

INSPECTION REPORT

DISEWORTH PRIMARY SCHOOL

Diseworth

LEA area: Leicestershire

Unique reference number: 120127

Headteacher: Mrs A Heaton

Reporting inspector: Mrs H E Davies
21687

Dates of inspection: January 13th-16th 2003

Inspection number: 248096

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 10 years
Gender of pupils:	Mixed
School address:	Diseworth Primary School Grimes Gate Diseworth Derby
Postcode:	DE74 2QD
Telephone number:	01332 810208
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Hening
Date of previous inspection:	12 th -14 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21687	Mrs H E Davies	Registered inspector	Foundation stage Mathematics Information and communication technology Design and technology Music Physical education Special educational needs	How high are standards? How well are pupils taught? How well is the school led and managed?
9056	Ms V Cain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21090	Mr E Steed	Team inspector	English Science Art and design Geography History Religious Education Educational inclusion including race equality	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Diseworth C. E. Primary School is situated in the pleasant village of Diseworth. There is little social disadvantage in the area. Most pupils come from the village and a few from the surrounding area. All pupils are of white ethnic background. There are 58 pupils on roll, 26 boys and 32 girls aged four to ten. Children's attainment on entry to the school varies from year to year but it is generally average overall, with some children having above average communication skills and personal and social development. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils with special educational needs, all for learning difficulties, is also below the national average. At present one pupil has a statement of special educational need. No pupils are at an early stage of learning to speak English as an additional language. Nursery aged children start school on a part time basis in the January or April following their fourth birthday, in accordance with the local authority admissions policy. Pupils leave the school at the end of Year 5 and most transfer to the local community college. At the time of the inspection there were 2 Nursery aged children and 5 Reception aged children (Foundation Stage) in the mixed Year 1 and Reception class.

HOW GOOD THE SCHOOL IS

Diseworth C. E. Primary is a very good school and it has many strengths. By the end of Year 2 and Year 5 the majority of pupils achieve well, and attain above average standards in English, mathematics, science, information and communication technology and swimming. This is because the overall quality of teaching and learning is very good. Some excellent teaching was observed at all key stages. Pupils have very good attitudes to school. They behave very well and work hard. The school cares for pupils very effectively and parents have excellent views of the school. The school recognises and celebrates what it does well and is aware of what could be better. The school is led very well, and staff and governors work together effectively to provide a positive learning environment that reflects the mission statement of "achieving Success by doing our best". All pupils are fully included in the work of the school. Management of the school is very effective, providing good value for money.

What the school does well

- Pupils achieve standards that are above average in English, mathematics, science, information and communication technology and swimming.
- The quality of teaching and learning across the school is very good.
- The headteacher leads the school very well, and is very effective in managing the running of the school. She is ably assisted by hard working and effective staff and supportive governors.
- Pupils' attitudes, values and behaviour are very good. Personal development and relationships are of a high standard.
- Provision for pupils' social and moral development is very good.
- Pupils' attendance is very good. It is well above the national average.
- The school works very hard to promote a strong partnership with parents, which results in the excellent regard that parents have for the village school.

What could be improved

- More opportunities and emphasis could be given to pupils' written work, so that it reflects more accurately their above average speaking and listening skills.
- Accommodation could be improved even more to provide further space for some curriculum and whole school activities and for more effective storage of resources.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. It has made good improvement since that time. The school now ensures that all pupils receive a curriculum appropriate to their age. The pace of learning at Key Stage 2 has also improved. Staff and governors have done as much as is possible to improve the accommodation. However, it still limits some areas of school life. Standards have risen in English, mathematics, science and information and communication technology. Many other aspects of the school

have also improved including leadership and management, the quality of teaching and learning, care of pupils, provision for social and moral development and the parents' views of the school. The school is aware of what it has achieved and knows that pupils' written work could be improved. It has good capacity for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
Reading	A	A	A	A
Writing	B	E	A	B
Mathematics	A	B	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The number of pupils in each year group is small and consequently care must be taken in interpreting results. Compared to all schools, results for seven year olds have been well above average in reading for three years. They have varied from well below to well above average in writing. In mathematics they have been consistently above or well above average. Last year, many pupils achieved the higher level 3 in reading, writing and mathematics. The trend for improvement is broadly in line with the national trend. In comparison to similar schools, (where similar numbers of pupils are entitled to free school meals) results last year were well above average in reading and above average in writing and mathematics. Inspection evidence confirms that pupils in the current Year 2 are attaining standards that are above the national average in reading, writing, mathematics and science. Inspection evidence confirms that pupils in the current Year 5 are attaining standards that are above the national average in English, mathematics and science. By the age of 7 and 10 standards are above average in information and communication technology and physical education, with swimming being a particular strength. Throughout the school, standards in all other subjects are as expected for 7 and 10 year olds. The majority of children in the Reception year are likely to achieve the early learning goals by the end of the school year. The school sets challenging targets for individual pupils, based on careful assessment of their capabilities. From Year R to Year 5 achievement is at least good, often very good and many pupils attain standards that are higher than expected for their age. Pupils with special educational needs and higher attaining pupils make good progress towards the targets set for them. Standards have improved since the previous inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school. They arrive in good spirits and all including the youngest pupils are happy to leave their parents or carers and to greet and play with their friends. In lessons, pupils are keen and eager to learn new things.
Behaviour, in and out of classrooms	Very good. Behaviour is very good during lessons, whilst moving around the school, and at playtime. Pupils understand and adhere to the school rules.
Personal development and relationships	Very good. Pupils enjoy taking on responsibilities in the classrooms, they willingly dispense and retrieve resources and enjoy routine, assigned duties. The Friendship Partnership system works effectively in providing younger pupils with access to older pupils should they require help. The "Headteacher's Angels" are happy to carry out any extra duties involved in the smooth running of the school.
Attendance	Well above average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Very Good	Very Good	Very Good

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

The quality of teaching and learning across the school is very good. Some excellent teaching was observed at all key stages. Teachers have a very good knowledge of the subjects they teach and a very good understanding of how pupils learn. This is a particular strength in the teaching of literacy and numeracy. Work is matched very well to pupils' needs. For example, higher attaining pupils are given many opportunities to develop their thinking skills very well, they are challenged to work out problems and to explain clearly how they arrive at conclusions. This has a very positive impact on the standards they achieve, develops their enjoyment of learning and builds self-confidence. However, their recorded work does not always reflect their above average ability because there are too few opportunities to write carefully at length and less emphasis is given to this aspect of their work. In all subjects, very good use is made of positive praise to motivate pupils. Teaching support staff work hard and are used effectively to support groups or individuals, such as pupils with special educational needs. They also work on specific tasks relating to a subject, such as, information and communication technology, working alongside pupils effectively to assess competence in the use of technology. The youngest children respond to the very good relationships that the nursery nurse and the teacher have developed with them. They respond very well and concentrate on their work for long periods, making good progress in their learning. For example, in a mathematical development session children in the Reception year, working with the nursery nurse learnt their numbers from 1 to 10. They were fully engaged in the introduction and then played happily with activities of counting, sorting, writing and recognising the numbers. Their learning was accelerated because they concentrated so well for the full session. In an excellent swimming lesson all pupils worked extremely hard, exerting maximum physical effort to improve. The accommodation, although used imaginatively, does impinge on some areas of teaching and learning, such as gymnastics, where access to equipment is difficult. The school is unable to perform whole school musical or dramatic events for parents in the hall as it is too small.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provision for all pupils is good. It is broad and balanced and meets statutory requirements. The curriculum promotes pupils' intellectual, personal and physical development effectively.
Provision for pupils with special educational needs	Good. The school implements the most recent Code of Practice and individual education plans identify clear targets for pupils with special educational needs. These pupils receive good support from effective assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Personal development is supported well through circle time and initiatives such as the befriending system at play times. Provision for pupils' moral and social development is very good. Provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	Very well. The quality of care and support provided for all pupils is very good and a great strength of the school. Assessment procedures are good. Parents and pupils value highly the help and care given by all staff. Pupils confirm that they are happy and enjoy school and feel both safe and secure. Parents have excellent views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is a strong and purposeful leader who gives a very clear steer to the educational direction of the school. She manages the school very well with the support of a hard working and effective staff.
How well the governors fulfil their responsibilities	Good. Governors are knowledgeable and supportive of the school. Close links have been established very well between governors and the school. Governors are committed to fulfilling their responsibilities effectively and ensure that they carry out their duties on behalf of the school as well as they can.
The school's evaluation of its performance	Good. The school evaluates all of the data available to it and identifies strategies for improvement. Performance management is well established and priorities, which link to the development plan, ensure that all areas of the school are regularly monitored and evaluated. The school celebrates what it has achieved and is aware of areas that could be improved. The school is developing its application of the principles of best value appropriately.
The strategic use of resources	Very good. Educational priorities are supported effectively through careful financial planning. At present there is a good match of teachers and support staff to the needs of the curriculum. Learning resources are good, particularly for information and communication technology. Accommodation is used very well but is cramped and limits some areas of the curriculum and whole school activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That behaviour is good. • That teaching is good. • That they are comfortable approaching the school with a question or problem. • That the school expects their child to work hard and achieve his/her best. • That the school works closely with parents. • That the school is well led and managed. • That the school is helping their child to become mature and responsible. 	<ul style="list-style-type: none"> • A few parents said that they would like more after school sporting activities.

