

INSPECTION REPORT

PLUCKLEY CE PRIMARY SCHOOL

Pluckley, Ashford

LEA area: Kent

Unique reference number: 118669

Headteacher: Mr. R. Rule

Reporting inspector: Mrs. J. Catlin
21685

Dates of inspection: 4th – 6th November 2002

Inspection number: 247941

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------------------|
| Type of school: | Infant and Junior |
| School category: | Voluntary Controlled |
| Age range of pupils: | 4 – 11 years |
| Gender of pupils: | Mixed |
| School address: | The Street Pluckley Kent |
| Postcode: | TN27 0QS |
| Telephone number: | 01233 840422 |
| Fax number: | 01233 840324 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mr. T. Oliver |
| Date of previous inspection: | March 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|---|---|
| 21685 | Jenny Catlin | Registered inspector | Mathematics Art and design Foundation Stage | What sort of school is it? How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 19798 | Jane O'Keefe | 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? |
| 22778 | Anne Shannon | Team inspector | English Geography History Special educational needs Equal opportunities | How good are the curricular and other opportunities offered to pupils? |
| 14706 | Brenda Knowles | Team inspector | Science Music Physical education | |

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------|--|-------------------------|
| 23054 | Graham Johnson | Team inspector | Information and communication technology Design and technology English as an additional language | |

The inspection contractor was:

PkR Educational Consultants Ltd
6 Sherman Road
Bromley
Kent
BR1 3JH

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 11 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 13 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 15 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 17 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 18 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 19 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 23 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 24 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 29 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pluckley Church of England Primary School, with 118 boys and girls aged 4+ to 11, is smaller than most primary schools. The majority of pupils come from the local area. The full range of attainment is represented on entry to the school. The percentage of pupils identified as having special educational needs, at 5 per cent, is lower than the national average. However, the proportion of pupils with special educational needs in the 2002 cohort of Year 6 pupils was 31 per cent. There are no pupils with a statement of special educational need. This figure is well below the national average. The proportion of pupils eligible for free school meals, at just over eight per cent, is below the national average. There are very few pupils from ethnic minority groups. Two pupils speak English as an additional language; both are fluent in English and require no additional support. The full range of socio-economic backgrounds is represented. Twenty-one per cent of last year's Year 6 pupils were not in the school in Year 2.

HOW GOOD THE SCHOOL IS

This is a happy, friendly and effective school where children are well cared for and feel valued. The headteacher and his staff have worked hard to maintain standards, behaviour, the curriculum and the quality of teaching and learning. Standards in English, mathematics and science are improving although there was a dip in 2002 for Year 6 pupils. The leadership and management by the headteacher and his senior management team are good. Teaching and learning are good overall and very good in Years 5/6. Provision by the school for the youngest children is good. Most pupils show very good attitudes and good behaviour. They develop very good relationships and enjoy learning. The care and support provided for pupils are a strength of the school's work. Provision for pupils with special educational needs is good. The school is well focused on raising standards, and improving teaching and learning. Parents are supportive of the school. It provides good value for money and its strengths far outweigh its areas for development.

What the school does well

- Above average standards in art and design by age seven and 11.
- Children are given a good start to their education.
- Provision for pupils with special educational needs.
- Pupils enjoy very good relationships with one another and adults and their personal development is very good.
- Care for pupils is good and ensures their general well-being.
- There is very good use of new technology, which makes a good contribution to pupils' learning.
- The school enjoys very good support from the local community in the education of its pupils.

What could be improved

- The consistency of teaching by all teachers.
- Teachers' knowledge of National Curriculum levels to ensure all pupils attain as well as possible.
- Consistency in the level of challenge for higher attaining pupils.
- The quality of information provided by the school about the curriculum and pupils' achievements.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's improvement since its last inspection in March 1998 is good. It has addressed the key issues in the last report well. The school underwent some significant accommodation difficulties in the last year. However, their new building is enabling the school to improve further the learning opportunities offered to pupils. In addition, pupil movement in Year 6 was higher than usual. This situation, coupled with some weaknesses in teacher knowledge of what Year 6 pupils should know, understand and do by the time they leave the school, had an impact on these pupils' progress. Standards are improving overall in English, mathematics and science due to

good teaching although the school acknowledges that last year's Year 6 results in national tests for 11-year-olds were not as good as they could have been. Overall, many pupils make good progress. The quality of the curriculum for the youngest children has improved considerably. The role of the governing body is now strong and they are more proactive in their role of managing the school. The inspection team judged that the school has a good capacity to improve further.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | C | A | C | C |
| Mathematics | A* | B | D | D |
| Science | A | D | E | E |

| Key | |
|--------------------|---|
| very high | A |
| well above average | * |
| above average | A |
| average | B |
| below average | C |
| well below average | D |
| | E |

The table above shows the average points score achieved by all pupils who took the tests. Results for pupils aged 11 in 2002, were affected significantly by a higher percentage of pupils with special educational needs, 31 per cent. The performance of seven-year-olds was well above national averages in writing and mathematics and above average for reading. These national figures need to be treated with care because of the small number of pupils sitting these tests. The performance data shows that pupils who remain in the school make at least satisfactory and often good progress. In the reception year the pupils are taught well and make good progress so that, by the time they enter Year 1, they have attained the standard expected of this age in literacy and communication and mathematics.

Standards have fluctuated since the last inspection. Inspection findings indicate that standards match the level expected for pupils aged 11 in English, mathematics and science. Inspection findings for seven-year-olds show average standards in reading, writing and mathematics. This is partly because of some earlier disruptions to their learning due to accommodation problems while the new building was being built. Progress in literacy and numeracy is now good. Higher-attaining pupils are usually sufficiently challenged. Standards are higher than expected for pupils by the end of Year 2 and Year 6 in art and design. Pupils with special educational needs and those with English as an additional language make good progress. The school has set suitably challenging targets for raising standards and the school is likely to achieve them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Pupils are eager to learn. They apply themselves well to work set by teachers and involve themselves well in lessons. |
| Behaviour, in and out of classrooms | Behaviour is good in almost all lessons and in some cases very good or excellent. Pupils are very considerate of the needs of others. |
| Personal development and relationships | Relationships are very good. Personal development is a strength and is well supported by opportunities to show initiative and take responsibility. |
| Attendance | Attendance figures are broadly the same as those of other schools across the |

| | |
|--|----------|
| | country. |
|--|----------|

TEACHING AND LEARNING

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

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

Overall, the quality of teaching and learning is good. Teaching is good and sometimes very good in mathematics. The teaching of English is satisfactory with strong features. There was a small proportion of unsatisfactory teaching. The teaching of literacy and numeracy skills is good. The school meets the needs of pupils with special educational needs and pupils with English as an additional language well. When teaching is good or very good, higher attaining pupils are well challenged and teachers' expectations of what pupils can do are good. The management of pupils is always very good. Teaching assistants positively enhance pupils' learning. Resources are used well. Lesson planning has improved with more focused planning that caters for different age groups within classes. This is particularly good in the Year 5/6 class for numeracy. Good practices are seen in the use of ongoing assessment and the tracking of pupils' progress. As yet, these are not consistently implemented. Pupils want to learn; they are interested, concentrate and work hard. They acquire new skills, knowledge and understanding.

Where teaching is very good, pupils understand how well they are achieving and what more they need to do to improve further. Most pupils make good progress overall. Those with special educational needs and those with English as an additional language make good progress. Weaknesses in teaching occur when the needs of all pupils are not met effectively. This has a negative effect on progress, particularly for higher attaining pupils.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The curriculum is broad and balanced and encompasses the requirements of the National Curriculum and religious education. The curriculum for the youngest children is good and provides children with a wide range of learning experiences. There is a good range of extra-curricular activities. |
| Provision for pupils with special educational needs | The provision for pupils with special educational needs is good. Individual education plans are of a good quality and address the learning needs of these pupils. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school's provision for pupils' spiritual and cultural development is satisfactory. The provision for moral and social development is good and is one of the school's strengths. |
| How well the school cares for its pupils | There are good procedures for ensuring that pupils are safe and looked after well. Pupils are provided with a caring, happy and supportive learning environment. |
| How well the school works with parents | Parents are supportive of the school. Regular newsletters contain a good range of information although there is little reference to the achievements of the pupils or curriculum information. There are no formal consultation meetings held to discuss pupils' annual reports although parents are invited to make an appointment to discuss them with teachers if they wish. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The leadership and management of the school are good. The headteacher and senior management team have a clear educational vision, shared by staff. Effective action has been taken to raise standards and improve the quality of teaching and learning. |
| How well the governors fulfil their responsibilities | Governors fulfil their responsibilities well. They have a clear understanding of the improvements needed and how to plan these. They are well informed. Their understanding of budget and curriculum matters is secure. |
| The school's evaluation of its performance | The school's priorities for development are good. Monitoring and evaluation of the school's performance are good. Considerable developments have been made in the monitoring of standards, teaching, learning and the curriculum. |
| The strategic use of resources | The school makes appropriate efforts to seek best value when purchasing goods and services and all specific grants have been used appropriately for their intended purpose. There is a large under-spend in the school's budget due to building improvements, which have yet to be paid for. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> • Their child likes school and is making good progress. • Teaching is good. • The school expects their children to work hard and achieve their best. • Behaviour is good. • Their children are becoming mature and responsible. | <ul style="list-style-type: none"> • The amount of homework that their children receive. • Information about how well their children are getting on. • The school working more closely with parents. • An interesting range of activities outside lessons |

