

INSPECTION REPORT

**CLEHONGER CHURCH OF ENGLAND
(VOLUNTARY CONTROLLED)
PRIMARY SCHOOL**

Hereford

LEA area: Herefordshire

Unique reference number: 116795

Headteacher: Mrs J Duckworth

Reporting inspector: Mrs J Coop
31862

Dates of inspection: 6th - 8th May 2003

Inspection number: 247693

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

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INFORMATION ABOUT THE SCHOOL

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	5 to 11 years
Gender of pupils	Mixed
School address	Gosmore Road Clehonger Hereford
Postcode	HR29SN
Telephone number	01981 250218
Fax number	01981 251409
Appropriate authority	The Governing Body
Name of chair of governors	Mr D Thomas
Date of previous inspection	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
31862	Mrs J Coop	Registered inspector	Foundation stage Art and Design Music Physical education Special educational needs Equal opportunities	The school's results and pupils' achievements. How well are pupils taught? What could the school do to improve further?
31753	Mrs D Thomas	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22556	Mr E Morgan	Team inspector	Mathematics Science Information and communication technology Religious education	How well the school is led and managed?
31807	Mr D Carpenter	Team inspector	English Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the rural village of Clehonger on the outskirts of Hereford. It is smaller than average. Currently there are 124 pupils on roll between the ages of four and eleven. All pupils are of white ethnicity. Seven pupils are eligible for free school meals. This represents 5% of the school population, which is well below the national average. Twenty three percent of the pupils have been identified as having special educational needs, which is above the national average. Four pupils have statements of special educational needs, which represents 3% of the pupil population and is above average. The turnover of pupils is well above average. In the last year, 26% of pupils joined or left the school other than the usual time. Children's attainment on entry to the school is below average.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school, with a number of strengths and which provides a satisfactory standard of education for pupils of all ages. The school is a caring Christian community that values each individual pupil and ensures that they enjoy their time in school. Standards vary each year, largely because of the small numbers in each class and the high proportion of pupils with special educational needs in some year groups. By the time pupils leave the school at the end of Year 6, standards are broadly average. The quality of teaching in the Reception class and Year 1 and Year 2 is consistently of a good standard and satisfactory in Year 3 to Year 6. The leadership of the recently appointed headteacher is very good and she has achieved a great deal in a short time. The school is providing satisfactory value for money.

What the school does well

- Pupils achieve well in most subjects by the end of Year 2 and reach above average standards in writing, information and communication technology and geography at the end of Year 6.
- Teaching in the Reception class and in Year 1 and Year 2 is consistently good and this makes an important and significant contribution to the good progress being made.
- The provision for pupils' spiritual, moral, social and cultural development is good, resulting in good attitudes and behaviour.
- The provision for pupils' personal, social and health education is very good and ensures that relationships throughout the school are warm, caring and supportive.
- The school is caring of the welfare and well-being of pupils and values parental contributions highly. It has established very good links with the local community that add a great deal to the quality of learning.
- The school is very well led by the new headteacher. She is providing a very clear direction and purpose to the work of the school.

What could be improved

- Standards in art and design, and the progress of more able pupils in many subjects, in Year 3 to Year 6.
- The role of subject leaders in helping raise standards of teaching and learning, with particular regard to the planning to develop literacy skills in other subjects.
- The contribution the school's assessment arrangements make to raising standards.
- The role of the deputy headteacher.
- Pupils' attendance levels which are below the national average

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement overall since the previous inspection in 1998 and recent improvement has been good. Good progress has been made in developing the provision for physical development in the Reception class. Standards have improved in most subjects at the end of Year 2 and in writing, information and communication technology and geography at the end of Year 6. Assessment procedures are satisfactory, but the monitoring of pupils' progress is in the early stages of development. Pupils are given opportunities to work independently but pupils who are more able could be challenged further, especially in Year 3 to Year 6. Standards in art and design are still below average at the end of Year 6. The school has successfully maintained the strengths identified in the previous report and, with the appointment of the current headteacher a term ago, it is well placed for further and continued development.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	D	B	C	well above average A above average B average C below average D well below average E
mathematics	C	D	C	D	
science	C	D	C	D	

The above table shows that, on the basis of the 2002 national test results, the pupils' attainment at the end of Year 6, in English was above the national average and average in mathematics and science. When compared with similar schools, pupils' performance was average in English and below average in science and mathematics. Inspection evidence shows that pupils' attainment at the end of Year 6 in mathematics and science is at an average level. Overall, standards in English are also at an average level, but standards in writing are higher than those in reading and in speaking and listening. Standards in all other subjects are in line with the national average, except geography and information and communication technology, which are above average, and art and design where standards are below average. Pupils' attainment in religious education is in line with the requirements of the locally agreed syllabus. Pupils of all abilities, including those with special educational needs, make satisfactory progress overall in Year 3 to Year 6. Standards vary each year, mainly because of the small numbers in each year group where an individual pupil represents a high percentage. The significant number of pupils with special educational needs and the high mobility of pupils also affect overall standards attained. As a result, the school is unlikely to attain the unrealistically high targets set this year and the headteacher is revising the targets set for 2004.

By the end of Year 2, on the basis of the 2002 national test results, pupils' attainment in writing and mathematics was well above the national average and well above average in comparison with similar schools. Standards in reading were in line with the national average, but well below average when compared to similar schools. Pupils' attainment in science based on teacher assessments, was very high, placing the school in the top five percent of

schools nationally. Inspection findings indicate that pupils' attainment at the end of Year 2 is above the national average in reading, writing, mathematics and science. This does not indicate a fall in standards, but is due to the different natural abilities of pupils each year. Standards in most subjects have improved at a good rate since the previous inspection, and pupils' attainment is above average in all subjects, except art and design, physical education and music, where attainment is average. Pupils of all abilities, including those with special educational needs, make good progress overall in Year 1 and Year 2 where there are significant strengths in the quality of teaching.

When children start school in the Reception class, their overall attainment is below the expected level in all areas of learning. By the time they transfer to Year 1, they attain the Early Learning Goals in each of the six areas of learning, which are communication, language and literacy, mathematical, physical and creative development, knowledge and understanding of the world, and personal, social and emotional development. Children of all abilities make good progress and achieve well in relation to their abilities and prior attainment because of the consistently good teaching and the supportive learning environment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to lessons and respond well to the values that the school promotes.
Behaviour, in and out of classrooms	Good, both in lessons and at play. Most pupils are polite, friendly and helpful and this ensures that the school is a happy one.
Personal development and relationships	Good. Pupils help each other and their teachers willingly. Good relationships contribute to the school being an orderly community.
Attendance	Unsatisfactory. The level of attendance is below the national average. A significant number of parents take holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	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.

The quality of teaching is satisfactory overall, and there are significant strengths in teaching in the Reception class and in Year 1 and Year 2 and this makes an important contribution to the good progress that pupils and younger children of all abilities make. The consistently good quality of teaching in these classes is exemplified by high expectations, and a flexible teaching approach that make the best use of available resources and classroom assistants, to ensure that learning is interesting. Pupils and younger children, as a result, always try their best and respond well to their teachers' praise and encouragement. A strength of the teaching in these classes is the very careful planning of lessons, and the use of assessment information to ensure that work is well matched to the needs of individual pupils and children. In the Reception class, a good balance is struck between activities that are more formal and

those that enable children to learn through practical and investigative activities. The teaching of English and mathematics is good in Year 1 and Year 2 and satisfactory overall in Year 3 to Year 6. Teaching is at its best when the tasks set are challenging and well matched to the wide range of pupils' abilities in the class, and this is currently more effective in Year 1 and Year 2, than in Year 3 to Year 6. The National literacy strategy and the National numeracy strategy have been appropriately introduced, but whilst in Year 1 and Year 2, pupils' literacy and numeracy skills are developed well in specific lessons and in other subjects, in Year 3 to Year 6, these key skills are not fully developed in other subjects and this affects overall standards attained. Teaching, though satisfactory, is less effective in Year 3 to Year 6, because tasks are not always challenging enough, and are not always well matched to the wide range of abilities in the mixed age classes. Where teaching is unsatisfactory, these weaknesses are compounded by the management of pupils that is not of a high enough standard, and pupils do not make the progress of which they are capable. Although there are some good examples of pupils' work being marked in such a way as to clearly outline what pupils need to do to improve, this practice is not consistent across the school. As a result, pupils repeat mistakes and some older pupils do not take a pride in the presentation of their work. Although homework is used to extend pupils' learning, this is also not consistent in all classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, but the curriculum for children in the Reception class and pupils in Year 1 and Year 2 is good and a wide range of interesting activities are provided. There is a good range of extra curricular activities and very good links with the local community that enhance pupils' learning.
Provision for pupils with special educational needs	Good. Pupils are identified early and they receive good quality support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for pupils' spiritual, social, moral and cultural development. This has a positive impact on pupils' attitudes to learning and their personal development.
How well the school cares for its pupils	The school provides a caring, supportive environment for its pupils, with good arrangements to ensure their health and safety. Procedures for assessing pupils' attainment and progress are satisfactory overall, but the information is not used well enough to plan challenging work, especially in Year 3 to Year 6. Procedures for monitoring attendance are unsatisfactory.
How well the school works in partnership with parents.	Good. The school has worked hard and successfully in developing a partnership with parents to support children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides very strong, purposeful leadership. She has a very clear vision of the school's potential. The impact of co-ordinators in terms of monitoring teaching and learning is limited and the role of the deputy headteacher needs further development so that he can more effectively support the management of the school.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the headteacher. They have an increasing understanding of the school's strengths and weaknesses Their role in monitoring the work of the school is developing.
The school's evaluation of its performance	Good. The headteacher has made an accurate evaluation of the school's strengths and areas for development.
The strategic use of resources	Good. The school's educational priorities are supported well through good financial planning. Specific grants are used effectively for their designated purposes. The principles of best value are applied well.
Staffing, accommodation and learning resources.	Good. The school has a good number of support staff who make a valuable contribution to pupils' learning. The accommodation provides an attractive learning environment. Resources are satisfactory, but the library is underdeveloped and requires the range of books to be increased.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their child likes school. • The quality of teaching and the good progress that children make. • The approachability of the school. • The expectations that the school sets. • How the school is led and managed. • How the school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The setting of homework to be more consistent. • A few parents expressed concern about the proposed changes to class organisation.

Inspectors agree with the positive views of the parents. Homework is set regularly, but this is not consistent in all classes. The inspection team consider that the proposed changes to class organisation are well thought out and relevant given the financial circumstances of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. This is a school where standards are rising rapidly at the end of Year 2, where there are significant strengths in teaching and pupils of all abilities in Year 1 and 2 are achieving well and making good progress. Pupils in Year 3 to Year 6 achieve satisfactorily, but standards at the end of Year 6 have been rising more slowly. Since the appointment of the headteacher in January 2003, the school has made a good evaluation of its strengths and areas that require development. All staff are supportive of the headteacher and there is a shared commitment to improving the quality of education the school provides, to ensure that standards continue to rise in all areas of the school.
2. Since the previous inspection, the number of pupils attending the school has decreased and an above average number of pupils start at times other than Year 1. In addition, in many year groups there is an above average number of pupils with special educational needs, many with complex learning and behavioural difficulties. Together with the small numbers of pupils in Year 2 and Year 6, this makes any year-on-year comparison of standards unreliable.
3. The attainment of children on entry to the Reception class is varied each year but overall is below the expected levels in all the areas of learning for children of this age. Children make consistently good and on occasions very good progress whilst in the class. Children are provided with interesting and challenging activities that are well matched to their level of ability and interest that ensure that they achieve well in relation to their ability when they started in the class. Consequently, most children will attain the Early Learning Goals in all six areas of learning by the time they transfer to Year 1, with some more able children attaining beyond this level. Overall, the quality of the provision for children in the Reception class is good and is a strength of the school.
4. The end of Year 2 national tests in 2002 show that pupils' attainment in writing and mathematics is well above the national average and well above average when compared to similar schools. Standards in science based on teacher assessments were very high and placed the school in the top five percent of schools nationally. Reading standards were at an average level, but well below average when compared to similar schools. Inspection findings show that standards are above average in writing, mathematics and science. Reading standards have improved and are also above average. Pupils make good progress in Year 1 and Year 2 and are achieving well in relation to their abilities because of the consistently good level of teaching. Any overall difference between inspection findings and the test results can be explained by the natural ability differences in groups of pupils and pupil mobility; it does not suggest a fall in standards.
5. By the end of Year 2, pupils read with a good level of understanding and enjoyment, standards are rising and more pupils are now attaining above the expected levels. The improvement in the pupils' level of attainment in reading is due to several factors. New resources are of a good quality, and consequently pupils are now motivated to want to read, and they benefit from regular opportunities to practise reading in school and at home. In addition, staff training has ensured that pupils also benefit from good teaching of early reading skills. Pupils enjoy writing both in literacy lessons and in other subjects and as a result they attain good standards in this aspect of their work. More able pupils

are able to write interesting stories and reports with a clear beginning, middle and end, and they use punctuation and a wide range of vocabulary well to add emphasis and interest. Less able pupils also enjoy writing, but find it more difficult to sustain their ideas. Their writing starts well, but then tends to come to an abrupt end. Pupils' speaking and listening skills are also above average by the end of Year 2. Teaching is interesting and this ensures that pupils want to listen and ask interesting and relevant questions. Regular opportunities to talk with a 'talking buddy' capture the pupils' interest and help them to express their thoughts and ideas in an articulate and expressive manner. In mathematics, pupils have above average number skills and a good understanding of shape, space and measure. Most pupils are able to quickly work out answers in their minds and have a good grasp of sequences to help their calculations. In science, because of the interesting practical approach of teachers, pupils are attaining above average standards in all aspects of the subject. The most able pupils have a very good grasp of how to make a test fair and they are able to work independently and make very sensible predictions based on their previous knowledge and understanding. Overall, the good quality of the provision for pupils in Year 1 and Year 2 is a strength of the school.

