

INSPECTION REPORT

**LADDINGFORD ST MARY'S CE
PRIMARY SCHOOL**

Maidstone

LEA area: Kent

Unique reference number: 118637

Headteacher: Mrs Charlotte Jarvis

Reporting inspector: Dr Brian Male
14906

Date of inspection: 31 March – 3 April 2003

Inspection number: 247935

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:	CE Controlled
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Laddingford Maidstone Kent
Postcode:	ME18 6BL
Telephone number:	01622 871270
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Rachel West
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14906	Dr Brian Male	Registered Inspector	Foundation Stage English History Art and design Music Physical education Religious education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve? Special educational needs
19419	Mrs Susan Boyle	Lay Inspector		Attitudes, values and personal development How well does the school care for its pupils? (part) How well does the school work in partnership with parents?
20832	Dr Mohindar Gallowalia	Team Inspector	Mathematics Science Information and communication technology Design and technology Geography	How well does the school care for its pupils? (part) How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small Church of England primary school takes pupils from four to 11 years old, and is maintained by the Kent County Council. At the time of the inspection there were 67 full-time pupils in four classes. Many pupils start school with standards of attainment above those usually found. The percentage of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is above the national average. There are very few pupils from an ethnic minority or for whom English is an additional language. These proportions are much lower than in most schools.

HOW GOOD THE SCHOOL IS

This is a popular village school with a friendly atmosphere and a caring ethos. Pupils make the expected progress across the school, and, by the end of Year 6, standards of attainment are above average in mathematics and average in other subjects. This is appropriate achievement taking account of the higher than average proportion of pupils with special educational needs. Most pupils have good attitudes to school, and standards of behaviour are generally satisfactory. The quality of teaching is satisfactory overall, and good in Years 3 to 6. The headteacher manages the school well, and has established good monitoring and evaluation procedures. The school provides satisfactory value for money.

What the school does well

- Children have positive attitudes to school.
- Standards in mathematics are above average at the end of Year 6, and standards in reading are above average across the school.
- There is some good teaching, particularly in Years 3 to 6.
- There are good systems for monitoring and evaluating performance.
- There are good arrangements for assessing attainment and tracking pupils' progress.
- The school provides a very good range of extra-curricular activities.
- Parents are very supportive of the school.
- The headteacher manages the school well.

What could be improved

- Standards of attainment could be higher in writing.
- The level of challenge could be higher in some lessons to promote quicker overall progress.
- The programme of personal development could be stronger.

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

The school has already recognised the need to raise standards of writing and has instituted an action plan to do so.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997 and has made satisfactory improvement in most areas. Standards of attainment are now broadly similar in mathematics, lower in English and higher in science in a context where there are now more pupils who have special educational needs. Pupils have retained their positive attitudes to school, but standards of

behaviour are now satisfactory rather than very good. Management is still effective, and the school has addressed all of the key issues raised by the previous report. Staff are enthusiastic and very keen to build a trend of improvement.

STANDARDS

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

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

The school's scores in national tests for Year 6 pupils in 2002 were below the national average in English, and well below average in mathematics and science. These scores were well below the average of similar schools in English, and in the lowest five per cent in mathematics and science. These scores were much lower than in previous years because of the higher than usual proportion of pupils in the year group who had special educational needs. With relatively low numbers of pupils, and relative high pupil mobility, it is normal for scores to fluctuate from year to year. The average of the scores over the previous three years is broadly in line with the national average.

Inspection evidence indicates that this year's standards are broadly in line with the national average at the end of Year 6 in English and science, and above average in mathematics. Standards in all other subjects are also broadly similar to those usually found. Standards at the end of Year 2 have also fluctuated over the years, but were also particularly low in 2002. Inspection evidence indicates that standards this year are broadly in line with the national average.

Many pupils enter the reception class with standards of attainment already above average, and make satisfactory progress across the school. From this start, it might be expected that standards would be above average by the end of Year 6, but a number of pupils join the school after the reception class, and many of these have special educational needs. There are signs that standards are beginning to rise, particularly in Years 3 to 6 where teaching is often good. The overall standards represent appropriate achievement for the pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They are keen to learn and confident in their approach to lessons.
Behaviour, in and out of classrooms	Behaviour is good in the reception and Year 1 to 2 classes. In Years 3 to 6, many pupils behave well, but there are a number who can be thoughtless of others and disruptive at times.

Personal development and relationships	Pupils are generally open and friendly, and are polite to adults. However, a number are not always as sensitive to others' needs and feelings as they might be, particularly in Years 3 to 6.
Attendance	The rate of attendance is generally well above average, and most arrive in time for lessons.

TEACHING AND LEARNING

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

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

Teachers work hard and are enthusiastic and this helps create the pupils' positive attitudes to learning. They plan their lessons thoroughly, and provide a good level of support for their pupils. Teaching assistants provide good support for learning.

The quality of teaching is satisfactory overall, and good in Years 3 to 6. This is consistent with the generally satisfactory progress that pupils make across the school and the recent signs of rising standards. Where teaching is best, there are high expectations of pupils' attainment, and a high level of challenge in lessons. In these lessons, pupils are engaged in a range of practical activities that build well on what they have already learned.

In some lessons where teaching is generally satisfactory, the expectations and pace of learning could be higher. This is particularly the case for the older pupils within each of the mixed age-range classes. The good teaching in Years 3 to 6 is beginning to raise standards, and this can be seen particularly in mathematics. The teaching of literacy and numeracy is generally effective, and the school is already reconsidering its approach to the teaching of writing where standards are lower than in other subjects.

The pace of learning is satisfactory overall, and is best in those lessons where expectations are highest. Pupils work hard and sustain their concentration well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced with good enhancement from a programme of visits and visitors. The Foundation Stage Curriculum needs more emphasis on the outdoor element and informal forms of learning. There is a very good range of extra-curricular activities for a small school.
Provision for pupils with special educational needs	The school makes appropriate provision for these pupils. Individual education plans are drawn up appropriately, and the Code of Practice followed. There is some good support for learning from teaching assistants, and some sensitive handling of pupils with particular needs.

Provision for pupils' personal development, including spiritual, moral, social and cultural development	There is good provision for pupils' moral and cultural development, and satisfactory provision for spiritual and social development. The personal development programme needs to be stronger in order to address some of the issues of behaviour and relationships, especially in Years 3 to 6.
How well the school cares for its pupils	The school has a caring ethos, and staff know the pupils well. There are good arrangements for assessing pupils' attainment and tracking their progress.