Inspectors' judgements support parents' positive views of the school. The inspection team considers that the range of activities outside lessons is good for a school of this size and does not agree with parents' views in this area. Although parents receive regular newsletters, there is little reference to the achievements of children or sufficient curriculum information. As a result, parents feel less well informed about what their child is learning and ways in which they can help to support their learning at home. The inspection team supports parents concerns about the lack of information in these two areas. There is a homework policy and, during the inspection, appropriate work was set for children to complete at home. Work did vary in amount and range from class to class. However, while the inspection team acknowledges that many parents may not understand the school's policy, the work set is appropriate for the age and abilities of the children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the reception class is in line with that expected for children of this age. From this starting point the majority of children, including those with special educational needs, make at least satisfactory, and often good, progress. Most children, by the time they enter Year 1, meet expected standards in all areas of learning.
2. National Curriculum average points scores in 2002 tests show that pupils aged seven attained well above national standards in writing and mathematics and above average standards in reading. In comparison with similar schools, results in reading and writing were above average and in mathematics they were average. Standards in science in 2002, attained by pupils at age seven, based on teacher assessment, were above the national average but in line with those of similar schools. Fewer pupils achieved the higher levels (Level 3 and above) in writing than in reading and mathematics. Results indicate that standards fluctuate in reading, writing, mathematics and science due to the small number of pupils taking these tests. Inspection findings indicate that average standards have been maintained since the last inspection.
3. Attainment in National Curriculum tests in 2002, for pupils aged 11, were average in English, below average in mathematics and well below average in science at both the expected level 4 and the higher level 5. When compared with similar schools, results were similar. Since the last inspection, test results indicate that standards, as shown by these national tests, have fluctuated in English, mathematics and science. Inspection findings indicate that, although standards are being maintained, small cohort sizes impact considerably on performance data. Other factors that affected performance for 11-year-olds were some inexperienced teaching last year and the disruption caused by major building works. The 2002 group of Year 6 pupils contained many who found the work especially difficult. This particular group had over 31 per cent with special educational needs. It also contained some 21 per cent of pupils who had not been in the school for the full seven years of their primary school life. This was unsettling and affected results adversely. Those that stay with the school make at least satisfactory and often good progress
4. In 2002, test results of boys and girls overall were not significantly different for pupils aged seven and 11. Girls aged seven outperformed the boys in reading, writing and mathematics, which reflected their attainment on entry. Girls aged 11 outperformed the boys in English and the boys outperformed the girls in mathematics and very slightly in science. The rate of improvement over the past five years, in all core subjects (English, mathematics and science) for pupils aged 11 was in line with that seen nationally. During the inspection, nothing was observed to suggest that there is any significant difference or disparity in the achievements of boys and girls.
5. School analysis of attainment recognises that the results reflect underachievement, in mathematics and science, by pupils aged 11 when measured against national and similar schools comparisons. The school is beginning to address the attainment of pupils effectively through the implementation of the national strategies, improved teaching and learning and improved curriculum. The school has used specific grants to provide additional support staff and booster classes. The school's targets for 2003 are expected to be met based on the ongoing analysis of data.

6. Standards seen during the inspection reflect improvement in Year 6 for mathematics and science on the results shown above. Inspection evidence found that most pupils aged seven are achieving at the expected level in reading, writing, speaking, and listening. In English, the overall attainment of 11-year-old pupils is at the level expected. The school's focus on writing is having a positive impact.
7. Inspection evidence found that by the age of seven, pupils are making satisfactory and often good progress in all aspects of mathematics and are achieving at the expected level. This is due to the good quality teaching these pupils receive. Test results indicate that standards fluctuate due to the below average number of pupils taking these tests and the number of pupils with special educational needs in the year group. By the age of 11, standards match the level expected in mathematics. The numeracy strategy has been successfully introduced.
8. Inspection findings show that in science, pupils of seven and 11 years are attaining standards close to expected levels. Few pupils are reaching the higher levels and this could be better. Standards in religious education are in line with those expected for the locally agreed syllabus for seven and 11-year-old pupils. Standards are above those expected for seven and 11-year-olds in art and design. Standards in information and communication technology, design and technology, geography, history and physical education match those seen nationally. No judgement could be made about standards in music because not enough lessons were observed. The school is aware of the individual needs of different groups of pupils and where teaching is good these are addressed well.
9. The National Literacy Strategy is being implemented appropriately in literacy lessons. Generally, pupils transfer their literacy skills to other subjects. They express themselves well and are confident when speaking to a larger audience. Pupils listen carefully and in class discussion in many subjects, they are given good opportunities to express their views. In art and music, they usefully evaluate each other's work. Generally, pupils have opportunities for extended writing, research and note taking in other subjects. The pupils' exercise books reveal that they have not always taken care with the presentation of their written work and their handwriting. This is directly related to the expectations of teachers.
10. The National Numeracy Strategy is being implemented appropriately. The use of the mental starter meets the needs of pupils appropriately but the sessions at the end of lessons are not always used effectively to consolidate learning. Numeracy is used appropriately across the curriculum in subjects such as science, design and technology, history and geography. For example, in design and technology, pupils use measurement; and in history, pupils have a good understanding of time lines. However, cross-curricular links are not a significant feature in the school's work because few teachers identify them in their lesson planning.
11. Pupils with special educational needs receive good support. They make good progress towards their targets in literacy and numeracy skills. Pupils with special educational needs make good progress in relation to the targets set for them in their individual education plans. They have good attitudes to the school and work hard during lessons. There are a few gifted and talented pupils identified by the school and suitable provision is made to ensure that they make appropriate progress. Pupils with English as an additional language are well integrated into the school and they make similar progress to the majority of pupils. Both these pupils are fluent and confident in both their home and second language.
12. Higher-attaining pupils make appropriate progress overall. They are usually challenged and are given suitable tasks and resources. In English, some good examples of extended writing were seen. Pupils have a clear understanding of the use of speech marks. Their work contains good

descriptive phrases, and they use imaginative vocabulary. Higher attaining pupils read well. Older pupils read independently and with expression. In mathematics, some pupils in Year 6 are undertaking work above the expected levels in aspects of fractions and decimal calculations. Older pupils understand that using percentages is useful when making comparisons and recording progress. They also use mental strategies when calculating percentages. Teachers have good expectations of pupils' understanding and their capabilities.

Pupils' attitudes, values and personal development

13. This area continues to be a strength of the school. Pupils clearly enjoy coming to this school and this is reflected in their very good attitudes to their work. The pupils are enthusiastic learners who always try their best in lessons. They listen with interest to teachers and each other and are always keen to answer questions and express their ideas. The standard of pupils' attitudes and behaviour has been maintained since the last inspection. In classrooms and around the school pupils behave well. Parents are pleased with the behaviour of pupils in the school. "Pupils" move sensibly around the school showing careful awareness of the recent building works on the premises. Behaviour was good in almost all lessons seen and in some cases very good or excellent. In one lesson, where the teaching was less effective, pupils became fidgety and restless. Pupils are mature and confident.
14. Relationships in the school are very good. Pupils are courteous and friendly, treating each other and their teachers with kindness and great respect. For instance, they readily open doors for visitors. The youngest children are very independent when choosing resources and working in pairs during practical work. They confidently request their favourite rhymes at singing time and all join in enthusiastically with each other. Pupils share resources well and tidy up independently. Those with responsibilities around the school such as monitors and the school council take their roles seriously. Pupils respond well to the many charity fund raising events held in the school, which are often initiated by the pupils. There have been no exclusions in the past year.
15. Attendance figures are broadly the same as those of other schools across the country. Unauthorised absences are also not significantly different to those nationally. Punctuality is not a big problem in the school with most pupils arriving on time in the mornings. Registers are completed promptly and efficiently at the beginning of each session with all lessons starting on time.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching and learning is good. One unsatisfactory numeracy lesson was seen. Teaching is strong in the Year 5 and 6 class with a considerable number of lessons which were very good. There was one excellent art and design lesson in Year 2 due to very good teacher knowledge, which enabled her to enthuse the pupils. In a Year 3/4 numeracy lesson, the teacher showed particular skill in using pupils' comments as opportunities for extending their learning. Overall, teaching and learning are good in mathematics and satisfactory in English. Teaching methods for developing literacy and numeracy skills are usually good, although in other subjects, teachers do not always help pupils to reinforce their literacy skills. Since the last inspection, teaching and learning have improved significantly. The improved teaching and learning is a result of the more rigorous approach to class observations and focus on developing training needs.
17. There are very few areas of relative weakness. Good practices are seen in the use of assessment although, these are not yet consistently applied throughout the school. Homework is usually set but there are some inconsistencies, a concern that parents share. Marking of work is

generally good and where teachers make comments on the quality of work, with helpful and informative comments on how to improve, there is clear evidence that subsequent work is improved. However, this approach is inconsistent. Very occasionally learning objectives are not as clear in lessons. There is evidence that in the past not all teachers were clear about what pupils needed to know, understand and do in order to achieve, for example, a level 4 or level 5 in National Curriculum tests at the end of Year 6. This has contributed to the lower test results for last year's Year 6 pupils in all three subjects. However, with the strong teaching now in place, the school is effectively addressing this issue.

