

INSPECTION REPORT

**FRISBY C of E CONTROLLED PRIMARY
SCHOOL**

Melton Mowbray

LEA area: Leicestershire

Unique reference number: 120130

Headteacher: Mr E Russell

Reporting inspector: Peter Nickoll
22033

Dates of inspection: 23rd – 25th September 2002

Inspection number: 248097

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 - 11
Gender of pupils:	Mixed
School address:	Hall Orchard Lane Frisby on the Wreake Melton Mowbray Leics
Postcode:	LE14 2NH
Telephone number:	01664 434429
Fax number:	01664 434429
Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Greary
Date of previous inspection:	12 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22033	Peter Nickoll	Registered inspector	Mathematics Geography History	What sort of school is it? What should the school do to improve further? How high are standards? How well is the school led and managed?
9545	Kevin Greateorex	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
3689	Ian Curtis	Team inspector	Science Information and communication technology Design and technology Physical education Education Inclusion Special Educational Needs English as an Additional Language	How well are pupils taught?
3205	Jan Sullivan	Team inspector	English Art and design Music Religious education Foundation Stage	How good are the curricular and other opportunities?

The inspection contractor was:

Northamptonshire Inspection and Advisory Services (NIAS)
Inspection Division
Cliftonville Centre
Cliftonville Middle School
Cliftonville Road
Northampton
NN1 5BW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Frisby on The Wreake Church of England Controlled Primary School is situated in the village of Frisby, near Melton Mowbray in Leicestershire. It is a Church of England Voluntary Controlled School with 108 pupils on roll, aged from four to eleven years. Pupils attend the school from 13 villages. A considerable proportion, 37 per cent, live outside the school's usual catchment area. Just under 1 per cent of pupils are entitled to free school meals, this is well below the national average of 18.6 per cent. Less than 2 per cent of pupils are from a minority ethnic background and no pupils speak English as an additional language. The proportion of pupils with special educational needs, including those with a statement of special educational need, are both well below the respective national averages. Children from a range of socio-economic circumstances enter the school with attainment judged to be above average.

HOW GOOD THE SCHOOL IS

Frisby Church of England Primary School is a school that produces high standards and cares for its pupils well. It has several strengths and a few weaknesses. Nearly all the Key Issues from the last inspection have been effectively addressed, and improvement has been satisfactory. Standards attained by the eldest pupils in English and mathematics are good. Standards in science are very good and pupils attain better than expected in physical education and history. The behaviour of the pupils is very good. There is a distinct lack of oppressive behaviour, including bullying. Relationships within the school are very good. Financial matters are handled efficiently. The quality of the teaching is satisfactory overall. There are, however, some weaknesses. The quality of teaching for pupils aged 7 and 8 is unsatisfactory, and aspects of leadership are unsatisfactory. Taking into account all these factors and the unit costs of the school, the school provides satisfactory value for money.

What the school does well

- Achieves high standards in science and above average standards in English and mathematics. Standards in history and PE are also above those normally seen.
- Promotes very good behaviour and very good relationships among its pupils so that children are sensitive to the feelings and needs of others.
- Provides good levels of pastoral care.
- Provides some high quality teaching.
- Has good procedures for child protection, ensuring the pupils' welfare, and for monitoring and promoting attendance.
- Provides well for pupils with profound special educational needs.

What could be improved

- The knowledge of the headteacher and staff of what is going on in the school and of how to bring about the necessary improvements.
- The quality of the teaching for the pupils aged 7 and 8.
- The quality and use of day-to-day assessment so that the teachers can better meet the needs and interests of all pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made many improvements since the last inspection in January 1998. Standards in information and communication technology (ICT) have improved as a result of significantly improved provision and better teaching. Following additional training, teachers have improved their subject knowledge, and several display increased confidence to teach the subject. It was not possible to see any music taught during the inspection. However, other evidence, including a significant increase in peripatetic music teaching, an improved range of musical instruments and the use of nationally-recognised schemes of work, suggests that standards have improved. The school has reviewed and revised its policies and schemes of work, and all subjects now have appropriate subject guidance. This

guidance also supports the teachers in providing learning experiences that build year on year. The school's end-of-year assessment procedures are effective in identifying the standards that pupils attain. The school has adopted a system of assessing and recording pupils' achievements based upon units of work linked to the Qualification and Curriculum Authority's schemes of work. Whilst providing some information, this is not sufficiently helpful to teachers in informing them of what the pupils actually can do, know or understand. In order to fully respond to the key issue from the last inspection, the school still needs to ensure that teachers take better account of what the pupils are learning and take account of this in subsequent lessons, thus enabling all pupils to make better progress.