Parents were very supportive of the school in their replies to the questionnaire and at the meeting with inspectors. Many bring their children from other areas to attend this school. They value the small classes and the school's support for pupils who have special educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher manages the school effectively, has created a caring ethos and ensured that the school is popular within the community. Most staff are relatively new to the profession, but manage their subject areas appropriately and are developing a good overview. Leadership has been successful in inducting a high proportion of new teachers into the profession, and now needs to focus particularly on ensuring that expectations are always sufficiently high.
How well the governors fulfil their responsibilities	Governors have a good overview of the school, and take an active interest in its work. They discharge all of their statutory duties well.
The school's evaluation of its performance	The school has many effective systems for monitoring and evaluating its performance. Pupils' progress is tracked, lessons monitored and curriculum developments evaluated. This is enabling the school to be more precise in its targets and take the appropriate actions to promote high standards.
The strategic use of resources	The school has managed its budget particularly effectively to employ so many teachers for so few pupils, without significant loss elsewhere. The school's finances are well administered, and the principles of best value are observed.

The school is exceptionally well staffed with teachers and teaching assistants. The school building has been altered and extended over the years and benefits significantly from access to the chapel, but the classrooms are small and some serve as corridors to other rooms. The indoor provision for physical education is less than usual, and the reception class has poor access to the outdoor area. The level of resources is generally adequate, but reception class equipment could be enhanced.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Teaching is good.• Children are expected to work hard.• Children like coming to school.• Children make good progress.• The school is open and approachable.• The school is well led and managed.• Behaviour is good.• The school has a caring and supportive ethos.	<ul style="list-style-type: none">• There is no area where a significant number of parents would like to see improvement.

The inspection generally agrees with the positive comments, although the standards of behaviour and the rate of progress are generally satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's scores in national tests in Years 2 and 6 have fluctuated widely over the last few years. To some extent, this is to be expected with very small numbers of pupils in each year group and so it is often helpful to look at the average of a number of years. The three-year average shows standards to be broadly in line with the national average in both year groups. Inspection evidence indicates that standards this year at the end of Year 6 are generally in line with the national average, and above average in mathematics.
2. Many pupils enter the reception class with standards of attainment already above average, and make the expected progress across the school. From the above average start it might be expected that standards would be above average by the end of Year 6, but a number of pupils join the school after the reception class, and many of these have special educational needs, so the overall average standards represent appropriate achievement for the pupils. There are signs that standards are beginning to rise, particularly in Years 3 to 6 where teaching is often good, and standards in mathematics are now above average.

The school's targets and pupils' achievement

3. In the system operated by the local education authority, the school makes forecasts of expected levels of attainment, and sets targets which are generally higher and represent aspirations. The forecasts have been generally accurate over the last three years, although scores in national tests for Year 6 in 2002 were much lower than expected. The targets are realistically high in most cases, and expectations and challenge within lessons need to be correspondingly high in order for the targets to be met. This is already beginning to happen in Years 3 to 6.

Children under five

4. Many children enter the reception class with standards of attainment above those usually found. They make all the expected progress, and most have already attained the nationally expected 'Early Learning Goals' well before the end of the reception year. Progress is particularly good and attainment high in the communication, language and literacy, and the mathematics aspects of the six areas of learning.

Years 1-2

5. The school's scores in national tests in Year 2 in 2002 were below the national average in reading and well below average in writing and mathematics. These scores were well below the average of similar schools in reading and in the lowest five per cent in mathematics and writing. Scores have fluctuated widely over the years, and have sometimes varied widely between subjects in the same year. With relatively low numbers of pupils it is normal for scores to fluctuate from year to year, but these variations are much greater than usual. The average of the previous three years shows standards to be above the national average in mathematics, in line with the national average in reading, and below average in writing.
6. Inspection evidence indicates that standards are much higher this year at the end of Year 2, and are average in writing and mathematics and above average in reading. Standards are broadly similar to those usually found in all other subjects, except religious education where they are below average. It was not possible to see enough

lessons in physical education for a judgement to be made.

Years 3-6

7. The school's scores in national tests in Year 6 in 2002 were below the national average in English, and well below average in mathematics and science. These scores were well below the average of similar schools in English and in the lowest five per cent in mathematics and science. These scores were much lower than in previous years because of the higher than usual proportion of pupils in the year group who had special educational needs. With relatively low numbers of pupils, it is normal for scores to fluctuate from year to year, although the amount of fluctuation is unusually high even for a small school. The average of the previous three years is broadly in line with the national average.
8. Inspection evidence indicates that this year's standards at the end of Year 6 are above average in mathematics and average in English and science. Standards in all other subjects are also broadly similar to those usually found. It was not possible to see sufficient lessons in design and technology for an overall judgement to be made.

Progress of different groups

9. Pupils who have special educational needs make appropriate progress in terms of the targets on their individual education plans. Higher attaining pupils also make the appropriate progress and the expected number attain Level 3 by the end of Year 2, and Level 5 at the end of Year 6. In some lessons, the expectations for the older pupils in the mixed age-range classes could be higher and allow quicker progress.

Literacy and numeracy

10. Standards in numeracy are in line with those usually found in Years 1-2, and above average in Years 3-6. Standards of reading are higher than writing across the school, with reading being generally above average, and writing below average, thus making standards average overall.

Pupils' attitudes, values and personal development

11. Pupils have good attitudes to school. They are enthusiastic learners and give of their best. They enjoy their lessons and want to do well. This is evident in lessons such as a Year 1-2 physical education lesson, when children were required to perform floating and rigid movements to the music from Harry Potter. In this lesson, pupils thought carefully about the movements and performed them sensibly, above all demonstrating great commitment to what they had been asked to do.
12. Pupils' behaviour is satisfactory overall, and is never less than very good in the reception class. Some pupils, particularly in Years 3-6, are very lively in lessons and there is sometimes enthusiastic calling out, but this is generally within acceptable limits. There is a tendency by some pupils to move around the classroom at times when they have not been asked to, but this does not unduly disrupt others because teachers generally manage this sort of behaviour well. Most pupils do as they are told, but there are times when they do not do it as quickly as they should, and sometimes they do not listen quite as well as they should. This is not the case in the reception class where pupils listen carefully to their teacher and know exactly what is expected of them and respond appropriately. Most pupils are polite to adults and show respect for their teachers. There have been no exclusions.
13. Pupils are generally open and friendly, and are polite to adults. However, a number are not always as sensitive to others' needs and feelings as they might be, particularly in Years 3-6. Although most pupils are outgoing and thoughtful, some pupils do not always show such consideration for others. Most pupils work well with each other in

lessons, but there are some occasions when boys refuse to work with girls, and there are times when pupils are expected to work in pairs but will not work with a particular pupil and leave them isolated. Not all pupils share as well as they should, and can seem thoughtless of others' needs at times. There are some instances of seemingly trivial name calling, and although this may be intended light-heartedly, it always has the potential to be hurtful, and pupils need to be sensitive to this. The school has not established strategies to deal effectively with these sorts of issues, or policies that successfully prevent their occurrence in the first place.