6. Based on the 2002 national tests at the end of Year 6, attainment was average in science and mathematics and above average in English. In comparison with similar schools, pupils' performance was average in English but below average in science and mathematics. Based on pupils' prior attainment progress overall was satisfactory. The inspection findings paint a similar picture. Standards in English are average overall, though above average in writing, and standards in mathematics and science are average, with pupils making satisfactory progress overall. Whilst more able pupils are also making satisfactory progress, they are capable of achieving more, as they are not sufficiently challenged by the activities that are planned by teachers in Year 3 to Year 6. There is no difference between the attainment of girls and boys. The school's targets for the end of Year 6 in 2003, established two years ago, were unrealistically high and, because of the high percentage of pupil mobility and the significant number of pupils with special educational needs in this year group, it is unlikely that they will be achieved. In light of this, the school is rightly reviewing the targets that it has set in literacy and numeracy for 2004.
7. By the end of Year 6, pupils are achieving average standards overall in English and standards in writing are above average. This is because pupils have a number of opportunities to write in their own words and in a range of styles in literacy lessons and this ensures that most pupils are confident when expressing themselves in a written form. Whilst this is a positive achievement, pupils do not have sufficient opportunities to develop their writing skills in other subjects and this prevents standards from being even higher. Reading standards at the end of Year 6 are at an average level. Most pupils read accurately and fluently, but more able pupils are not yet able to understand beyond the literal level to find out more about the characters and events. The school has rightly identified reading as an area for development, and recently pupils have benefited from a more interesting range of reading materials and improved teaching approaches, but these initiatives have yet to fully impact on overall reading standards. Pupils' speaking and listening skills are average. Most pupils express themselves clearly in lessons and they listen carefully to each other and their teachers, but on occasions, pupils' discussions are not sufficiently extended by teachers and pupils are prevented from justifying their opinions or extending their answers, and this affects overall standards.
8. Pupils' attainment is average overall in mathematics by the end of Year 6. The school's emphasis on teaching pupils facts about number and developing the ability to quickly

calculate their answers in their heads has been successful, so that attainment in this aspect of mathematics is above average. Pupils have a satisfactory understanding of shapes, space and measure and can interpret information quite accurately when presented in a graph or table form. The area of weakness is in the pupils' ability to use and apply their mathematical skills to their work in other subjects, such as in problem solving or investigational activities. Pupils are achieving average standards in science by the end of Year 6. Pupils have a secure level of scientific knowledge across all aspects of the subject but they are not challenged sufficiently to develop their own investigations and pupils are too reliant on the teachers' directions, rather than taking control of their own lines of enquiry and investigation. This prevents standards from being higher.

9. Standards in information and communication technology, design and technology, geography, and history are above average at the end of Year 2. Standards in all other subjects are at an expected level. The difference in attainment between subjects is directly related to teachers' confidence and subject knowledge. At the end of Year 6, standards in geography are above average because of the good use of the local area. They are also above average in information and communication technology and pupils' motivation when using computers ensures they develop their skills well. Standards in most other subjects are average; they are not higher because more able pupils are not sufficiently challenged by the activities planned by teachers that are too often the same for all pupils. Standards in art and design are below average. This is directly linked to a lack of teachers' subject knowledge. Consequently, pupils have not been taught all elements of the subject in sufficient depth and, as a result, they do not progress their skills, knowledge and understanding at a satisfactory rate. The school has rightly identified this as an issue that requires urgent action and, more recently, pupils have had relevant opportunities to develop their skills and plans to improve curriculum planning are likely to have a positive impact on standards.
10. The school supports pupils with special educational needs well. Good quality additional staff are used effectively to support and guide pupils so that they generally make the same progress in lessons as their classmates. Children are identified quickly in the Reception class and this ensures that the school is immediately alert to any difficulties and is able to input necessary help that ensures that the younger children do not fall too far behind their friends. Support for pupils with more complex learning or emotional needs is also effective. Additional staff are supportive without being too intrusive and this allows pupils to be fully included in lessons or enabled to work quietly on their own. They feel valued members of the class as a result, and make the same progress as their friends in lessons.
11. The school recognises the areas that require development in Year 3 to Year 6, and the headteacher has acted quickly to address the situation. Appropriate measures have been taken, and consequently, standards are beginning to improve.

Pupils' attitudes, values and personal development

12. As found at the previous inspection, pupils' attitudes, values and personal development are good. The majority of pupils of all ages and abilities have positive attitudes to school and are keen to learn and participate in all aspects of school life. In lessons, most pupils listen attentively with interest to explanations and instructions from teachers and this ensures that they are able to approach their work confidently, knowing what they are required to do. The way in which the youngest pupils are prepared to persevere to overcome any difficulties they encounter, is having a positive impact on the standards they achieve and the good progress they make. The vast majority of pupils sustain good levels of concentration particularly when they are engaged in practical activities which capture their imagination and most can be trusted to carry on working when not directly supervised. Pupils are keen to please their teachers and strive hard to achieve the various rewards presented to them for good work, effort and achievement. Pupils of all ages work co-operatively in groups and pairs, sharing and exchanging their ideas, often making sensitive and positive comments when evaluating the work of their friends. They take pride in their work and enjoy discussing their achievements with visitors to the school. Pupils with special educational needs also have good attitudes to school and respond positively to all aspects of their education and activities that are planned to meet their specific needs.
13. Pupils' behaviour is good and, on occasions, very good. They have a keen awareness of the school's high expectations and try hard to adhere to the school rules. They are friendly and helpful to visitors to the school and show a great deal of respect and courtesy to all the adults with whom they come into daily contact. They are fully aware of how their behaviour affects others and understand the consequences of their actions. The school is an orderly community with pupils of all ages and abilities exercising good levels of self-discipline when moving to and from activities and lessons. Behaviour in the dining hall is very good and lunchtime is a pleasant social occasion. Noise levels during this time are at a minimum, with pupils talking to each other in a friendly, relaxed manner. Parents of pupils in all year groups throughout the school have commented positively on the good standards of behaviour and the way in which staff deal effectively with any incidents of inappropriate behaviour. There are occasions when a minority of pupils behave in a silly and inappropriate manner. However, these incidents mainly occur in lessons where the work is not sufficiently challenging and motivating. Pupils recognise the school's zero tolerance of any form of bullying, and there were no incidents of bullying, sexism or racism witnessed during the inspection. There was one fixed term exclusion during the year preceding the inspection.
14. Relationships and personal development are good throughout the school. Older pupils have a keen sense of the need to support and generally keep a watchful eye on the younger ones. An example of this is the way in which the school council has made representations to staff for the need to provide more play equipment for the younger pupils and in the enthusiastic way they are helping the school to introduce a 'Buddy' system. Most pupils of all ages have a well-developed sense of fair play. In lessons, during whole class discussions, most will listen to what others have to say, recognising that not everyone will have the same views and beliefs as they do. Pupils throughout the school have developed good levels of confidence and self-reliance and will grasp any opportunities offered to them to accept responsibility. Pupils' awareness of the need to be sensitive and caring towards one another ensures that pupils of all ages and abilities, including those who have special educational needs, feel confident and happy in school.

15. Attendance levels are below the national average and this can mainly be attributed to the high level of parent-condoned absences and a significantly high level of pupils being withdrawn for family holidays during term time. This affects pupils' learning and puts a strain on the class teacher when they return.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good in the Reception class and in Year 1 and Year 2, and satisfactory in Year 3 to Year 6. It is not possible to make reliable judgments about the extent to which teaching has improved since the previous inspection because of the many changes in the teaching staff since that time.
17. During the inspection, twenty-nine lessons were seen. Teaching was very good or excellent in 17% of lessons, good in 41 % of lessons, satisfactory in 35% of lessons and unsatisfactory in 7% of lessons. All of the very good and excellent teaching was observed in the Reception class and in Year 1 and Year 2, where teaching was never less than good, and this makes a significant contribution to the children's and younger pupils' enjoyment of learning and the good progress they are making.
18. A strength of the teaching in the Reception class is the way that assessments are used to identify the individual learning needs of children and to guide and inform planning. Activities as a result, are very effectively planned and appropriate for the age and ability of the children. For example, there is a good balance between those activities that are teacher directed, and those that children work on alone and choose for themselves. A further strength is the way that all members of staff take every opportunity to develop and encourage children's knowledge and use of specific language. This ensures that children become confident and able to discuss their work using a growing vocabulary that supports their progress in all areas of learning. Praise and the high expectations of the teacher, encourage the children to become confident and independent learners, which is highly appropriate when many children start with limited personal and social skills. As a result, children are eager to try new activities and, because the teacher brings learning alive through the good use of a wide range of interesting resources, children work hard without realising it. There is an effective and professional team approach in the class, with teaching assistants, parent helpers, specialist support staff and the teacher all working hard to develop the good quality provision and to ensure that children of all abilities get off to a flying start in their educational lives.
19. The quality of teaching in Year 1 and Year 2 is consistently good, sometimes very good and on occasions outstanding. The particular strengths in these year groups is the very effective planning based on the high expectations of teachers, which results in lessons that are well matched to the wide range of abilities of the pupils in the classes. As a result, lessons are supportive of pupils with learning difficulties and yet are effectively challenging for pupils that are more able. Lessons are brisk, relationships between the teachers and pupils are strong, and pupils know clearly what is expected of them, in terms of both behaviour and the lesson's learning objectives. Teachers' questioning is skilful and challenging. This was seen, for example, in a very good history lesson, where the teacher's very good use of vocabulary related to the 'seaside' and the skilful way that she adapted her questions to the different abilities of pupils led to some lively discussions and very good progress being made by all groups of pupils. The lesson ends are also used well to ensure that pupils understand what they have learned. Consequently, pupils of all abilities respond with enthusiasm, work hard throughout all parts of the lesson, and invariably rise to the challenge set by the teacher at the beginning of the lesson.

20. The quality of teaching in Year 3 to Year 6 is satisfactory, but is not as strong as in Year 1 and Year 2. Although teachers have good relationships with their pupils, teaching in many classes lacks challenge and pace. Teachers are too accepting of untidy work and 'chatty behaviour'. Where teaching is unsatisfactory, the lessons are not particularly challenging for pupils and the teacher does not effectively deal with silly behaviour that occurs as a direct consequence. As a result, pupils do not make enough progress in the lessons.
21. Teachers often provide good verbal support in lessons and, in Year 1 and Year 2 particularly, teachers handle misconceptions skilfully and sensitively. In some classes, pupils' work is well marked in a constructive manner that ensures that pupils clearly understand what they have done well and what they need to do to improve next time but this is not consistent. In Year 3 to Year 6, there are too many examples of pupils' work not being marked, marked incorrectly or of teachers praising work that does not warrant such comments. In these classes, the standard of marking is unsatisfactory, and, consequently, it does not help pupils to recognise how they might improve their work. A satisfactory range of homework is set in all classes, and it is generally supportive of learning, but this is not consistent and, consequently, neither parents, nor pupils, are able to establish an effective routine to support learning at home.
22. In Year 1 and Year 2, teachers have a good subject knowledge across most subjects of the curriculum and they use this to enthuse the pupils and maintain their level of interest. In Year 3 to Year 6, teachers' subject knowledge is secure in most subjects but where subject knowledge is good, such as in information and communication technology and geography, teachers are more confident, they use a varied range of teaching approaches and pupils consequently make greater gains in their learning. Teachers, especially in Year 3 to Year 6, lack confidence and subject knowledge to teach specific art and design skills and consequently pupils' skills, knowledge and understanding have not been developed appropriately in these classes and standards are below average. The school recognises that there is a need to improve this aspect of teaching and learning and the subject leader has already begun to support teachers to develop their planning.
23. The teaching of literacy and numeracy is satisfactory overall, and is good in Year 1 and Year 2. In specific English lessons, pupils in all year groups are given the opportunity to write at length and in a range of styles. As a result, pupils are attaining above average standards. A strength of the teaching in Year 1 and Year 2, is the way that these writing skills are developed effectively through other subjects. This ensures that pupils have a range of opportunities to develop confidence and to see the different ways that writing can help their learning across the curriculum. This is a weakness in teachers' planning in Year 3 to Year 6, where opportunities are not consistently or progressively developed to enable pupils to develop their writing skills in other subjects. This affects the overall standards that pupils attain. In addition, in Year 1 and Year 2, teachers are skilful at developing and extending pupils' spoken language, and discussions are lively and challenging. In Year 3 to Year 6, although teachers provide opportunities for pupils to engage in discussions, and on occasions use a range of good quality open questions to encourage pupils to clarify their thinking, often teachers miss these opportunities, do not extend pupils' answers and on occasions there is too much teacher talk.
24. Basic numeracy skills are taught well in most classes. The National Numeracy Strategy has been implemented appropriately, and pupils have adapted well to the structure of the lesson, and enjoy the brisk pace of the lesson starts when they develop their skills to work out answers quickly in their heads. These sessions are often lively

and full of challenging tasks, especially in Year 1 and Year 2. In these classes, pupils also have regular opportunities to use these skills in other subjects, such as when measuring in science, and activities are always well matched to the pupils' level of ability. Where teaching is less effective in Year 3 to Year 6, it is because the tasks set are not challenging enough, and pupils spend too long completing numerous calculations that are often too easy for them. Consequently, pupils do not take care in the presentation of their work and often make careless mistakes as a result.