There has been a substantial improvement to the accommodation since the previous inspection. The youngest children, in the reception class, are now taught in their own classroom, enabling them to feel safe and secure when starting school. A further classroom has been provided since the last inspection, and several rooms have been enlarged. The outside accommodation has also been improved with the provision of a soft play area and a wild area on the school field. The attendance policy has been re-written and is now rigorously followed. The special educational needs co-ordinator is named within the special needs policy.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests in 2001.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	A	C
mathematics	B	A	C	D
science	A	A	A	A

Key

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

In the national tests in 2001, standards at age seven were well above average in reading and writing and were above average for mathematics. When compared with similar schools, that is those schools with a similar proportion of pupils eligible for free schools meals, standards were above average in reading and writing and average for mathematics. At age eleven, standards were well above average for English and science and average for mathematics. When compared with similar schools, standards were average in English, below average for mathematics and well above average for science. In the 2002 national tests, standards of the seven year olds improved in reading and mathematics but declined in writing, mainly as a result of no pupils attaining the higher Level 3. At age eleven, standards improved substantially in English, mathematics and science. A particular feature of this improvement is the proportion of pupils who achieved the higher Level 5. When comparing the test results of pupils who took the test in 2002 with their results in 1998, evidence shows that these pupils made good progress and at a rate faster than that expected nationally. The school has set appropriate targets for improvement in English and mathematics. The number of pupils who take the tests each year is small: caution must therefore be exercised when interpreting the data.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: All pupils show enthusiasm for the school. They are very interested and involved in their work. They come happily to school, eager and ready to learn and keen to do well.
Behaviour, in and out of classrooms	Very good overall: in lessons, in assemblies and when moving about the school pupils are self-disciplined and behave very well. They are courteous and well mannered.
Personal development and relationships	Relationships are very good: pupils work co-operatively, together and with adults. They demonstrate patience, tolerance and understanding of others. The school provides adequate opportunities for its pupils to show initiative and take responsibility.
Attendance	Attendance is consistently very good: There is no unauthorised absence. Almost all pupils arrive punctually, enabling the school to make a prompt and efficient start to the school day.

TEACHING AND LEARNING

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

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

On balance, the quality of teaching is satisfactory. There is, however, some poor teaching. The unsatisfactory teaching is the main factor in the dip in pupils' progress that is located in Years 3 and 4. The basic skills of literacy and numeracy are generally well taught. However, poor teaching of a numeracy lesson was observed in the class with seven and eight year olds.

In Reception Year and for pupils aged 5 to 7, teachers provide work that is sufficiently challenging to move learning on, but is not so difficult that it leads to frustration. New ideas are explained carefully, and questioning is used effectively to extend pupils' thinking. The greatest variability in teaching is in Years 3 to 6, where teaching of both high quality and poor was observed. Learning is most effective in the lessons for the eight and nine year olds. In the best lessons, work is planned thoroughly with appropriate thought given to the needs of all pupils. The pace of learning is brisk and there are frequent checks on pupils' understanding. All pupils are brought together at the end of the session to summarise the main points and to assess how far pupils have progressed. This contrasts with the lessons of seven and eight year olds, where weak planning leads to confusion, with pupils unclear about what is expected of them. As a result, little progress is made. While the teaching for older pupils is competent, it often lacks inspiration and the range of teaching strategies is too narrow. Pupils' powers of concentration tend to be heavily taxed as a consequence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the quality and range of learning opportunities across the school are satisfactory. These are further enhanced by a good variety of extra-curricular activities and peripatetic, specialist support. In all classes, there is a strong time emphasis upon literacy and numeracy. Pupils are not offered sufficient opportunities to develop investigational, research and enquiry skills across the curriculum. There is too little emphasis upon independent learning and creativity within the National Curriculum, and free-choice and free-play within the Foundation Stage Curriculum. Within the Foundation Stage the outdoor curriculum is underdeveloped.
Provision for pupils with special educational needs	Pupils with special educational needs are supported well and make good progress. Those with more profound needs make very good progress. Procedures for monitoring and reporting progress are insufficiently robust.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes pupils' social development well. Very good relationships also promote well pupils' developing sense of right and wrong. Provision for spiritual development is sound, although there are too few opportunities for pupils to experience 'awe and wonder'. Provision for pupils' cultural development is good, multi-cultural perspectives are integrated well in curricular plans.
How well the school cares for its pupils	The school provides good quality support and guidance and effectively promotes the welfare, health and safety of the pupils in a caring environment. Teachers do not make sufficient use of their day-to-day assessments to ensure curricular plans are sufficiently well matched to pupils' needs and interests.