14. Overall, pupils' behaviour and personal development are not as good as they were at the previous inspection. This is partly because there are a greater number of children coming into the school whose behaviour and personal development are not always satisfactory, and because the school has not always adjusted its approach sufficiently to take account of this.

Attendance

15. Attendance is well above average, and most pupils arrive in time for lessons. The school has worked hard to encourage better attendance and punctuality which have improved since the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

16. Teachers work very hard and are enthusiastic in their approach, and this helps create the pupils' positive attitudes to learning. They provide a good level of support for their pupils, and work well with the relatively high number of pupils who have special educational needs. Lessons are well prepared and engage the pupils well. Teaching assistants provide good support and make a significant contribution to learning. There is good teaching of music by a specialist teacher.
17. The quality of teaching is satisfactory overall, and good in Years 3 to 6. This is consistent with the generally satisfactory progress that pupils make across the school, and with the signs of rising standards, particularly in Years 3 to 6. Teaching was unsatisfactory in a small number of the lessons seen where expectations were inappropriate.

Foundation Stage

18. The quality of teaching is satisfactory overall in the reception class, with good teaching in the areas of language and literacy and mathematics. The teacher has a good lively relationship with the children and they respond to her well. In most lessons seen, there was direct teaching by the teacher in a relatively formal style and, whilst this approach is necessary and effective, its frequent use means that there is less learning than usual through independent practical activities where children have the opportunity to explore and investigate for themselves. This is partly because there are so few children in the class that an adult is always available to direct learning, and partly because the room is not set up to give children access to the range of activities usually found in a reception class. The restricted access to the outdoor play area also means that it is difficult to arrange for the normal free-flow of independent learning in this area.

Years 1 and 2

19. Teaching is satisfactory overall in Years 1 and 2 with some good teaching, especially in English. Teaching is satisfactory in all subjects seen, but it was not possible to see enough lessons in art or physical education for an overall judgement to be made. The

teaching of religious education has not enabled pupils to attain the levels usually found. Pupils are involved in a good range of work and many lessons engage their interest well. The two year groups and wide range of learning needs are generally catered for well, although the level of challenge could sometimes be raised for the higher attaining Year 2 pupils.

Years 3 to 6

20. Teaching is good overall, and this is beginning to raise standards. Teaching is good in English, mathematics, geography and physical education, and satisfactory overall in other subjects. It was not possible to see sufficient teaching of history for an overall judgement to be made.

General

21. Where teaching is best, there are high expectations of pupils' attainment, and a high level of challenge in lessons. In these lessons, pupils are engaged in a range of practical activities that build well on what they have already learned. For example, a good reception class language and literacy lesson gave pupils good opportunities to select and use letter sounds on cards to build words. The handling of the shapes and ordering the sounds reinforced the learning. A good Year 3-4 geography lesson involved pupils in a particularly good range of learning including reflection on visits, maps, videos, text and information technology. This range of experience enhanced the investigation of the geography of the local area and strengthened understanding. A good Year 5-6 lesson used a similarly wide range of resources well linked to clear learning objectives to investigate rivers.
22. Many good lessons have elements that capture pupils' interest and hold their concentration well. For example, a good Year 1-2 English lesson used puppets and props to illustrate the story of Mrs Honey's Hat. This not only made the lesson more exciting, but illustrated the sequence of the story well and so enhanced the subsequent writing. There is a sense of excitement in music lessons together with a good level of challenge that ensure that pupils deepen their understanding of music as well as improving their performance.
23. In some lessons where teaching is generally satisfactory, the expectations and pace of learning could be higher. This is particularly the case for the older pupils within each of the mixed age-range classes. In many cases, lessons are based on the schemes of work drawn up by the national 'Qualifications and Curriculum Authority' (QCA). These were prepared mainly for single age-group classes and need amendment to ensure an appropriate level of challenge for all.
24. Most lessons end appropriately with a 'plenary' or whole-class session where the learning of that lesson is reviewed. These could be developed further by involving pupils more in an evaluation of their own and each other's learning, through making their own presentations and questioning each other on their work. This would also contribute to the development of speaking and listening skills. The fact that the Years 3 to 6 classes are set out in rows rather than the normal groups makes both class and group discussion much more difficult, and so prevents this very valuable form of learning. The evaluation of learning and of pupils' own work is an important element of the National Curriculum in many subjects such as art, music and physical education, and is an aspect that could be emphasised more.
25. The teaching of literacy and numeracy is generally effective, and standards are above average in reading across the school and in mathematics in Years 3 to 6. The teaching of writing has not been so successful, but the school is already reconsidering its approach to the teaching, and has a detailed action plan.

Teaching of different groups

26. There are appropriate programmes for pupils who have special educational needs that enable them to make satisfactory progress in terms of the targets on their individual education plans. There is some good support for these pupils' learning from teaching assistants, especially for those pupils with particular needs.

The quality of learning

27. The pace of learning is satisfactory overall, and is best in those lessons where expectations are highest. Pupils work hard, sustain their concentration well, and take an active interest in their lessons. Most are keen and confident learners who work at a good pace and show enthusiasm in their lessons. Where lesson objectives are clear and shared with the pupils, they gain a good understanding of what they need to do to improve.

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

The curriculum

28. The curriculum is broad and balanced, provides well for pupils' development, and meets all requirements. The time allocation for different subjects is appropriate, and the curriculum includes appropriate provision in religious and sex and drug misuse education. A generally appropriate programme of personal, social and health education has been started but could be strengthened. The curriculum is kept under review to ensure that it matches the interests, aptitudes and special needs of its pupils. Schemes of work have been developed with appropriate guidance from the national initiatives.
29. The previous inspection identified a number of weaknesses in the curriculum, such as insufficient coverage of science, design and technology, geography and information and communication technology. There were also weaknesses in schemes of work that did not ensure the systematic progression of pupils' knowledge, skills and understanding. These issues have been addressed successfully.
30. Because of the small number of pupils in each year group, mixed age teaching of pupils in upper juniors, lower juniors and infants necessitates organisation of the curriculum on a two year cycle. This has been done successfully. The literacy and numeracy strategies are firmly established. Teachers enhance the Year 6 mathematics curriculum by choosing work on number and algebra from the curriculum for Years 7 to 9. This has a positive impact and is beginning to improve standards in mathematics. Science, design and technology, information and communication technology, geography and history make a satisfactory contribution to pupils' numeracy. History, science, design and technology and geography make a satisfactory contribution to pupils' literacy.
31. Pupils are involved in an appropriate curriculum in the reception class but there needs to be more emphasis on independent learning and the outdoor element. There is appropriate curricular provision for pupils with special educational needs that meets all requirements
32. Provision for pupils' extra-curricular activities is very good for a small school. For example, provision consists of clubs for chess, netball, ecology, drama, recorder, outdoor adventure, computers, art and athletics. All clubs are equally open to boys and girls. The local community makes good contribution to pupils' learning. The

school is visited by the vicar, and staff from organisations such as police, fire service ambulance, road safety, cycling proficiency, and railway safety enrich the curriculum. Links with other schools are satisfactory.