18. The teaching of the youngest children is consistently good. The teacher has a good understanding of the needs of young children and the learning is stimulating and exciting. The learning intentions of the activities are clearly expressed in the planning and are shared with the children. Praise is used well to enhance the children's self-esteem and to encourage good attitudes to their learning. The teacher has very high expectations of behaviour and learning to which children respond. She manages the children very well and lessons are well-planned with good use of stimulating resources. There is good emphasis on teaching literacy and number. Children are assessed regularly in the recommended areas of learning and detailed records are kept. There is very effective use of well-trained adults to provide very good support to both the teacher and the children. The quality of teaching is having a positive impact on the children's attainment and enables them to make good, and often very good, progress.
19. Teachers' planning is informed by national guidance. Subject leaders have oversight of planning across the school. Teachers share good practice and there is a climate of a collegiate approach. Planning is thorough and usually takes into account the needs of different abilities. However, this does not always focus in enough detail to ensure that all higher attaining pupils make the progress of which they are capable. Planning identifies learning objectives and these are often shared with pupils and are reinforced throughout lessons. Most tasks are challenging and teachers' subject knowledge is secure. The use of the literacy and numeracy strategies is helping to raise the teachers' expertise. Expectations are good.
20. Teaching methods are usually effective. Teachers use clear explanations and challenging questions to extend and verify what pupils know. Teachers provide a good balance between intervention and explanation. Good examples of this were seen in mathematics. Teachers use a range of subject specific vocabulary. Plenary sessions, when used effectively, provide good reinforcement of learning. However, sufficient time is not always given to investigative and experimental science. Pupils experience difficulties in recognising what is a fair test, to measure, to present and record evidence or develop independence in posing questions and deciding how answers are to be found. The different skills, which need to be taught to younger and older pupils in a mixed age class, are not identified.
21. The use of the new interactive whiteboards gives increased opportunity for developing skills in information and communication technology. However, computers are currently not used as frequently as they might be because of the extensive remodelling of the school. This has meant, for example, that the room designated as the computer suite is not yet in use although sufficient equipment is available. Although this situation is not yet having a noticeable impact on standards, it has clearly reduced the opportunities that pupils have to practise the skills they have learnt.
22. Teachers know their pupils and treat them with respect. Teachers manage the lessons very well and the behaviour management strategies are applied quickly and consistently so there is minimal time wasted. Classroom management is unobtrusive and effective. In physical education, teachers have good control of pupils and this encourages high levels of concentration and activity. Pupils are eager to learn and in some of the best lessons, praise is used

continuously, rewarding good effort and promoting self-confidence. Particularly good examples of this were seen in Years 5 and 6.

23. Most lessons are brisk and purposeful with routines well established, providing a clear working atmosphere with pupils' attention immediately engaged. Teaching assistants help pupils to meet their learning objectives and provide valuable support, contributing positively to pupils' learning and standards achieved. Resources are well used overall. Assessments of attainment on entry to the school are made and are used effectively to help teachers plan work. Teachers now have a good range of information about pupils' prior attainment and are building on this. Whilst practice is developing systematically, there are some inconsistencies in the use of assessment throughout the school. Inspectors acknowledge that much has already been achieved in this area and it is developing appropriately.
24. The teaching of pupils with special educational needs is good and these pupils are supported well by all staff. The special needs assistant and other support staff play a vital and unobtrusive support role in managing the pupils and guiding them in activities. Consequently, these pupils learn successfully alongside their peers. All support staff have very good relationships with the pupils and as a result, they make good progress.
25. Overall, pupils make good progress. They acquire new skills, knowledge and understanding and develop appropriate intellectual, physical and creative skills. Pupils are interested in learning and they concentrate hard and work well independently. They enjoy answering questions and interacting with each other. Pupils work well in pairs, in groups or individually. They enjoy taking some responsibility for their own learning. In science, pupils are particularly keen to experiment and they work rapidly and discuss experiments excitedly. Although they are working quite hard, an examination of individual pupils work, particularly in last year's Year 6, showed that there was insufficient recording of some work, and the quality was not always good. Consequently, pupils' output and rate of progress were previously lower than expected for pupils of their age. Pupils understand how well they are achieving and what more they need to do to improve further. Older pupils are very clear about their personal targets. Pupils use information and communication technology to enhance the quality of their work well, for example the Year 3 and 4 topic books.

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

26. The curriculum offered to the pupils is satisfactory. The time devoted to each area of the curriculum is in line with what is expected nationally. An important influence on the curriculum is the excellent contribution made by the many community links. These links enhance the programme of work offered to all the pupils and enable them to make good progress.
27. The curriculum for the youngest children ensures good provision and enables children to attain expected standards by the end of the reception year. It addresses the six areas of learning recommended nationally and provides appropriate transition for children to begin working on the National Curriculum. A good level of emphasis is given to the development of children's personal, social and emotional development. Learning through play and the development of independent skills are valued, and good account is taken of pupils' differing attainment levels in order to take their learning further.
28. All subjects of the National Curriculum and religious education are taught. The curriculum is very relevant, broad and balanced and complies with requirements. All subjects have a policy and a scheme of work and provide good guidelines for medium and short-term planning.

However, some policies have not been updated to take account of recent changes in what schools are expected to offer their pupils. The school is aware of this and the school improvement plan addresses the matter. Lesson planning for English, mathematics and science is detailed and well matched to the ability range, although more could be expected of higher attaining pupils. However, less developed features are the planning for progressive development of skills in some foundation subjects.

29. The school makes good provision for personal, social and health education, including sex education and drug awareness, through an appropriate programme of study. There are effective links with other subjects, for example, science. A focus on citizenship starts in the reception class with role-play and visits to such places as local farms. Older pupils look at environmental issues. The school offers a good range of extra-curricular activities, which includes a model aeroplane club run by a parent, football, netball, hockey, rounders, art and music clubs. Some of these happen during lunch times and others are after school activities. Clubs are open to all pupils who are interested. A homework club is run for Years 5 and 6 after school on Fridays. There are good links with the local secondary school to ensure pupils' transfer to the school runs as smoothly as possible.
30. The implementation of the National Literacy and Numeracy Strategies is good. Emphasis is given to both subjects in their own right and as an integral part of other subjects, such as science and geography and history. Teachers' planning is securely based on the national guidelines in both literacy and numeracy and this provides a consistent approach.
31. The school makes good provision for pupils with special educational needs and the curriculum is broad and balanced. They have the same access to the curriculum as the rest of their class. In individual lessons, work is planned specifically for their individual needs. Procedures are well organised. The requirements of the New Code of Practice for special needs are fully met. The headteacher acts as the special needs manager and he works very effectively with all members of staff. He is ably supported by the special needs assistant who takes care of the day-to-day running of special needs in the school. There are no pupils with a statement of special need but individual targets are reviewed regularly to monitor each pupil's progress towards the learning targets and to set new ones.
32. Good provision is made for pupils' spiritual, moral, social and cultural development. The staff work together to create an atmosphere in which pupils' personal development can flourish.

33. Provision for spiritual education is satisfactory. A suitable contribution is made to pupils' spiritual development through acts of collective worship. In art, music, geography and science good opportunities are provided for pupils to experience awe and wonder, for example, the way in which Years 5 and 6 responded during a science lesson on the workings of the eye.
34. Provision for moral education is good. From a very early age, children are helped to understand the difference between right and wrong. Pupils quickly learn what is acceptable behaviour. The school's moral code is successfully underpinned by Christian values. The emphasis is on regarding others' well being. The behaviour policy is successful and pupils behave well.
35. Provision for social development is good, and is reflected in the very good quality of the relationships that exist in the school. Strengths of the provision include a high expectation that pupils will co-operate in all aspects of the life of the school. Pupils respond to the high expectations of them in a positive manner. They move around the school in an orderly manner, respect their environment and are courteous to visitors. Teachers are very good role models for the pupils. Older pupils benefit from residential visits and they have recently enjoyed a course on team building. Circle Time provides an opportunity to talk about issues such as relationships so that pupils recognise the correct way to behave. Pupils value the opportunity to contribute to the life of the school through the school council and feel that their opinions are valued. Pupils also put their citizenship skills into practice, through their fund raising for children in need in other parts of the world. The ethos of the school, its assemblies and religious education programme, teaches pupils to love, respect and care for others.
36. The school makes satisfactory provision for the cultural development of its pupils. Pupils have opportunities to develop awareness of their local culture. There are educational visits for every class and the school makes very good use of nearby places of historical, geographical and scientific interest. The school has visits from poets and authors. The school has forged strong links with the local village community and the school forms a focus for much of the life of the village including part of the school library being available for the villagers. Multi-cultural aspects are less well provided for at present, although in the recent past the school has benefited from visits by Japanese students who shared aspects of their culture with the pupils. Pupils learn about other religions and cultures through the religious education programme of work. This includes the study of Judaism and Islam and Hinduism. Less developed features are links between religious groups other than Christians.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Staff know the pupils well, have a caring approach and there is a supportive atmosphere in the school. There are consistent procedures for ensuring the general well-being of all pupils. Appropriate systems are in place for dealing with child protection issues. One of the teaching staff is the person designated to deal with any concerns and she has been appropriately trained in this area. All staff are aware of the necessary procedures and local guidelines are followed. Pupils know who to see if they hurt themselves or are feeling unwell and there are good procedures for informing parents of any concerns about a pupil's health. A high number of staff have received first aid training. Good systems for health and safety checks have been set up with regular formal risk assessments taking place, as is legally required.