The links that the school has with parents are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and staff have established a school where all are valued and cared for. The management of the school has strengths; the headteacher and staff have procedures in place to ensure the smooth running of the school. However, the leadership has insufficient purpose and direction.
How well the governors fulfil their responsibilities	Members of the governing body are supportive of the school and are well aware of its strengths and of the weaknesses. They visit the school, both formally and informally, and regularly discuss school improvement issues. They play a full role in school development planning and in setting the school budget.
The school's evaluation of its performance	The school undertakes some monitoring and evaluation of standards and of teaching and learning. This provides the school with information which is used to determine priorities and actions. However, there is too little focused monitoring of teaching, and insufficient checks are made to ensure that the priorities and actions are being carried out and having the desired impact.
The strategic use of resources	Effective use is made of the staff, the building and resources for learning.

The governors and headteacher apply the principles of best value to all their spending decisions. The school has an appropriate number of qualified teaching staff to meet the needs of all its pupils. Additional resources have been provided for an additional teacher, and to increase the teaching space

available. This has enhanced the learning environment and, as a result, the school accommodation is satisfactory, as are the resources for learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children make good progress • Teaching is good • The behaviour of pupils • They feel well informed about how their children are getting on • Their children are expected to work hard • The school helps children to become more mature and responsible • They feel comfortable about approaching the school • School works closely with parents • School provides an interesting range of activities outside school 	<ul style="list-style-type: none"> • Teaching at top end of school

A very high proportion of parents responding to the questionnaire is extremely supportive of the school and confirms that it has many strong features. However, a very small number of parents at the meeting raised concerns about the quality of teaching at the top end of the school. Inspection evidence does not support this view. The unsatisfactory teaching is located in the class for the pupils aged 7 and 8 years.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

The contractor appointed by OFSTED for this inspection was Northamptonshire Inspection and Advisory Services (NIAS), Inspection Division, Cliftonville Centre, Cliftonville Middle School, Cliftonville Road, Northampton NN1 5BW

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PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school at four years of age with a wide range of attainment. Baseline assessment indicates that attainment is above that usually expected for other schools in the county of Leicestershire. Children make good progress in communication, language and literacy, mathematical development, and personal, social and emotional development, whilst in knowledge and understanding of the world, physical development and creative development they make steady progress. By the end of Reception Year, they will exceed the expected learning outcomes for their age in communication, language and literacy, mathematical development and personal, social and emotional development. In knowledge and understanding of the world, creative development and in physical development the children are in line to reach national expectations.
2. In the national tests and tasks for seven year olds in 2001, pupils attained standards that were well above the national average in reading, writing and mathematics. Pupils' attainments in reading and writing was above those in similar schools. Standards in mathematics were in line with those attained in similar schools.
3. The percentage of pupils who attained the higher Level 3 in reading and writing was well above the national average, whilst in mathematics it was close to the national average. When compared with similar schools, the proportion attaining the higher Level 3 was in line with those schools in similar contexts in reading. In writing, they were well above, and in mathematics were below those schools. There was a difference at this level between the performance of boys and girls in reading and writing in both of which boys do not do as well as girls. The difference was significant in reading with a difference of four points. This equates to four terms' progress. Caution, however, must be taken when analysing these data, as the number of pupils taking the tests is small.
4. Teacher assessment in science of pupils aged seven in 2001 showed that attainment was very high in comparison with the national average. The proportion of pupils achieving the higher Level 3 was well above the national average.
5. The trend from 1997 to 2001 indicates that standards in reading have remained relatively static at well above the national average. In writing, the trend shows a gradual improvement. In mathematics, the school has made improvements, especially from 1999. Unofficial results for pupils who took the tests in 2002 show that standards in reading and mathematics have continued to improve, whilst those in writing have fallen slightly. Analysis shows that the main reason for this is that no pupils achieved the higher Level 3 in writing in 2002. Current performance indicates that standards at age seven are better than expected for reading, writing, mathematics and science.
6. In the national tests for eleven-year-olds in 2001, standards in English and science were well above the national average for all schools and close to the average in mathematics. When compared with schools in similar contexts, the school's performance in the English tests was close to the average; in mathematics it was below the average whilst in science it was well above the average.