Personal development

33. Teachers care about the pupils and are generally very good role models in the way in which they relate to others. Many pupils are friendly, open and caring and fully reflect the good example set by their teachers. The unsatisfactory relationships mentioned above are because some pupils need more support to enable them to establish more effective relationships. These pupils would benefit from a whole-school ethos that always values pupils as individuals, and a programme for personal, social and health education that addressed more directly the needs of others and how to relate to others in ways that are positive and valuing.
34. Provision for spiritual development is satisfactory overall, but development in terms of being sensitive and appreciative of the natural world could be strengthened. Collective worship is used effectively to celebrate pupils' achievements but not always to create a sense of awe and wonder. Pupils are listened to and their answers taken into consideration, but their ideas are not always valued as much as they might be, and there are too few good opportunities for pupils to express their feelings and talk about how others might feel. A greater emphasis on this would support some pupils' self-esteem and help them towards a greater understanding of their place in the world.
35. Provision for moral development is generally good. Children know about rules, and the school rules are clearly displayed. Adults generally make clear to pupils what is right and what is wrong, although there could be more emphasis on the reasons for this.
36. There is appropriate provision for social development. Pupils are given duties in classrooms, and older pupils have responsibilities for setting up the chapel for assembly and for supporting lunchtime routines. They generally perform these tasks well and have a sensible approach. The residential visit and the various extra-curricular activities help give pupils a sense of responsibility and ownership of the school; this is particularly the case with the 'Eco Club' whose members are concerned about litter in the school, and looking forward to their involvement in the playground developments. The organisation of the Years 3 to 6 classrooms make working in groups more difficult, and the way in which the tables are arranged for lunch restricts the sorts of social opportunities that would normally be associated with this time.
37. Provision for cultural development is good. There is a good programme of visits and visitors to school that enhance learning. Pupils have opportunities to perform in school productions and they participate alongside other schools at a local music festival. They learn about other cultures in ways that are exciting and that enthuse them, such as tasting the traditional foods eaten by Muslims during Ramadan.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Welfare

38. Staff care about the pupils as individuals, and the size of the school, combined with the particularly small classes, means that staff know the pupils well. This enables them to monitor pupils' personal development and attendance effectively, and to give appropriate, and in some cases very sensitive, support. There are sound arrangements for the health and safety of pupils and for child protection.

39. Pupils learn about bullying and incidents are very rare. However, as has already been mentioned, pupils are not always as thoughtful of others; for example, in their play they often chase each other around the playground in a very exuberant and sometimes quite rough fashion. Staff are very alert to aggressive incidents, but this sort of play is seen as fun, although it has a tendency to get out of hand. Children who are not part of these games find them intimidating.
40. Generally, staff manage inappropriate behaviour effectively, but they have not developed a sufficiently effective range of strategies to reduce the number of incidents of poor behaviour occurring in the first place.

Academic

41. The school's procedures for assessing attainment are good. These are well established for English, mathematics, science and information and communication technology. Other subjects are assessed usually at least once a term against standards derived from national guidance. An assessment record is maintained for each pupil. The school has a good system for tracking pupils' progress, and targets are set for individual pupils according to their progress. Class targets are revisited once every term. This system is having a beneficial impact on learning and is beginning to raise standards. Being a small school, teachers' own knowledge of individual pupils also contributes to effective assessment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents' views of the school are very positive, and many parents bring children from outside the area to attend the school, which is oversubscribed.
43. The school has developed satisfactory links with parents. The school feels it has an open door policy, and teachers are available to talk to parents informally at the start and end of the day. There are fairly regular, more formal opportunities for parents to meet teachers and discuss their child's progress. Pupils' annual reports are clear about the work pupils have done, but some are rather brief about what pupils can do and how well they can do it. There is often more emphasis on pupils' attitudes to work than on their progress.
44. Parents contribute well to learning at school and at home. Most help their children with homework, and the school has helped parents in this by running a recent reading workshop and sessions about mathematics and writing. The school plans to give more information about the work the children will be doing in lessons, and this will help parents to be better informed and to be more involved in their children's learning at school. There are no parents helping in school on a regular basis, but parents do give good support for visits and, when asked, willingly give support for specific lessons. For example, a parent provided the flavoured milk and the dates that so enhanced the lesson about Ramadan referred to above. The parent-teacher association works extremely hard and raises large sums of money, particularly for such a small school, and in so doing involves the local community well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The headteacher and senior staff

45. The headteacher manages the school effectively, and has created a caring ethos that is much appreciated by parents. This has ensured that the school is popular within the community and recruits pupils from a wide area. Most staff are very new to the

profession, and this creates an usually high level of responsibility for the headteacher's leadership as she is the only experienced teacher on the staff. Teachers are very appreciative of the support they receive from the headteacher, and of the way they are being inducted into the profession. Teachers with special responsibilities manage their subject areas appropriately and are developing a good overview.

The governors

46. Governors have a good overview of the school and are aware of the fluctuating scores in national tests, and of the need to set realistic targets and improve the quality of writing. They take an active interest in the work of the school and are involved in its activities. They have a good understanding of the school's circumstances and the factors affecting its future. They discharge all of their statutory duties well.

Monitoring, evaluation and targets

47. The school has many effective systems for monitoring and evaluating its performance. Pupils' progress is tracked, lessons monitored and curriculum developments evaluated. This is enabling the school to be more precise in its targets and take the appropriate actions to promote higher standards. The school has analysed its priorities effectively and set them out in its 'School Improvement Plan' which sets a clear agenda for development.

The budget and best value

48. The school has managed its budget particularly effectively to employ so many teachers for so few pupils, without significant loss elsewhere. Governors are aware that the present staffing level can only be maintained with pupils recruited from a wide area, and with the employment of teachers at the beginning of the salary scale. These two factors bring with them special responsibilities for the headteacher and school as a whole. At the moment the advantages of this arrangement balance the disadvantages. The school's finances are well administered and the principles of best value are observed.