The inspection team agrees with all of the positive comments. Bearing in mind the size of the school, the inspection team judge that the school provides a good range of sporting activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has made good improvement since its previous inspection in January 1998. Trends in results since that time have been rising. Standards have risen in English, mathematics, science and information and communication technology. Standards that are above expectation have been maintained in swimming. The school sets appropriate targets for individuals and through effective monitoring, ensures good progress is made in achieving these goals. Parents are pleased with the standards that their children achieve. Pupils achieve well and make good progress in their learning.
2. Some Nursery aged children start school in the mixed age Reception and Year 1 class on a part time basis in the January or April following their fourth birthday. Children begin the Reception year on a full time basis, in the September of the year that they become five. Children's levels of attainment on entry to the Reception year vary, but are usually average overall, with some children having above average communication, language and literacy skills and well developed personal, social and emotional skills. This is confirmed by the annual baseline assessments carried out soon after children start in the Reception year. Children make good gains in their learning and by the end of the Reception year it is likely that the majority of children will achieve the early learning goals in all areas of learning. Some children will exceed them, particularly in personal and social development and in communication, language and literacy skills and mathematical development. They have a good start to their education in the Foundation Stage.
3. Pupils are well prepared for the National Curriculum which they start at the beginning of Year 1. The very good teaching and learning ensures that they make good progress through the key stage and by the end of Year 2 they achieve standards that are above the national average in reading, writing, mathematics and science, as confirmed by National Curriculum tests and teacher assessments. Pupils' progress is assessed carefully in literacy and numeracy and appropriate individual targets are set.
4. Standards in speaking, listening, reading and writing by the ages of seven and ten are above the national average. Pupils' achievement is good. In Year 2, pupils speak confidently and clearly whilst obeying the conventions of discussion, by listening politely to one another and waiting their turn to speak. By Year 5 pupils speak clearly to larger groups and organise their conversations to provide examples of analytical thinking and explanations. In all subjects teachers evoke a love of language. For example, in an English lesson, in Year 5 pupils were introduced to 'old-fashioned' words in a Brothers Grimm story. In reading, younger pupils develop their phonic skills so that they are familiar with strategies to help them pronounce unfamiliar words.
5. As they move through the school pupils gain good knowledge of punctuation and of what each symbol means. They use punctuation to enhance the meaning of the text correctly. The higher attaining readers in Year 5 use punctuation clues and cues to modulate their delivery in order to give pace and colour to their expressive readings. Pupils in Year 5 use the index, glossary, dictionaries and thesauri effectively to find information. Higher attaining pupils skim and scan for information, using key words, and, with help, are beginning to infer and deduce meanings from the text. Standards in writing are above average. Two years ago the school recognised a weakness in writing and has concentrated on raising standards in this area. The school has been successful in improving content but there are weaknesses in pupils' presentational skills. Spelling is not always correct, punctuation is sometimes inaccurate and often letter formation is untidy. Pupils do not always take sufficient care with the overall presentation of their work.

6. Standards in mathematics by the ages of seven and ten are above the national average. Pupils, including those with special educational needs and higher attaining pupils, make good progress from Year 1 to Year 5. This is an improvement since the previous inspection when standards were judged to be average. All pupils make at least good progress, and some pupils make very good progress. Pupils use and apply their number knowledge well, for example, when problem solving, communicating and reasoning. They count reliably and create and recognise increasingly difficult number patterns. Pupils learn how to calculate using the correct number operation and they use mental and written methods to recall and answer correctly. Pupils learn about shapes, space and measures effectively. Older pupils develop the skills of using and handling data appropriately.
7. Standards in science by the ages of seven and ten are above the national average. Younger pupils have sound knowledge of a fair test through the investigations that they carry out, for example, when trying to discover the relationship between heart rate and vigorous exercise. They understand that predictions need to be confirmed and that their ideas may not always be accurate. In Year 5 pupils demonstrate good observational skills when investigating. They display good knowledge when discussing whether sounds can be heard in space or not. Pupils have a good knowledge of the human skeleton and its functions and they understand evaporation and condensation well. They give examples of materials that are changed by heat or cold and can say clearly which are changed permanently or are capable of reverting to the earlier state.
8. Standards in information and communication technology are above those expected for seven and ten year olds. Pupils use technology confidently to word process, research information and email other institutions. They are familiar with control technology and digital cameras and microscopes. This is because the school places a high priority on new technology and its use to improve learning across all areas of the curriculum. Staff are proficient in the use of all forms of technology showing particular expertise in using it to raise standards for all pupils.
9. Standards in physical education are above expectations at seven and ten, with swimming being a particular strength. The school works hard to compensate for the size of the hall, by providing a varied and stimulating physical education curriculum. Most gymnastic lessons focus on floor work as access to the large apparatus is limited. Other areas of the physical education curriculum are catered for well. The large playing field is used regularly for football coaching and outdoor games. Pupils take part in collaborative dance and drama sessions with the local group of schools. Extra curricular provision for sports is good and enhances the curriculum well. Standards in swimming are high, because all pupils go swimming each week from Year 1 to Year 5. Lessons are very well organised so that each group of pupils has a qualified swimming teacher, and for the younger pupils, trained parent supporters. Pupils work hard and put maximum effort into their swimming lessons.
10. In all other subjects pupils make satisfactory progress and achieve standards that are broadly in line with those expected for their age. In religious education standards meet the requirements of the locally agreed syllabus.
11. Higher attaining pupils are identified effectively and have challenging work set for them. Assessment and observational procedures have been used successfully to identify gifted and talented pupils. A Thinking Club has been established so that pupils are provided with many opportunities to develop their problem solving and analytical thinking skills. In lessons across the curriculum teachers planning includes extension work to cater for the needs of pupils on the gifted and talented register.
12. Pupils with special educational needs are identified early and have appropriate individual targets set for them. They make good progress to meet these targets because of good support in lessons. There is a lower than average number of pupils in the school with special educational needs and classes are small; this ensures that they receive effective attention when required.

Pupils' attitudes, values and personal development

13. Pupils' attitudes, values and personal development are very good. All pupils, including those with special educational needs, enjoy school and have positive attitudes to learning. These high standards have been maintained since the previous inspection. Pupils' enthusiasm for school is confirmed by the views of their parents expressed both at the meeting with inspectors and in questionnaires.
14. Children in the Foundation Stage have very positive attitudes to learning. They settle down to work quickly and enjoy their learning. Their relationships with adults and each other are very good. Children feel safe and secure and are able to trust the adults. Children have a sense of belonging and most sustain concentration on their chosen task for long periods. Children begin to play co-operatively and share equipment sensibly. They behave very well, having a good understanding of the behaviour expected of them. They are happy and treat each other with respect.
15. Pupils' enjoy school and their attitudes are very good. They arrive in good spirits and all including the youngest pupils are happy to leave their parents to greet and play with their friends. Members of the school staff play an important part in forming these very good attitudes as they greet pupils cheerfully each morning and make them welcome. Members of staff acknowledge the role of the local playgroup in forming good attitudes and in helping children to understand the pleasures of friendships. In lessons, pupils are keen and eager to learn new things. In a very good literacy lesson pupils moved quickly onto the carpet, listened carefully to the teacher and to each other, and were confident and willing to volunteer answers and respond to questions enthusiastically.
16. The positive ethos of the school, coupled with orderly routines and the acknowledgement of sensible school rules, creates a sense of calm and security. This is strengthened by the friendliness of all adults who work in the school. These factors result in an atmosphere in which pupils are ready to learn. Pupils settle quickly when lessons begin. They respond effectively to the very good teaching and try hard to succeed. Pupils listen to their teachers and concentrate well.
17. Behaviour is very good during lessons, whilst moving around the school, and at playtime. Pupils understand and adhere to the school rules. Playtimes and lunchtimes are pleasant social occasions when pupils play together very well. Boys and girls play amicably together and the Friendship Partnership system works effectively in providing younger pupils with access to older pupils should they require help. There is a clear expectation that pupils will look after one another and be courteous in their response to adult members of staff and to visitors. These expectations are fulfilled very well and all adults in the school present good role models for pupils to follow. Pupils offer their thanks for small kindnesses; they are polite to visitors, for example, during a Year 2 and Year 3 geography lesson the visiting speaker was accorded a warm friendly welcome and approached politely for further information by many pupils.
18. Personal development and relationships are very good. Pupils enjoy taking on responsibilities in the classrooms, they willingly dispense and retrieve resources and enjoy routine, assigned duties. Older pupils, who have regular duties to perform that aid the smooth running of the school, understand the need to arrive on time and to carry out duties conscientiously. Although there is no School Council, pupils are consulted by the headteacher and pupils have a good understanding that they have the responsibility to represent their classmates. As at the time of the previous inspection, pupils are consistently patient, tolerant and show understanding for others.
19. When co-operative and collaborative working opportunities are made available, during lessons, pupils of all ages respond accordingly to teachers' high expectations. For example, pupils in Year 1 worked successfully in small groups to discuss and decide upon the properties of a range of materials. Pupils in Year 2 and Year 3 discussed how best to explain how a zip fastener works

during an English lesson, and in Year 5 pupils collaborated to make decisions about the passage of sound waves through solids, gases and liquids effectively.

20. Pupils receive very good opportunities to take responsibilities for routine duties, for example, Year 5 pupils prepare the hall for daily assemblies without the need for overt supervision, including taking responsibility for working the overhead projector and cassette recorder. However, they would benefit from additional opportunities to show initiative and to take responsibility for aspects of their own learning. For example, few opportunities were observed of independent research in the library.
21. Levels of attendance are very good and remain well above the national average. Unauthorised absence is rare. Attendance has improved since the previous inspection. Punctuality has also improved and lessons start on time. This high level of attendance has a positive impact on pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching and learning in the school is very good. Of the 22 lessons observed, 2 were satisfactory, 6 were good, 10 were very good and 4 were excellent. This is much better than the quality of teaching observed at the previous inspection. This very good teaching leads to very good learning and the above average standards achieved by the majority of pupils. Parents rightly say that the teaching in school is good.
23. In the Foundation Stage the enthusiastic and energetic teacher and nursery nurse work together very well to ensure that children have plenty of interesting opportunities to achieve the early learning goals. Teaching and non-teaching staff develop very good relationships with each other and with pupils, and this has a positive impact on pupils' learning. Adults pay particular attention to developing children's communication and language skills and mathematical development to ensure that they are prepared well for the National Curriculum.
24. Speaking, listening, reading and mathematics are taught very well. Most aspects of writing are also taught very well, although more emphasis needs to be given to the presentation of pupils' written work, particularly older pupils. Teachers use the National Literacy and Numeracy Strategies effectively. Lesson plans are clear. Pupils understand what the learning objectives are for each lesson as teachers make them clear to pupils at the beginning of the lesson. The very good relationships ensure that pupils behave very well. Pupils listen to their teachers carefully and work hard. Teachers challenge all pupils to think reflectively and express themselves clearly. Pupils are confident and articulate. However, pupils' recorded work does not always reflect the time and effort given to developing speaking and listening skills. For example, when looking at a letter written by a higher attaining pupil it did not reflect accurately the pupil's ability, it was hurried, untidy and showed a lack of care. Staff are aware of the need to place more emphasis on this area and to allow pupils more time to produce better quality writing.
25. The strength of the very good and excellent teaching lies in the very positive relationships and the high expectations that teachers have of pupils' behaviour and learning. In an excellent lesson for a small group of higher attaining pupils the level of challenge was very high. Pupils were set the task of ordering pictures correctly to improve their visual discrimination and logical thinking. They worked together to discuss, classify, group and sequence the pictures using cause and effect and the likely or probable outcomes, justifying their answers to each other extremely well. The teacher's very good scientific subject knowledge was used very effectively to extend pupils' vocabulary of insect metamorphosis. Pupils' leap in understanding caused them to reorganise the pictures into a circle rather than a straight line giving clear reasoning for the change.