7. The percentage of pupils who attained the higher Level 5 was above the national average in English and well above the national average in mathematics and science. When compared with similar schools, attainment at the higher Level 5 was close to the national average in English, above average in mathematics and well above average in science. There was a difference between the performance of boys and girls in English, science and mathematics with the boys not doing as well as the girls. This is very marked in mathematics where the difference is four points. This difference equates to more than a year's progress.
8. The trend from 1997 to 2001 indicates that standards in English have improved. The improvement rate is better than the national rate. In 2001, standards were further above the national average than they were in 1997. In mathematics, standards were significantly higher than the national average in 1997, whilst in 2001 standards were close to the average; as a result, the rate of improvement has not kept pace with the national rate. The school has identified this trend and has undertaken an improvement programme to raise standards in mathematics. In science, the school has made a steady improvement and the rate of improvement since 1998 matched the national rate.
9. Test results for pupils who took the tests in 2002 show that standards in English, mathematics and science have improved considerably. All pupils achieved the expected Level 4 in English and science, and very nearly all in mathematics. The proportion of pupils achieving the higher Level 5 was considerable, with nearly 60 per cent achieving this higher standard in English and mathematics. In science, 75 per cent of pupils achieved this higher level. Pupils who took the tests in 2002 were largely those pupils who took the tests at seven in 1998. The progress of these pupils over the four years has been good, with many making better-than-expected- progress.
10. Current performance indicates that standards at age eleven are good in English and mathematics, and very good in science.
11. In reading, pupils aged five to seven make good progress and achieve well. By the age of seven, most pupils are reading with some fluency, enjoying a range of books that is appropriate for their age. All pupils show an interest in reading and many read with expression. Many re-tell stories and talk with confidence about plot and character. Higher-attaining pupils read with confidence. At seven, pupils' writing is good. Generally, pupils' handwriting and presentation are neat, and the higher-attaining pupils write in a neat, cursive script. Most pupils understand and use full stops and capital letters to mark sentence boundaries. Spelling standards are satisfactory, with most pupils able to spell simple monosyllabic words appropriate to their age. Pupils make good progress and, by the age of seven, the quality of their speaking and listening is better than expected. Pupils are attentive to their teachers and listen well to instructions and explanations.
12. In mathematics, these pupils also make good progress and achieve well. By the time they are seven, they are becoming confident with mental arithmetic and calculate, using simple addition and subtraction numbers up to 100. They understand the significance of the position of a digit in a number to its value.
13. In science, pupils make good progress through the key stage, and as a result, their achievement is good. Pupils are given opportunities to develop their investigative skills and, as a result, these are developed well. Pupils make steady progress in religious education; standards of attainment are in line with the expectations of the Leicestershire Agreed Syllabus. Standards in information and communication

technology have improved since the last inspection and are now close to those expected nationally. This is because of additional training for the teachers and an improved curriculum.