Staffing, accommodation and learning resources

49. The school is exceptionally well staffed with teachers and teaching assistants. The school building has been altered and extended over the years and benefits significantly from access to the chapel, but the classrooms are small and some serve as corridors to other rooms. The reception class has poor access to the outdoor area and this prevents the outdoor element of the Foundation Stage Curriculum being implemented as fully as in most schools. The level of resources is generally adequate, but reception class equipment could be enhanced.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to build on recent improvements, the school needs to:
- 1) Raise standards in writing by ensuring that:
 - pupils have access to a wide range of good literature;
 - such texts are used as the basis for study in the 'literacy hour' class sessions;
 - pupils are given more opportunities to practise their writing in the context of other subjects;
 - pupils work with each other and with adults to discuss ways of refining their work;
- (paragraphs 64-65)

- 2) ensure that expectations and challenge are sufficiently high by:
 - linking learning objectives of lessons clearly to expected levels of attainment;
 - ensuring that these are appropriate for both year groups in mixed-aged classes;
 - ensuring that objectives build on the levels different pupils have been assessed to have attained;
 - giving pupils sufficient independence within lessons to make choices and explore ideas;
(paragraphs 23-24)

- 3) strengthen the programme for personal development so that:
 - lessons such as 'circle time' are carried out in suitable formats and surroundings, and lessons focus on the issues that affect the pupils themselves;
 - programmes are adapted to the particular needs of the school and the pupils, and contain elements that challenge pupils' thinking and assumptions where necessary;
 - there are high expectations of behaviour and thoughtfulness.
(paragraphs 33-35)

Minor issues

- 1) The range of equipment and provision in the reception class. (paragraph 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	14	14	2	0	0
Percentage	0	0	47	47	6	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 three 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	67
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	26

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 2 or above	School	70 (89)	70 (78)	70 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage of pupils at NC level 2 or above	School	80 (78)	50 (100)	70 (78)
	National	85 (85)	89 (89)	89 (89)

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

Due to the small cohort size individual boy/girl figures and totals are not shown.

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	-	-	-

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	7	9
Percentage of pupils at NC level 4 or above	School	64 (100)	50 (100)	64 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	10	11
Percentage of pupils at NC level 4 or above	School	79 (100)	71 (100)	79 (100)
	National	73 (72)	74 (74)	82 (82)

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

Due to the small cohort size individual boy/girl figures are not shown.

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	57	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	13.4
Average class size	16.75

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	78

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.8
Number of teachers appointed to the school during the last two years	1.8

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

FTE means full-time equivalent.

Financial information

Financial year	2001-2
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	£
Total income	236,188
Total expenditure	222,290
Expenditure per pupil	3,266
Balance brought forward from previous year	6,730
Balance carried forward to next year	20,628

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	67
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	62	34	4	0	0
Behaviour in the school is good.	55	34	4	0	6
My child gets the right amount of work to do at home.	38	53	6	2	0
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	43	53	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	68	30	2	0	0
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	55	38	4	0	2
The school is well led and managed.	66	26	0	4	4
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	45	47	4	0	4

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

51. At the time of the inspection there were only nine children with one teacher in the reception class, and there was also support at times from a teaching assistant. This is a remarkably high level of adults to children. This is very advantageous in terms of direct teaching, and this can be seen in the progress children have made in areas such as language and literacy and in mathematics. Pupils can be taught in very small groups and teaching can be tailored to individual needs.
52. Many children enter the reception class with standards of attainment already above those usually found, particularly in mathematics and in personal and social development. They make good progress in mathematics and in language and literacy and appropriate progress in the four other areas of learning. Almost all children have attained the nationally expected 'Early Learning Goals' well before the end of the reception year.
53. The quality of teaching is satisfactory overall in the reception class, with good teaching in the areas of language and literacy and mathematics. The teacher has a good lively relationship with the children and they respond to her well. In most lessons seen, there was direct teaching by the teacher in a relatively formal style and, whilst this approach is necessary and effective, its frequent use means that there is less learning than usual through independent practical activities where children have opportunity to explore and investigate for themselves. This is partly because there are so few children in the class that an adult is always available to direct learning, and partly because the room is not set up to give children access to the range of activities usually found in a reception class. The restricted access to the outdoor play area also means that it is difficult to arrange for the normal free-flow of independent learning in this area.

Personal, social and emotional development

54. The very small class gives good opportunities for children to interact with adults, and they are very self confident in their learning. The work in small groups ensures that children learn to work as part of a group supervised by an adult, and can take turns and work together harmoniously. More opportunities to work together independently would consolidate this development. Children are interested and often excited in their learning and sustain their concentration well. This was particularly the case in a music lesson where they were completely absorbed in their singing. The opportunities to select and use activities and resources independently are fewer than usual, although children respond well to those opportunities that arise. Attainment is above average, and almost all children have attained the Early Learning Goals before the end of the reception year.

Communication, language and literacy

55. Good teaching in this area has enabled children to attain high standards. Children listen to stories with enjoyment, and understand well what has happened. They enjoy looking at books and many are already able to read far more simple words than usual. A particular emphasis on the teaching of phonics has enabled all children to recognise letters and know the sounds that they make. This carries over into early writing skills where almost all children are able to write simple words and make phonetically

plausible attempts at more complex words. For example, children were able to write in their own words about the vegetables that they were studying and not need to ask for spellings. This level of independence is very helpful in developing skills. There are good opportunities for children to extend their vocabulary because adults do not 'talk down' to them, and this promotes good language development. There are opportunities for children to extend language in imaginative play and through recreating roles and experiences, and these could be developed further through the creation of more functional role-play areas, and more use of props to enact stories. Standards, especially in reading and writing, are well above average and most children attain the Early Learning Goals well before the end of the reception year.

Mathematical development

56. This is another area where good teaching has promoted high standards particularly in the area of number. Expectations are high and there is some good, direct teaching of small groups. As a result, children can count reliably at least to ten and work out how many more or less are needed to make a particular number. They know about shapes and can name common shapes such as circle and square. There are opportunities to consolidate this knowledge in practical activities such as sorting and arranging patterns, but these could be extended in play with independent activities with clear learning goals with equipment such as sand and water trays where practical experiences of weights and capacity can be gained. More experience in the outdoor setting would also be helpful here. Standards of number work are well above average and standards in other aspects of mathematical development are above average by the end of the reception year.

Knowledge and understanding of the world

57. Most children start school with already good knowledge and understanding of the world. This aspect of learning includes early experiences in science, history, geography and design and information technology. Children are adept at using computers and can manipulate the mouse and keyboard with confidence. These are the most popular choice in independent activities. Work such as the study of vegetables and the relation of what we eat to how things grow widens children's knowledge and understanding appropriately. Standards are higher than those usually found by the end of the reception year.

Physical development

58. Standards in this area are in line with those usually found. There are appropriate opportunities in physical education lessons for children to move with control and co-ordination; for example, moving as snakes and other animals in a 'jungle story' lesson. In this lesson, they showed particularly good awareness of space and others around them. They manipulate tools such as scissors well, but there could be more opportunities for them to explore a range of equipment in independent situations both indoors and out.