38. At the time of the last inspection, the procedures for monitoring and promoting attendance were considered unsatisfactory. These are now well organised and efficient, ensuring that any patterns of non-attendance can be quickly followed up. Parents are made very aware by the school of the importance of good attendance and punctuality.
39. The behaviour policy works well, with pupils both valuing the rewards for good effort and behaviour and respecting the sanctions for those who do not follow it. Appropriate arrangements have been made for preventing and dealing with bullying or instances of oppressive behaviour. Pupils are confident that should an incident occur it will be dealt with quickly and effectively by staff. The newly established school council is preparing pupils well for their role in shaping the future of the school. Each pupil's annual report contains useful comments on their personal and social development and clearly reflects teachers' good knowledge of them as individuals.
40. The high number of steps at different levels in the paved area alongside the newly built extension to the school building presents a potential hazard to both pupils and staff, particularly in wet or icy weather. The school is already very aware of this problem, which has been caused by changes to the original planning for this area and this is being remedied.
41. Pupils with special educational needs are well supported. Individual education plans contain appropriate targets, which are informed by detailed assessment of pupil's difficulties. This information is used effectively to plan appropriate work and has a positive effect on pupils' progress. The school works closely with the local education authority's support services, for example, the speech therapist.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. From the parents' questionnaires and the meeting held before the inspection it is clear that they are generally satisfied with the education and care their children receive at the school. Although mostly happy with the school's work, some parents voiced concern about the amount of information they receive, particularly about progress and the curriculum.
43. Overall, the school now has satisfactory links with its parents. Although the school regularly reminds parents of its 'open door' policy in its newsletters, a few parents still find it difficult to approach the school with either ideas or concerns. Parents receive useful information in the form of the school prospectus and governors' annual report. Newsletters are sent home or, helpfully for working parents, e-mailed to them where possible. These contain a good range of information on school procedures and coming events although there is little reference to the achievements of the pupils or curriculum information.
44. Annual reports are issued in the summer term. They are clearly written and useful, giving a clear picture, particularly in English, mathematics and science, of how well pupils are progressing and what they need to do next in order to improve. Although parents are invited to make an appointment to discuss these reports with teachers if they wish to, no formal consultation meetings are held to discuss these reports as normally occurs in most schools. Consultation meetings are normally held in the autumn and spring terms and are currently planned for later in the current autumn term. This is due to the disruption caused by the recent building works. Likewise, there have been no annual curriculum meetings for parents this year. As a result, parents feel less well informed about what their children would be learning and ways in which they could help to support their learning at home. An open evening, displaying pupils' work is held in the summer term.

45. The parent-teacher association has recently been reformed with a new committee and both social and fund-raising events are now planned. The school is confident of good support for these events. A small group of parents and other local residents regularly provide effective support for teachers in the classroom. Parents on the governing body are very active and committed. Parents try hard to support their children's learning both at home and at school. Almost all parents have signed the home-school agreement. Some parents felt that the policy for homework was inconsistent, varying in amount and range from class to class. The inspection judged that it was satisfactory.
46. The school works closely with parents when their child is placed on the register for special educational needs. The parents' views and opinions are sought and are considered when drawing up targets for the child to achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The overall leadership and management of the headteacher and key staff are good. The headteacher is ably supported by the senior management team. He has a clear vision, commitment and high expectations and is very clear about priorities, and these are fully shared by staff. He has analysed strengths and weaknesses in the school's performance, and has improved the quality of strategic planning. The school improvement plan places a good emphasis on raising standards for all pupils. It is an effective, cohesive and detailed working document. All staff and governors are enabled and involved in the decision making process.
48. The headteacher has secured systems and processes that enable staff to work effectively together to raise standards and improve teaching and learning. Since the last inspection, the school has undergone some staffing changes. The school's new aims, energised by pupils, staff and governors, successfully underpin the work of the school. School documentation is of a good standard. Significant improvements are seen in teaching, learning and the curriculum.
49. Delegation of work to staff with management responsibilities and the process of change have been slowed down by building difficulties and changes in staff. Now staffing is more stable and subject leaders are in post for all subjects; some of them are part-time teachers. Management responsibilities are clearly defined and teachers are aware they are accountable. Some teachers are less experienced as subject leaders whilst others are well established in their role. They are all aware of the need to continue to raise standards. The role of the leader in observing their subject is part of a rolling programme. They have audited resources, drawn up schemes of work, and collated planning to inform coverage of their subjects. Most have identified, evaluated and are acting upon the priorities within their subjects. Others have plans to do so. The headteacher has introduced good arrangements for personal development of staff, contributing both to the development of their careers and to the needs of the school. There are suitable arrangements to link training to performance management. Teachers joining the school, newly qualified or part-time teachers, are given good support from colleagues and senior managers. These arrangements contribute to the strong sense of teamwork among the staff.
50. The governing body fulfils its statutory responsibilities. Governors have a good working relationship with the headteacher, and a good understanding of the strengths and weaknesses of the school. Overall, their contribution to management and their role as a critical friend to the school are good. Governors are linked to different curriculum areas, undertake monitoring, and have kept abreast of training. Governors' involvement in shaping the direction of the school is good. They are responsive to change. The headteacher and governors monitor finance closely. The school is allocating funds effectively to meet its priorities. The chair of governors

discharges his role with purpose and enthusiasm. Performance management of the headteacher is well established.

51. The management of special educational needs is good. The school's approach is well organised and designated funds are used appropriately. Support staff are well deployed to meet the needs of the pupils and all staff work closely with the headteacher and special needs support assistant who ensure that they are all aware of the procedures. Parents are kept well informed and are invited to all reviews. Good records are kept. The governor appointed to monitor the provision of special educational needs liaises with the headteacher and support assistant and ensures that all requirements are maintained efficiently. Funding is carefully monitored and evaluated to ensure that these pupils receive the extra provision and adult help that is required.
52. Significant progress has been made in the monitoring of standards, and development of teaching, learning and the curriculum. The headteacher and subject leaders, with external advisory support, have undertaken this. A regular cycle of lesson observations is ongoing. Outcomes are reported back to staff and subject leaders report to the governing body.
53. The school has a commitment to policies and practices that promote educational inclusion of all pupils in the opportunities that it provides. Equality of opportunity is reflected centrally in the school's aims, its objectives, its curriculum and its compliance with relevant legislation. Good procedures are in place to identify gifted, talented, and higher attaining pupils and the school's provision for these pupils is satisfactory.
54. The headteacher has given specific attention to the key issues of the last inspection. A far more rigorous and planned approach to meet the needs of pupils is in place, although this could be improved for higher attaining pupils. Training issues are identified and staff work on identified areas for development. The teaching and learning policy has also reinforced good practices. The quality of teaching and learning has improved significantly as a result. The range and quality of the curriculum are improved. The school uses national guidance and supplementary schemes of work and some subjects are blocked rather than taught weekly. Assessment is used more systematically and marking guidance is in place. The school is now rightly focusing on the consistency of these practices. Strategic planning is considerably improved and is longer-term. Provision for the youngest children is improved, schemes of work are developing and opportunities for pupils to plan and evaluate their work are more advanced. These are all improvements since the last inspection.
55. The school is well focused on school improvement and self-review. The action taken to meet the school's targets is good. National and local performance data is analysed, collated and evaluated by the headteacher, subject leaders and it is shared with staff and governors. Targets have been set and this collated information provides a good basis for informing teaching, learning and for raising standards. Led by the headteacher and governing body, management is targeting effective and practical methods to raise pupils' achievement and improve the quality of teaching, learning and the curriculum. The shared commitment to improvement and the capacity to succeed further is good.
56. The number of teaching staff, including several part-time teachers, is appropriate. Their qualifications and experience enable them to meet the requirements of the National Curriculum. The number of teaching assistants and administrative staff is good. They are well deployed and are highly valued by the school. Their work makes a positive impact on pupils' learning. Administrative staff ensure that the day-to-day organisation of the school runs smoothly and efficiently. Previously, staffing difficulties led the headteacher to take on greater responsibilities because there were insufficient suitably qualified and experienced staff to undertake all the

required responsibilities. The headteacher currently has a class responsibility for two-and-a-half days per week. He has tried hard to appoint teachers with expertise, sometimes from a limited field of applicants. Although the situation is now changing with several staff quite new in post, this has inevitably affected the school's work. As yet, not all subject leaders have had the opportunity to monitor teaching and learning first hand although a rolling programme is in place. Good opportunities for training are provided to every member of staff at the school. Teaching is observed, professional development and training needs are identified, and training is offered. An appropriate programme of support for teachers new to the school is in place. Staff work extremely effectively together and there is a shared commitment to improve and to support pupils in all aspects of their development.