14. By the age of seven, pupils are making satisfactory progress and achieving the expected standards in art and design, design and technology, geography, music and physical education. In history they make good progress and attainment exceeds the national expectations.
15. Pupils make uneven progress through Years 3 to 6 in developing their reading skills, with better progress being made in Years 4 to 6. However, by the age of eleven, pupils are positive about their reading and have developed the range of skills that might be expected. Standards in reading are good; most pupils read fluently and with some expression.
16. Progress in writing is also uneven through Years 3 to 6 with the best progress being made by the older pupils. However, by the age of eleven, standards achieved in writing are good and pupils write with confidence and fluency. The range of writing employed by pupils is appropriately broad, and much of their writing is well presented. There are some good examples of pupils using their writing skills in other areas of the curriculum, for example in history.
17. By the age of eleven, the quality of pupils' speaking and listening is good.
18. In mathematics, pupils again make uneven progress through Years 3 to 6. Progress slows for the youngest pupils in the key stage, but quickens again in Years 4, 5 and 6. By the age of eleven, standards are good. Pupils calculate accurately and have a good understanding of fractions, decimals and measures. Whilst most pupils apply this knowledge to solve problems, they are given too few opportunities to apply their knowledge and skills in undertaking investigations.
19. By eleven, pupils' progress in science is good. They display considerable factual knowledge about living things, materials and physical processes. Pupils are given insufficient opportunities to plan their own investigations. As a result, their understanding of skills of scientific enquiry are not as secure as might otherwise be expected.
20. Pupils make steady progress through the school and attain standards in information and communication technology (ICT) that are close to those expected nationally. This is an improvement from the last inspection when standards were found to be below those expected both at seven and eleven. Standards in religious education are as expected in relation to the locally Agreed Syllabus for eleven year olds. Pupils show sensitivity and awareness for the beliefs and customs of others. They have a broad understanding of religious festivals and Bible stories.
21. By the age of eleven, pupils make steady progress and achieve the expected standards in art and design, design and technology and geography. In history and physical education, pupils make good progress and achieve higher than expected standards. Standards in games are well above those usually seen. It was not possible to make a judgement about standards in music as a result of insufficient evidence. However, the improved provision for music, including many new instruments and an increase in musical experiences suggests that standards are higher in music than they were at the time of the last inspection when they were below those usually seen.

22. The school set itself some challenging but realistic targets which it achieved.
23. Pupils with special educational needs make good progress towards the targets set for them in their individual education plans (IEPs). This progress is reflected in the overall standards attained, especially in the core subjects of English, mathematics and science. This is closely linked to the good quality support which is provided in the school.

Pupils' attitudes, values and personal development

24. The positive attitudes to learning, the very high standards of behaviour and the very good relationships throughout the school are important strengths and have a positive effect on the quality of teaching and learning.
25. Virtually all pupils have positive attitudes to the school and their work. They show enthusiasm for what they are asked to do and apply themselves well to their activities. Pupils sustain good levels of concentration, particularly when teachers plan tasks that challenge and motivate them. They take great pride and enjoyment in producing high quality work and are keen to share their results with others and adults. However, opportunities for pupils to research for themselves and become independent learners are too limited in most classes.
26. Behaviour is very good and this confirms the views of parents. When they come to school, in assemblies, at lunchtimes and at playtimes, nearly all pupils show very high standards of behaviour. Pupils move around the school in an orderly manner, despite the narrow corridors and the cramped cloakroom areas, and have a clear understanding of the standards expected of them. In lessons, behaviour is consistently very good and almost all pupils conform to the high expectations even when not closely supervised. There are no exclusions at the school. During the inspection there was no evidence of bullying or lack of respect for school property.
27. Relationships in the school are very good. Pupils form extremely constructive relationships with each other and with adults. They work and play co-operatively together, demonstrating that they will listen to each other and will try to understand the other person's point of view. This was demonstrated many times during the many games played in the grounds during the inspection. Pupils show genuine pleasure in the achievements of others. Very nearly all pupils act in a mature and responsible way. Throughout the inspection they were constantly noted to show respect and courtesy to each other, to staff and to other adults including the inspection team. They consistently demonstrate patience, tolerance and understanding for others.
28. Pupils' personal development is appropriate. The school provides a good range of opportunities for the pupils to show initiative and take responsibility, and they demonstrate that the trust is well placed. From the earliest stages of their time in school, children make good progress in their personal, social and emotional development as they perform jobs within the classroom. As they progress through the school more opportunities are provided. Year 6 pupils organise their teams for the Sports Day. During the morning break and the lunch break, older pupils act responsibly as receptionists in the school office. Year 6 pupils also collect the numbers for school lunches and the school bus, asking mature questions to ensure that the information is correct. Pupils are involved with fundraising for various charities.
29. Attendance is consistently very good. At 95.2 per cent attendance is above the national average. There is no unauthorised absence. The school's procedures for monitoring