Creative development

59. Standards in this area are in line with those usually found. There are appropriate opportunities for children to create pictures with a range of media, and to explore colour texture and form in two and three dimensions. For example, children made some good clay models of various vegetables as part of their study of this topic. Good teaching of music by a specialist teacher, together with high expectations, entuses

the children and enables them to reach a good standard in this aspect. Children can sing songs from memory and recognise rhythms and sound patterns. Development is slower in the independent aspects of this area of learning because there are fewer opportunities for children to create their own music and stories through their own choice of materials, tools and methods.

ENGLISH

60. The school's scores in national tests for pupils in Year 6 in 2002 were below the national average and below the average of similar schools. The scores in national tests for pupils in Year 2 were below average in reading and well below average in writing. These scores were well below the average of similar schools in reading, and in the lowest five per cent in writing. Scores have fluctuated widely over recent years, but the three-year average is broadly in line with the national average for both key stages in reading, but below average in writing.
61. Inspection evidence indicates that present standards of reading are above average across the school, but standards of writing are below average. Standards of speaking and listening are in line with those usually found at the end of both Year 2 and Year 6. Overall standards are, therefore, broadly average. This is lower than at the time of the previous inspection. Some good teaching, particularly in Years 3 to 6, is beginning to raise standards.

Speaking and listening

62. Standards of attainment are in line with those usually found at the end of both Year 2 and Year 6. By the end of Year 2, there is the usual range of attainment with most pupils showing some confidence, speaking clearly and using a growing vocabulary. They listen carefully and respond appropriately. By the end of Year 6, most pupils talk with confidence and have a good vocabulary, but few attain the higher level where they develop their ideas thoughtfully or express more complex ideas with clarity. Pupils are given appropriate opportunities to answer questions and express opinions in class discussion, and there are some occasions where they discuss ideas in pairs or small groups. For example, in a Year 5-6 lesson, pupils discussed in pairs the differences between prose text and playscript. This was a good opportunity to listen and respond to others' ideas, and also a good focus on different forms of writing. It has been mentioned that there are relatively few occasions for pupils to present their own information orally, question each other about their work, or direct their own discussions. These would give opportunities for pupils to develop their expressive skills further. It has already been mentioned that the arrangement of desks in rows in the Years 3 to 6 classrooms makes discussion difficult.

Reading

63. Standards of attainment in reading are above those usually found at the end of both key stages. The school gives a great deal of emphasis to this aspect, hearing pupils read individually and in groups. Pupils are sometimes taken out of other subjects such as mathematics for extra support in reading. Parents give considerable support to reading at home, and there is good support from teaching assistants in school. It is this emphasis and range of support that have promoted the good progress and the above average standards. There is some good teaching of reading in all classes and some good emphasis for older pupils on different forms of literature. For example, a good Year 3-4 lesson focused on the poem "The Months" by Christina Rossetti, and the teacher skilfully brought out important aspects of the language. The method of giving pupils one copy of the poem between two was very effective in encouraging discussion. By the end of Year 2, almost all pupils reach the expected standard

where they read simple texts with accuracy and understanding. A significant number attain the higher level (Level 3) where they read a wider range of texts and understand main points. All pupils have a good understanding of phonics and can use this, along with other cues, to establish the meaning of new words.

Writing

64. Standards in writing are below the national average at the end of both key stages. There is much less emphasis on writing than on reading, both in terms of time allocated and in the range of support. The school has recognised the need to raise standards in the area and has drawn up an action plan to address the issue. By the end of Year 2, most pupils attain the expected level where they can write a coherent sequence of sentences using some interesting vocabulary. However, many pupils still have problems with spelling and punctuation, and few have the ability to write in the organised, imaginative and clear way required by the higher level (Level 3). By the end of Year 6, there are still some pupils making errors in spelling and punctuation, and many whose writing lacks the structure, clarity and vocabulary required by the higher levels.
65. There is already some good teaching in this area, and the Year 1-2 lesson using puppets to illustrate the story of Mrs Honey's Hat has already been mentioned. The school's action plan ensures that most of the main elements of teaching needed to raise standards are already present, and a good start in this aspect in the reception class is already beginning to raise standards at the lower end of the school. The school now needs to ensure that pupils continue to have access to a wide range of good literature in their own reading and in the 'big books' used in the literacy hour so that they have been 'immersed' in the sort of writing expected from them. The literacy hour lessons need to focus on the elements of this writing that make it effective; some lessons, such as the Year 3-4 poetry lesson, are already doing this well. Pupils need to be given more time to practise their skills through the writing of extended pieces, and if opportunities can be found in other subjects such as history and geography for this to happen, then English lessons need not be extended. There are already some good examples of this such as letters written about the environment in geography. Pupils also need feedback and guidance on their writing so that they know how to improve. Teachers are already writing some very helpful comments when marking books, but there could also be more occasions when pupils discuss their work with adults or fellow pupils with the level of support they now receive in reading. This, together with increased use of word processing, would enable pupils to amend and develop their work in terms of clarity and interest.
66. The subject is managed by the headteacher who is in a very good position to gain an overview of work across the school. She has already recognised the need to raise standards in writing and has already drawn up an action plan to do so.

MATHEMATICS

67. The school's scores in national tests for both seven and 11 year olds in 2002 were well below the national average and in the lowest five per cent of similar schools. Scores have fluctuated widely over recent years, but the three-year average is broadly in line with the national average for both key stages.
68. Inspection evidence indicates that present standards are much higher than last year, being above average at the end of Year 6, and average at the end of Year 2. These standards are similar to those reported in the previous inspection. The rise in standards has been brought about by the quality of teaching, especially in Years 3 to

6, and differences in the proportions of pupils in the years groups who have special educational needs.

69. Pupils are involved in a full range of activities in Years 1 and 2 that enables them to make the expected progress in all aspects of the subject. By the end of Year 2, all pupils can add one digit numbers to two digit numbers and name one or two properties of simple polygons. Higher attaining pupils count on in fives up to 35, tell the time on the hour and solve word problems involving subtraction up to two digit numbers. Lower attaining pupils recognise numbers up to 100 and add one digit numbers to two digit numbers up to 20. The above average standards of Year 6 pupils are seen in several areas of their work. For example, average attaining pupils understand prime numbers, factors and multiples of numbers such as 125. They use their knowledge of the angle sum of a triangle to work out unknown angles of triangles and some quadrilaterals. They solve equations involving brackets and all four operations. Lower attaining pupils are beginning to solve such problems. Number and algebra are stronger area of mathematics than interpreting data and tackling word problems which are relative weaknesses.
70. The quality of teaching and learning in Years 1 and 2 are satisfactory and lead to the expected levels of achievement. The quality of teaching and learning in Years 3 to 6 is good and leads to above average attainment. The main strengths of the teaching are challenging work, clear explanations and effective use of questioning. These lead to good gains in acquisition of knowledge and skills. Occasionally, work is less challenging for the oldest pupils in the mixed-age classes. This leads to overall satisfactory gains in knowledge and skills. Marking is good and used positively to encourage interest and greater effort and to enhance achievement. Regular teaching of mental mathematics provides good intellectual stimulus and enjoyment of learning mathematics. Information and communication technology is not used enough to develop various aspects of mathematics.
71. Leadership and management of the subject are good. These have led to improvement in standards. Pupils' test results are analysed effectively, and the information gained is used to improve the curriculum. The provision of booster classes for Year 6 pupils provides valuable additional opportunity for pupils to learn mathematics. This makes a positive impact on standards. Assessment procedures are good, and the information is used effectively to make the curriculum more accessible to pupils.