26. In information and communication technology, the expertise of staff ensures that all pupils have many relevant experiences and opportunities to develop and use their skills in all subjects. This makes a positive impact on the standards they achieve. Pupils are given regular opportunities to learn new skills and develop a clear understanding of different applications. A period is set aside each day for pupils to work with an experienced and confident teaching support assistant to check and consolidate learning.
27. The overall quality of teaching of pupils with special educational needs is good. Teachers make sure that work matches the targets set out in individual education plans for pupils. Hardworking and effective teaching support staff give these pupils the help and guidance that they need.
28. Teachers' knowledge and understanding of the subjects that they teach is good. It is particularly good in information and communication technology, swimming and in the Foundation Stage. Teachers have high expectations of behaviour in lessons and of academic achievement. They manage pupils well and use resources and time effectively. Across the school teaching support staff are organised well and work with teachers to support pupils effectively.
29. Teachers use a well-focused marking policy, in order to help pupils to gain an understanding of how their current work may be improved. Teachers' marking is regular, offers suitable encouragement and concentrates on the objectives of the work undertaken. Teachers plan learning tasks that ensure that pupils of all abilities make progress according to their needs. The use of assessment during lessons is good. As the assessment systems applied to writing, mathematics and to special educational needs are particularly clear, teachers record accurate and useful information. This has a positive impact on pupils' learning and the standards that they achieve.

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

30. The quality and range of learning opportunities across the school is good. The curriculum is broad and balanced and meets statutory requirements well. The locally agreed syllabus for religious education is supplemented with units of work from the most recent national guidelines. This means that appropriate additional emphasis is being given to other world faiths alongside the study of Christianity. The national literacy and numeracy strategies are used effectively and make a positive contribution to the good progress made by pupils in these subjects. The curriculum promotes pupils' intellectual, personal and physical development effectively.
31. This represents an improvement since the previous inspection when it was noted that older pupils in the mixed Year 2 and Year 3 class were receiving work that was not always appropriate "to their age and stage of development". Additionally, because learning objectives were not clearly identified, lessons were activity led rather than learning focused. This is no longer the case. In short-term planning, learning objectives are securely focused on assessed needs. The two-year rolling programme meets the needs of the mixed-age classes and ensures that pupils do not repeat subject content as they move through the school. As at the time of the previous inspection, there is good liaison with other local primary schools and the community college to ensure that there is parity in the curriculum coverage. Provision for information and communication technology has improved since the previous inspection, when it was judged to be a weakness. The curriculum for the Foundation Stage has also improved and planning now ensures that all children have the opportunity to achieve the early learning goals.
32. At the time of the previous inspection the school was in process of adopting subject schemes of work. This process is now complete and national guidelines are in place for all subjects. There has been good practice employed in amending the schemes to include units of work designed by the school to take account of local resources, for example, a village study that includes enrichment

of geography and history. Policy documents are available for all subjects and members of staff now evaluate their effectiveness annually in order to amend them if necessary.

33. The provision for pupils with special educational need is good. The school has implemented the new Code of Practice effectively. Pupils' needs are identified carefully and individual education plans are drawn up appropriately. Pupils' progress is monitored well and reviews are carried out correctly. Individual education plans are drawn up by teachers in collaboration with the special educational needs co-ordinator. Pupils with statements of educational need are supported well and take a full and active part in all aspects of the curriculum. There are good systems of record keeping to support statement reviews, which take place as required and for which parental views are taken into account.
34. All pupils have equal access to the curriculum and also equality of opportunity to make progress in their learning in a manner that suits their requirements. The school sensibly does not view "equal" as meaning "the same" and for this reason is able to plan according to individual need. This is a fully inclusive school.
35. Pupils' personal, health, social and citizenship education (PHSCE) is provided for through a sound scheme of work that is taught in Circle Time, discrete timetabled slots and also as opportunities arise throughout the school day. The governors' agreed policy on sex education is that it is taught through the science programme of study and as part of the PHSCE programme. When questions arise they are answered as appropriate to the circumstance. The school has earmarked the sex education policy for revision and updating. Parents have been informed of their right to withdraw their child from non-science based aspects of sex education. Education to combat the unsafe use of drugs is presented through science and the health education programme. The school nurse supports these initiatives as required. Policies for all other areas of non-subject curriculum provision are in place and are scheduled for regular annual review.
36. The curriculum continues to be effectively enhanced by a good range of extra-curricular activities that provide interest and enjoyment. The good provision for sports enabling pupils to be involved in football, hockey, tennis, basketball and netball activities, for both boys and girls, is made possible because teachers and other adults are willing to give generously of their own time. Pupils are involved in team tournaments and cross-country events. Other areas that are provided for include music and choir, physical education, dance and drama and a language club offering French, German and Spanish. An effective range of visits and visitors linked to the curriculum supports learning. Recently a poet, a musician and an artist have visited school. The "Life Education Bus" experience is greatly enjoyed by pupils. It promotes health education and raises awareness of anti-drugs education. Good links exist with the village and the Church, with a church representative taking weekly assemblies.
37. The school offers three residential centre visits to pupils as they move through the school; almost every pupil attends. Pupils' personal development is enhanced by these visits. During the time that they are in class 2 pupils have the opportunity to spend one night away. In class 3 they have the opportunity, each year, to have a longer visit away. Visits are planned to enhance pupils' social development and their understanding of the world beyond the immediate environment. Also planned into each visit are activities that enrich pupils' subject learning by providing first-hand experiences, for example, of contrasting locations, historical sites and adventurous physical activities. Social skills are enhanced through collaborative work with local schools, for example, by being involved a dance and drama event. Pupils contribute to the monthly village newspaper.
38. Provision for pupils' spiritual, moral, social and cultural development is very good overall. This is an improvement since the previous report when provision was satisfactory. Since then provision for moral and social development has improved to be very good; spiritual and cultural development to be good.

39. Provision for pupils' spiritual development is good overall, although there remain too few opportunities for pupils to experience spirituality, because there is little planning for them to do so in lessons. The worship elements of assemblies meet statutory requirements. However, opportunities are missed to ensure that all pupils understand that the daily act of worship is a special time, for example, by the use of religious symbols or the lighting of a candle. During the week of the inspection the focus of attention was the family; spiritual development was focused upon, with pupils actively involved in talking about their emotions and feelings. They were given time to reflect and comment about what they had heard. In these sessions pupils were given good opportunities to reflect on human feelings and emotions and of how these impact upon relationships.
40. There is a strong ethos within the school that enables pupils to understand that they are respected by teachers and by their friends, that opinions are welcomed and that wrong answers will not be ridiculed. During lessons, pupils' questions are treated respectfully and answered seriously. Marking of work and comments made in class offer encouragement and praise at levels that pupils find relevant and helpful to their self-esteem.
41. Provision for pupils' moral development is very good. Pupils are aware of the differences between right and wrong actions and also of the rewards and sanctions that are applied to their own actions. The school's policies on behaviour and anti-bullying are applied well. The Golden Rules are prominently displayed to remind pupils of their obligations to each other and to the adults who care for them. Members of staff encourage very good levels of behaviour and they foster shared values such as honesty, truth and fairness. Personal and social education programmes help pupils to understand the effect of their words and actions on others. The result of this is that pupils develop a good caring attitude and a solid sense of what is right and what is wrong.
42. Pupils understand that there is a strong expectation that all pupils will care for one another. It was noted that in the playground older pupils leave their own activities to attend to the needs of younger children; a feature of this caring attitude is where very young children are assisted in their play by being pushed along in large, wheeled toys by older pupils. There is no evidence of vandalism to property or to workbooks and pupils feel that they are safe in the school. Pupils report that they know of no acts of bullying. Through the use of areas around the school pupils learn to value the local environment. They understand that there are people who are less fortunate than them and, when opportunities occur, are very willing to support charitable causes. In all respects, adult members of the school community provide good role models.
43. The provision for pupils' social development is very good. The members of the school community have a collective desire to encourage an ethos where growing up and learning is a happy experience. Parents have expressed their view that this is an effective aspect of school life. The school provides clear rules for community living, which pupils understand and with which they agree. Classroom rules are discussed and are agreed by the pupils before implementation; this provision enables pupils to be clear about how they wish their daily lives to be ordered. Opportunities to acknowledge pupils' achievements are in place through assemblies that are planned to raise self-esteem by celebrating a wide range of achievements. Pupils are very proud when they receive the Worker of the Week award.
44. School visits, especially the residential visits, are planned to enable pupils to interact socially with unknown adults within a safe environment. There are good arrangements for pupils to learn to co-operate and collaborate in lessons within a variety of pairings and groupings. All adults in the school present pupils with very good role models, especially in demonstrating the benefits of courtesy and respect. Consequently, pupils of all ages are polite and courteous towards visitors and other adults.
45. The provision for pupils' cultural development is good overall, although there are too few planned opportunities to understand and to celebrate the rich cultural diversity of modern British society.

