme of work appropriately, so that over time pupils experience the full range of artistic experiences. A strength is the way teachers develop basic skills well and use a range of resources to encourage pupils to develop their own style. This was evident in work seen when pupils had used different looms, such as bicycle frames for weaving.
104. Leadership and management are satisfactory. The co-ordinator recognises the importance of art and design in the curriculum. Opportunities to work with local artists and link with other schools are used well to support and enrich the learning opportunities. These are also used well to promote social and cultural development. Assessment procedures and teachers planning are informal and there is a need to develop these further to ensure that pupils' skills are progressively developed. There is no portfolio of marked or assessed work, clearly evaluated against level descriptors, for example, that would support non-specialist teachers in the development of pupils' skills. Pupils' work is displayed appropriately but is not labelled, so pupils' individual efforts are not recognised and celebrated.

DESIGN AND TECHNOLOGY

105. Standards at seven and 11 are as expected for pupils of the same age. This is in line with the findings of the last inspection. The work is planned effectively to develop pupils' practical skills as they move through the school, and because of the support they receive in lessons, achievement for boys and girls of all abilities and backgrounds is satisfactory.
106. Pupils are introduced to the design process at an early stage. For example, pupils in the infant class draw pictures of what they will use. Pupils routinely evaluate their own work. By the time they reach Year 6, they make sensible suggestions for improving their designs.
107. Teaching in the one lesson seen was good, but the evidence suggests that teaching overall is satisfactory. Teachers make effective links with other subjects, such as history, when the pupils design and make Tudor houses. Leadership of the subject is satisfactory. The curriculum is satisfactory with some good features. Pupils in the junior classes are given a good insight into business as they take part in a group enterprise. They are challenged to think for themselves, and develop their mathematical skills well by calculating costings and keeping accounts. The whole enterprise is a real exercise because they are able to decide for themselves how the profit should be spent. This makes a very good contribution to pupils' personal development. Until recently the accommodation presented working and storage problems. With the improved accommodation the subject is well placed to move forward.

GEOGRAPHY

108. Standards at age seven and 11 are as expected of pupils the same age. This is similar to the findings of the last inspection. Boys and girls of all abilities and backgrounds make satisfactory progress overall.
109. Pupils develop a good knowledge of the local area and develop above average mapping skills through practical field studies. Pupils in Year 2, for example, explain the differences between their own village and the nearby city of Hereford. They discuss the way land is used and how this affects the jobs people do. They give thoughtful reasons for preferring to live in the countryside. By Year 6, pupils draw maps and plans accurately and use Ordnance Survey maps well. This is developed effectively during camping weekends when they have very good opportunities for long walks in the surrounding hills. Through activities such as rubbish surveys, they are aware of the impact that people have on an area. These activities make a good contribution to pupils' spiritual development.
110. Teaching is satisfactory overall. While there are some good features, the overall impact of teaching is constrained by the weak planning of the curriculum. Pupils' knowledge and understanding of the wider world is superficial because the subject is not taught in enough depth. They do not know enough, for example, to compare life in the west with that in less economically developed countries. Opportunities are missed to support pupils' cultural development.
111. Leadership and management of the subject are unsatisfactory. Although the co-ordinator works very hard, she does not have enough opportunity to influence standards. Although the school has adopted national guidance, this has not been adapted to meet the needs of the school. Opportunities are not taken to develop pupils' writing skills because pupils do not write at length. Most of their recorded work consists of worksheets or copying exercises that do little to excite pupils or further their learning. Assessment procedures have not been established. This makes it difficult for teachers to plan work effectively to take learning forward. Pupils of all abilities frequently do the same work, so higher attaining pupils do not achieve as well as they could. The school is beginning to use ICT appropriately to support learning.