SCIENCE

72. The school's scores in national tests for 11 year olds in 2002 were well below the national average and in the lowest five percent of similar schools. There is no national test in science for pupils in Year 2, but the school's own assessment indicated that the proportion of pupils attaining the expected level was well below average. Scores have fluctuated widely over recent years, but the three-year average is broadly in line with the national average for both key stages.
73. Inspection evidence indicates that present standards are much higher this year, and are in line with the national average at the end of both Year 2 and Year 6. This is a good improvement in standards since the last inspection when standards were judged to be below average.
74. By the end of Year 2, almost all pupils attain the expected level (Level 2). For example, they understand that water changes into ice on freezing and back to water

on warming. They know parts of a plant and some conditions that sustain their growth. They make observations related to their task, for example, investigating water absorbing properties of different materials. However, their recording of work is weak as is their knowledge and understanding of physical processes. Standards are also average at the end of Year 6. For example, pupils understand the way balanced or unbalanced forces on objects affect their movement. Higher attaining pupils explain how the size of the canopy of a parachute affects the time taken for it to reach the ground. Pupils' conclusions are consistent with their recorded results. Lower attaining pupils know the names and function of some internal organs of the body. Pupils have sound understanding of the misuse of drugs. However, some average attaining pupils do not make effective use of language to express their understanding of scientific phenomenon, for example, how day and night are caused. Pupils' skills in scientific enquiry are sound, though their awareness of fair testing in investigations is relatively weak.

75. Teaching and learning are satisfactory and lead to the expected levels of attainment. Planning is thoughtful, and materials are selected carefully to stimulate learning. Pupils are involved in a good range of experiences across the science curriculum. Some good opportunities are provided for discussions, particularly in Years 3 to 6, so that pupils can reflect on their observations and develop conceptual understanding. However, there are insufficient opportunities for pupils to plan their own investigations and decide how to record the results. Numeracy is developed effectively through science, but information and communication technology is not used enough to promote learning.
76. Leadership and management of the subject are satisfactory. An effective programme has been planned and pupils' progress is monitored as they move through the scheme of work. Attention now needs to be given to the promotion of independence and the explorations of a variety of methods in investigations.

ART AND DESIGN

77. It was possible to see only one art lesson during the inspection so no overall judgement can be made about the quality of teaching. A review of pupils' work indicates that standards of attainment are broadly in line with those usually found. This is similar to the findings of the previous inspection.
78. In the one lesson seen, there was good teaching of Year 3-4 pupils who were involved in a particularly good sequence of lessons in which they had studied the work of Magritte and then used a digital camera to record objects around the school from the unusual angles found in Magritte's work. Line drawings have been made from the digital photographs, and in the lesson seen, these were being covered in string in order to make prints. This sequence was very effective indeed in shaping pupils' perceptions and in developing techniques such as the particularly frustrating task of gluing string to paper rather than to your own fingers.
79. There is some very good printing work from the oldest pupils where a range of styles and materials has been explored and some good quality work produced.
80. The subject manager has good knowledge of the subject and is in a good position to support colleagues with ideas and techniques. He has ensured that some good sequences of lessons have been planned.

DESIGN AND TECHNOLOGY

81. It was possible to see only one lesson during the inspection, and so no overall judgements can be made about the quality of teaching and learning. Analysis of pupils' work and curriculum planning, together with discussions with pupils and teachers, indicates that the school involves pupils in the full range of activities and enables them to attain the expected standards. This is similar to the findings of the previous inspection.
82. In the one lesson seen, Year 1 and 2 pupils were well challenged to make a wheeled vehicle. There was good preparation and good support from teaching assistants. Pupils worked confidently with the good range of resources and showed a good level of commitment, sustaining the concentration well. Pupils with special educational needs engaged equally well and made comparable progress.
83. A review of previous work indicates that pupils have been involved in using a good range of materials and techniques. By the end of Year 2, pupils have made products including sailboats, glove puppets, wheeled vehicles, fruit salad and moving toys. They have made sketch-drawings of these, and listed the materials that they need. By the end of Year 6, products include monsters using pneumatics, pop up books, power buggies and toys with cam mechanisms. In making these products, pupils develop a satisfactory range of design, making and joining skills. The leadership and management are satisfactory and have ensured that pupils are involved in a good range of experiences.

HISTORY

84. It was possible to see only one history lesson during the inspection, so no overall judgement can be made about the quality of teaching. A review of work and discussions with pupils indicate that standards of attainment are below those usually found at the end of Year 2, and in line with those usually found at the end of Year 6. This is lower than at the time of the previous inspection when standards were above average. The lower standards are associated with the depth of the programme covered and the level of challenge, particularly in Years 1 and 2.
85. By the end of Year 2, pupils have some knowledge of the events they have studied, but the programme has been more suited to Year 1 than to Year 2, and so few pupils have much understanding of the importance of the main events or the reasons why people acted as they did. A lesson looking at old and new teddy bears was perfectly appropriate for Year 1 pupils, but did not have sufficient challenge for higher attaining Year 2 pupils.
86. By the end of Year 6, pupils have an appropriate knowledge of the periods they have studied, and can talk about the characteristic features of these periods. This is the expected level (Level 4). Some pupils are able to discuss the changes within periods, such as the growth of industry and the development of the railway system during the Victorian period. This is the higher level of expectation.
87. The subject is managed effectively and the school ensures that pupils have a full range of experiences that include visits and visitors, and dressing up in historical costume. These activities help understanding as well as adding interest and excitement to lessons.