57. The new accommodation is very good and enables the school to meet the requirements of the National Curriculum although some areas are unfinished due to inclement weather and delays in the building work. The library and computer suite are not yet in operation, although there are plans to complete the refurbishment of these by the end of term. Outside there is a large grassed area and a smaller paved playground and environmental area. However, there are limited facilities for outdoor play for the youngest children and this limits their progress in the development of physical skills. There is a good ongoing programme of refurbishment and remodelling and this provision will be addressed once the fencing of the steps has been undertaken. The construction of the new building has improved current provision considerably. This has been very well managed by the headteacher, staff and governors. The school, with the help of parents, continues to improve the outside environmental area. Physical access for pupils who use wheelchairs is under construction. The school is well maintained and cleaned to a good standard, with some very good displays.
58. The school is adequately resourced overall. Resources are used well and contribute to pupils' learning. For information and communication technology resources, some of the computers are old but the school has a rolling programme for replacement. Teachers make good use of 'everyday' as well as specialist materials in design and technology. Resources are well managed, well stored and accessible. The school has good support materials to help teachers and teaching assistants meet pupils' needs. Resources in the junior library have been reviewed but the school recognises the need to replenish stock. The school makes appropriate use of outside resources, for example, the local places of worship and the local area, visitors and parents.
59. The school's procedures for monitoring its finances are good. The governors, administrative staff and the headteacher work well together to prepare financial plans and financial management is good. Identified educational priorities are funded appropriately and the school has been very successful in its application for additional grants. The administrative officer provides good support to the headteacher and governors and monitors expenditure carefully. The day-to-day administration and control of the school's budget are managed well. There is currently a large amount of money in the school's budget, which has been carried forward from the previous year. This is because the balance of monies for the building works has yet to be paid. The school's budget is well monitored by the governing body as part of a longer-term plan and this is an improvement on the previous inspection. The school applies the principles of best value when purchasing goods and services and the headteacher and governors are effective in the way that they assess the impact of spending on standards. The school makes very good use of new technology for teaching, financial management and administration.
60. Taking into account the standards achieved in 2002, the overall good teaching and learning, the good behaviour of pupils, their very good attitudes to learning, the very good relationships they

enjoy and the good leadership by the headteacher and senior management team, the good structures and systems, the school currently provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to build on the existing standards in the school, the governors, headteacher and staff should:

- (1) Ensure that all teaching consistently matches the best seen during inspection by:
 - sharing teachers' existing strengths;
 - monitoring teaching and offering further support where necessary;
 - developing a strategy for raising pupil attainment in all subject areas by ensuring that teachers' oral and written feedback of pupils' work is linked to lesson objectives and shows them how they can improve;
 - ensuring that all teachers are clear about what pupils need to know, understand and do in order to meet the standards as set out in the National Curriculum;
 - ensuring that all lessons, but particularly those in literacy and numeracy, contain an effective plenary session in order to enable pupils to recognise what they have learned and what they need to learn next;
 - ensuring that all tasks are consistently and closely matched to pupils' needs, particularly those of higher attaining pupils;
 - continuing to record pupils' attainment throughout the school and tracking their progress. (paragraph numbers 16, 17, 19, 23, 73, 78, 86, 92 and 99)
- (2) Improve the links with parents by:
 - increasing the amount of information they receive about their child's progress and the curriculum;
 - ensuring that all parents understand the policy for homework;
 - making more effective arrangements for consultation meetings between parents and teachers. (paragraph numbers 42, 43 and 44)

In addition to the key issues above, the following minor areas for development should be considered for inclusion in the action plan.

- a) Improve the consistency and presentation of pupils' handwriting. (paragraph number 74)
- b) Ensure that the existing plans for providing secure outdoor play provision for the youngest children are implemented. (paragraph numbers 57 and 69)

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 | 24 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 6 | 16 | 6 | 1 | 0 | 0 |
| Percentage | 3 | 20 | 53 | 20 | 3 | 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 | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 118 |
| Number of full-time pupils known to be eligible for free school meals | 10 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 0 |
| Number of pupils on the school's special educational needs register | 6 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 2 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 9 |
| Pupils who left the school other than at the usual time of leaving | 9 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 5.2 |
| National comparative data | 5.6 |

| Unauthorised absence | % |
|-----------------------------|-----|
| School data | 0.2 |
| 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 | 93 (100) | 93 (100) | 93 (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 | 93 (100) | 93 (93) | 93 (100) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | * | * | * |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | * | * | * |
| Percentage of pupils at NC level 4 or above | School | 79 (81) | 68 (88) | 89 (94) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | * | * | * |
| Percentage of pupils at NC level 4 or above | School | 68 (81) | 84 (88) | 95 (100) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

** Because fewer than 10 boys and girls took these tests the numbers have been omitted.*

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 | 95 | 0 | 0 |
| White – Irish | 0 | 0 | 0 |
| White – any other White background | 4 | 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 | 0 | 0 | 0 |
| Asian or Asian British - Indian | 0 | 0 | 0 |
| Asian or Asian British - Pakistani | 0 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 0 | 0 | 0 |
| Asian or Asian British – any other Asian background | 0 | 0 | 0 |
| Black or Black British – Caribbean | 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) | 4.7 |
| Number of pupils per qualified teacher | 25.3 |
| Average class size | 29.8 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 5 |
| Total aggregate hours worked per week | 78 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2001/2 |
| | £ |
| Total income | 390,194 |
| Total expenditure | 262,755 |
| Expenditure per pupil | 2,208 |
| Balance brought forward from previous year | 25,129 |
| Balance carried forward to next year | 152,568 |

Recruitment of teachers

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

| | |
|--|-----|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0.2 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 118 |
| Number of questionnaires returned | 59 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 66 | 31 | 2 | 2 | 0 |
| My child is making good progress in school. | 53 | 41 | 3 | 0 | 2 |
| Behaviour in the school is good. | 53 | 44 | 0 | 0 | 2 |
| My child gets the right amount of work to do at home. | 39 | 44 | 14 | 0 | 0 |
| The teaching is good. | 61 | 27 | 3 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 34 | 36 | 19 | 3 | 7 |
| I would feel comfortable about approaching the school with questions or a problem. | 68 | 25 | 3 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 69 | 24 | 0 | 0 | 5 |
| The school works closely with parents. | 41 | 39 | 10 | 2 | 5 |
| The school is well led and managed. | 56 | 29 | 7 | 0 | 3 |
| The school is helping my child become mature and responsible. | 68 | 25 | 2 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 34 | 27 | 24 | 5 | 7 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. Provision by the school for all children in the reception class is good and is a strength of the school. This is a notable improvement since the last inspection. Children are admitted part-time in the September before they are five-years-old and full-time in the second half of the autumn term. An effective programme of meetings prior to starting school ensures they have a confident, happy start to their school life. At the time of the inspection, there were 19 reception age children in a mixed-age class of reception and Year 1. The school provides them with a very secure and caring environment, with daily routines firmly established. The programme of activities is well planned based on the recommended areas of learning for this age and fully supports the children's intellectual, physical and social development. More formal work, linked to the literacy and numeracy strategies, is phased in during the summer term. The curriculum is well cross-referenced to the early levels of the National Curriculum and, as a result, enables the teacher to extend the learning experiences of the more able reception children and the Year 1 pupils.
63. Children are regularly assessed in the recommended areas of learning and detailed records are kept. The teacher completes some tests on entry to the class, namely in language and number, and children are re-tested before the end of this first year. Baseline assessment is completed during the first few weeks of entry into the reception classes. These tests are used effectively to identify individual needs. Attainment on entry to the reception classes is as expected for children of this age in all areas of their learning. From this starting point, the majority of children, including those with special educational needs, make at least satisfactory, and often good, progress. Since the last inspection, progress for these children has improved and they achieve well. Attainment on entry to the reception class remains similar to that reported at that time.
64. Overall, the quality of teaching is good. This has a positive impact on the children's attainment and enables them to make the satisfactory, and often good, progress as already stated. The teacher is secure in her knowledge and understanding of the children's needs and she knows the children well. The planning of work is thorough and effective. The learning intentions of the activities are clearly expressed in the planning and are shared with the children; all tasks are purposeful and well organised. There are high expectations, routines are well established and the management of the children is very good. Adults listen with interest to what the children have to say, and through skilful questioning, develop their knowledge and understanding. There is effective use of well-trained adults to provide good support to the teacher and children. The quality of day-to-day assessment is good, involves all staff and informs the next stage of learning. The provision for children with special educational needs is good and enables them to achieve well. The child with English as an additional language is making good progress. The accommodation is bright and attractive and the space is used well. Learning resources are satisfactory overall but there are no suitable outdoor activities. The school has plans to address this issue when the building work is completed.

Personal, social and emotional development

65. Children's personal and social development has a high priority. Children are happy and content to be in school. They play well together, share resources and take turns. Children work happily on their own and alongside others, as well as in groups. They are interested and responsive, taking part in all the activities provided for them with enjoyment. In whole-class sessions, most children listen with considerable interest and respond positively. Many work with concentration

and persevere in their learning. Good use is made of class discussions to develop the children's awareness of their own feelings and to acknowledge the strengths of others. Free play is planned very effectively and gives children good opportunities to select and pursue an activity of their own choice. All staff act as good role models for the children, helping them to form positive relationships and to care about others. Most children show independence in dressing and personal hygiene. Progress is good in this area of learning, children achieve well and most will exceed the expectations in this area by the time they enter Year 1.