25. Teachers in all classes are supportive and encouraging of pupils with special educational needs. In all areas of the school, additional staff help pupils with sensitivity, skill and professionalism. Pupils with more complex learning and emotional needs are also effectively supported. The individual targets for pupils are specific and relevant and these are useful both to support teachers' planning and to ensure that pupils, where possible, understand what they need to do to improve. However, currently teachers do not write or review these targets and are too reliant on the special educational needs co-ordinator. This is an aspect of the provision that requires development, if the co-ordinator is to make the best use of her non-contact time to support pupils and teachers and also to monitor progress more effectively.
26. This is a rapidly improving school, which has a good awareness of the aspects of teaching that need to be tackled to move the school forward. A rigorous programme of staff development and training has been established; consequently, it is well placed for further and continued development.

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

27. The school continues to offer the broadly based curriculum that existed at the time of the previous inspection. The curriculum meets statutory requirements in ensuring that all subjects, including religious education, are taught throughout the school. It provides a good quality and range of learning opportunities for children in the Foundation Stage that have improved since the previous inspection, and fully reflect the national guidance for children of this age group. In Year 1 and Year 2, the range of activities planned is also interesting and of good quality. The activities are highly relevant to the wide range of abilities in the classes and this makes a significant contribution to the good progress that pupils make. A range of additional learning opportunities such as visits, and extra curricular provision also enhance the statutory curriculum well. The plans to further develop and enhance the curriculum are highly relevant and exciting, and are likely to significantly enhance teaching and learning in the school
28. The school has successfully implemented the national strategies for literacy and numeracy. In Year 1 and Year 2 teachers provide well planned opportunities for pupils to use their literacy and numeracy skills in their work in other subjects. This significantly enhances learning and standards attained, but this good practice is not as widespread across the school as it could be. Pupils are encouraged in the use of information and communication technology as a tool to support their work and learning in all areas of the curriculum and this has a significant impact on the quality of learning and the improvement in standards in this subject.
29. The school is committed to equal opportunities and pupils of all ages and abilities have full and equal access to all aspects of the curriculum. Pupils of all abilities and backgrounds are welcomed by the school and their contributions are valued. Boys and girls are encouraged to participate in extra curricular activities, and are given equal

opportunities to take on responsibilities in the school. The area of weakness is the lack of challenge for pupils that are more able in some classes. The provision for pupils with special educational needs is good. Good links with outside agencies ensure that relevant advice and guidance is received. The school acts quickly to use this advice to the benefit of the pupils. Effective use of classroom assistants enables pupils with special educational needs to be fully involved in all activities.

30. The school provides a good range of extra curricular activities, which are well attended and thoroughly enjoyed by pupils. The after school and lunchtime activities extend and enhance pupils' learning well and have a positive impact on their personal development. The school also organises residential visits for older pupils, where they have opportunities to participate in various outdoor activities, thus developing team building and social skills. Pupils in all classes, are taken on interesting educational visits linked to class themes and topics which extend and enhance their learning and add to the quality of their education overall.
31. The school makes very good provision for pupils' personal and social education including sex and drugs awareness education. The school places a great deal of emphasis on the importance of creating an environment where pupils can develop confidence, self esteem and feel valued and respected as individuals. The 'Values' for the month is an example of how pupils are encouraged to develop mutual trust, respect and tolerance. Opportunities for pupils to sit in a circle to discuss issues are a strong feature of the school's programme and provide pupils with an opportunity to share their innermost thought and feelings and to air their views. The school makes good use of outside expertise to assist in the teaching of health and sex education and in raising pupils' awareness of issues relating to their health, safety and well being. Pupils are given clear guidance on the dangers of drug misuse and this enables them to move on to the secondary phase of their education with the ability to make the right choices. Pupils' questions concerning sensitive issues relating to personal and health education are answered in a tactful manner with staff taking into account the age and maturity of the child.
32. The satisfactory links with the community identified in the previous inspection report have been improved upon and there is now a very good partnership with the local and wider community. Visitors are warmly welcomed in the school and are encouraged to work with pupils in classrooms and to talk to them about their interesting experiences. An example of this is the fortnightly 'Tea Parties' where members of the community are invited to school to gain an understanding of the life and work of the school and an insight into the work that children do. The school participates in many events organised by the local community and this supports pupils' social development well. For example, it is the focus of the forthcoming carnival for which the school is enlisting the help of specialists from the world of art, music, drama and dance. The school accepts students from initial teacher education and students on work experience placements. The headteacher welcomes their presence in the school, the additional support they provide in lessons and their overall contribution to pupils' learning.
33. Overall, the school makes good provision for the spiritual, moral, social and cultural development of its pupils and this makes an important contribution to pupils' personal development. Provision for pupils' spiritual development is very good. Pupils are valued for themselves and their contributions to the life of the school and they have a visible sense of their own worth. There are opportunities provided through the regular assemblies and collective acts of worship, and in lessons, for pupils to reflect on their own lives and the wonders of the world around them. The setting of the school provides pupils with an attractive environment in which to share experiences and seek moments

of calm and most teachers make good use of planned and incidental opportunities to focus pupils' spiritual development. During the inspection for example, pupils were observed sitting quietly by the small water feature, listening to the calming background music, reading the story about Hannah's gifts that had evoked strong feelings when it had been read in assembly. Clearly moved by the story, older pupils began to reflect on the value each day brings to them and their families, and their responses were moving and mature.

34. Provision for pupils' moral development is good. Teachers and other adults in the school have high expectations of pupils' behaviour and pupils respond well to these. The rules for the classrooms and the overall code of behaviour provide pupils with a sense of right and wrong. The newly formed School Council now provides pupils with an additional opportunity to develop their sense of justice and fairness in their conduct around the school. Older pupils welcome the taking of responsibility for their younger friends and are conscious of the need to safeguard the welfare of those younger than themselves. Teachers make good use of incidental opportunities to develop good behaviour and stories in class and in assemblies often highlight moral dilemmas. Staff constantly seek to develop in pupils' an understanding of how their actions can affect the happiness of others and this is appropriately reinforced through the curriculum.
35. Provision for pupils' social development is good and pupils of all ages, together with adults, have established a friendly school, where there is a good sense of awareness of the impact of actions and decisions on others, and there is a sense of team spirit in many of the activities undertaken by the pupils. Pupils in Year 6 take on the responsibilities of House Captains and are fully aware of their responsibilities and role. The social integration of pupils of different ages in the School Council, and in all activities is effectively encouraged by staff, and residential outings, visits to areas of interest and regular visitors to the school ensure that pupils are polite, friendly and welcoming. Recently the school has taken on a major commitment to participate in the local carnival festivities and pupils are looking forward to this extension of their social world into the community.
36. Provision for pupils' cultural development is satisfactory. Pupils have a good knowledge of the strengths of their local culture and, through their studies in history and geography, for example, they have good insights into life and culture in the wider world. At the present time the cultural experiences associated with art and music are not sufficiently well developed and more could be done in this aspect of development and with linking to other faith groups to ensure that pupils are fully equipped to take their place in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school cares well for pupils who are taught in a caring environment where they develop confidence, self-esteem and feelings of self-worth. Pupils of all ages and abilities throughout the school are able to approach the staff with any worries they have confident in the knowledge that their concerns will be acted upon promptly and in a tactful, sensitive manner. Child protection procedures are good. The deputy headteacher has overall responsibility for dealing with child protection issues and he has received recent, relevant training in the development of this role, but he has yet to have an impact on the provision. Staff are vigilant and act quickly and effectively if they believe a child to be 'at risk'. Staff do much to ensure that the procedures and guidelines contained in the health and safety policy are adhered to and any issues relating to health and safety are promptly and effectively addressed. Risk assessments are carried out regularly and the governing body is made fully aware of any concerns. There are appropriate procedures in place for dealing with accidents and illness and

pupils who become sick or are injured are well cared for until their parents can be contacted.

38. The school monitors pupils' personal development very well, both formally and informally, regular exchange of information between staff during staff meetings ensures that any emerging problems are quickly dealt with. Annual reports contain thoughtful and evaluative comments on pupils' personal development and the 'Reflections Diaries' enable pupils to convey their thoughts and feelings to staff and provide them with opportunities to set their own targets for personal development and academic progress. Procedures for monitoring and promoting good behaviour are good. 'The Clehonger Stars' and 'Golden Time' are much sought after incentives, with pupils striving hard to be mentioned in the assemblies for effort and achievement and to earn the extra time in the day for free choice activities. Assemblies, circle time and class discussions are used effectively to raise issues relating to relationships and behaviour and to convey to pupils the school's high expectations for standards of behaviour.
39. Good provision is made for pupils with a statement of special educational needs. Outside agencies and specialist staff provide relevant and effective support. Parents are fully involved in their annual reviews of statements and receive relevant advice and guidance. The deputy headteacher has overall responsibility for developing the individual behaviour plans for pupils with social, emotional or behavioural difficulties. The good quality of the support and guidance that they have received owes much to the hard work of the headteacher and special educational needs co-ordinator. The deputy headteacher has yet to fulfil this aspect of his role effectively.
40. The current procedures used by the school to monitor pupils' attendance are unsatisfactory. Registers are not analysed frequently enough to enable emerging patterns of absenteeism to be identified and acted upon, the responsibility of balancing the registers is not clearly delegated and the school does not currently have in place effective strategies for improving attendance levels.
41. The monitoring of pupils' progress and attainment, across all subjects, is undeveloped. Teachers know their pupils well and they monitor their progress informally on a regular basis, however, the school has not yet formalised these procedures. Teachers keep performance records for their pupils, but these are not always linked to National Curriculum levels and as a result, they do not clearly indicate the step-by-step progress that pupils make in each subject. In addition, these records do not provide a reliable system for tracking the performance of individuals and groups as they move through the school. At present, the headteacher has been unable to establish the planned system of recording, monitoring and analysing pupils' progress as they move through the school, because of the heavy burden of responsibility that she has undertaken since her appointment. The school is however, beginning to analyse pupils' performance in the national tests and is thus more alert to overall strengths and weaknesses. Because of this monitoring by the headteacher, the school has rightly developed the provision for reading throughout the school and this is beginning to have a positive impact on standards achieved. Senior staff have been supportive, but if the planned monitoring is to be established, implemented and be effective, support will be required from all members of the senior management team. Planned developments in this area will make it possible for teachers to highlight concerns and to identify those pupils who may be gifted and/or talented.
42. Procedures for using assessment data to guide curricular planning are unsatisfactory at present. Teachers' use of assessment information to plan work that is well matched to pupils' needs and abilities needs to be improved, especially in Year 3 to Year 6. In