Through studies in geography and history pupils learn something of their own cultural background and of the culture of past civilisations. The local village study is particularly strong in this respect. Through studies in art and design they learn of western European arts and of a developing range of other cultures. In musical studies pupils have learnt songs from other cultures, such as the Nigerian folk song. The cultures that now flourish in British society are beginning to be studied in more depth, for example, by visits to places of worship and from planned visits by members of ethnic communities. The school recognises the need to prepare pupils for adult life in a multi-cultural society and for them to experience the personal enrichment that contact with ways of life other than their own can bring.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The quality of care and support provided for all pupils is very good and a great strength of the school. Parents and pupils value highly the help given by all staff. Pupils confirm that they are happy and enjoy school and feel both safe and secure. Pupils have every confidence that concerns are dealt with in a sensitive and successful manner. This is an improvement since the previous inspection.
47. Arrangements for dealing with Child Protection issues are fully in place with all staff aware of procedures and remaining vigilant. Good use is made of professional outside agencies. The site is clean and well maintained. Regular risk assessments take place. First aid arrangements are secure with several staff trained. Parents are contacted immediately if there is cause for concern. Regular fire drills take place and electrical equipment tested in accordance with requirements. Staff ensure that the youngest children are collected safely.
48. Procedures for monitoring and improving attendance are very good. Registrations take place twice a day and are both prompt and efficient. Parents are fully aware of the need to inform the school of absences and do so. Procedures for monitoring and promoting good behaviour are very good. Very high standards of behaviour prevail throughout the school and at all times. "Golden Rules" are known and obeyed with pupils happily seeking rewards for both good behaviour and good work. Weekly assemblies are used to celebrate good work and high standards of behaviour with a "Worker of the Week" award. Pupils confirm that there is no bullying and that any inappropriate behaviour is dealt with effectively. There have been no recent exclusions. High standards of behaviour are reinforced at lunchtime by mid-day supervisors. Playground equipment is available to add enjoyment, enabling pupils to play happily together.
49. All staff know their pupils well and informally monitor personal development effectively. Issues are discussed in circle time and assemblies support learning and understanding. Relationships between pupils and with all staff are very good thus promoting trust and confidence. The provision for pupils with statements of special educational needs is good. There is a comprehensive PHSCE programme. Very good links exist with the local playgroup and many pupils have attended the playgroup before starting school. Older pupils have the opportunity to visit their new school on several occasions and to meet staff to ensure a smooth transition. Pupils confirm that they feel well prepared for their move.
50. Procedures for assessing, supporting and monitoring pupils' attainment and academic progress are good overall. They are good in English, mathematics, science, information and communication technology and swimming but less well developed in the other subjects. The use of these procedures, to inform the curriculum planning for individual pupils and groups of pupils, is also good in these subjects. The school follows national guidance and up to this year has effectively administered baseline assessments at the beginning of the Reception year. Statutory national tests are undertaken at the end of Year 2 and optional tests at the end of Years 3, 4 and 5. The results are analysed, along with the results of other standardised tests administered by the school, in order to identify strengths and weaknesses in provision and to inform future planning. Recent areas

identified for development have been some areas of writing skills and mathematical understanding. Consequently, the decision was properly taken to concentrate on these identified areas. Currently, assessment has resulted in writing targets being set for each year group; these targets are shared with individual pupils and their personal targets highlighted for action. In this way pupils are suitably challenged, and reminded of their targets. Key targets for mathematics have been prepared and shared with Year 4 and Year 5 pupils. Both writing and mathematics targets are displayed in the classroom. There are at present no targets set in other subjects.

51. Assessment procedures have been used successfully to identify a group of talented and gifted pupils whose abilities are wide and varied. A Thinking Club has been established for the academically able pupils. This has proved successful in providing these pupils with opportunities to access work that enables them to undertake more demanding skills that suit their needs well. In lessons across the curriculum, planning includes extension work to cater for the needs of pupils on the gifted and talented register. In order to aid teachers' use of assessment the headteacher has begun to collect samples of pupils' work. These samples of work are to be assessed, by members of staff, working co-operatively. This good practice is also aimed at providing opportunities for the staff to gain a common understanding of the expected levels so that assessments will be even more accurate.
52. The school is developing an appropriate system for tracking each pupil's achievement; this is beginning to be applied effectively in English, mathematics and science and is a model that could be adopted and adapted for use in other subjects. This system includes teachers predicting pupils' future achievements; a practice that helps teachers' own knowledge of what is required of them to ensure that pupils' targets are attained.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The partnership with parents is excellent and a significant strength of the school. Parents are clearly very proud of the school and greatly value its work and achievements. Responses, both at the parents' meeting and through questionnaires, were extremely positive with no concerns. Parents interviewed reinforced the views that they feel very well informed, easily able to approach staff with suggestions or concerns and are delighted with the small classes and family atmosphere created. There was a very high response rate to questionnaires and parents were very willing to give their views during inspection week.
54. The effectiveness of the school's links with parents is very evident in the support and effort freely given by parents to the school. The headteacher and staff work hard to inform and involve parents in the life of their children. Unusually more parents are keen to be governors than places available. Parents use their many and varied talents to offer support to the school whenever an opportunity arises. This support by parents has a positive impact on pupils learning in school.
55. The quality of information provided by the school is very good. Regular newsletters inform parents of events, and termly class letters tell parents about the topics to be covered. The style of correspondence is friendly and encourages participation. Parents have the opportunity to express their views through questionnaires. The school clearly has an open door policy with parents and staff easily conversing at the beginning and end of each day. Most parents have returned the Home/School Agreement. Open afternoons, assemblies and curriculum evenings are supported well. The quality of annual reports to parents has significantly improved since the previous inspection. Reports cover all subjects with targets given for literacy and numeracy. Strengths are highlighted and areas for improvement explained. Attendance details are given, and topics for the next term and general class comments are included. All pupils give their written comments. Reports now fully comply with requirements. Information given to parents through the prospectus and Governors' Annual Report is clear and meets statutory requirements.
56. The contribution of parents to children's learning at school and at home is good. Parents actively support their children's learning both at school and at home. Several help in class with reading and swimming and with clubs. Parents assist their children at home through hearing them read and helping them with spellings and other homework. A successful "Friends of Diseworth School" association host a range of social and fundraising events throughout the year. Monies raised are used effectively to support visits, pay for transport, fund the "Life Education Bus" each year and to purchase extra resources that include art equipment and computer software, thus benefiting all pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Leadership and management of the school are very good. The headteacher is a strong and purposeful leader who gives a very clear steer to the educational direction of the school. She manages the school very well with the support of a hard working and effective staff. As a team they promote high standards across all areas of the school. Teachers are clear about their responsibilities to classes and whole school issues. Management of the Foundation Stage and special educational needs is good. The role of subject co-ordinators is developing appropriately, it is more effective in English, mathematics, science, information and communication technology and physical education than the other subjects. All subjects are included in the school development plan, with appropriate dates for review. As the number of teachers to cover all subjects is low clear priorities are set and adhered to. All staff, teaching and non teaching, work hard and are committed to providing the best education they can for the pupils at Diseworth.
58. The governing body fulfils its responsibilities well. Governors are knowledgeable and supportive of the school. Close links are established very well between governors and the school. Governors

are committed to fulfilling their responsibilities effectively and ensure that they carry out their duties on behalf of the school as well as they can. There are effective subject links between governors and staff. Regular visits are properly prepared so that governors are clear about what they are to do and that feedback will be expected at meetings. Governors give of their time generously and enthusiastically for the benefit of the school. They know what the school does well and what needs to be done to become even better.

59. Monitoring and evaluation of the school's performance and taking effective action is good. The school development plan identifies priorities effectively and sets clear targets for improvement. Performance management is well established and priorities that link to the development plan ensure that all areas of the school are regularly monitored and evaluated. The school celebrates what it has achieved and is aware of areas that could be improved.
60. Strategic use of resources, including specific grants and other funding is very good. Educational priorities are supported effectively through careful financial planning. There were few recommendations for improvement in the most recent audit of March 2001. At present there is a good match of teachers and support staff to the needs of the curriculum. Learning resources are good, particularly for information and communication technology. Accommodation is used very well but is cramped and limits some areas of the curriculum and whole school activities. The school is developing its application of the principles of best value appropriately.
61. Overall the accommodation is satisfactory. Despite the staff's best efforts to overcome difficulties, the layout of the building is restrictive. The small hall adversely affects the opportunities for gymnastics and there is a real lack of storage space, with several areas overflowing with equipment. School concerts have to be held in the village hall and parents commented correctly that the hall is too small.
62. The school has done its best to improve the accommodation by putting partitions between classrooms to reduce noise. The Foundation Stage now has a secure play area with sufficient large equipment. However there are no disabled facilities or access. The school is clean and well maintained. Classrooms are light and airy, displays celebrate pupils' work and provide a pleasing environment. The grounds are large and very pleasant with a large grassy area and a safe nature area including a secure pond. The playgrounds have recently been re-surfaced and provide a safe hard surfaced area for games.
63. The quality, quantity and range of resources are now good, although in some instances access to resources remains restrictive due to lack of storage facilities. Previous deficiencies in musical instruments and Foundation Stage outdoor equipment have been rectified and are now good. Additional maths, information and communication technology equipment and books have been purchased to support pupils' learning. The school makes good use of the lending services for history and geography. The village is regularly used as a learning resource. All these factors have a positive impact on the standards that pupils achieve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. Diseworth C. E. Primary is a very good school and it has many strengths. By the end of Year 2 and Year 5 the majority of pupils achieve well, and attain above average standards in English, mathematics, science, information and communication technology and swimming. This is because the overall quality of teaching and learning is very good. Some excellent teaching was observed at all key stages. Pupils have very good attitudes to school. They behave very well and work hard.

To sustain and improve even more the headteacher, staff and governors should:

- (1) Ensure that more opportunities and emphasis are given to the presentation of pupils written work, so that it reflects more accurately their above average speaking and listening and skills by:
continuing to have high expectations of the content of pupils' work.
emphasising correct spelling, accurate punctuation and good letter formation.
emphasising that the overall presentation meets the learning objective appropriately, for example, when writing a letter or listing instructions.
(Paragraph 24, 78)
- (2) Ensure that when funds become available, the accommodation is improved even more to provide more space for some curriculum and whole school activities.
(Paragraph 9, 61, 66, 121 and 122)
- (3) Ensure that when funds become available, the accommodation is improved even more to provide more space for storage of resources.
(Paragraph 60, 61)

Additional minor point for the school to consider:

Continue developing the role of the subject co-ordinators particularly in some of the foundation subjects.

(Paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	6	2	0	0	0
Percentage	18	45	27	9	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	1	58
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	3

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	5	6	11

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	100 (89)	100 (78)	100 (100)
	National	84 (84)	86 (86)	90 (91)

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

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

Boys and girls data is excluded because their numbers are below ten. However, the totals are included as the year group number is above ten.

*Ethnic background of pupils**Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	57	0	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	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 – Y5

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	16
Average class size	19

Education support staff: YR – Y5

Total number of education support staff	4
Total aggregate hours worked per week	83

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	190019
Total expenditure	174383
Expenditure per pupil	3419
Balance brought forward from previous year	5217

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	38
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	3	0	0
My child is making good progress in school.	57	37	3	0	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	33	50	13	0	3
The teaching is good.	53	47	0	0	0
I am kept well informed about how my child is getting on.	37	53	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	53	47	0	0	0
The school works closely with parents.	43	57	0	0	0
The school is well led and managed.	60	40	0	0	0
The school is helping my child become mature and responsible.	47	53	0	0	0
The school provides an interesting range of activities outside lessons.	20	53	27	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

65. At the time of the inspection there were 7 children in the mixed Reception and Year 1 class in the Foundation Stage. Some Nursery children start school in the Reception class on a part time basis in the January or April after their fourth birthday. Children start the Reception year, in the September of the year that they become five. A good induction programme enables parents, children and staff to get to know each other well and for children to know what they can expect when they start school. Children join in activities happily, as a result of the good routines established by staff. Children's levels of attainment vary, from year to year, but are usually average with many children having above average communication language and literacy skills and well developed personal, social and emotional skills. This is confirmed by the annual baseline assessments carried out soon after children start school. Children make good gains in their learning and by the end of the Reception year the majority of children are likely to achieve the early learning goals in all areas of development. Some children will exceed them, particularly in personal and social development, communication language and literacy skills and mathematical development. They make a good start to their education in the Foundation Stage.
66. Organisation and provision in the Foundation Stage are very good. Children work for a great deal of the time with the energetic and enthusiastic nursery nurse. Although the accommodation is not ideal, by moving equipment and apparatus each day, sometimes for each session, she ensures that all areas of the early years curriculum are covered. This is an improvement since the previous inspection when the curriculum was inappropriate for young children. Outdoor facilities have improved in terms of the use of appropriate space and better equipment. The class teacher and nursery nurse work together very well to provide for the Foundation Stage. The quality of teaching and learning in the Foundation Stage is very good. Sometimes it is excellent. Adults give children the confidence and security to make good progress. The small group enables the nursery nurse to know each child very well and match learning objectives to individual needs effectively. Children enjoy their learning.

Personal, social and emotional development

67. The quality of teaching and learning in this area of learning is very good. Children of all abilities make good progress in their learning. The majority of children are likely to achieve the early learning goals in this area and some will exceed them. Children have very positive attitudes to learning. They settle down to work quickly and enjoy their learning. Their relationships with adults and each other are very good. Children feel safe and secure and are able to trust the teacher and the nursery nurse. Children have a sense of belonging and some sustain concentration on their chosen task for long periods and are beginning to play co-operatively and share equipment sensibly. Children play independently and with confidence. They behave very well, and have a very good awareness of the behaviour expected of them. They develop independence when putting their toys and apparatus away and helping each other at the beginning and end of lessons. They are happy and treat each other with respect.

Communication, language and literacy

68. The quality of teaching and learning in this area of learning is very good. Children of all abilities make good progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Some will exceed them and be working at level 1 of the National Curriculum. Most children listen to stories from Big Books with increasing attention and enjoyment. The nursery nurse's enthusiasm makes all children eager to contribute. In shared reading children understand what the title of a book is and all make an attempt to "read" the book. Early reading is established well. The nursery nurse's creative approach makes learning fun, for example, the puppets made to support the story of the Three Billy Goats Gruff. Children begin to sequence stories in the correct order by acting out the story. They learn the sound and name of

letters and how to form letters correctly using a variety of resources including whiteboards, felt tip pens, their fingers to draw in the air and copying plastic letters. During activities children engage in conversations with each other and adults confidently.

Mathematical development

69. The quality of teaching and learning in this area of learning is very good. Children of all abilities make good progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Some will exceed them and be working at level 1 of the National Curriculum. Children sing number songs to 10 appropriately. Children willingly attempt to count numbers in the correct order. They compare groups of objects and say when they have the same number. Children show interest in shape and space by playing with shapes, for example, using circles in the outdoor play area. Many children begin to understand full and empty through playing with sand and water. In a very good number session children enjoyed singing “Ten fat sausages frying in a pan” and “Five little ducks went swimming one day”. They used a number line to order the numbers correctly. They counted spots on cards and identified the matching numerals correctly. Activities in this session that effectively supported and extended their learning included number jigsaws, ten little teddy bears, painting numerals, making number lines with numbers and playing with ducks in the water tray.

Knowledge and understanding of the world

70. The quality of teaching and learning in this area of learning is very good. Children of all abilities make good progress in their learning. The majority of children are likely to achieve the early learning goals in this area. In information and communication technology children operate simple programs with support to enable them to use the mouse to click and drag icons. Some click and drag appropriately without help. They use scissors, tape and glue satisfactorily for example, when decorating the Troll’s face. Children use the construction kits appropriately, particularly enjoying making bridges for the Billy Goats to walk along. Children working with the nursery nurse programmed the roamer to follow the tracks of the Three Billy Goats Gruff effectively. In a science lesson children were supported well by the effective nursery nurse when discussing which materials were hard or soft, or did not fit into either category.

Physical development

71. The quality of teaching and learning in this area of learning is good. Children of all abilities make good progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Regular opportunities are available each day for children to play outside in a safe and secure area. They move around the playground enthusiastically, using wheeled and pedal toys. Children have appropriate levels of skills, moving with good control and increasing confidence, showing suitable awareness of themselves and others, generally avoiding other children and fixed obstacles. Children are confident as they use the large outdoor vehicles such as bicycles, tricycles, cars and scooters to keep on course round the playground. They also make good use of this time to engage in imaginative play, “filling up their vehicles with petrol and paying the attendant”. In the hall during a dance lesson children demonstrated good control over their movements.

Creative development

72. The quality of teaching and learning in this area of learning is very good. Children of all abilities make good progress in their learning. The majority of children are likely to achieve the early learning goals in this area. Children explore colour, texture, shape and form effectively. For example, when illustrating the story of the Billy Goats Gruff they decorated the troll’s face imaginatively. They sing simple songs from memory and match movement to music well. They respond to what they see, hear, smell, touch and feel. Children use their imagination in art, music and dance, imaginative role play and stories enthusiastically.

ENGLISH

73. Results in the National Curriculum tests for 2002 showed that pupils attained standards in reading and writing that were well above average compared to all schools and well above average in reading and above average in writing compared to similar schools. Inspection evidence confirms these good standards. The teaching of literacy is very good. Standards in English are above average overall by the time pupils leave the school at the end of Year 5. However, the presentation of pupils' work is an area that could be improved. Pupils, including those with special educational needs and higher attaining pupils, make good progress from Year 1 to Year 5. This is an improvement since the previous inspection.
74. By the end of Year 2, pupils achieve above average standards in their speaking and listening skills. This is the result of good planned opportunities to enhance pupils' vocabulary and to offer frequent chances to speak in class. Teachers also use unplanned opportunities to enrich pupils' vocabulary as they arise in class. In lessons pupils are required to give answers and comments in complete sentences; single word answers are not accepted where whole sentences are appropriate. Teachers make very good use of open questions to encourage pupils to speak at length. In Year 2, pupils speak confidently and clearly whilst obeying the conventions of discussion, by listening politely to one another and waiting their turn to speak. By Year 5 pupils speak clearly to larger groups and organise their conversations to provide examples of analytical thinking and explanations. Across the curriculum teachers evoke a love of language. For example, in an English lesson Year 5 pupils were introduced to 'old-fashioned' words in a Brothers Grimm story. Synonyms were discussed and at the end of the lesson pupils used these newly acquired words unselfconsciously when describing their work. Pupils are given good opportunities to engage in informal conversations during the school day as they are frequently seen chatting to supervising adults at playtimes and during the lunchtime break. Pupils' listening skills are developed equally effectively. In lessons it is unusual for teachers to have to repeat instructions; a factor that enables lessons to proceed smoothly without loss of time.
75. By the end of Year 2, pupils achieve above average standards in reading. Pupils are taught phonic skills on entry to the Reception class, so that by Year 1 they are familiar with strategies to help to pronounce unfamiliar words. Throughout the school pupils hear teachers reading with attention to expression, a factor that results in pupils striving to emulate these very good examples. As they move through the school pupils gain good knowledge of punctuation and what each symbol means; only occasionally did the pupils heard to read not use punctuation to enhance the meaning of the text. The higher attaining readers in Year 5 use punctuation effectively as clues and cues to modulate their delivery in order to give pace and colour to their expressive readings. Pupils in Year 2 offer a full range of information that may be gleaned from the cover of a book. They have sound knowledge and use of the contents page of a non-fiction book and are keen to show their knowledge of the alphabet, learned in preparation to access the index pages. Particularly good practice was observed in a lesson involving Year 2 and Year 3 pupils as they practised finding given words quickly in a dictionary by using knowledge of the positions of letters in alphabetical order to two places.
76. Reference skills are properly developed as pupils move through the school; by Year 5 pupils use the index, glossary, dictionaries and thesauri effectively to find information. They have sound practical knowledge of how to retrieve a fiction book, by using the first and second alphabetical letter order of the author's name, and use the school's classification system to find non-fiction books. Higher attaining pupils skim and scan for information, using key words, and, with help, are beginning to infer and deduce meanings from the text.
77. The pupils who were heard to read were enthusiastic readers, all of whom owned personal collections of books and enjoyed particular genres or had favourite authors. These pupils gain great benefit by being encouraged in their reading habits at home. The school's library is now well stocked, with attractive books, following an audit and removal of old and out-of-date stock. There is good practice in place in using the library loan service to present pupils with a good range

and variety of books for use with subjects across the curriculum. However, owing to the layout of the school's accommodation the library is not always accessible for pupils to develop independent learning skills.