pupils' attendance are good. Virtually all pupils are punctual and many arrive early. They come happily to school ready to learn, enabling the school to make a prompt and efficient start to the school day.

HOW WELL ARE PUPILS TAUGHT?

30. On balance, the quality of teaching is satisfactory. It ranges from excellent to poor. Of the forty four lessons observed, over half were good or better, and one lesson in ten was very good or better. One lesson observed in Years 4 and 5 was judged to be excellent. Only five percent – or one lesson in every twenty – was not satisfactory. On balance, the teaching of the youngest pupils is satisfactory, and that of the five to seven year olds is good. The greatest variation is in the teaching of the seven to eleven year olds. Whereas much of the teaching of the seven and some eight year olds is unsatisfactory, that for the older pupils is at least satisfactory. The teaching is consistently of a higher standard in Years 4 and 5. Individual teachers have specific expertise in science and physical education, which they use to benefit pupils in some lessons.
31. The relationships that teachers have established with pupils are good across the school. As a result, behaviour in class is usually very good with pupils listening attentively and applying themselves conscientiously to their work. A common weakness, however, is the quality of marking. Too many examples are to be found in pupils' books of work that is either unmarked or merely endorsed as having been seen by the teacher. There is little guidance offered to pupils through the marking on how they might improve the quality of their work or redress errors.
32. The teaching of literacy is satisfactory and that of numeracy is good overall. Teachers follow the national strategies closely and take opportunities to extend the learning into other subjects. Overall, the basic skills of literacy and numeracy are well taught. There has been an increased use of ICT in teaching and learning since the last inspection, with teachers making better use of opportunities to develop pupils' ICT skills in other subjects.
33. The quality of teaching has improved since the last inspection. A higher proportion of lessons is now judged to be very good or better. However, there still remains a small proportion of unsatisfactory and poor teaching which was also observed during the last inspection.
34. Relationships are particularly good in the reception class. The teacher is sensitive to the needs of young children who are made to feel cared for and secure in their learning. There is a calm atmosphere in the classroom, with much positive reinforcement and celebration of success. Wherever appropriate, learning is made to be fun and there is much laughter and good humour. In one session, for example, children spontaneously began to sing a song that they had learnt earlier, indicating just how much they were enjoying what they were doing. Children know what is expected of them and respond well. New children are helped to acclimatise themselves to schooling by the presence in the class of older pupils. On a number of occasions, older children were observed helping the younger ones who, at the time of the inspection, had only been in school for a few weeks. Opportunities for young children to make choices for themselves are, however, limited. Most activities are heavily directed by either the teacher or the teaching assistant. For example, in a creative task, all the pieces of material had already been cut for the children, leaving them just to stick them together. This approach has the effect of limiting the children's need to explore for themselves and make their own decisions. Similarly, the range of recording is narrow, with worksheets

used as the main means by which children note down their ideas.