particular, in these classes, the effective use of information to provide work that is more challenging for the more able pupils is dependant on the development of the role of the subject leaders, especially in monitoring teaching and learning in the classroom.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school has successfully maintained and strengthened the good partnership with parents identified in the previous report and the vast majority of parents are happy with all aspects of their children's education.
44. Parents and carers of pupils throughout the school comment positively on the way in which the headteacher and staff make themselves available to discuss any worries or concerns regarding their children's welfare or progress, informally at the end of the school day and formally during consultation evenings. Parents are warmly welcomed and encouraged to play an active role in the daily life of the school by helping in classrooms, with various activities, on educational visits and after school clubs. Their involvement, which is very much appreciated by the headteacher and staff, makes a positive impact on pupils' learning and adds to the quality of school life.
45. Both formal and informal lines of communication with parents are good. Parents are pleased with the recently introduced weekly newsletter and the way in which the school ensures that they are kept fully updated on all forthcoming special events. The school prospectus is in need of updating and is currently under review. Annual reports give parents a clear indication of their child's strengths and weaknesses and areas for improvement. They also contain thoughtful and meaningful comments on their personal development. The school does much to give parents an insight into the work their children do and the vast majority of parents comment positively on the amount of topic information they regularly receive. They are also pleased with the reading diaries particularly the letters they contain. The 'Friends of the School' work hard to support the school financially by organising fund raising and social events and the money raised is put to good use by the school.
46. Parents of pupils with special educational needs are fully involved in the decision making process and are well informed of any developments. Parents of pre-school children are provided with opportunities to spend time in the school prior to the admission of their child and this enables them to familiarise themselves with school procedures and routines and get to know the staff.
47. The good partnership between home and school has a positive impact on pupils' learning and well being. It ensures that a regular exchange of information between parents and staff takes place and that all pupils feel happy and comfortable in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The recently appointed headteacher provides the school with very good professional leadership that has given the school a very clear vision for the future. Her aims for the school are based on an accurate evaluation of its strengths and weaknesses. As a result, her initial focus was rightly placed on the need to develop well-balanced, disciplined pupils with a positive attitude to learning. The work of the school reflects its newly revised aims and values well, and strategies for improvement have been introduced in a measured and effective way. The headteacher has worked hard and tirelessly to move the school forward. She has successfully raised morale in the school

and promoted a very positive ethos amongst the staff, including the non-teaching staff, pupils and parents. This is characterised by the good relationships evident in the school. Pupils have responded well to the initiatives introduced and most show good attitudes to learning and speak well of their school and its current ethos. The school has achieved much in a short time and now needs to consolidate recent improvements and develop suitable procedures and management systems to ensure that all staff with management responsibilities effectively support the work of the school, so that pupils achieve their full potential.

49. The headteacher has established herself as a strong and effective leader amongst a team of professionals. Her attention to detail and high standards are evident in all aspects of school life. The headteacher has the full support of all staff, including the non-teaching staff. However, it is only recently that staff have had the opportunity to be fully involved and to assume an active role in the school and its management. As a result, until recently, the deputy headteacher has not been enabled to develop the skills required to be an effective support to the headteacher, and his impact on the schools development has been limited. He is, however, being well supported to develop the necessary skills which will become increasingly important as the headteacher takes on a substantial teaching commitment in the next academic year.
50. The management of the special needs provision is effective, as is the management of the Foundation Stage by a senior member of staff. Their professional approach and effective practice provide a model for other staff to follow. However, the role of subject leaders has also been underdeveloped until recently, as they have not been sufficiently involved in monitoring and evaluating the curriculum, the teaching and learning, in order to ensure that all pupils achieve their potential. Their role in supporting the work of the headteacher will also be vital in the coming year and it is an indication of the strength of the headteacher's leadership that she has already provided staff with relevant guidelines.
51. The governing body fulfils its responsibilities appropriately. The headteacher enjoys its full support and governors are appreciative of the developing good ethos within the school and community. The chair and vice-chair of the governing body are well aware of the strengths and weaknesses of the school and are fully supportive of the headteacher and her aims for the school. The governing body is kept well informed of school developments, and a good working relationship has been quickly established between the headteacher and the chair of the governing body. This ensures that decisions can be made quickly when necessary. Overall, the governing body is becoming increasingly involved in all aspects of school life. Governors meet regularly and there is an effective sub-committee structure. Each curriculum subject now has a designated governor who oversees the development of the subject. This is a recent initiative, however, and, as a result, the governors' role in shaping the direction of the school is satisfactory. In addition, the governing body relies a great deal on more experienced members and relies on the headteacher to take an active lead in their work. Governors are aware of this, and many are rightly keen to develop their monitoring role further. This will be a vital development if the school is to continue to improve and to ensure that the headteacher has the support she needs to lead the school into the next stage of its development.
52. The school improvement plan, inherited from the previous headteacher is an effective working document and clearly outlines the priorities for improvement. The headteacher has wisely undertaken her own evaluation of the school's strengths and areas for development before establishing a new development plan for the school. In the interim period, she has involved all members of staff, parents, pupils and the governing body in

discussions before prioritising the areas for development in the school. The major priority identified by all was improving the school ethos and the working environment. This has been very effectively achieved in a short period of time. Major refurbishment has also substantially improved the internal environment of the school and this, together with good, attractively presented, displays, results in a good learning environment for the pupils. It is also a measure of the headteacher's very good leadership, that all issues identified in this report for improvement have already been identified by her for inclusion in her own school development plan. With the short-term priorities achieved, and a good system established for a whole school evaluation of its strengths and weaknesses, the school now has a firm basis on which to move forward.

53. Educational priorities are effectively supported through the school's good financial planning and specific grants have been used appropriately for their designated purposes. The finance sub-committee meets regularly prior to the governing body meetings. The efficient office manager keeps an accurate record of the school's finances and works closely with the headteacher. Since her appointment, the headteacher and governors have completely reviewed the school's budget, taking into account staffing and pupil numbers. Whilst this has necessitated the headteacher taking on a substantial teaching commitment, it now ensures that the school's finances will be secure for the foreseeable future. The school ensures fair competition in its tendering and consistently and effectively applies the principles of Best Value in the decisions that it makes.
54. The headteacher has in place appropriate procedures for performance management and the professional development of staff is based on their expectations and the needs of the school. Until recently, there has been little in the way of monitoring and developing teaching in the school. Monitoring that was undertaken by subject leaders was 'ad hoc', and not focussed on agreed priorities. The headteacher has been proactive in ensuring that she has monitored teaching and learning and has had support from the local education authority. The time is now opportune for this aspect of the subject leaders' role to be developed, to ensure that subject teaching strengths are identified and areas for development prioritised.
55. The school has effective procedures for the training of new teachers. The school does not currently have a formal induction policy, but new members of staff have welcomed the recent good quality guidance and support that they have received. The school has an appropriate number of suitably qualified and experienced teachers and support staff to fulfil the requirements of the national curriculum, and the locally agreed syllabus for religious education. However, financial difficulties, related to falling pupil numbers, have made the loss of specialist music teaching and a full time member of staff unavoidable, and this will result in the headteacher taking on a part time teaching commitment in the next academic year. The school has carefully thought out the implications and seized upon this problem as an opportunity to move forward, to revise curriculum planning and improve the balance of the teaching day. Consequently, this change should not impact on pupils' learning, especially if the headteacher has the support she requires from all senior staff in the leadership and day-to-day management of the school.
56. There is a strong sense of team spirit and staff have welcomed and supported the new initiatives that have been put in place since the new headteacher took up her appointment. The planned programmes of in-service training and staff development link well into the prioritised targets and long-term goals identified by the headteacher. All the ancillary staff make a valuable contribution to the smooth running of the school. The administration staff carry out their duties efficiently and are an important first point of contact for parents.

57. The accommodation is good and much has been done over recent months to improve and enhance internal areas of the building. Staff make good use of available space, ensuring that pupils are allowed freedom of movement to undertake tasks of a practical and investigative nature. The school hall is of a good size and used effectively for physical education, music, assemblies and after school clubs. The school has undergone structural changes over recent years, which have been of great benefit to pupils. An example of this is the new classroom and infant and junior toilet block complete with facilities for disabled pupils. All internal areas are in good decorative order and significantly enhanced by bright colourful displays of pupils' work and areas of interest, as seen in the computer suite. The school benefits from access to pleasant outside grounds, a playing field and a good size playground, enabling joint infant and junior playtimes to be held. Currently, there is no entrance lobby and the front door opens into the hall. The school plans to alter this as a matter of urgency. The kitchen and library partly share the same space and this presents a problem for pupils who may want to quietly sit and read. Resources are satisfactory overall with the exception of the quantity and range of reading materials available in the library, which the school is working hard to improve. There is a good range of information and communication technology equipment available, both in the classrooms and in the designated facility, which are used widely by both staff and pupils, and this is having a positive impact on standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to build on the many positive aspects of the school and further improve the standard of work and the quality of education provided, the governors, headteacher and staff should:

1) raise standards in art and design by the end of Year 6 by:

- ensuring that staff have the necessary expertise and confidence to develop pupils' skills, knowledge and understanding.
(paragraphs 9, 22, 102, 105)

2) develop the role of subject leaders, so that they are more effective in raising standards especially in Year 3 to Year 6. Particular attention should be given to;

- monitoring and evaluating the curriculum, teaching and learning, so that they are fully aware of aspects of their subject which need to be developed and ensuring that they implement procedures to share strengths and rectify weaknesses identified through this process;
- providing more planned opportunities, in Year 3 to Year 6, for pupils to develop their literacy and numeracy skills through work undertaken in all subjects.
(paragraphs 7, 23, 28, 41, 42, 50, 54, 81, 93, 101, 114, 120, 141)

3) improve the contribution that the school's assessment arrangements make to raising standards by;

- ensuring that assessment information is used to plan work that is matched to pupils' abilities, especially to provide the highest level of challenge for more able pupils in Year 3 to Year 6;
- making better use of day to day opportunities for assessment, such as marking of pupils' work, in order to show pupils how they can improve their work.
(paragraphs 6, 9, 21, 42, 75, 81, 82, 92, 100, 106, 115, 127, 137)

4) develop the role and skills of the deputy headteacher, to ensure a more effective impact on the leadership and management of the school.

(paragraphs 37, 39, 49)

5) continue to take further measures to improve pupils' attendance by;

- reinforcing the school's high expectations of attendance to parents;
- setting specific, realistic and measurable targets and incentives for overall improvement.
(paragraphs 15, 40)

In addition, the following minor issues should be considered for inclusion into the school action plan.

- develop the monitoring role of the Governing body.
(paragraph 51)
- provide a clear framework for the development of pupils' scientific enquiry skills and ensuring that pupils in Year 3 to Year 6 are given frequent opportunities to test ideas for themselves.
(paragraphs 8, 101)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	12	10	2	0	0
Percentage	4	13	41	35	7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	124
Number of full-time pupils known to be eligible for free school meals	N/A	7

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	4
Number of pupils on the school's special educational needs register	N/A	29

English as an additional language

	No of pupils
Number of pupils with English as an additional language	N/A

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
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	5	7	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	12
Percentage of pupils at NC level 2 or above	School	92 (77)	92 (82)	100 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (82)	100 (86)	100 (91)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Figures given are total figures only as the number of boys and/or girls in the cohort is fewer than 10.

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	6	11	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	15
Percentage of pupils at NC level 4 or above	School	76 (75)	82 (67)	88 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	13	15
Percentage of pupils at NC level 4 or above	School	71 (75)	76 (79)	88 (79)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Figures given are total figures only as the number of boys and/or girls in the cohort is fewer than 10.

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	124	1	
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	110

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	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2
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	£
Total income	285 921
Total expenditure	301 824
Expenditure per pupil	2 269
Balance brought forward from previous year	37 490
Balance carried forward to next year	21 587

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	129
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	47	3	0	0
My child is making good progress in school.	53	38	9	0	0
Behaviour in the school is good.	31	63	3	0	3
My child gets the right amount of work to do at home.	35	50	9	6	0
The teaching is good.	66	25	3	3	3
I am kept well informed about how my child is getting on.	47	44	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	6	0	0
The school expects my child to work hard and achieve his or her best.	69	28	3	0	0
The school works closely with parents.	60	34	6	0	0
The school is well led and managed.	69	25	0	6	0
The school is helping my child become mature and responsible.	59	41	0	0	0
The school provides an interesting range of activities outside lessons.	50	41	9	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. The provision for children in the Foundation Stage is good and has improved since the previous inspection. It provides a good start to the children's education and is a strength of the school. The school's admission procedures are flexible according to parents' wishes, but children are able to start fulltime in the Reception class in the September of the year they are five. There are close links with the local playgroups and parents bring younger children to the school to participate in a 'Teenies' after school playgroup, which effectively allows staff to meet and get to know children and their parents well, before they begin in the Reception class.
60. Children enter the Reception class, which is shared with some Year 1 pupils, with varied abilities and pre school experiences. Overall, the majority of children, start school with below average abilities in all areas of learning. All staff work closely together and have formed an effective team, which has developed a positive, exciting and supportive learning environment. As a result, children enjoy coming to school and delight in all their learning activities. This ensures that all children, including those with special educational needs, make good progress and achieve well in relation to their abilities in all areas of learning. By the time, they start in Year 1; the majority of children have attained the Early Learning Goals in all six areas of learning, with a few, more able children, already working within national curriculum levels.
61. In all six areas of learning, the quality of teaching is consistently good and some very good teaching was observed during the inspection. Specialist staff working with children with special educational needs, classroom assistants and parent helpers, provide invaluable support to both the teacher and children, and as a result all children are making good progress. All staff have a good understanding of the learning needs of young children, planned activities are very interesting and well matched to the children's different abilities and relationships are warm and supportive. As a result, children become increasingly confident and 'blossom' in this environment.
62. The provision is well led by an experienced early years practitioner who is also an effective member of the senior management team. Her planning is meticulous and the outdoor learning environment has been well developed since the previous inspection. Assessment procedures are good and are clearly based on the 'stepping stones' to learning. This ensures that children's individual progress is carefully tracked and individual targets are relevant. A strength, is the way that these targets are shared, in simple terms, with the children, so that at an early age they are clearly aware of what they need to learn next. Currently children share the classroom with some Year 1 pupils, and thus they do not have the continued attention of the teacher. Whilst additional staff give invaluable support, the plans to provide a single age class next year are relevant and provide the potential for further improvement in the overall quality of the provision.