78. Standards are above average in writing although there is a weakness in pupils' presentational skills. Over the past two years the school has worked hard to improve the content of writing. However, spelling is not always correct, punctuation is sometimes inaccurate and often letter formation is untidy. Pupils do not always take sufficient care with the overall presentation of their written work. Better writers use a neat cursive hand that is easily read but elsewhere the printed letterforms are not always uniform in size and shape. Pupils are taught to form individual letters correctly from an early age. By Year 2 pupils produce well-spaced words in sentences that begin with a capital letter and end with a full stop, but handwriting is often no better than satisfactory overall. The spelling of commonly used words is generally but not always correct. However, often there is sufficient knowledge of letter sounds for the meaning to be clear. Many pupils actively seek to use words and phrases that interest the reader. During a lesson to introduce the writing of a sequence of instructions, a group of Year 2 and Year 3 pupils used their ability with words and language when discussing how to write an explanation of how a zip fastener works. They were very careful to check whether each piece of writing held the meaning that they wished to convey.
79. In Years 3 to 5 pupils use their above average vocabulary to engage and interest their audience through the use of well chosen adjectives, adverbs and phrases. These add colour to characters and events. Higher attaining pupils use dialogue effectively in their stories, maintaining pace and flow to the narrative throughout. The final, word-processed, drafts are set out in paragraphs, include a good range of correctly applied punctuation, with a beginning, a developed middle phase and an ending. New speakers' dialogue is beginning to be set on a new line. Spelling has been checked and is therefore usually accurate within sometimes grammatically complex sentences. Better writing shows understanding of the use of present and past tenses and of the first and third person. Writing taught over time introduces pupils to a full range of writing modes because teachers are careful to follow the requirements of the National Literacy Strategy.
80. There is a register of able pupils that includes pupils with a wide-ranging variety of talents. The needs of pupils who require to be challenged through literacy activities are appropriately met through extension work and a Thinking Club that enables the pupils who are invited to attend to practise their divergent thinking skills. Pupils with special educational needs are supported well and meet the targets set for them. Pupils are enthusiastic and apply themselves readily to their work. They work hard and stay on task.
81. The quality of teaching and learning is very good. Teachers' classroom organisation and management are very good and this, coupled with very good relationships, means that all pupils are fully engaged in activities. Teachers share the lesson objectives with pupils so that they have knowledge of what and why they are learning and also of their teachers' expectations of the work they will accomplish. Teachers ensure that pupils settle quickly at the beginnings of lessons so that no time is wasted. Pupils share materials effectively, co-operate and collaborate willingly. The pace of lessons is appropriate to the work undertaken. Pupils are kept busy with activities that interest them. A key feature of the very good teaching is the use the teachers make of focused assessment data in their lesson plans, to match work to individual needs.
82. Leadership and management of the subject are good. The recently appointed co-ordinator is enthusiastic, well qualified and has attended relevant recent in-service training courses to further improve her knowledge and understanding. She has begun to monitor teachers' planning and the headteacher has made arrangements for her to have time to scrutinise the work in pupils' books in the near future. The analysis of the statutory and optional test results, by the headteacher and members of staff, has already given the co-ordinator very clear pointers to the areas that require to be concentrated upon in order to raise current standards even further. The co-ordinator is very

well supported by the headteacher, who has carried out regular classroom monitoring, and by a very active literacy governor who makes regular visits to the school to keep in touch with developments and to hear pupils read. The school's good assessment procedures and practices mean that teachers plan their lessons to take account of the needs of groups and individual pupils. Ongoing assessment of needs has resulted in the sensible decision to upgrade guided reading books and to ensure cross-curricular studies by the acquisition of Big Books to cover other subjects. The capacity for the subject to improve even further is good.

MATHEMATICS

83. Results in the National Curriculum tests for 2002 showed that pupils attained standards in mathematics that were well above average compared to all schools and above average compared to similar schools. Inspection evidence confirms these good standards. Standards are above average by the time pupils leave the school at the end of Year 5. Pupils, including those with special educational needs and higher attaining pupils, make good progress from Year 1 to Year 5. This is an improvement since the previous inspection when standards were judged to be average.
84. Pupils in Year 1 learn to count "1 more than" and "1 less than" effectively. Higher attaining pupils count "10 more than" and "10 less than" accurately. Pupils subtract and add numbers to 20 correctly. They compare lengths using standard and non-standard measures accurately. Pupils explore shape and pattern carefully. They use money to add coins to 10p. By the end of Year 2, most pupils have a sound understanding of number. In Year 2 pupils recall doubles such as 10 plus 10 equals 20, 25 plus 25 equals 50 up to 100. They learn to add on using "5 and a bit". For example, because they always start with the largest number, 6 plus 55, becomes 55 plus 6, broken down it becomes 55 plus 5 equals 60, 60 plus 1 equals 61. They learn to partition numbers effectively. Higher attaining pupils work with sums of money to £10. In their books, pupils have recorded 5 digit numbers accurately, and converted pence into pounds and pence. They have read scales, measured time, found lines of symmetry and right angles accurately. Pupils make bar graphs to record the ages of pupils in the class accurately. They have solved problems using addition and subtraction correctly. Pupils learn to multiply and divide and are learning about tens and units, simple fractions and decimals appropriately.
85. Pupils' good progress continues and by the end of Year 5 pupils have learnt the four rules of number well. They multiply numbers such as 157 by 12 and divide 105 by 15 accurately. They use graphs and tally charts to record information correctly. Pupils know shapes, such as triangular prism and square based pyramid, and they understand the terms faces, edges and vertices. Pupils work out time by counting on or back. They learn about the area of different shapes and work out number puzzles effectively. Pupils learn about decimals and equivalent fractions. In a good lesson in Class 3, pupils learnt effectively how to measure angles using a protractor. Although unsure at first, most with guidance were able to measure accurately to within 1 degree and name the type of angle. Pupils respond well to their mathematics lessons, they enjoy the challenges set and behave well. Pupils are attentive and interested and derive great pleasure from making contributions to lessons. They are well motivated and willing to co-operate with each other when learning. These very good attitudes make a positive impact on their learning.
86. The quality of teaching and learning is very good. This is an improvement since the previous inspection. All pupils are fully included in lessons. Teachers plan lessons in accordance with the National Numeracy Strategy well. They make learning objectives clear so that pupils understand what is expected of them. Weekly targets for Year 4 and 5 are displayed clearly in the classroom. Teachers take good account of pupils' different levels of attainment and the fact that all classes have a two year age range. Classes are organised and managed well with good support being given to pupils with special educational needs by effective teaching support staff. Higher attaining pupils are challenged to do their best. Teachers assess work accurately and set appropriate targets for pupils to achieve. Teachers mark work regularly and make constructive

comments on how to improve where necessary. However, teachers do not always have the highest expectations of pupil's presentation of work, which is not always as good as it could be. Relationships between pupils and all adults are very good, and they treat each other with respect.

87. Leadership and management of the subject are very good. The co-ordinator is efficient and effective. Teaching and learning has been monitored in all classes. Analysis of results has identified clearly key improvement objectives for the whole school. This includes the development of a more rigorous assessment and target setting system, which will track and monitor the progress and attainment of all pupils. The school makes particularly good use of information and communication technology to develop mathematical understanding. A designated numeracy governor makes regular planned visits to the school to keep in touch with recent developments and initiatives. Good links are made with the local cluster of schools to share expertise and plan for transfer to the next stage of education.

SCIENCE

88. Results of National Curriculum teacher assessments in 2002 showed that the number of pupils that attained the expected standards in science was well above average compared to all schools and similar schools. Inspection evidence confirms these good standards. Standards are above average by the time pupils leave the school at the end of Year 5. Pupils, including those with special educational needs and higher attaining pupils, make good progress from Year 1 to Year 5. This is an improvement since the previous inspection when standards were judged to be average.
89. Pupils in Year 2 demonstrate sound observational skills when describing their investigations into which materials allow light to pass through and which do not. They use the terms transparent, translucent and opaque to describe the properties of various materials well. Pupils record the position and length of the cast shadows as the light source is moved through different positions accurately. They make good use of the ideas of similarity and difference and cause and effect. They have satisfactory knowledge of the external parts of the human body and of the five senses. Their descriptions are much enhanced by above average vocabulary and spoken language skills. Pupils in Year 1 use their senses effectively in order to place a range of materials into sets based on criteria that they decide for themselves. Work completed in books, shows that pupils have a sound knowledge of a fair test from investigations carried out, for example, to discover the relationship between heart rate and vigorous exercise. They understand that predictions need to be confirmed and that their ideas may not always be accurate.
90. By the end of Year 5 pupils demonstrate good listening skills when investigating whether sound can travel through solids, gases and liquids. Good links across the curriculum are evident, as pupils use a swimming lesson to investigate sound under water and report accurately on their findings. They display good knowledge when discussing whether sounds can be heard in space and why sound might be heard in space ship travelling in space, in each case referring to the lack or presence of a gas to allow the necessary vibrations to occur. Pupils show good knowledge of the human skeleton and its functions; they explain evaporation and condensation clearly, they give examples of materials that are changed by heat or cold and state which are changed permanently or are capable of reverting to the earlier state. They explain why a test may not be fair and plan a fair test to determine the bounce of various types of balls well.
91. Pupils' attitudes and behaviour in lessons is very good. Pupils are enthusiastic about investigations and apply their knowledge well. Pupils ably and willingly talk about the results of their findings. Pupils co-operate and collaborate amicably and purposefully. These very good attitudes and positive behaviour make a positive impact on standards achieved by pupils.
92. The quality of teaching and learning is very good. This is an improvement since the previous inspection when teaching was stated to have been satisfactory. Planning ensures that the coverage of the programmes of study is secure and that all aspects of the subject are taught in an interesting way. The adoption of the national guidelines for science since the previous inspection has ensured that teachers have access to good subject information for each unit of work. Relationships throughout the school are very good and this too is a factor in maintaining a positive working and learning atmosphere during lessons. All pupils are fully included in lessons. Pupils with special educational needs receive good support from well-informed teaching support staff and this factor enables them to make progress in line with their peers. Marking is regular and provides encouragement and praise that is appropriate to individual output. Teachers use marking to offer advice on how to improve current work. During the inspection there was an example of good cross-curricular links being made with geography, when the creation of landfill tips was seen to lead to loss of habitats for plants and animals.
93. Local liaison arrangements to manage the content of the science curriculum are good, so that on transfer to the community college all pupils have covered similar ground, ensuring that there is no repetition of work or gaps left in pupils' knowledge. The curriculum has been improved since the

previous inspection so that planning now ensures that pupils in mixed age classes receive the appropriate work. Good use is made of the school grounds and of the environment around the school. The science resource area has developed well, enabling the study of seasonal growth, including plants and insects, throughout the year.