Communication, language and literacy

66. The children are provided with a wide range of activities, which support the development of language and literacy. From the start of their school life, they begin to develop their personal and social skills alongside those for speaking and listening. Staff offer frequent opportunities for children to talk with an adult. For example, through participating in well-planned role-play situations, such as acting out the part of an owl, staff encourage and extend the children's use of language to enable them to talk about and give reasons as to why a mother owl would remain with her babies. Children learn to listen attentively, follow instructions carefully and develop a growing vocabulary, enabling them to speak with increasing confidence in a variety of situations. Adults work effectively within the structure of the literacy hour and numeracy strategy. Many children soon develop an understanding that words and pictures carry meaning. They know how books are organised and, with support, read some familiar words in simple texts. Good use is made of the literacy strategy to introduce children to phonics, for example, identifying letters of the alphabet. The development of early reading skills is good with many children using different strategies to recognise key words such as the numbers to ten. Many know initial letters and use early reading skills such as predicting what the next word is likely to be or getting clues from pictures. A few higher attaining children can recognise letter sounds at the beginning, middle or end of simple words. Most children are aware of the purpose of writing and can write their names. Children are introduced to an early cursive-style of writing from an early age. This is effective and some children, with support, quickly develop this style and attempt to write in short sentences. The children make good progress overall and by the time they enter Year 1, most are likely to attain the expected standards in reading and writing. Higher attaining children are achieving particularly well.

Mathematical development

67. Most children make good progress in their mathematical development and their attainment when they enter Year 1 is slightly above that expected for children of this age. The children are provided with a good range of practical activities for the development of their mathematical skills and there is good quality direct teaching of mathematics. They gain a good foundation for future mathematics work through play and with activities involving pattern making. They count and order the numbers to ten confidently and a few can count beyond this. Many join numbered dots to create an outline picture of an owl. Higher attaining children show an appropriate understanding of addition and subtraction when solving problems involving ten objects. Most develop an understanding of what is meant by 'one more' and 'one less' and their developing language skills support them in their explanations of what they have learned. Most are confident in recognising and naming simple shapes, such as square, triangle and circle. They work well in pairs when asked to measure objects around the room using their hand span.

Knowledge and understanding of the world

68. The children's knowledge and understanding of the world is developed well through relevant topics such as woods and who lives in them. They make good links between history and

geography when learning about the origins of bonfire night. Their progress is good overall and attainment, by the time they enter Year 1, will be as expected in most elements of their learning. In the scientific area of learning, they use their senses well to explore a variety of feathers as they construct their owl homes and talk about their findings. This activity makes a very good contribution to children's personal, social and emotional development. They understand that all animals need food and water in order to survive. They know the routine for the day and understand there are different times for daily events, such as milk and snack time. They all enjoy making models using construction apparatus and use the computer confidently to practise new skills.

Physical development

69. The children's physical development is in line with that expected for children of this age. They make satisfactory progress and will achieve the average standards by the time they enter Year 1. Manual dexterity is well developed, for example, their skill in drawing round their hand. This activity linked very well to their early mathematical knowledge of measurement. Through their play with tabletop games and jigsaws, using modelling materials, pencils and brushes they show a growing ability to manage small items. Physical education is timetabled and planning shows a good range of gymnastic, games and drama activities that promote the larger-scale movements of the children. However, provision for frequent outdoor physical play is unsatisfactory because there is no access to their own designated play area and this affects progress in this area of development.

Creative development

70. Progress is good in all the creative areas of learning and attainment is average by the time these children enter Year 1. They respond enthusiastically in a variety of ways to what they see, hear, smell, touch and feel. Children experiment with cutting and joining skills to make models of homes for their owls from a wide range of materials and as a result, they cut and stick paper with some skill. They have the opportunity to express their own ideas through painting and enjoy using paint to produce lighter or darker hues of the same colour. As a result, they have produced some good quality pictures. They experience good, planned opportunities offered for role-play and spontaneously develop their own situations. This makes a good contribution to their speaking and listening skills. Most children enjoy singing, recognise familiar songs, number rhymes, and sing with enthusiasm. Some can recognise and name a variety of percussion instruments.

ENGLISH

71. Most pupils are working within the national average at both seven and 11 and some pupils are working at the higher levels. This is similar to the last inspection. The results of the 2002 national tests for seven-year-olds in English showed that in reading, pupils at the age of seven were attaining at levels higher than those expected nationally. Inspection evidence shows that pupils are now attaining at expected levels. Test results indicate that standards fluctuate in reading and writing due to the small number of pupils taking these tests. By the age of 11, pupils are still attaining at expected levels in reading. In writing, the school had more pupils aged seven, gaining the higher Level 3, more than the national average. Results of the 2002 national tests in English for 11-year-olds showed that pupils were attaining at about the expected level and this continues to be the case.
72. Pupils make good progress in acquiring speaking and listening skills. By the end of Year 2, pupils listen carefully and follow instructions. Most of the younger pupils are good listeners and are keen to contribute to oral activities. Many pupils are confident in their ability to express their

ideas and opinions in clear extended sentences. Teaching provides regular opportunities for pupils to talk and offer their ideas during English lessons and in other subjects. This was observed in a geography lesson where Year 2 pupils were able to explain clearly how to interpret an Ordnance Survey map. Where this is done well, pupils respond with well-chosen vocabulary and speak clearly and confidently. Pupils that are more able discuss their reading books and confidently offer opinions about the story. Teachers try to ensure that all pupils make a full contribution to lessons and pupils with special educational needs have good support from the classroom assistants. Pupils make satisfactory progress in their speaking and listening skills as they move through Years 3 to 6. They regularly work in pairs sharing their ideas and opinions in all subjects of the curriculum, and coming to a consensus opinion. They learn the technical vocabulary of subjects and use it appropriately, for example, in geography, they correctly use the word 'environment' when talking about mountain areas. All pupils are given the chance to take part in assemblies and in drama situations in lessons and outside of lessons. They also have the opportunity to take part in whole school drama productions during the school year.

73. The school uses a structured reading scheme to develop skills. Group and guided reading activities in the literacy hour are used to promote pupils' reading for understanding. Pupils with identified reading difficulties receive good additional support from teachers and classroom assistants. Pupils, including those with special educational needs, make sound progress in their reading and many are above the national average by the end of Year 2. Lower attainers lack the phonic skills to enable them to read unfamiliar words. Higher attainers read fluently and expressively and enjoy talking about the story they are reading and explain what is happening. In Years 3 to 6 teachers provide a good range of reading opportunities in addition to the literacy hour. Pupils read poetry and literature. By the end of Year 6, pupils have become independent readers and most have preferences for different authors, although these are often for J. K. Rowling and the Harry Potter stories but not to the exclusion of other authors. The present Year 6 pupils also enjoy books as far ranging as *The Silver Sword* and *Lord of the Rings*. Pupils' progress in reading is monitored by teachers, and satisfactory records of their achievement are kept in some classes, but this is not consistent across the school. Reading records in some classes are not diagnostic, neither do they identify what strategies the pupil is using, nor is there mention of higher order reading skills. Therefore, many pupils do not develop satisfactory skills in using information books early enough and do not know how to use an index page and how to locate books in the library.
74. The teaching of handwriting is an area that needs to be developed. Although the school has agreed a style of handwriting, which is to be taught, the size, shape, and overall presentation vary considerably throughout the age ranges. Spelling is satisfactory. However, examples of incorrect spelling by teachers was noted both in the marking of pupils' work and in writing on the white boards.

75. Basic skills are taught satisfactorily throughout the school and pupils use this knowledge in their own writing. By the end of Year 2, most pupils use capital letters and full stops correctly, although some pupils still use a mixture of upper and lower case letters in words. Many pupils in Years 1 and 2 write good descriptions. After reading 'Sid the cat', a Year 1 pupil wrote:

My cat is a slob cat.
When he sees me, he wraps around my legs.
He really loves me.
He is not very good at catching mice now.
He is very slow.
He sleeps near the fire.

76. Pupils work well in pairs writing simple poems. Year 1/2 pupils took the colour red as a starting point and wrote:

Hollyhocks as red as lipstick
Growing tall in the garden.
Rosehips as red as blood
In the tangly hedgerow.

77. By the end of Year 6, pupils are achieving standards that are expected of this age with some pupils achieving higher levels. Pupils write in a number of styles and for different purposes and with a specific audience in mind. Pupils produce a good range of creative writing. They write character studies, diary entries, and reports. They also write factual accounts and write letters of complaint and persuasive scripts. They learn to write descriptively, for example Year 5/6 pupils studied a scene from 'Tom's Midnight Garden' by Philippa Pearce and one pupil writing a description of the garden in the story described a tree as being 'gnarled and twisted'. By the age of 11, most pupils use sentences that are more complex in their writing and mix them with simple sentences to create effect. Year 6 pupils learn sound editing skills and understand the importance of editing their writing. They often work with a partner commenting sensibly on each other's work.