GEOGRAPHY

88. Standards of attainment are in line with those usually found at the end of both key stages. These standards are similar to those reported in the previous inspection. Teaching is satisfactory overall in Years 1 and 2, and good in Years 3 to 6.
89. By the end of Year 2, all pupils achieve expected standards. They have clear understanding of geographical features of some places around the world; for example, life of pupils in a school in rural Africa, and they can compare the climates of different countries. However, their knowledge of the geography of Britain is relatively weaker than of other parts of the world. By the end of Year 6, pupils achieve expected standards. Some particularly detailed work in a recent topic shows that their knowledge of the geography of Pakistan is above average. They are able to describe its physical geography, climate, population density and land use, and they can compare life of people of Swat Valley with their own. Their knowledge of the geography of a typical river and associated vocabulary is satisfactory. They have sound skills of using various resources such as books, maps, atlases and information and communication technology. Pupils show keen interest in geography and their behaviour in classes is good.
90. Pupils are involved in a good range of work in Years 3 to 6 and have pursued studies at a good level of detail. Whole-class discussions are effective in increasing participation of pupils and addressing their misconceptions such as, 'are rivers man-made?' and 'do all rivers end up in the sea?' Learning objectives are made clear and resources are used effectively to develop learning through games. However, these could be made more challenging by increasing the use of conceptual language. Leadership, management and curriculum are satisfactory and promote the expected levels of attainment.

INFORMATION AND COMMUNICATION TECHNOLOGY

91. Standards of attainment at the end of both Years 2 and 6 are in line with those usually found. Standards at the end of Year 6 are similar to the previous inspection. Standards at the end of Year 2 show an improvement from the previous inspection.
92. Pupils have appropriate access to computers and use them with some confidence. By the end of Year 2 they are able to enter data, draw charts and save and retrieve their work. They plan and give instructions to make things happen and describe their effect. They confidently talk about their experiences of information and communication technology both inside and outside the school. They extend their experiences appropriately through Years 3 to 6, and by the end of Year 6 they use the Internet for research. They explore databases and understand the need for refining their search to access specific information. They enter data and are beginning to use formulae. They plan and give instructions to control events in a predetermined way. They are beginning to combine different media for multimedia presentations. Pupils enjoy every opportunity they can get to use the computers. They show good co-operation when working with other pupils.
93. Teaching and learning are satisfactory across the school. Teachers are confident to teach the subject and use the data projector effectively. Lesson planning is derived from the national guidance. Teachers give clear instructions and explain tasks well; for example, the purpose of hyperlinks and how to identify and use these. However, learning sometimes is hindered because pupils do not get enough time to practise

their skills. The allocation of ten desktop computers in small numbers in different classrooms, with some having no Internet access, also limits effective whole-class learning. This constraint has been partly solved by the addition of eight laptop computers.

94. Leadership and management of the subject are good. The co-ordinator monitors planning, watches teaching and provides effective guidance. The computer to pupil ratio is broadly average. The use of information and communication technology in other subjects needs to develop further.

MUSIC

95. Most music is taken by a specialist part-time teacher. The good quality of the teaching ensures that pupils experience a good range of activities and types of music, and that they all reach the expected levels of attainment at the end of both Years 2 and 6. This is similar to the findings of the previous inspection.
96. By the end of Year 2, pupils sing with a good sense of the shape of the melody and keep time well. They were enthusiastic in practising the song they were to sing in a music festival the day after the inspection, and responded well to the teacher's suggestions. By the end of Year 6, pupils are able to sing part songs, and improvise melodic and rhythmic phrases as part of a group. They recognise different forms and patterns of music such as a sonata form. They have some experience of different forms of notation as ways of setting out music on paper. These are the expectations for this age of pupil.
97. The enthusiastic teaching has engendered positive attitudes to music in the pupils. The chapel provides a good setting for singing and playing and a good range of tuned and untuned percussion instruments are used. The teaching has ensured that pupils are confident in using these instruments and in improvising to create particular sounds and rhythms. The teacher gives helpful guidance to the pupils, but they could be involved more in an evaluation of their own and each other's work and in thinking of ways to improve it.

PHYSICAL EDUCATION

98. It was only possible to see a movement lesson in Years 1 and 2, and a games lesson in Years 3 to 6 during the inspection and so judgements cannot be made about other aspects of the subject apart from swimming where criteria are objective, with pupils being expected to be able to swim 25 metres by the end of Year 6. Standards in swimming are above average. Standards of attainment in the other aspects seen are at least in line with those usually found at the end of each key stages. This is broadly in line with the findings of the previous inspection. The quality of teaching is satisfactory in Years 1 and 2, and good overall in Years 3 to 6.
99. Pupils are involved in an appropriate programme of activities in Years 1 and 2, and by the end of Year 2, have developed an appropriate level of skills and can move with the usual level of co-ordination. For example, in a music and movement lesson, pupils showed that they were able to relate their movements to the tempo and mood of different pieces of music. By the end of Year 6, pupils apply their skills well during games and some good teaching has enabled them to refine their skills by practice.

100. The subject is well managed by an enthusiastic co-ordinator. There is good access to a field for games and the use of the chapel enhances indoor physical education lessons. Inevitably, the restraints of a chapel mean that the normal range of physical education equipment cannot be provided and this restricts development in gymnastics. Despite this, the school has done well to promote the subject and has been successful in achieving the Sport England 'Active Mark' that sets high standards in this area.

RELIGIOUS EDUCATION

101. At the end of Year 2, standards of attainment are below the expectations of the locally agreed syllabus, and in line with expectations by the end of Year 6. This is because expectations are not always sufficiently high in Years 1 and 2 and concepts are not always developed sufficiently clearly. This is lower than the finding of the previous inspection in Years 1 and 2, but in line with those findings at the end of Year 6.
102. By the end of Year 2, pupils have some good recall of Bible stories and some aspects of other religions such as Judaism which was being studied during the inspection. However, these are often isolated pieces of knowledge, and few pupils are able to put these into context of the basic religious understanding expected of pupils of this age. Lessons have followed the national QCA schemes of work together with the locally agreed syllabus, but these have not always been interpreted successfully for the different age groups of pupils. For example, there is a reference in the schemes of work to the 'Ten Commandments', but going through all ten in a lesson was beyond the comprehension of any of the pupils. When a teaching assistant asked, "Has anyone ever said something about you that you didn't think was true?", the concept of 'bearing false witness' was made much more comprehensible to young children.
103. Appropriate teaching through Years 3 to 6 ensures that pupils reach the expected levels by the end of Year 6. Pupils develop a sound knowledge of the Christian religion and a good familiarity with the basic tenets of other main religions such as Islam. Good use has been made of a parent to extend the knowledge and understanding of Year 5-6 pupils about Islam, and experiencing the food and drink used to end a fast during Ramadan makes such study all the more real. Pupils are able to relate their knowledge of the different religions to moral issues and situations in their own lives, and they are developing a good respect for other people's beliefs.
104. The subject manager ensures that the Programmes of Study are covered in the planning of lessons, but now needs to be careful that the actual content of lessons is suitable for the age of children. Good links to the church enable children to experience a range of Christian festivals, and visits to other places of worship extend their understanding well.