94. Leadership and management of the subject are good. The co-ordinator has attended a range of relevant courses and has a firm determination to raise standards at each key stage. Owing to the very positive attitudes of both teachers and pupils she is well positioned to achieve this goal. She is fortunate in being supported well by the headteacher, and a governor who takes an active interest in the subject. Both the headteacher and the governor are very well qualified to offer support. Although no individual targets are set there are class targets. Teachers make predictions for groups and individuals that inform their planning objectives to help to ensure that pupils attain their potential. The current policy is of good quality and is assessed and evaluated annually by all members of staff. Assessed pieces of work are maintained in pupils' folders; these are levelled by the staff during whole staff meetings and provide opportunities to maintain and check overall standards. This is good practice. As with other subjects, science is used as a means of helping pupils to extend their vocabulary. It was notable that during lessons teachers accepted planned and unplanned opportunities to increase vocabulary and to offer synonyms for unknown words and phrases. There is an insistence that all answers to questions and comments made by pupils are spoken in whole sentences rather than being accepted as single words.

ART AND DESIGN

95. Observations during the inspection indicate that the majority of pupils, including those with special educational needs and higher attaining pupils, make satisfactory progress and achieve standards that are expected nationally for their age at seven and ten. Standards have been effectively maintained since the previous inspection.
96. During the inspection it was only possible to observe one lesson, in the Year 4 and Year 5 class; additional evidence was obtained through the work displayed on the walls, in sketchbooks, and by inspecting teachers' planning.
97. Self-portraits drawn by pupils in Year 1 show that the idea of proportions and correct placing of physical features is developing effectively. Pupils, in Year 2 mix colours well and know, for example, that by adding white, or a darker colour, lighter or darker shades can be obtained. Full-length portraits drawn by pupils in Year 2 and Year 3 generally show above average attention to detail and include well-observed, lively postures that evoke a sense of movement. In this class drawing has been used effectively in science lessons, for example, as pupils have drawn elongated self-portraits to depict their height for comparative studies on growth patterns. The use of observational drawing is a good feature of the work undertaken.
98. Pencil studies of shoes and trainers in the Year 4 and Year 5 class showed clearly that the attention to detail, begun in earlier years, is a focus of art throughout the school. Pupils considered the need for the use of various grades of pencil before work began, and practised the drawing of more difficult areas of the shoes in sketchbooks. This is an improvement since the previous inspection when pupils were not given sufficient opportunities to choose their own materials. Paintings in the style of Mondrian are of a sound standard with paintings investigating the use of the painter's basic style. Pupils have benefited from working with a visiting artist. During this time they were introduced to a wide range of media, they particularly enjoyed the process of papermaking that incorporated textural elements, such as leaves. The resulting collage, to which every pupil in the school contributed, is of a high standard.
99. The quality of teaching and learning is satisfactory overall. All pupils are fully included in the activities. The work on display, and in pupils' sketchbooks, confirm that teaching and learning has been satisfactory over time. Appropriate use of opportunities to extend pupils' vocabulary is

planned into lessons. Teachers share learning objectives with pupils at the beginning of lessons and teach techniques effectively. Pupils are given interesting tasks and they are encouraged to do their best. In the lesson observed they listened carefully to the teacher's explanation of the use of shading, in order to gain three-dimensional effects, and sought advice when not satisfied with their results. The teacher's subject knowledge was secure. Pupils carried out their work with purpose. In conversation, pupils say they enjoy art, they showed and explained clearly examples of what they like from amongst the work on display.

100. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and has good practical knowledge of the subject. Since the previous inspection the school has introduced the most recent national guidelines. The co-ordinator has accumulated a suitably broad range of two- and three-dimensional media resources to fit the needs of the scheme of work. She has begun to ensure that studies in art include artists other than painters and also works by artists from cultures beyond Western Europe, for example, planning includes a study of African art. This initiative has contributed to the raising of pupils' awareness of cultures other than their own. The co-ordinator does not at present monitor the quality of teaching and learning but monitors medium-term planning and takes opportunities to scrutinise displayed work and to talk to pupils about their evaluation of their own and others' work.

DESIGN AND TECHNOLOGY

101. Observations during the inspection indicate that the majority of pupils, including those with special educational needs and higher attaining pupils, make satisfactory progress and achieve standards that are expected nationally for their age at seven and ten. Standards have been effectively maintained since the previous inspection.
102. By the end of Year 2, pupils generate ideas and plan what to do, based on previous experiences of working with materials. They use models, pictures and words to describe their designs. Pupils enjoy selecting different materials and willingly explain their choices. They assemble and join materials satisfactorily in a variety of ways. They recognise what they have done well as their work progresses and say how it could be better. For example, when learning to understand the techniques for making simple pneumatic systems, and comparing the effectiveness of different systems, they began to understand how a system could be used to make things move in different ways. Pupils were very enthusiastic and keen to discover how to inflate and deflate a balloon so that it moved a part of the mechanism. Pupils worked together well. They developed and extended their vocabulary and were highly motivated. However, they were less keen to record their observations accurately in writing.
103. By the end of Year 5, pupils collect and use information to help them plan their work. They seek information from a variety of sources and use it appropriately to inform their planning. They take the user's view and produce careful plans. In a lesson in class 3 pupils made an effective plan from different view points. They label their sketches appropriately and plan work with a variety of suitable materials. Pupils reflect on the designs as they develop and identify what works well and what could be improved. Pupils have good attitudes to their work. They are interested and keen to produce good designs that will transfer successfully into a finished product. This has a positive impact on their learning. For example, last term pupils worked carefully to plan and make an attractive working Christmas decoration using a diode light effectively.
104. The quality of teaching and learning is satisfactory. All pupils are fully included in the activities. Lesson planning is clear and recaps prior learning appropriately. Lessons have appropriate pace, suitable activity time and effective plenary sessions to allow pupils to evaluate what has been achieved. Pupils are given plenty of opportunities to think about and express their design ideas before committing the plans to paper. Teachers prepare resources that will interest and motivate pupils well.

105. Leadership and management of the subject are satisfactory. The school has adopted the most recent government guidelines. There is a two year rolling plan to ensure that all areas of design and technology are covered and that work is not repeated for any pupils. Good links are fostered with the local group of schools and the next school that pupils move on to, so that curriculum continuity is ensured. Pupils' books show that planning and making are stronger features than evaluating the finished products. There are good links with information and communication technology, as pupils use word processing to write about what they have done. The digital camera is used well to record visits for example, to local industry, when working on a project using computerised Fisher Technik equipment. The co-ordinator has no opportunity at present to monitor teaching and learning in the subject but has some time each half term to monitor planning, talk to pupils and make observations of work around the school.

GEOGRAPHY and HISTORY

106. Observations during the inspection indicate that the majority of pupils, including those with special educational needs and higher attaining pupils, make satisfactory progress and achieve standards that are expected nationally for their age at seven and ten. Standards have been effectively maintained since the previous inspection. During the inspection no history lessons were observed and only one geography lesson in the Year 2 and Year 3 class. Additional evidence was gained by inspecting work in pupils' books and teachers' planning.
107. In the good geography lesson observed in Year 2, pupils developed their understanding of recycling materials to improve the environment effectively. Pupils began to understand how human decisions affect future generations. For example, they learnt that the natural environment could be spoilt and that habitats for plants and animals lost. They were able to offer eyewitness accounts of how, for example, fly tipping in the village affected animals. Pupils were obviously concerned about the effects of pollution on their home environment, and this caused their focused interest on a visiting speaker's ideas of how recycling could help to save areas of landfill sites. There were good cross-curricular links with literacy and design and technology as pupils began a design sheet with instructions for making recycled artefacts. In history they learn about the past and are developing a sense of chronology using terms concerned with the passing of time. They observe and handle artefacts and answer questions about the past based on their observations.
108. In Year 5, pupils are developing their skills appropriately and have a satisfactory knowledge and understanding of the topics covered in history and geography. For example, they know the cause and effects of river erosion and of how silting can be caused by eroded materials being carried down river and deposited. They have satisfactory knowledge of why industries are sited along rivers, and that rivers can provide power for the generation of electricity and that barriers are sometimes required to prevent damage by flooding. Pupils understand that there were similarities and differences between various strata of Victorian society and, from a study of the development of forms of transport, that there were changes over time throughout the period. Fieldwork, undertaken as a link between geography and history, resulted in pupils using maps to plot the growth of the village since Victorian times. Good links have been made with literacy skills, as pupils used their knowledge of the pioneering child protection work of Lord Shaftesbury, to write a speech that gave sound understanding of his ideas.
109. The quality of teaching and learning is satisfactory overall. All pupils are fully included in the activities. In the one lesson observed the quality of teaching and learning was good. The lesson was planned well and included a visiting speaker who had been securely briefed in order to enable her to pitch the language and references to the pupils' ability accurately. This good preparation contributed directly to the pupils' high interest level and to their very good behaviour. When asking supplementary questions of the visitor pupils used whole sentences and demonstrated good vocabulary. Links with literacy were good. Lesson plans show that teachers accept opportunities

to increase pupils' vocabulary and offer opportunities for the development of speaking and listening skills. Good planning for visits, including residential visits, give pupils first-hand experience in fieldwork. For example, by studying contrasting locations and historic sites.