Personal, social and emotional development.

63. Many children are immature and shy when they start in the Reception class and are often unwilling to share their activities with their new friends. Good relationships, very high expectations and the quiet supportive approach of all staff, ensure that children increasingly gain in confidence. Staff are good role models, and activities, such as sitting in a circle to share their feelings about being lost with 'Kevin the puppet', choices

of rewards for good behaviour, and opportunities to take responsibility for tidying up, ensure that children develop good attitudes to learning, are polite and increasingly play happily and sensibly with each other. Teaching is good, as a result, all children make good progress and delight in helping and sharing their activities, with the majority of children, in line to attain the Early Learning Goals in this area of learning when they start in Year 1.

Communication, language and literacy.

64. Most children have below average levels of attainment in communication, language and literacy when they start in the Reception class. Support and teaching are consistently good with some very good teaching observed. The teacher plans a rich and varied range of learning activities that motivates and interests children of all abilities. As a result, all groups of children make good progress during their time in the class and achieve well in relation to their abilities when they started. Most children are in line to attain the Early Learning Goals in this area of learning by the time they start in Year 1.
65. Staff take every opportunity to talk, question and interact with children in all of their activities. There is a wealth of learning experiences planned that support the development of children's communication skills that are well matched to the children's level of ability and interest. Children's spoken language skills are well developed through the consistently good level of questioning by staff as they work alongside children. When making a Lion picture for example, less able children were encouraged to describe the textures and colours used, while more able children were challenged to talk about the imaginary jungles they were making and encouraged to answer in sentences. As a result, all groups of children are able to express themselves clearly and enjoy talking about their activities with visitors.
66. All children enjoy looking at books and sharing stories with their teacher. Most children follow the stories well and listened intently to the teacher reading 'Rumble in the Jungle' because of the expressive way that it was read. When looking at books children imitate this approach to tell imaginary stories from the pictures. More able children recognise simple words and are able to write letter sounds, simple captions and identify rhyming words, and are rightly very proud of their achievement. Less able children, also enjoy stories and are able to identify some letter sounds and although their emerging writing skills remain immature, from starting in the class using 'scribble writing', some of their letters are now clearly formed and recognisable. Because staff are constantly monitoring children's skills, activities are constantly adapted, and this is a strength of the teaching approach in the class.

Mathematical development

67. The teaching in this area of learning is consistently good and children of all abilities make good progress in developing their knowledge of number, shape, size and capacity. Most children attain the Early Learning Goals in this area of learning, with a few more able children attaining beyond this level when they start in Year 1.
68. The classroom contains a wealth of resources and displays that encourage children to count and develop their mathematical skills. A strength of the teaching is the way that both formal and free choice activities are very effectively planned to make learning fun. For example, in a formal class activity, because the teacher used a puppet to hide a number, children really concentrated hard and used their knowledge and understanding to guess which number emerged. In the same lesson, the outside area was effectively used to encourage children to move animals along the painted snake number line to

develop their sequencing skills. While inside, more able children took great pleasure in counting and writing numbers to ten and could recognise what number was ten more or less than a given number. When challenged they could also add two numbers in their heads and record their answers.

69. Children are encouraged to make longer and shorter animals when playing with plasticine, and sort heavy and light items in a shopping basket. All staff are effective in promoting mathematical language through discussion, and as a result most children have a clear understanding of comparative terms such as heavier/lighter than, longer/shorter than, and more/less than. Most are able to sort by size and colour and name and recognise two dimensional shapes.

Knowledge and understanding of the world.

70. Teaching is good and well planned activities that encourage children to use all of their senses ensure that most of the children who start with a below average knowledge and understanding of the world around them, make good progress, and are in line to attain the Early Learning Goals when they start in Year 1. For example through the topic Celebrations, children learn about different Christian festivals such as Mothering Sunday, and learn about the significance of family life and sharing. They sit enthralled when listening to where Barnaby Bear' has travelled and delight in answering the register in French. Early geography skills are developed well, for example, a group of children were observed making maps in the sand and others were observed plotting their journeys, using large pieces of paper. More able children talk knowledgeably about a map being a 'birds eye view'. All the children are fascinated by 'Living things' and enthusiastically collect items that grow, on a trail in the school grounds. They know in simple terms what plants and seeds need to grow when they plant seeds, take care of them and watch them growing in the classroom. Most can recognise and name parts of a plant such as a leaf and a flower. All children are developing confidence to use a computer and most can move the mouse to manipulate the cursor on the screen and are able to work independently of the teacher. They are also beginning to understand about the passing of time and understand that items were different in the past when they examined old toys and chocolate boxes. This wide use of resources to plan activities that are fun yet meaningful is a strength of the provision.

Physical development.

71. The outdoor environment has been well developed since the previous inspection and the range of large toys improved. As a result, this area is now used effectively to support children's physical development. Children move confidently and safely around this area and also in the school hall. Planned activities are based on the teacher's good subject knowledge and a good understanding of the different abilities of the children, as a result, most children are able to control their movements and more able children are challenged to move in a variety of ways transferring their weight to different parts of their body and maintaining a balance. They try hard to do this because they feel safe and want to earn the praise of their teacher. Construction kits and varied activities, such as cutting and sticking, and moulding shapes with dough, help develop children's hand-eye co-ordination. Teaching is consistently good and ensures that children are aware of the need to listen to instructions and concentrate when using apparatus and equipment, and in all activities, children are encouraged to be independent yet safe. As a result, most children can hold pencils correctly and can cut and stick accurately and safely, and because a variety of activities are regularly available, children make good progress and attain the Early Learning Goals in this area of learning by the time they start in Year 1.

Creative development.

72. When children start in the Reception class they have a below average ability in this area of learning. Teaching is consistently good and children always have access to a wide range of practical activities, using a range of interesting resources to develop creativity. As a result, progress is good and most children attain the Early Learning Goals in this area of learning by the time they start in Year 1. More able children are already attaining above this level.
73. Children are always clear about what they are expected to do, and as a result are eager to start their work. During the inspection for example, children eagerly painted animals using water colours, drew a jungle scene with pastels, helped a member of staff to make biscuits and created imaginary stories whilst playing with model bricks. Throughout there was a 'buzz' of conversation as staff encouraged children to talk about their work. Consequently, children talk confidently about different colours used, and more able children know that by mixing two primary colours they can make a secondary colour such as orange. The work on display is imaginative and colourful and in all of their activities, it is evident that children have a well-developed sense of imagination. For example, two boys were observed making a model hotel with wooden bricks. When asked "why there was a camel placed on the top?" the boys talked about how hotels often had large signs on their roof, the camel was there because the model they made was called 'The Camel Hotel'.

ENGLISH.

74. The 2002 National Curriculum test results for Year 2 showed that pupils' attainment was in line with the national average in reading and well above the national average in writing. When compared to similar schools, standards in writing were well above average, but reading standards were below average. The 2002 results for Year 6 pupils showed that their attainment was above average when compared to all schools nationally. When compared to similar schools their attainment was average. Inspection findings indicate that pupils' attainment in English is above national expectations at the end of Year 2 and in line with national expectations at the end of Year 6. This position represents a good improvement since the previous inspection at the end of Year 2. The difference between inspection findings and the 2002 test results for this year group, does not represent a fall in standards, but is due to the natural different abilities in each year group. Reading standards have risen and are now above average, because of better resources and improved teaching of basic reading skills. Standards have been maintained at the end of Year 6.
75. Pupils make good progress in Year 1 and Year 2 and satisfactory progress in Year 3 to Year 6. At present, the good progress made in Year 1 and Year 2 is not sustained in the older classes, although the picture is obscured by pupil mobility into and out of the school. Pupils with special educational needs, including those with more complex learning difficulties, make progress similar to their classmates because of the good quality support from their teachers and support assistants. Currently the school does not make a formal identification of pupils who are gifted and talented but inspection evidence suggests that more able pupils are recognised by their teachers, although, in Year 3 to Year 6 they are not always sufficiently challenged by the work set. Where teaching is consistently good, as in Year 1 and Year 2, for example, pupils achieve well and the co-ordinator recognises the need to extend this good practice into Year 3 to Year 6.

76. Throughout the school, pupils listen attentively and respectfully to each other and their teachers. They process instructions very well and are confident in asking for clarification when they need it. Older pupils are aware of the importance of allowing others to express their opinions and develop arguments. In discussion, pupils from Year 6 were forceful in their expression of the need to respect the words and opinions of others.
77. By the end of Year 2, pupils' speaking and listening skills are above average, and they are confident in expressing their thoughts and feelings. A notable feature in Year 1 and 2 is the willingness of pupils in each age group to share their thoughts and feelings with each other. Teachers act as good role models for speaking and listening and use 'Big Books' and shared reading well as tools to improve speaking and listening skills. Pupils are encouraged to use their literacy skills in other subjects of the curriculum and by the end of Year 2 they are using subject vocabularies to good effect. Pupils continue to develop their speaking skills satisfactorily as they move through the school. In discussions with visitors, they speak with maturity and confidence and are happy to express opinions on the quality of their own work. In Year 3 to Year 6 pupils speak clearly in answering questions and when engaged in discussion with each other. However, they are not always sufficiently challenged by their teachers to expand and extend their answers, and this sometimes makes them a little lazy about justifying their opinions. When they are posed with challenging questions, however, they respond in a more detailed way.
78. Pupils in Year 1 and Year 2 make good progress in developing their reading skills and standards in reading are good by the end of Year 2. Pupils clearly enjoy reading and have their favourite books at home and school. New books are now arriving in the classroom and are the source of much pleasure for pupils. The pupils have access to the small library collection and are able to begin to develop their library skills, but the library is badly sited at present and not fully developed as an area that encourages pupils to read quietly, or go to find out information. The teaching of basic reading skills is good and, as a result, pupils are able to transfer these skills to other areas of the curriculum, as they begin to develop the ability to use reference texts for their own research. Teachers give good support during guided reading sessions and provide a range of strategies for those who are less confident when tackling unfamiliar words so that less able pupils also make good progress.
79. Pupils in Year 3 to Year 6 make satisfactory progress in the development of their reading and by the end of Year 6 they attain in line with the expectations for their age group. The recent emphasis on guided reading has not been in place long enough to enable older pupils to make greater gains in their knowledge and understanding of more complex reading skills. However, in a Year 6 guided reading session the teacher challenged pupils in their interpretation of the text and some revealed advanced reading skills in their responses. Year 6 pupils are keen to identify those authors who they place among their own favourites. They can summarise and retell elements of their favourite texts with considerable skill and they know that authors use many techniques to engage the attention of the reader. Less well developed are pupils' skills of inference and deduction and this prevents standards from being higher. Despite the limitations of the library, pupils have been able to develop their individual research skills and they have a good awareness of the use of electronic media as a tool to supplement their reading of the printed word.
80. By the end of Year 2 pupils' standards in writing are above expectations for their age group. They write legibly and use punctuation and capital letters correctly. Extended

writing is often imaginative and writing skills are being used well in other subjects. This ensures that pupils have a good range of opportunities to gain confidence and, because all of their written work is supported by good quality marking, pupils recognise how they can improve and this ensures that standards are high. All pupils, and especially those in Year 2, also have targets on which they can focus in order to improve their work and this is another factor contributing to the high standards. Information and communication technology is developing as a tool to assist pupils and inspection evidence indicates that pupils are now using the computer well in their work in English.