78. The quality of teaching and learning is satisfactory overall. In some classes, teaching is good and so is the learning. Teaching of writing skills has improved and as a result, standards are beginning to rise. Teachers have responded well to the introduction of the Literacy Strategy and implement the literacy hour well. This has given a consistency to teaching, which has improved learning. Teachers use skilful questioning to encourage pupils' thinking and to assess their understanding. They take great care to ensure that all pupils, including those with special educational needs, are included in the whole-class discussions. Group activities are adapted to meet the needs of groups of pupils of differing abilities but higher attaining pupils could be given greater challenge. Higher attaining pupils in Year 6 were not using the index of their information books to assist them in gaining information more quickly. Most teachers carry out assessment regularly. The final session of the lesson is used to see if the lesson objectives have been achieved and to correct any misconceptions. However, this valuable time is not always used as effectively as it could be. Where teaching is good or very good, teachers display an enthusiasm for the subject and adopt a lively approach to the work, which produces an active and animated environment where pupils achieve well. In these lessons, pupils enjoy the literacy hour and, as a result, work hard.

79. The subject is managed satisfactorily. The subject manager has been in post for some time and has a clear plan of what needs to be done to raise standards further. The use of information and communication technology and the organisation of the new library are all areas for development. The school uses a range of assessment procedures and gives pupils targets for improvement but does not make the best use of the data obtained from the assessments.
80. English makes a good contribution to pupils' spiritual, moral, social and cultural development through the study of appropriate texts, which allows the pupils to explore their own feelings and values.

MATHEMATICS

81. The present Year 6 pupils demonstrate average attainment in all aspects of mathematics. There is no significant difference in the attainment of boys and girls. Standards have been maintained since the last inspection.
82. Results in the 2002 national tests at the end of Year 6, indicate that a below average proportion of pupils gained the required standard at both the expected Level 4 and the higher Level 5. Inspection findings show that although average standards are being maintained, small cohort sizes impact considerably on performance data. Other factors that affected performance for 11-year-olds were some inexperienced teaching last year and the disruption caused by major building works. The 2002 group of Year 6 pupils contained many who found the work especially difficult. This particular group had over 31 per cent with special educational needs. It also contained some 21 per cent of pupils who had not been in the school for the full seven years of their primary school life. This was unsettling and affected results adversely. Those that stay with the school make at least satisfactory and often good progress. There is secure evidence to indicate standards are improving and that pupils are making at least satisfactory, and often good, progress. For example, some pupils in Year 6 are undertaking work well above the expected levels in aspects of fractions and decimal calculations and have a good understanding of three-dimensional shapes and their properties. In addition, some pupils in Year 5 are already achieving the expected level for Year 6 pupils. The inspection also identified satisfactory progress in the other junior class. This is the direct result of some good teaching and planning and the positive impact of the National Numeracy Strategy.
83. By the age of 11 pupils have a sound understanding of place value to four digits, can convert simple fractions to decimals and percentages and can record calculations using all four rules to two places of decimals. They have a satisfactory knowledge of how to use raw data to construct a variety of diagrams and graphs and subsequently to use the data to solve a variety of questions. There is some use of computer programs in constructing a variety of graphs to support pupils' understanding but this is only at an early stage in teachers' planning. Pupils have sound knowledge and understanding of how to calculate the perimeter and area of different shapes, and the measurement of angles. Higher attaining pupils understand that using percentages is useful when making comparisons and recording progress. They also use mental strategies when calculating percentages. Pupils with special educational needs are sensitively supported by teaching assistants and, as a result, they make similar progress to the rest of the class.
84. Results in the 2002 national tests at the end of Year 2, indicate that an average proportion of pupils gained the expected standard at both Level 2 and the higher Level 3. Inspection findings confirm a similar standard. Inspection findings indicate that, although standards are being maintained, small cohort sizes impact considerably on performance data. Results indicate that

standards fluctuate due to the small number of pupils taking these tests. Inspection findings indicate that average standards have been maintained since the last inspection.

85. Most pupils are competent when working with numbers and they understand the patterns when adding and subtracting number bonds to ten. Higher attaining pupils can complete similar work using number to 20. Most are also confident when they use different strategies for calculating results mentally. In samples of pupils' previous work many pupils know and recognise the names for common two and three-dimensional shapes, being able to record accurately the number of corners, edges and faces. Higher attaining pupils understand the characteristics of shapes with curved faces such as cylinders and cones. All pupils make satisfactory, and some make good progress.
86. The quality of teaching is good. The majority of lessons were judged to be good, with examples of very good teaching. There was one unsatisfactory lesson due to work set that was too easy for many pupils and did not build on previous attainment. In the great majority of lessons during this inspection, teachers' strengths were demonstrated by good subject knowledge and use of mathematical language that encouraged pupils to use terms such as percentages, decimals and fractions correctly. Good planning includes clear learning intentions, which are shared with the pupils. Good teaching methods are used to present a high level of challenge, as in a Year 5/6 lesson on finding the proportion of coloured shapes and giving the answer as a fraction, when the teacher provided a very good balance between intervention and explanation. Expectation of pupils' responses, concentration and behaviour are good. The use of resources to support logical steps in pupils' learning is good.
87. In addition, teachers use the structure of the National Numeracy Strategy to ensure a good pace and interest level for the pupils. In many lessons, the final session is used to enable pupils to explain what they have achieved in the lesson, to share results and explain some of their methods of calculating. However, this is inconsistent although it has been identified by the school as an area for development. Homework is used appropriately to practise the skills learned in lessons.
88. Pupils respond well to the good teaching they receive. They behave well, concentrate throughout the lessons and co-operate with partners, as when recording results in a Year 5/6 lesson on probability. In all lessons, pupils enjoy good relationships with each other and their teachers.
89. The current subject manager has been in post for a short time but she is making a good impact on standards of attainment, quality of teaching and organisation of mathematics. There is a strong commitment to improving all aspects of the subject and her good management of the subject has enabled this area of the school's work to be maintained since the last inspection. She has carried out a full programme of monitoring standards of teaching and attainment of pupils and has continued to sample teachers' planning and pupils' work. She is successful in maintaining an adequate supply of resources to support teaching, and training has been delivered to improve staff expertise. The school is aware of the need to develop the use of information and communication technology in mathematics.

SCIENCE

90. Standards seen in the inspection are average throughout the school but could be higher. The very low achievement in the 2002 Year 6 national tests compared with both national averages and those of similar schools, reflects a small cohort and difficulty in conducting practical lessons in very limited accommodation during building work. Over the last two years, the trend in results

has been downwards. Across the school, pupils have a satisfactory knowledge of most aspects of the National Curriculum but there has been insufficient time given to investigative and experimental science. In particular, they are not taught to recognise what is a fair test, to measure, to present and record evidence or develop independence in posing questions and deciding how answers are to be found. The different skills, which need to be taught to younger and older pupils in a mixed-age class, are not identified.

91. Older junior pupils in Years 5 and 6 have a good understanding of the everyday effects of light and shadow and can use correct terminology such as translucent, transparent and opaque. They understand that light is reflected from surfaces such as mirrors and that things are seen because of light emanating from objects then entering the eye. They can name the different parts of the eye. By making pinhole cameras and by using a torch focused through a slit and bounced off a series of mirrors, they observed light travelling in straight lines. Pupils in Years 3 and 4 understand that day and night are linked to the earth spinning on its axis; that the Earth orbits the sun once a year and is orbited by the Moon roughly each 28 days. Years 1 and 2 pupils understand about materials, sorting them by properties, for example, rough and smooth, and identify in the classroom what is made from plastic or wood and paper. In their walks in the village in the autumn, they have seen fruits and fungi and they have planted bulbs in the classroom, observing them grow. They cut a bulb to see what the shoot grows from and they increased their knowledge in life processes and living things.
92. Teaching is satisfactory with some good features. In lessons where pupils use hands-on experience, for example, to make the pinhole camera and observe an inverted image, good progress was made in the understanding that light travels in straight lines. By themselves representing the Sun and Earth and moving appropriately, pupils understood night and day in this challenging topic. Younger children are well taught as the teacher shares her good knowledge of country life in the autumn. Teachers are not yet enabling children to hypothesise and set up experiments and there is no evidence of pupils knowing what a fair test is by changing one factor in an experiment. They are not yet taught to carry out systematic observation, taking measurements and recording them in diagrams or graphs in a methodical way. Information and communication technology is not used by the pupils but the teachers' interactive white boards are used very effectively in their presentations. The thinking of Year 6 pupils has not been extended to a higher level using these investigative means.
93. The curriculum has breadth and includes interesting and motivating activities but does not adequately provide for the development of skills for the different year groups or for different attainments in mixed age classes. For the more able pupils there are too few opportunities given for learning in the course of a year. Assessments by testing are made following each topic. The leadership and management in the subject are in the early stages owing to the school being re-established in new buildings. This space will provide more adequately for science investigations. What has been accomplished so far this year is satisfactory. Resources are satisfactory in quality, quantity and range.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Although no lessons in the subject were seen in the course of the inspection, sufficient evidence was obtained both from observing the use of computers, and from detailed discussions with pupils and staff, to form judgements about standards in the subject across the school.
95. As at the time of the last inspection, standards by the end of Year 2 and Year 6 are in line with those seen nationally. However, knowledge and understanding are relatively more secure among Year 2 than among Year 6 pupils because those in the younger age group have the opportunity

to practise their skills more frequently and are therefore able to talk confidently about what they know and understand. In Year 1, basic hand-eye co-ordination skills are taught systematically; for example, pupils learn to control the mouse using a program specifically designed for this purpose. Building on these, pupils in Year 2 acquire simple word-processing skills, learning how to vary the size and appearance of text and using their knowledge for practical purposes, such as producing captions for pictures. They can label a map by dragging the names of countries onto an outline, and know how to align text. Pupils begin to understand some of the advantages of using colour, boldening and spacing to create a pleasing visual display, and to compare the use of information technology with other available media.