HISTORY

112. Standards are broadly in line with national expectations at the end of Year 2 and Year 6. This is similar to the findings of the last inspection. Pupils have a satisfactory knowledge of how times change. Boys and girls of all abilities and backgrounds, including those with special educational needs make satisfactory progress.
113. By the end of Year 2, pupils develop a sound appreciation that life in the past was different from that of today. They know about lifestyles in the past through their topic about families and recognise that toys and equipment were different in their grandparents' time. However, when asked about the famous people they have studied, pupils found it difficult to recall this work. Much of the work in Years 1 and 2 is of a practical nature, and as a result, there is little recorded evidence. Pupils have limited opportunities to write in different styles. Few opportunities are planned for the development of individual research skills that would challenge more able pupils.
114. By the end of Year 6, pupils have a sound chronological awareness, recognise the difference between primary and secondary sources of evidence and, with some prompting, could recall facts about the periods they had studied. During the inspection, all pupils in Years 3 to 6 were studying life in Tudor times. Teaching that provided a wealth of details and involved pupils researching the wives of Henry VIII for homework effectively motivated pupils. More able pupils in Year 4, produced some emotive letters of a high standard to the king from Anne Boleyn including accurate historical details. However, although pupils are aware in general terms of how some aspects of the past have been represented, their written work does not reflect the fact that different points of view are valid.
115. The quality of teaching is satisfactory overall. Teachers have secure subject knowledge and use homework effectively to encourage research skills. Teachers' planning, however, lacks detail and as a result, tasks do not always match the learning needs of pupils especially those with more aptitude for the subject. In addition, teaching does not always make the most of the potential of this subject to develop pupils' spoken and written skills. Limited opportunities are planned for pupils to discuss, debate, act in role, or write for a range of purposes. There is too much reliance on worksheets. However, a strength of teaching is the way that teachers try to bring the subject alive using music and visits to the local area, which also helps develop pupils' cultural awareness. Increasingly, teaching also includes the use of ICT to make learning interesting.
116. Leadership and management are unsatisfactory. The co-ordinator has not had the opportunity to make an impact on the quality of the teaching and learning. Current curriculum planning does not ensure that pupils' skills are developed progressively and that lessons are directed toward the learning needs of all pupils in the mixed age classes. Assessment procedures do not support teachers' planning. Resources to support independent research are limited and this constrains the quality of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Overall, standards are average at ages seven and 11. While this is similar to the findings of the last inspection standards have in fact risen in line with the extra demands of the curriculum. Achievement is satisfactory for boys and girls of all abilities.
118. The provision for the subject has been substantially improved. In addition to classroom based computers there is a suite containing enough computers to enable class lessons to take place. A well-qualified support assistant is deployed very efficiently to take groups of pupils in turn. She uses her very good knowledge and expertise to support pupils learning to use new programs.

However, while this is very effective in developing pupils' confidence, there is a tendency to give too much help without making the pupils think for themselves. This results in pupils becoming over dependent, as was seen in the lesson for Years 3 and 4.

119. At both key stages, the pupils become familiar with a broad range of applications. In Key Stage 1, they enjoy using programs independently to support their learning in reading and mathematics. They can programme a robot to move along a pre-determined path. Their skills are built on well as they move through the junior classes. By the age of 11, they are very confident in using computers for word processing, graphics and data handling. The after-school computer club contributes well to their knowledge and understanding. During the inspection, they were quick to access relevant information from the internet. Frequent access to computers has enabled them to develop good keyboard skills. Control technology is less well developed, and the school is aware of this.
120. The quality of teaching is satisfactory overall. However, the teachers do not currently have enough input into lessons. This means that they do not know enough about how well individual pupils are getting on. Although they know the broad areas that pupils have covered, they do not keep detailed records of each pupil's progress. This means that work is not necessarily matched to pupils' needs. To provide pupils with appropriately challenging work, teachers need a clear knowledge of their skills. The technology is used effectively to support learning in other subjects.
121. The school's investment in interactive whiteboards is enhancing the quality of teaching. The use of these boards in lessons by both teachers and pupils constantly reinforces pupils' learning. Pupils throughout the school are enthusiastic about their work. They support one another well when they encounter difficulties and they always behave well.
122. Leadership of the subject is satisfactory. The co-ordinator has very good knowledge and supports colleagues well. The school is better equipped than most schools and this is having a beneficial effect on learning. However, although the school is following national guidance, planning is not detailed enough. To ensure that all the pupils are reaching their full potential, the school should keep a check on attainment and progress, and use the information to plan the next steps for individual pupils.

MUSIC

123. The above average standards at the end of Year 2 and Year 6 have been maintained since the last inspection. Most pupils enjoy music and pupils of all abilities and backgrounds make good progress. This is because music has a high priority in the school and pupils of all abilities have many opportunities to share musical experiences and to perform.
124. Pupils in Years 1 and 2 listen carefully to music from different cultures and are beginning to recognise how tempo affects the mood of the music, although they find it difficult to express themselves and do not use key musical terms when describing music heard. Pupils' singing is sweet and tuneful and they pay good attention to breathing and phrasing. They are also able to accompany their singing with a variety of instruments. They describe the sounds they produce and understand that different effects that can be achieved by playing the instruments in different ways. They delight in their achievements and are beginning to evaluate their performances.
125. As they move through the school pupils continue to make good progress in their singing skills and by the end of Year 6 pupils' can sing effectively in different styles. For example, during the inspection pupils were rehearsing a Tudor musical event. Singing was joyful and expressive and it evoked a spiritual atmosphere because of highly effective specialist teaching that was supportive and encouraging. Pupils also worked well together to compose good quality Tudor music to accompany their entrances to the stage.