81. By the time they reach Year 6, pupils' writing is above expectations for their age group. Teachers encourage the use of expressive language in imaginative and extended writing in literacy lessons, but pupils are not given sufficient opportunities to use these skills in other areas of the curriculum. In addition, marking is not sufficiently directed towards encouraging them to sustain and develop the skills acquired in Year 1 and Year 2. In some cases, pupils that are more able are not sufficiently challenged in their writing tasks. These factors prevent standards from being even higher. During the inspection, more able pupils in Year 5 recognised the potential for imaginative use of aspects of 'The Iron Man' but because teaching was not challenging enough, they were lackadaisical in approaching the task. Some Year 6 pupils, on the other hand, showed good skills in relating their knowledge of persuasive writing when looking at reasons for visiting Greece as part of their history unit. Pupils are given regular access to using information and communication technology in their work and using word processing for the end product enhances their writing.
82. The quality of the teaching is good overall in Year 1 and Year 2, with some very good lessons and one excellent lesson being observed during the course of the inspection. The quality of the relationships between teachers, support assistants and pupils is a strong element of lessons and clearly contributes to the good progress made by the pupils. In Year 1 and Year 2 the quality of the 'conversation' between teachers and pupils is a strength. Teachers plan very well and use a good range of methods and strategies in their teaching. Following the visit of a poet, pupils reacted with great enthusiasm to the possibility of producing their own poetry. Throughout this activity, the support offered to less confident pupils was outstanding and the sharing of ideas was a joyful process for the pupils in the class. Good use is made of homework, and planning of lessons takes good account of the individual needs of pupils. In Year 3 to Year 6, teaching is satisfactory overall and teachers continue to build on the good relationships that are a feature of the school, but they are not sufficiently alert to the needs of more able pupils, especially in expanding and developing their creative ability. Marking is supportive and often lavish in praise for work done well but does not always point to areas for improvement.
83. The recently appointed headteacher has also taken on the responsibility as co-ordinator for English. Her very good leadership of the subject and vision for the future are having a significant impact, which is already visible in Year 1 and Year 2. The process of establishing and reviewing targets for progress will create a clearer framework for raising standards in Year 3 to Year 6. Pupils are set to become more involved in the evaluation of their own learning, and resources, which are currently satisfactory, are being reviewed and updated as a matter of priority. The introduction of a new scheme to support pupils in their guided reading is already beginning to have an impact on teaching and learning. The refurbishment and possible repositioning of the library is part of the overall strategy for future development and better use is being made of information and communication technology to support pupils' learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Displays around the school pay good attention to the use of written English and there is evidence of cross-curricular promotion of skills. In the display of photographs by Ansell

Adams, for example, pupils are encouraged to link the content with aspects of literacy, science, art and geography. Displays could be further developed to encourage investigation and research.

MATHEMATICS

84. The results of the 2002 national tests at the end of Year 2 show that attainment in mathematics is well above the national average and well above average compared with similar schools. Test results for pupils at the end of Year 6 showed attainment to be in line with the national average and below average when compared to similar schools. Inspection findings show that attainment at the end of Year 2 is above national expectations and in line with national expectations at the end of Year 6. Standards over the last four years have varied considerably because of the small number of pupils in each year group, the above average numbers of pupils with special educational needs in some year groups and the level of pupil mobility that is a feature of the school. The school has made satisfactory progress in mathematics since the last inspection. Pupils of all ages and abilities make good progress in Year 1 and Year 2, where there are significant strengths in teaching. In relation to their prior attainment, pupils make satisfactory progress in Year 3 to Year 6.
85. By the end of Year 2 pupils use accurate mathematical language when solving problems. They can describe two-dimensional shapes and their relative positions on a diagram, for example, 'the triangle is above the square and below the circle'. They understand basic mathematical symbols and use them correctly, when working out simple additions and subtractions. The most able pupils in Year 2 are beginning to develop their own strategies for solving problems and can explain their thinking logically. Pupils use their numeracy skills well to support their work in other subjects, such as in geography where they produce bar graphs and pie charts to represent their results, and this provides good opportunities for pupils to develop their skills further in 'real situations'.
86. By the end of Year 6, pupils have made satisfactory progress in developing their mathematical skills and many have their own ideas as to how to solve problems. The majority of pupils can explain their thinking logically, and their answers are sensible even when incorrect. They present their information in a clear and organised way and have a good understanding of mathematical symbols.
87. By the end of Year 2, pupils' knowledge of number is above national expectations and most pupils have a secure grasp of the concept of place value and separate hundreds, tens and units correctly. They have well-developed mental mathematical skills, and most pupils in Year 2 have immediate recall of number sequences, such as when counting in 5s to 50 and the more able to 100. Most pupils can add and subtract numbers with two digits and recognise simple fractions, such as that two halves make a whole number. These pupils recognise sequences of numbers and can solve problems involving money and the more able can make simple calculations involving decimals and negative values. Less able pupils lack the mental agility of their classmates when carrying out mathematical activities and are slower to grasp new ideas. Nevertheless, because of the good support they have in lessons they make good progress and achieve well.
88. By the end of Year 6, pupils' knowledge and understanding of number are good, as a result of the emphasis given to this aspect of mathematics in the teaching. In the Year 6 class, pupils' mathematical skills are well developed through regular weekly

exercises and they have good strategies for calculating their answers in their heads. They use all four mathematical operations with decimals to two places and understand the relationships between decimals, fractions and percentages. All pupils are proficient users of calculators and can use non-calculator methods to check their answers. They can also confirm their answers using inverse operations.

89. Pupils' knowledge and understanding of aspects of shape, space and measurement are well developed by the end of Year 2. Most pupils can name a variety of two-dimensional shapes, such as squares, circles and triangles and the majority of pupils can correctly identify three-dimensional shapes, such as cubes and spheres. More able pupils know that whilst a square has four sides of equal length, a rectangle has two pairs of sides of equal length. In discussion, a group of more able pupils explained that whilst a cube is a three-dimensional shape based on a square base, a cuboid is based on a rectangular base. Most pupils, by the end of Year 2, measure length, capacity and mass with an acceptable degree of accuracy and the more able can make a reasonable estimate of length, for example when responding to a question as to the approximate length of a table.
90. By the end of Year 6, pupils have a satisfactory understanding of shape, space and measurement. Pupils know the names of a good range of two and three-dimensional shapes and most can generalise about the relationship between angles, corners and sides. Pupils have a satisfactory understanding of symmetry in shapes but their knowledge and understanding of rotational symmetry are less well developed. The majority of pupils know that an angle is a measure of turn and can name and describe right, obtuse and acute angles. The ability, particularly of the less able, to draw and measure angles with an acceptable degree of accuracy is less well developed. By Year 6, pupils can calculate the area and perimeter of regular shapes using standard measurements but the work of the less able pupils lacks precision.
91. By the end of Year 6 pupils handle data well. Pupils of all abilities know how to represent their data, such as using mathematical tables, charts and graphs and make good use of their developing information and communication technology skills. They are proficient at interpreting information presented to them in graphical forms. Most pupils in Year 6 understand the concept of probability and can give examples of events that are certain to occur, likely to occur or unlikely to occur. They are less confident when identifying the probability of an event occurring, such as the probability of throwing a 6 when using a dice. Their ability to describe and compare two simple distributions, using the terms mode, median and mean, is also underdeveloped.
92. The quality of teaching and learning in Year 1 and Year 2 is consistently good and very good in some instances. It is satisfactory overall in Year 3 to Year 6. In Year 1 and Year 2, a strength is the teachers' good subject knowledge that is well used to bring excitement to the lesson and this effectively maintains pupils' enthusiasm and motivation. As a result, these lessons proceed with a sense of urgency, and the good use of questioning reinforces previous learning and probes pupils' understanding. Lesson objectives are clear and shared with pupils and this effectively focuses them on the task. The work is well matched to pupils' age and ability and lesson ends are used well to consolidate learning. Where the teaching is most effective, pupils are actively involved in all stages of the lesson and opportunities are sought to use the language of mathematics. Overall, relationships are good in all classes and pupils' responses are valued. This effectively raises pupils' confidence and contributes towards pupils' spiritual, moral and social development. Classroom support staff make an important contribution to pupils' learning and to the good ethos evident in all classrooms. Pupils enjoy their work and have a good attitude towards it. Where the teaching is satisfactory,

as in Year 3 to Year 6, the work is not consistently well matched to the pupils' abilities and prior attainment. In these instances, there is a lack of challenge for the more able pupils and scrutiny of pupils' work shows that they have been engaged in unnecessary, repetitive work. In addition, in these classes, marking is not sufficiently focused on good standards of presentation and this leads to pupils making careless mistakes.

93. The leadership and management of mathematics are unsatisfactory. Although the subject leader is keen to develop his role and has recently received relevant guidance, currently no effective monitoring of the curriculum, teaching or learning, in order to raise standards, has been undertaken and the co-ordinator has little idea of standards in the school. Basic assessment procedures are in place, but the results are not used constructively to inform changes in teaching and to track individual progress. The assessment results are not sufficiently accurate to identify weaknesses in pupils' knowledge and understanding so that effective support can be given at the appropriate time. Resources for teaching mathematics are satisfactory, but as the school develops a more detailed scheme of work more resources will be needed to support teaching.

SCIENCE

94. The results of the teacher assessments in 2002 show that by the end of Year 2, the pupils' attainment was very high and in the top five percent of schools nationally. The end of Year 6 results of national tests were in line with the national average but below average for similar schools. The inspection findings show that pupils' attainment at the end of Year 2 is above national expectations and in line with national expectations at the end of Year 6. The results over the last four years show considerable variation and this is due to the small numbers of pupils in each year group and the above average number of pupils with special educational needs in some cohorts. It is not reliable, therefore, to compare inspection findings with test results. Pupils of all abilities achieve well by the end of Year 2, and have made good progress because of the consistently good quality of the teaching and the interesting activities provided for them. By the end of Year 6, pupils' progress in relation to their prior attainment is satisfactory. Teaching is not as strong in Year 3 to Year 6 which prevents progress from being better than satisfactory by the end of Year 6. Inspection findings show that satisfactory progress has been made in developing the subject since the previous inspection.
95. By the end of Year 2, pupils have undertaken a good range of practical activities and their knowledge and understanding of basic scientific principles and investigative science are good. They are beginning to understand the notion of fair testing in that certain factors need to be kept the same, such as using the same type of seeds whilst changing the external conditions. The most able pupils in Year 2 show very good ability to draw conclusions from experimental data and in one instance to relate one variable to another, such as recognising that the length of a shadow is dependent on the position of the sun over a twelve-hour period. These pupils display very good understanding of scientific investigation as when testing a range of fabrics to determine their relative merits to mop up liquids. Their practical work included accurate measurement, realistic conclusions and very good recording of their results. Pupils undertake a satisfactory range of practical activities throughout Year 3 to Year 6, but their skills of scientific enquiry, particularly of independent investigation, are not well developed. Scrutiny of pupils' work indicated in the main that pupils cannot consistently plan their own investigations and draw realistic conclusions. Their recording of their experimental work often lacks accuracy and their conclusions are not always consistent with their findings.

96. By the end of Year 2, because of the interesting range of practical activities, pupils have a good understanding of the differences between living and non-living things and can distinguish between plants and animals. Most pupils are able to name the main organs of a flowering plant, and more able pupils know the function of the major organs of the human body, such as the heart pumps blood around the body. The most able pupils in Year 2 know that plant roots absorb water and that the leaves make food, because the teacher has challenged them very effectively. This level of knowledge and understanding is well above average.
97. By the end of Year 6, pupils have a satisfactory knowledge and understanding of life and living things. They know the major organs of the human body and their functions, that the heart pumps blood to supply the muscles with oxygen and that pulse rate increases during strenuous exercise. Most pupils recognise that a healthy diet is a prerequisite of a healthy life style and can name the major organs in a flower and their function.
98. By the end of Year 2, pupils have a secure grasp of the notion that materials have different properties, such as some are rigid whilst others bend. They know that the properties of materials determine their use, for example, glass being transparent is used in windows, whilst wood being rigid is used to make chairs. Most pupils can sort materials by their properties, and recognise natural materials, such as wood and leather, and man made materials such as plastic. By the end of Year 2 most pupils also know that some materials change their state when heated and, again, because of challenging teaching, recognise that in some substances, such as water, these changes are reversible. By the end of Year 6, pupils' knowledge of materials is satisfactory. They recognise three states of matter and can distinguish between solids, liquids and gases. All pupils know that the state of some materials can be changed by heating and that these changes are reversible, as when chocolate is heated and cooled. More able pupils are also aware that in other instances, such as when paper is burnt, changes can be irreversible.
99. By the end of Year 2, pupils have a good understanding of basic physical processes. They know that a force can be represented as a push, for example, when pushing a toy, or a pull, as when opening a door. Most pupils know that a complete circuit of battery, bulb and wire is necessary if the bulb is to light and can represent simple circuits using conventional symbols. The most able pupils know how shadows are produced and that the length of shadows changes during the day. These more able pupils describe how the movement of the earth causes day and night and that day length varies from summer to winter. Pupils in Year 6 have a good understanding of the concept of force and its measurement. They can name different forces, such as gravity and magnetic forces, and realise that the differential rate of fall of parachutes is due to air resistance. Most pupils can construct electrical circuits and many recognise the difference between simple and parallel circuits and the effect this has on the brightness of bulbs in the circuits. Pupils know how shadows are produced and most pupils can predict the length of shadows depending on the position of the source of light.
100. The quality of teaching in science is good in Year 1 and Year 2, and satisfactory overall in Year 3 to Year 6. Where the teaching is consistently good, pupils achieve a high standard and the good quality teaching is based on teachers' good subject knowledge and a clear understanding of what they expect pupils to learn. These good lessons fully involve all pupils and this ensures that they concentrate and remain motivated. Questioning is used well to probe pupils' understanding and to develop their vocabulary. Pupils' answers are valued and this successfully raises pupils' self-esteem and contributes well to pupils' spiritual, moral and social development. Lesson ends are well

used to consolidate learning and the work is marked constructively so as to clarify any misconceptions. In some instances in Year 3 to Year 6, lessons are not as clearly planned, learning objectives are not shared with the pupils and the work is not always well matched to pupils' abilities and prior attainment. In these instances, the work lacks challenge for the more able pupils and consequently learning opportunities are missed. Overall, the marking of pupils' work in Year 3 to Year 6, is not consistent and in some instances errors are not corrected and too low a standard of presentation is accepted by the teacher. The marking does not indicate clearly how pupils might improve their work and this affects overall standards attained.