96. As they move through the school, pupils continue to explore the practical applications of computer technology. Those in Years 3 and 4, for example, combine its pictorial and word-processing facilities to design a book cover. They use 'cut and paste' techniques successfully, and organise or amend work that they have previously saved. Pupils use programs judiciously selected to offer them systematic instructions that help them to make informed choices about the design they wish to create. This ensures that pupils develop confidence in their work, and results in good progress. Pupils in Years 5 and 6 design simple computer games, developing a clear understanding of how to adapt their ideas for use on the computer. They are conversant with the principal functions of different tool buttons, and begin to combine information from different sources for specific purposes. The introduction of interactive whiteboards for teaching in many lessons means that pupils are acutely aware of many of the advantages and limitations of computer technology; teachers use these for an increasing number of purposes, and pupils have acquired much understanding of the subject as the result of their use. Pupils with special educational needs make progress similar to that of other pupils, and speak equally confidently about what they know and understand.
97. However, computers are currently not used as frequently as they might be because of the extensive remodelling of the school. This has meant, for example, that the room designated as the computer suite is not yet in use although sufficient equipment is available. Although this situation is not yet having a noticeable impact on standards, it has clearly reduced the opportunities that pupils have to practise the skills they have learnt, and the school is aware that it needs to reinstate these facilities as a matter of priority.
98. No overall judgement may be made on the quality of teaching and learning in the subject because no lessons were seen. However, it is possible to draw some general conclusions about this from the available evidence. Pupils' enthusiasm for the subject and the interest they display indicate that teachers motivate pupils well. Those interviewed evinced a sound knowledge of what they had been taught, and pupils in Year 2 in particular had a clear understanding of the order in which they had learned specific skills. Methods for teaching the subject across the school are generally effective, and teachers' subject knowledge is sufficient. Staff have worked hard to keep abreast of the increasing demands of the curriculum, for example, by acquiring the skills needed to use the interactive whiteboards successfully.
99. The curriculum is sufficiently broad, but there is scope for some of its aspects to be taught in greater depth, especially in Years 3 to 6. For example, pupils do not currently have sufficient opportunities to input instructions to control events, nor to use models to explore patterns or relationships. There is also scope to extend the use of information technology in support of work in science and mathematics, for example by generating graphs from the data that pupils have collected. The range of work offered to pupils has been unavoidably reduced during the rebuilding programme, but once the available resources are fully re-deployed, the school will be well placed to offer the full measure of opportunities expected by the curriculum. The subject co-ordinator has a clear understanding of the school's strengths in the subject and of those areas

requiring further development. The policy and scheme of work require updating to reflect the new demands of the subject and the school's new resources. There is currently no portfolio of work that teachers can consult on standards and there are no formal procedures for assessment. Because of this, the school cannot be sure that pupils are making the progress they should towards National Curriculum targets.

RELIGIOUS EDUCATION

100. Standards meet the expectations of the locally Agreed Syllabus. Throughout the school, pupils develop a broad understanding of the subject. During the inspection, it was possible to see two lessons and one class assembly. The judgment is also based on analysis of pupils' books.
101. Year 1 pupils in the mixed reception and Year 1 class were extending their understanding of Christmas and the origins of the festival. The lesson taught awareness of God's use of angels. They are aware that Mary was a person, like their own mothers, when Gabriel appeared to her announcing that she was to have a baby. The older junior pupils, in a series of lessons studying the Bible, were challenged to express their thinking of truth. They participated in a Bible reading from the book of Genesis concerning Adam and Eve. This was followed by sharing of ideas concerning whether this story was the literal truth or whether there could be symbolic truths as well. The class assembly was for the youngest children and followed a history lesson, which related the story of Guy Fawkes. The assembly was linked to the children's experience of anger and how they could deal with it acceptably.
102. Overall, the quality of teaching is satisfactory but in both lessons and the assembly, teaching was good and related well to the pupils' own experiences. For example, the Years 5 and 6 pupils discussed resisting temptation. Pupils responded with interest and although expressing disbelief that the Bible account of the creation of woman could be the scientific truth, they made good progress in accepting that there were different kinds of truth. All pupils, including those with special educational needs contributed well. As well as good coverage of Christian beliefs, the curriculum plan includes the teachings on Hinduism, Judaism and Islam according to the locally agreed syllabus. Little is written in the pupils' books because much time in lessons is given to discussion. However, Years 1 and 2 have written letters to accompany their harvest offerings to the recipients in the village community.
103. There are strong links with St.Nicholas, Church of England church, opposite the school. It was used as a temporary classroom during the previous year and continues to be used several times a week for assemblies. Resources, such as artefacts for teaching religious education, are limited but are supplemented through loans from external sources. The subject manager is planning to have resources that are more easily available now buildings are complete.

THE FOUNDATION SUBJECTS

104. Because of the small number of inspection days and the emphasis on inspecting the core subjects of English, mathematics, science, information and communication technology and religious education, it was only possible to see a relatively small number of lessons in the remaining foundation subjects. Physical education was observed in Years 1 and 2 and also in Years 5 and 6. Two art and design and two design and technology lessons were seen. One music lesson was seen. Two geography and one history lessons were seen. On this number of lessons, samples of pupils' written work and talking to pupils it is possible to comment and make judgements about overall standards in these subjects.
105. In the two art and design lessons, one in Years 1 and 2 and the other in Years 3 and 4 attainment was above that expected for pupils of this age. Years 1 and 2 pupils had been studying the work of Henri Matisse. These pupils had a very good understanding that Matisse liked to use bright colours and strong outlines in his pictures. One pupil in this lesson could recall David Hockney from previous work and that his response to painting was that it made you feel alive. Pupils observed carefully examples of Matisse's work and thoughtfully arranged their coloured paper shapes to design their own pictures. In Years 3 and 4 pupils had explored the tracing and pouncing techniques used by Hans Holbein. As a result of their good understanding of these techniques, they produced some good quality reproductions of Tudor portraits. Many could talk about their work and said that this technique was used by Holbein to enable him to reproduce portraits of Henry VIII quickly. This work was linked effectively with the pupils' history study of the Tudors. Work on display around the school and these two lessons indicate that attainment in this subject is above that normally seen in many schools.
106. Two design and technology lessons were seen during the inspection. Scrutiny of work indicates average attainment and that the subject is taught systematically throughout the school. There is appropriate emphasis on the different stages of drawing and labelling parts and predicting procedures, making and then analysing the finished article and evaluating what could have made the design better. Pupils in Years 3 and 4 selected and used appropriate tools and techniques to make Tudor houses. This was a good lesson, which enabled pupils to work co-operatively, in groups of three, which linked well with previous learning in mathematics, art and history. The lesson observed in Years 5 and 6 was an introduction to a topic on designing slippers. Pupils discussed sensibly the various criteria involved in design and debated which are more important, looks or practicality. They then focused on the materials they could use for their bag, the decoration, fixings and fastenings they would need to use and the suitability of these for their designs. The special educational needs assistant was used well to focus the attention of one pupil while at the same time supporting other pupils. The lesson was well paced and as a result these pupils made good progress.
107. In geography and history, standards are average overall but there was evidence of work that was above this. In Years 1 and 2, work was centred on the local environment. Pupils have a good understanding of maps both locally and nationally and identify a variety of features on a map, for example, railways, motorways, and main roads. They also identified features they did not like and those they did in their village and could use the key of the area to identify these features. In Years 5 and 6, pupils were engaged in a topic on mountains, and how they were going to organise a camping trip over the Christmas period. There was good use of questions from the teacher, which resulted in pupils extending their understanding of how the environment affects what you can do in the area. The teaching in both these lessons was very good.
108. Standards in physical education are at least average through the school. Pupils in Years 1 and 2 were successful in catching and throwing a beanbag. This lesson was taught well with appropriate activities aimed to increase pupils' throwing and catching skills. Pupils in Years 5

and 6 were seen demonstrating the steps learned in line dancing lessons. They were successful in learning new steps and incorporating them in their own sequences.

109. The quality of teaching was good or better in eight of the ten lessons seen in these subjects. In the art and design lesson in Years 1 and 2 teaching was excellent. In the two geography lessons, teaching was very good because pupils were challenged in their learning and therefore made very good progress. Pupils' response in all these lessons was good. Pupils behave well, are interested and eager to learn.
110. Since the last inspection, attention has been given to ensuring that the needs of all pupils in mixed-age classes are met by providing work that is matched to their age and ability. This has been successful in developing the curriculum but currently there are no agreed procedures in many of these subjects for tracking pupils progress and ensuring that they all achieve to the best of their ability. Many of these subjects are used to develop and apply the key skills of reading, writing and mathematics. The amount of time given to these subjects ensures that pupils are offered a wide range of learning experiences and full entitlement to the range of skills, knowledge and understanding specified in the National Curriculum. Teachers keep records of pupils' attainments in the foundation subjects and most subject managers are effective in their role of monitoring and evaluating standards in their subjects to ensure pupils attain satisfactory standards and make as much progress as possible.