110. Leadership and management of the subjects are satisfactory. There are sound policies for both subjects which are reviewed annually. The co-ordinator monitors teachers' planning but does not as yet monitor the teaching and learning in classrooms. She has carried out an initial audit of resources and is aware that although they are adequate and supplemented by the library loan service there are some gaps in provision, for example, artefacts for some periods of history. The co-ordinator has correctly recognised that both history and geography can effectively promote pupils' spiritual, moral, social and cultural development and sees this as an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Significant improvements have been made in the provision of information and communication technology since the previous inspection. The quality and number of resources have improved and teachers' confidence and expertise in teaching the subject is now much better. Consequently, observations during the inspection indicate that the majority of pupils, including those with special educational needs and higher attaining pupils, make good progress and achieve standards that are above those expected nationally for their age at seven and ten.
112. Teachers have developed effective management of computer work in lessons so that pupils are introduced to an appropriate range of work. Pupils are given regular opportunities to learn new skills and develop a clear understanding of different applications. A period is set aside each day for pupils to work with an experienced and confident member of the teaching support staff to check and consolidate learning. By the end of Year 2, pupils enter, save and retrieve work. They use information and communication technology to help generate, amend and record work. They plan and give instructions to make things happen. They use information and communication technology to explore what happens in real and imaginary situations. They talk about their experiences of information and communication technology both inside and outside school confidently.
113. Pupils in Year 4, working with a teaching support assistant on an individual basis, highlighted text, changed font size, shape and colour, underlined the text and moved it to the middle of the page correctly. Pupils cut and pasted text, edited and replaced words correctly. By the end of Year 5, pupils present information in different forms and show they are aware of the intended audience and need for quality in their presentation. They exchange information and ideas with others in a variety of ways, including email. They use information and communication technology systems to control events in a predetermined manner and to sense physical data. Pupils have good attitudes to their work with computers. Most have computers at home and are confident in their use. They enjoy searching the internet for information to support work in other subjects, for example, in history and geography.
114. The quality of teaching and learning is good. All pupils are fully included in the activities. The teaching enables pupils to develop their skills, knowledge and understanding well. Teachers are adept at using information and communication technology to support work in many areas of the curriculum, including literacy and numeracy. Pupils use word processing effectively in many subjects and are used to recording information and text quickly and easily on the computer. The variety of resources, including cameras, microscopes and CD ROMS, adds interest and variety to pupils' work. Teachers ensure that they assess pupil's capabilities and plan work that meets their needs well. Visits to industry complement the use of information and communication technology, for example, the primary technology competition provided opportunities for pupils to relate control to real life situations.
115. Leadership and management of the subject are very good. This has ensured that standards have risen since the previous inspection. Information and communication technology is used in all subjects and all staff are proficient in its use. There is internet access for all pupils. Older pupils have email addresses. The co-ordinator is aware of, and ensures, safety in all aspects of the information and communication technology. The subject is an ongoing priority in the school development plan. The co-ordinator has effectively improved the quantity, range and quality of resources, which has a positive impact on pupils' standards. Each pupil has a record of achievement in the subject, which records accurately what he or she knows and can do.

MUSIC

116. Observations during the inspection indicate that the majority of pupils, including those with special educational needs and higher attaining pupils, make satisfactory progress and achieve standards that are expected nationally for their age at seven and ten. Standards have been effectively maintained since the previous inspection.
117. Although there is no specialist musician in the school, the staff ensure that all areas of the subject are covered and that many opportunities for pupils to use their knowledge and performing skills are created through the school. For example, in productions such as the Christmas performance of "Holy Joe". Pupils enjoyment of music, and singing in particular, is promoted well in whole school assemblies. Pupils of all ages sing tunefully and with enjoyment.
118. By the end of Year 2, pupils know many songs and they sing tunefully in assembly. In their books pupils record the songs that they learn and build up a collection of favourite tunes. They illustrate simple composition in grid form. They perform simple patterns and accompaniments keeping to a steady pulse. Pupils listen to music well, for example, they enjoyed listening in assembly to The Sabre Dance by Khatchaturian and The Wedding Dance by Ravel.
119. By the end of Year 5, pupils listen to music and explore the relationship between sounds and how music reflects different intentions. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using appropriate vocabulary. In a very good lesson, pupils in Year 5 listened, composed, performed and appraised each other well. They sang in unison effectively and learnt how to sing in two parts. There was some confusion to begin with, but, with practice, they improved greatly. They sang a Nigerian folk song sensitively in two parts maintaining pitch, diction and volume well. There were good links with literacy, when pupils extended their vocabularies by learning the terms "canon", "round" and "ostinato". Pupils displayed a high level of interest and listened very carefully to the music. Pupils used a variety of instruments effectively to accompany their music including, xylophones, glockenspiels and chime bars.
120. The quality of teaching and learning is satisfactory overall. In the one lesson observed it was very good. The lesson was planned very well with appropriate warm up of voice. Very good quality questioning and demonstration by the teacher ensured that pupils were clear about what was expected of them. Good use of challenge was set to check missed beats and to remain on pitch. Teaching was very well focussed due to the very good planning and preparation. The teacher's subject knowledge was very good.
121. Leadership and management of the subject are satisfactory. The school has adopted the most recent government guidelines. There is a two year rolling plan to ensure that all areas of the music curriculum are covered and that work is not repeated, as all classes have a two year age range. Resources have been improved since the previous inspection when they were judged to be unsatisfactory. Accommodation has been improved so that noise does not carry so easily and disturb other classes. However, the hall is too small for whole school productions. Good links are fostered with the local group of schools and the next school that pupils move on to, so that curriculum continuity is ensured. Outside sponsorship enables some higher attaining pupils to have extra instrumental tuition and peripatetic music teachers visit regularly. Pupils enjoy electronic music on their residential visit. Visit to concerts and shows and visitors to school, such as a harpist, provide good musical experiences for pupils. Songs and music from other cultures is extending pupils knowledge appropriately.

PHYSICAL EDUCATION

122. It was not possible to see all areas of the physical education curriculum during the inspection. However, analysis of provision and observations indicate that the majority of pupils, including those

with special educational needs and higher attaining pupils, make good progress and achieve standards that are above those expected nationally for their age at seven and ten, particularly in swimming. Standards have been effectively maintained since the previous inspection. The school works very hard to compensate for a smaller than usual hall.

123. In a very good dance lesson, pupils in Year 1 explored movement ideas and responded imaginatively to a music stimulus. They began to compose and link movements and moved in a range of ways, jumping and travelling, to move freely and with pleasure and confidence. Pupils changed rhythm, speed, level and direction effectively, responding well to the music. They evaluated each other's work accurately, for example, by looking for strong muscles and pointed toes. Standards in swimming are well above average because pupils from Year 1 to Year 5 swim each week at a near-by centre. In an excellent swimming session, pupils from Year 1 to Year 5 made excellent progress in the swimming because the lesson was very well organised and each small group had an experienced teacher plus other trained support. Younger pupils are introduced to water safety well and develop an enjoyment of water. Most pupils in Year 2 swim 25 metres and, by Year 5, most swim 200 metres. Pupils have the opportunity to gain water skills up to grade 6 by the time they leave the school. Most Pupils in Year 5 have already achieved grade 4.
124. A good range of extra-curricular sporting activities provides interest and enjoyment. These enable boys and girls to be involved in football, hockey, tennis, basketball and netball activities. This is made possible because teachers and other adults are willing to give generously of their own time. Paid football coaching is available to pupils each week. Pupils are involved in team tournaments and cross-country events. There are also clubs for physical education, dance and drama. The school offers three residential centre visits to pupils as they move through the school. Almost every pupil attends and participates in adventurous physical activities. Collaborative work with other local schools involves dance and drama events. Pupils have very good attitudes to their work and say that they particularly enjoy physical education.
125. The quality of teaching and learning is good. All pupils are fully included in the activities. Lessons are planned well taking into account pupils' interests and abilities. Teachers prepare very well for lessons and ensure that all pupils are fully included in the activities. In the dance lesson, good links were formed with literacy when the teacher recorded pupils verbal observations on a whiteboard. In swimming, the very good planning and organisation ensure excellent progress by all pupils. Pupils enjoy the sessions and work very hard to improve.
126. Leadership and management of the subject are good. The co-ordinator for physical education is enthusiastic, effective and efficient. The school has adopted the most recent government guidelines and plans the curriculum carefully so that all requirements are met. The two year rolling programme ensures that pupils do not repeat previous learning and are offered a balanced curriculum enriched by many extra curriculum activities. The co-ordinator monitors swimming very carefully and has time each half term to talk with pupils about what they do.

RELIGIOUS EDUCATION

127. Observations during the inspection indicate that the majority of pupils, including those with special educational needs and higher attaining pupils, make satisfactory progress and achieve standards that are expected nationally for their age at seven and ten. Standards meet the requirements of the locally agreed syllabus. Standards have been effectively maintained since the previous inspection.
128. Religious Education is planned and taught in accordance with the locally agreed syllabus. Additional elements taken from nationally agreed guidelines are also taught and cover knowledge and understanding of other world faiths. It was possible to observe only one lesson, in the Year 2

and Year 3 class, during the inspection. Scrutinising pupils' books and inspecting teachers' planning gained additional information.

129. By the end of Year 2, pupils have sound knowledge of stories from both the Old and New Testaments. In Year 1, pupils know that God's love caused Him to save Noah's family and his animals through Noah's faith in building the ark. In Year 2, pupils know that Christians believe that Jesus is the Son of God and they have sound knowledge of Jesus as a healer and storyteller. Their studies of Judaism have given them a good insight into Jewish symbolism, including the Mezuzah and the Torah. They know about some Christian festivals, for example, Christmas and Easter.
130. By the end of Year 5, pupils' work shows sound knowledge of the origins of the Christian Bible and its increasing importance over time. Pupils' understanding that belief can be caused by different experiences is evident in pupils' writing of the Christmas story from the points of view of the people and animals that were present at the Nativity. Following a study of Islam, pupils' writing demonstrates a sound understanding of the central position of the Qur'an, and knowledge of Islamic places and of the Five Pillars of Islam.
131. The quality of teaching and learning is satisfactory overall. All pupils are fully included in the activities. In the lesson observed pupils' attitude to the subject were satisfactory. The lesson was planned well with appropriate attention being given to the learning needs of different pupils. The use of interesting resources was good. Effective links were established with PHSCE as pupils considered what their promises to each other were.
132. Leadership and management of the subject are satisfactory. The school uses a two-year rolling programme of planned study in order to avoid repetition in the mixed-age classes. The strong links remain with the local church and increasing liaison with members of other faiths enable pupils to visit their places of worship. Resources are adequate, and there is good practice in borrowing additional resources, especially artefacts, from the local authority loan services.