101. The subject co-ordinator has not had time to co-ordinate the subject effectively. Consequently, little monitoring of the subject has taken place and subject leadership is unsatisfactory. The co-ordinator however, is well aware of what needs to be done, particularly in the development of experimental and investigative skills in Year 3 to Year 6. Basic assessment procedures are in place but the results are not used constructively to guide curriculum planning and to track the progress of individual pupils. Overall, good use is made of information and communication technology to support pupils' learning and resources are adequate to support teaching and learning.

ART AND DESIGN

102. Only one short introductory lesson was observed during the inspection. Judgments are therefore based on teachers' planning, pupils' work and discussions. As found at the time of the previous inspection standards are in line with national expectations at the end of Year 2, but are below average at the end of Year 6. Pupils in Year 1 and Year 2 make satisfactory progress overall, but progress in Year 3 to Year 6 is unsatisfactory. This is because until very recently the subject has not been given enough attention in these classes and teachers lack confidence to teach specific subject skills and techniques. Consequently, there are gaps in pupils' learning and pupils have restricted knowledge and skills in the use of a wide range of media, materials and techniques. Improvement since the previous inspection is therefore unsatisfactory, although there is now increased attention being given to this subject and staff have received relevant advice.
103. Pupils in Year 1 and Year 2 are provided with an appropriate range of opportunities to explore what effects they can create with paint, crayons and oil pastels. They are gaining confidence to use line, tone and shade in their work and close observational sketches of apples clearly show pupils attempting to use shade to create shape and depth to a satisfactory effect. They have recently explored different collage techniques and used natural materials in an interesting manner to depict textures. More recent work in Year 2, exploring the use of 'spring colours' to make spiral patterns based on the natural world, is of a good standard and some pupils show flair and originality in their work.
104. In Year 3 to Year 6, pupils' skills have not progressed sufficiently. Until recently, pupils did not use sketchbooks, and they are not yet a useful tool to help learning, for example, to enable pupils to present their research, practise their designs, refine, develop or evaluate their ideas. Work in them is untidily presented, is rarely marked and, as a result, pupils are unable to evaluate and improve their techniques and pupils' designs are not well thought out. Pupils have also had limited opportunities to explore a range of techniques using a variety of materials. Recently, the school has changed its teaching approach and collage work seen during the inspection, combining visual and textural qualities is of a better standard, as is pupils' work on line and tone. Pupils' work in the

style of Van Gough is also carefully presented although pupils' overall skills remain below average for their age and older pupils struggle to depict facial features, movement or perspective in their work. There has also been limited three-dimensional modelling undertaken using a variety of media.

105. The quality of teaching is satisfactory overall in Year 1 and Year 2. Teachers are quite confident when teaching the subject in these year groups and plan a relevant and interesting range of learning opportunities. Teaching is judged unsatisfactory in Year 3 to Year 6. In these classes, although teachers are keen to develop this subject they have limited subject knowledge and consequently lack confidence to plan and teach a range of activities and are unable to show pupils how to improve their work. As a result, there is very little work of a satisfactory standard in the oldest classes. Most work is on a small scale and there is little large, bold, vivid or imaginative work evident.
106. Art and design is a current area of development for the school. The co-ordinator has a good level of expertise and experience and the plans to develop the subject through cross-curricular themes such as 'Carnival' are relevant and likely to have a positive effect on broadening pupils' experience. Subject leadership is satisfactory. The co-ordinator has supported colleagues in her own time in order to develop their planning, and provided detailed and good quality guidance, but despite this, many staff in the older classes have not fully utilised these ideas to aid teaching and learning, they still lack confidence, and there has been limited recent in-service training in the subject. Because of this, opportunities for pupils to explore and develop their own ideas and evaluate their work are missed in the older classes, and their knowledge and understanding of the range of art techniques and famous artists is narrow. Consequently, the subject has not made a significant contribution to pupils' cultural or spiritual development. Assessment and recording of pupils' attainment is largely informal, and there is currently no portfolio of pupils' work that is evaluated and matched to the national curriculum levels. As a result, teachers do not have a clear idea as to pupils' different abilities and are unable to challenge more able or talented pupils.

DESIGN AND TECHNOLOGY

107. Pupils' attainment is above national expectations at the end of Year 2 and in line with national expectations at the end of Year 6. Pupils of all abilities make good progress in Year 1 and Year 2 and satisfactory progress in Year 3 to Year 6. Since the previous inspection, standards have been improved at the end of Year 2, because of the good quality of teaching, and maintained at the end of Year 6.
108. By the end of Year 2 pupils have a good grasp of the essential skills of designing and making and satisfactory evaluation skills, although the majority of pupils at this stage are more excited by making than designing. Pupils in Year 2 explain that different materials require different handling and may not always combine successfully. In discussion, they can explain that movement can be achieved through devices such as axles and wheels. However, at present pupils have limited familiarity with the idea of having a design book to revisit in order to refresh their memories of previous work, and this impacts on the evaluations of the work. In their work, for example, they only show a satisfactory understanding of the need to change designs to make them work better.
109. Pupils in Year 3 to Year 6 make satisfactory progress and their work is at the level expected by the end of Year 6. Experiences gained in Year 1 and Year 2 are consolidated and pupils increase their understanding of the problems inherent in

choosing and combining materials. By the end of Year 6 they know that designs succeed not just because they work well or look good but also because they have the 'right label' or association with certain famous people. In discussion, pupils in Year 6 are able to evaluate some of the moral dilemmas of modern design, such as the use of cheap labour in developing countries, and the subject plays its part in promoting their spiritual, moral, social and cultural education. As part of their programme of study, pupils in Year 3 to Year 6 are able to learn about the use of batteries and circuits so that by the end of Year 6 they have an appreciation of the use of control technology. Not all the designs produced by the pupils have been kept, and on occasions, work is mixed up with other subjects, such as art and design. This prevents pupils from effectively evaluating and revising their designs and this is a missed opportunity for teachers to monitor pupils' work and be supportive in their marking.

110. No lessons in design and technology were seen during the course of the inspection, but the quality of the work available, photographic evidence and discussion with pupils confirm that teaching is never less than satisfactory throughout the school. Teachers ensure that pupils experience a variety of materials and activities. Lack of books for recording designs especially in Year 3 to Year 6 has a limiting effect on pupils' fuller understanding of the complexity of the design process and there is still a tendency for the older pupils to think of the subject as being about 'making things'. Attitudes towards the subject are positive throughout the school and reflect the good attitudes and behaviour observed during the inspection.
111. The role of the co-ordinator is not yet fully developed to allow for the monitoring of teaching and learning and using assessment information to inform planning. Currently leadership in the subject is satisfactory. The planned revisions of the current subject planning, will allow the development of a scheme for assessment to be matched by portfolios of design made by pupils. Resources are satisfactory overall and the use of information and communication technology is helping to broaden the curriculum.

GEOGRAPHY

112. Standards of attainment in geography are above national expectations at the end of Year 2 and at the end of Year 6. All pupils, including those with special educational needs, make good progress in geography. The school has made good progress in improving on the standards observed at the previous inspection.
113. By the end of Year 2, pupils have a good understanding of the local area. They know that the rolling hills of the borderlands can be contrasted with environments in other parts of the world such as Tocuaro in Mexico. Through the travels of Barnaby Bear they begin to appreciate life in other countries, although the visit to the seaside figures prominently in their studies. Looking at the nature of the environment around the school and the ways in which it might be improved have enabled pupils to discuss moral and social values and the subject makes a good contribution to this area of learning for all pupils. The local area is also used effectively in the study of an island home, and as a result, at the end of Year 2, pupils are able to compare these two areas with a good level of understanding. In their books, pupils are given the opportunity to write at length in their own words and this, together with good quality marking, supports their literacy and developing geography skills well.
114. By the end of Year 6 pupils have successfully built on the skills they have acquired earlier. They show a good appreciation of maps as a foundation for the study of geography and have a clear understanding of different maps, such as road atlases and

Ordnance Survey maps, fulfilling different purposes. Their knowledge of life in different environments is secure and they know that Fair Trade is about more than charity. Pupils can compare and contrast life in widely separated areas and they have a good working knowledge of physical processes as a factor in shaping environments alongside the activities of human beings. Older pupils use information and communication technology and text sources to supplement their work in the classroom and their books show that they work independently. Literacy skills are not developed as well as they could be and the presentation of the work is often untidy and this prevents standards from being even higher.

115. The quality of teaching in geography is good overall. Pupils respond well to their teachers and remain focused on their tasks in lessons. Good use is made of the resources available and information and communication technology is playing a more prominent part in teaching and learning. Marking is generally positive and up to date but does not always give pupils enough indication of what they need to do to improve the quality of their work. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, particularly through their studies of cultures and locations other than their own.
116. Subject leadership is satisfactory. The co-ordinator has ensured that there has been effective coverage of the National Curriculum programme of study and that the local area is used well to support teaching and learning. However, there has been no monitoring of teaching and learning in the classroom, and there is no whole-school system of assessment to help teachers in their planning or to enable them to track pupils' step-by-step progress in the national curriculum levels.

HISTORY

117. Standards of attainment are above national expectations at the end of Year 2 and in line with national expectations at the end of Year 6. Since the previous inspection, the school has improved on the standards identified at the end of Year 2 and all pupils, including those with more complex learning difficulties, make good progress. By the end of Year 6, as found in the previous inspection, pupils have a satisfactory knowledge of the past and all pupils, including those with special educational needs, make satisfactory progress. The curriculum is enriched with educational visits and effective use is made of artefacts and photographs in the teaching of history.
118. By the end of Year 2, pupils have developed a secure understanding of events influenced by the passage of time. They know that homes today and homes long ago are very different and that life in the past may have been very hard. Through the study of toys through the ages, they have begun to appreciate how the lives of children may also have changed. From their studies of famous people, such as Florence Nightingale, pupils have also gained some insights into the way in which history can be influenced by individuals. Pupils produce written work of good quality and are encouraged by marking that places an appropriate emphasis on the transfer of literacy skills across the curriculum.
119. As they progress through Year 3 to Year 6, pupils increase their knowledge of history and have a sound understanding that the events of yesterday are as important in history as the events of yesteryear. Learning is effectively enhanced through good links that are established with subjects such as geography through, for example, a study of ancient Greece. By the end of Year 6, the Greeks, the Anglo-Saxons, the Tudors and the Victorians have become part of the tapestry of history available to the pupils in their

work and pupils have a satisfactory knowledge and understanding of the key facts in the periods studied. Pupils in Year 6 have a mature and considered attitude towards world events and clearly feel the moral dilemmas associated with settlement, war and conquest. Good use is made of reference materials and artefacts and pupils have a satisfactory working grasp of the use of primary and secondary sources in the study of history.