126. Teaching by the part time music specialist is good overall. She has very good subject knowledge that she uses well to motivate pupils, while also effectively developing basic skills. All lessons are planned and prepared well and based on high expectations of what the pupils can achieve. Lessons are stimulating and capture the pupils' interest because they are linked to the current topic so that this enriches pupils learning.
127. The music specialist leads and manages the subject very well and gives it a high profile both in the school and in the community. Her records and planning are detailed so that she is very aware of individual pupils' skills and plans and adapts lessons accordingly. A wide range of instrumental tuition is available and many opportunities are provided for pupils to participate in a range of musical activities that enrich the curriculum and enhance pupils' social and cultural development.

PHYSICAL EDUCATION

128. Standards are average at ages seven and 11. This is in line with the findings of the last inspection. The majority of pupils in Year 6 are able to swim the national standard of 25 metres.
129. Pupils of all abilities achieve steadily as they move through the school. They enjoy their lessons, and pupils in the junior classes behave well. However, a significant minority of pupils in Year 2 have very immature attitudes. This was seen in a dance lesson when they simply refused to listen and their poor behaviour spoilt the lesson for the rest of the class. Older pupils have very good attitudes to learning. They follow instructions promptly and co-operate well in team games. This was particularly noticeable in an outdoor games lesson when boys and girls from Years 3 to 6 played netball together. The younger pupils learn effectively through the good encouragement and support of the older ones.
130. The quality of teaching is satisfactory overall with good features. Teachers are good at devising small group activities to develop basic skills such as throwing and catching. Lessons move at a brisk pace and pupils are actively engaged throughout. Lessons are planned appropriately to include warm-up and a cool-down sessions.
131. There is a good range of after-school activities in the subject and these support learning well. They well attended by both boys and girls. In addition to this the school provides special events, such as camping weekends and outdoor pursuits. Leadership and management of the subject are satisfactory. The school has invested in high quality outdoor play equipment, which provides excellent opportunities for pupils to develop their climbing and balancing skills. This makes a very good contribution to learning as pupils play happily on it during playtimes and lunchtimes.

RELIGIOUS EDUCATION

132. The school has maintained the satisfactory standards reported in the previous inspection. All pupils, including those with special educational needs attain the levels expected in the locally agreed syllabus by the end of Year 2 and Year 6 and their achievements are satisfactory.
133. By the end of Year 2, most pupils understand how different special occasions are celebrated in the Christian and some other main world faiths. Pupils learn about religion through listening to stories from the Bible and other sources both Christian and non-Christian. For example, they learnt through the parable of the Good Samaritan that Jesus was teaching about people helping each other. Although pupils have studied faiths other than Christianity, this knowledge is not yet firmly established, and there is some confusion about the main festivals.
134. By the end of Year 6, pupils have a satisfactory knowledge of the main faiths studied and are beginning to use some key vocabulary with understanding. They show an understanding of the beliefs and practices of Christianity, the meaning of Christian festivals and the significance of the

sacred texts in the different faiths. They show respect for the different faiths studied and develop a deeper spiritual awareness when they consider what influences their own lives and what their life experiences mean to them. Some more able pupils also ask searching questions, expressing mature feelings about deeper moral issues. However, opportunities for pupils to research in order to attempt to answer some of their questions are limited. In general, most pupils find it difficult both in their written work and in discussions to express their feelings and they have not been challenged to recognise that there are common themes within the faiths studied and to consider how these values influence the lives of believers. This prevents higher standards being attained.

135. The quality of teaching is satisfactory. All teachers in the school are respectful of pupils' different beliefs and as a result, pupils recognise that they are valued, and this makes a good contribution to pupils' spiritual and moral development. Lesson plans ensure that all elements of the locally agreed syllabus are met, but activities such as worksheets do not challenge pupils and opportunities for independent learning through research, presentation and debate are under developed. This is hampered by a lack of suitably stimulating resources. In addition, marking does not support pupils' learning by reflecting or commenting upon the religious learning objectives and concepts studied.
136. Leadership and management are unsatisfactory. The co-ordinator has not had an opportunity to monitor teaching and learning and has not, therefore, been able to influence standards. Assessment procedures are inadequate and do not support the gradual progression of pupils' skills. In an isolated rural community, links with other faith groups are difficult to establish and as a result, pupils have only a basic awareness of varied faith groups. Resources to support this aspect of learning are limited.