120. Teaching is good in Year 1 and Year 2 and satisfactory overall in Year 3 to Year 6. Teachers have good subject knowledge and use the resources effectively to support their teaching, with tasks being matched appropriately to the ability of the pupils. Pupils have positive attitudes towards the study of history and are eager and willing to talk about the things they have done. In Year 3 to Year 6 the development of pupils' literary skills is less evident than in Year 1 and Year 2, and pupils' writing in a range of styles is not fully developed. The marking is not as clearly focused on improving the quality of research and presentation. Work in pupils' books shows that they have effective skills to support independent research but opportunities to challenge more able pupils are not always fully or effectively developed.
121. The role of the co-ordinator is satisfactory and the subject development plans are relevant. She has ensured that the curriculum programmes of study are followed by all teachers and that they make effective use of the available learning resources. However, there has not been any monitoring of teaching and learning in the classroom. Currently the system for checking pupils' progress is informal, and there is no structured system for assessing progress in order to aid teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Standards are above national expectations at the end of both key stages. All pupils, including those with special educational needs, make good progress. The school has substantially improved its provision for information and communication technology since the last inspection.
123. Pupils' attainment is above national expectations at the end of Year 2. Virtually all pupils use word-processing programs effectively to create simple texts and to record what they have done in the classroom. Younger pupils quickly develop good manipulative skills, for example when using the computer mouse. They have good keyboard skills and have experience of using a variety of software. By the end of Year 2, most pupils have a good understanding of how a computer can be used to control external events. They program a floor robot so that it follows a simple route moving forwards, backwards and turning ninety degrees left and right. Pupils' developing skills in information and communication technology are well used across the curriculum. For example, their developing word processing skills enable them to rearrange their text, correct errors, print, and save their work. They have also produced cards and posters using a simple publishing program. Their display work following their visit to a zoo contains text describing the animals and their habitats. Pupils use CD-ROMs to reinforce their work in subjects such as mathematics, where pupils practise their addition and subtraction work as well as multiplication tables. More able pupils use computers to produce both bar graphs and pie charts to illustrate their data on people who visited their classroom and, with help from their teacher, use the Internet to find information, for example, in history, where they investigated the Great Fire of London. School photographs taken on a digital camera are also incorporated well into some of the pupils' work.

124. By the end of Year 6, pupils' attainment is above national expectations. Pupils of all abilities continue to make good progress, because they are clearly motivated by the subject. For example, pupils in Year 6 make effective use of computers for a wide range of activities to extend their competence and to support their learning. Word processing skills are very well developed and all pupils use computers to generate texts across the curriculum. All pupils have well-developed keyboard skills and produce work of a good quality and they are skilled in combining text with graphics in their work. By Year 6 pupils are confident users of presentation software and use it to produce slide shows, based on a class topic and this incorporates the use of the interactive whiteboard. The use of images produced by a digital camera enables pupils to include photographs in their presentations. Pupils in Year 6 use both the Internet and CD-ROMs to find information linked to their classroom topics. Information gathered from the Internet supported their research, for example on life in Victorian England and pupils were able to select their specific requirements and download it. In other classes CD-ROMS have been used effectively, as in science, for example, when pupils were finding out about the planets in our solar system. Pupils in Year 6 are familiar with both databases and spreadsheets and demonstrate their practical use.
125. Pupils in Year 6 use computers to program a control robot and can modify their program as necessary so that the robot avoids objects placed in its path. However, pupils do not currently have enough opportunities to use external sensors, for example, to record changes of temperature or light. Pupils have a very good knowledge of how computers are used in the world of work and businesses and how computers may be used in the future. Overall, pupils are enthusiastic about information and communication technology and many extend the work done in school to activities at home.
126. The quality of teaching is good in both key stages, because teachers are confident, enthusiastic and have good subject knowledge. Pupils in Year 1 and Year 2 benefit from regularly using their classroom-based computer for a range of activities. In this way, pupils accept the use of computers as part of the curriculum. Pupils in Year 3 to Year 6 mostly respond well to their teachers and, in one lesson seen, the evident competence of the teacher reflected in the pupils' good responses. Overall, most pupils show very good attitudes to the work and show good levels of confidence when using computers. They help each other with their work and co-operate well and this makes a valuable contribution to pupils' moral and social development. However, on occasions, the teaching in some older classes does not always challenge pupils that are more able and silly behaviour is not noticed, so that learning does not match pupils' evident abilities.
127. All teachers are confident and have benefited well from the government sponsored subject specific training. In addition, the school is now well resourced. Good links have also been established with the local comprehensive school and this has included a specialist teacher from the secondary school working with Year 6 pupils. These factors have had a considerable impact on the good standards attained. Despite this, currently subject leadership is not sufficiently developed and there is no clear whole school plan for how pupils' well-developed skills are to be used to support their learning or, in particular, for how to extend pupils' independent learning. Assessment based on what the majority of pupils can and cannot do has not been effectively used to guide curricular planning or to track pupils' progress. This is recognised by the co-ordinator who is keen to develop his skills for the benefit of the school.

MUSIC

128. Only a very limited amount of music teaching was observed during the inspection. Until recently, the school employed a specialist teacher and her records are not available. Financially this could not be sustained, although a specialist teacher still provides paid instrumental tuition three days a week. Analysis of planning and discussions show that all elements of the music curriculum are taught. From limited inspection evidence, standards of attainment are judged to be broadly in line with the national expectations at the end of Year 2 and Year 6 and all pupils, including those with special educational needs, make satisfactory progress. In the light of this limited evidence, no secure comparison can be made with standards identified at the previous inspection.
129. At the end of Year 2 and Year 6, standards in performing, composing and listening are satisfactory. In assemblies, most pupils sing in tune a range of songs and hymns, and the older pupils' performance of 'Lord of the Dance' was energetic and joyful. By the end of Year 6, pupils sing with an appropriate rhythmical style, ensuring that long notes at the end of phrases are fully sustained, because most pupils use correct breathing techniques. Younger pupils have suitable opportunities to compose simple rhythms using un-tuned percussion instruments, and enjoy these activities. Pupils' progress in composition is satisfactory. In Year 4 and Year 5, for example, pupils produced graphic scores after listening to a piece of music depicting a flowing river. They successfully created a sound picture using voices and un-tuned percussion instruments of an appropriate standard. Pupils' skills of evaluating, and improving their compositions are a weaker element of their work. The use of video, analogue and digital audio equipment, for example, as an aid to self-evaluation, is limited.
130. A wide variety of music is played throughout the school day and, as a result, pupils have a growing appreciation of a range of styles and different composers. This supports pupils' spiritual and cultural development well. In Year 3 and Year 4, for example, pupils listened carefully to a variety of musical styles, enthusiastically sharing their ideas about the feelings the music evoked in them. One pupil exclaimed that a piece composed by Benjamin Brittan was 'shrill and dreamy', and recognised how the change in tempo affected the mood of the music.
131. Only one lesson was observed during the inspection, but evidence from teachers' planning and discussions with pupils indicates that teaching is satisfactory overall. Teachers follow the commercial scheme of work closely, but are not yet confident enough to adapt this to the needs of the school. Lessons are suitably planned, however, and teachers use the resources well to make learning interesting and fun. There is no specialist teacher on the staff, who could support the development of teaching and learning. The scheme of work is however appropriate to support non-specialist teachers and the range of resources that accompany it, enables them to develop all aspects of the subject. The scheme has only recently been purchased and teachers have only just begun to take full responsibility for teaching the subject, and still lack in confidence, knowledge and understanding.
132. There is currently no co-ordinator for the subject and the school has identified the subject as an area for development. Assessment systems are currently informal and at present teachers have a limited knowledge and understanding of pupils' differing abilities and consequently they have no way to ensure that there is systematic development of pupils' skills as they move through the school.

PHYSICAL EDUCATION

133. Only lessons in team games were observed during the inspection and, as found at the previous inspection, standards of attainment in this aspect of the subject are in line with national expectations at the end of Year 2 and Year 6. This represents satisfactory progress and achievement for all pupils, including those with more complex learning difficulties. An examination of the swimming awards gained by pupils shows that by the end of Year 6, standards in swimming are above average. Specialist coaching makes a significant contribution to teaching and learning in the subject.
134. At the end of Year 2 pupils have a satisfactory awareness of the need to warm up before exercise and can move around the school field with an appropriate awareness of space and each other. Pupils can control their movements and are developing their hand eye control when they travel whilst controlling a large ball, because of skilful teaching by an outside coach. Most pupils, as a result, are able to trap a football using the sole of their foot, but many find it more difficult to use the side of their foot, although they try hard at all times. Pupils with special educational needs, who, because of their complex learning needs often find it difficult to cope in these activities, are sensitively supported by specialist staff, to ensure that they are able to join in activities when they feel confident and this allows lessons to be fully inclusive.
135. By the end of Year 6, pupils are increasingly aware of the effects of exercise on their bodies and their pulse rates. Pupils' striking and fielding skills are suitably developed through participation in cricket, rugby and football activities that are often taught by specialist coaches. More able pupils representing the school in netball, football, rounders, cricket and athletics develop a good level of skill, and these types of activities make a good contribution to pupils' social development. All pupils enjoy these activities and most pupils have a healthy team spirit and, because of good staff role models, have a keen sense of fair play. Most pupils are able to bowl underarm accurately, but many find overarm bowling more difficult. Similarly, whilst most pupils are able to catch small balls, they find batting a more difficult skill and their techniques are often more enthusiastic than accurate. Whilst teachers evaluate pupils' performances and use this evaluation to improve skills, pupils' own evaluations of their performances are less well developed and this is an aspect that requires development.
136. The quality of games teaching is satisfactory overall with some good teaching observed during the inspection. In general, teachers are enthusiastic and have a good subject knowledge, which they use well to develop pupils' skills and techniques. Warm up and cool down activities are planned for, but are not always as well developed as they could be. In the best lessons, teachers give clear instructions and provide good demonstrations to teach specific skills. In the best lessons teachers highlight good achievement, which results in pupils trying hard. However, although pupils are enthusiastic, not all teachers manage this enthusiasm well. As a result, there is a tendency for some older pupils not to try their best and this affects overall standards attained.
137. Subject leadership is satisfactory. The co-ordinator has had some opportunity to monitor teaching and learning, but this needs to be further developed to ensure that he is fully aware of the standards of teaching and learning throughout the school and thus better able to support colleagues who find managing pupils' enthusiasm more difficult. Resources are adequate and specialist coaching and extra-curricular sporting activities enhance the subject well. Some good use is made of awards, for example, for achievement in swimming, but there is insufficient use of planned assessment to challenge more able and talented pupils and to promote pupils' progress and skill development.

RELIGIOUS EDUCATION

138. Pupils' attainment by the end of Year 2 and Year 6 is broadly in line with the expectations of the locally agreed syllabus. This is similar to the findings of the last inspection report. The progress of pupils of all abilities, including those with special educational needs, is good in Year 1 and Year 2, where there are significant strengths in teaching, and satisfactory in Year 3 to Year 6, where teachers miss opportunities to challenge pupils.
139. By the end of Year 2, most pupils can recall some of the stories Jesus told, such as that of the Prodigal Son and the Good Samaritan and they know the story of the Creation. Pupils know the significance of the major Christian festivals, such as Christmas, and can recall some of the events that occurred. They also recognise that some people are special in their lives, such as their parents and teachers, and they learn to respect each other and people of different races and those who hold different ideas. In their study of Judaism, for example, pupils realise that Jews have different customs and that their beliefs affect the way they live.
140. By the end of Year 6, pupils have a good knowledge and understanding of the Christian faith and can retell several of the stories Jesus told and, when prompted, recognised these, such as the 'Good Samaritan' as parables. They recognise that prayers are our way of speaking to God. From visits to the church, they are aware of some church artefacts, such as the altar, and know the significance of lighted candles depicting the 'Light of the World'. Pupils in Year 6 understand how belief in the Christian faith affects people's lifestyles. Pupils understand what it means to grow up in a community and can name people who care for them in the community. Pupils recognise the significance of the Bible to Christians and the significance of the Qur'an to Moslems. Whilst pupils are aware of the rituals associated with Islam, such as fasting, their knowledge of Islam or other religions and how they affect the lives of people is underdeveloped.
141. The quality of teaching is good overall in Year 1 and Year 2 and satisfactory in Year 3 to Year 6. In a very good lesson seen in Year 2, the teacher used questioning well to reinforce previous learning. Her natural enthusiasm was conveyed to the pupils and they responded enthusiastically, taking an active part in the role-play activities. The teaching and the school's ethos encourage pupils to take responsibility and the teaching of religious education effectively lets pupils understand how this happens in different religions. The teaching in the youngest classes effectively develops pupils' speaking and listening skills but opportunities are lost in the older classes to develop pupils' literacy skills through writing. In addition, although discussions are appropriately planned, there is often too much teacher talk and opportunities for pupils to expand upon their ideas are not well developed. On the whole, pupils have good attitudes to religious education and enjoy the work they do. Class discussion, when effectively developed, makes a significant impact on pupils' spiritual, moral, social and cultural development. Teachers are making too little use of information and communication technology to encourage research, for example, or to develop the presentation of their ideas.
142. The headteacher has taken on this subject leadership but, with all her other responsibilities, has not yet been able to monitor teaching or learning. This has meant that a lack of challenge for more able pupils and limited recording of work in books have not been highlighted. Assessment is undertaken against level descriptors but this is insufficiently detailed to track pupils' progress and inform teachers' planning.