35. No unsatisfactory teaching was observed in the two classes containing pupils aged five to seven, and in nearly two thirds of the lessons the teaching was good. Lessons are planned thoroughly, with teachers clear about what they want pupils to achieve. In their introductions, teachers explain carefully the key learning points and what they expect of the pupils. Considerable thought is given beforehand to the types of activity that are most likely to achieve the objectives for the lesson, and suitable resources are provided. For example, in a geography lesson in which the pupils were learning to distinguish between human and physical features in the landscape, the teacher used local examples to illustrate the main point. She then gave out a variety of tasks, carefully matching the tasks to the needs of different groups of pupils. Consequently, one group of poorer readers was given an activity that relied more on their ability to discriminate and sort illustrations than it did to read text.
36. In the best lessons for pupils aged from seven to eleven, teachers' planning is very detailed and the lessons are well structured, with consideration given to how long each part of the lesson is likely to take. The intentions for the lesson are spelt out for pupils at the beginning of the lesson. In one class, these are displayed prominently, and frequent reference is made to them throughout the lesson to check pupils' understanding. Explanations are confident and pitched at a level that pupils can understand, but which also moves their thinking on. A suitably wide range of strategies is used, with a clear emphasis on pupils making their own decisions and asking questions to clarify their thinking. The pace of the lesson is such that there is little opportunity for time wasting.
37. Typical of this approach was a mathematics lesson with pupils in Years 4 and 5 in which pupils were learning about multiplying and dividing by 10, 100 etc. Pupils were encouraged to give reasons for their responses, whether they were correct or not. Some used the board to explain their thinking. The learning was reinforced by a series of activities, some of which required pupils to compete with themselves and with others. At different times, the teacher took the opportunity to rehearse previous work on, for example, square numbers and negative numbers. At the end of the lesson, the teacher brought the whole class together, returning to the objectives he had listed on the board and drawing attention to the patterns of numbers that had emerged through the work.
38. Learning in this lesson was lively and the work caught the imagination of the pupils. Other lessons for pupils from Year 3 to 6, competently achieve their objectives but lack the same inspiration. Consequently, pupils do not so readily engage with what is required of them. In these lessons, the teachers' explanations are often too long and the questioning requires pupils to recall information but not to think through ideas. As a result, some pupils struggle to maintain their concentration. There is little distraction, however, because pupils are sufficiently well-motivated to listen to what they are being told.
39. In the unsatisfactory and poor lessons for the youngest pupils in Key Stage 2, the planning lacks focus. There is little structure to the lesson, and pupils are unclear about what is expected of them. Insufficient account is taken of what pupils already know or can do, with the result that there is excessive repetition of work. Consequently, little learning takes place.
40. The teaching provided for pupils with special educational needs is good; that for pupils with more profound needs is very good. Classes are generally small and pupils are

often with the same teacher for more than one year. This enables teachers to build up a good knowledge of individual pupils' needs. In discussion with the special educational needs co-ordinator, targets are set for each pupil and the work is tailored successfully to achieving the targets. Some of the targets are, however, not specific enough to plan the learning or to plot progress adequately. Where pupils are supported by a specialist teacher or learning support assistant, the provision is usually of high quality.

41. Learning largely reflects teaching: in nineteen out of every twenty lessons observed it was at least satisfactory. In over half the lessons, learning was good or better. Pupils are highly motivated and the great majority are very keen to learn. They apply themselves conscientiously to the work and sustain their concentration even when lessons lack 'colour' or interest. Question-and-answer sessions are frequently lively, with pupils anxious to demonstrate what they are thinking or already know. They have the confidence to offer speculative responses, comfortable in the knowledge that they will not be mocked or dismissed. An illustration of this was in a mathematics lesson in which a pupil offered a wrong answer. Rather than merely declaring it to be wrong, the teacher invited the others to test out the response to see if it was justified. By subtle questioning, the teacher exposed the thinking that had led to the incorrect answer, at the same time helping the rest of the class to check their own approach to the problem.
42. Learning is generally less effective when the focus is on talking at pupils and providing them with knowledge, without requiring them to think for themselves. The lack of opportunities for them to reason things out or to generate their own enquiries lies behind many of the complaints of older pupils that they find the work boring.

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

43. The curriculum for children under five is broadly satisfactory, with some good provision for literacy and numeracy. The children are provided with an appropriate range of learning experiences, although the outdoor curriculum is underdeveloped and there are too few links between what is taught and opportunities for children to use and develop their knowledge and skills in free-choice and free-play activity. Children are given access to well-structured and supported practical activity through much good teaching, but there is an overemphasis upon adult-directed activities and paperwork recording exercises. Whilst this promotes good progress in numeracy, and especially literacy skills, the curriculum does not sufficiently promote creativity and independence.
44. The school meets statutory requirements for the curriculum for all pupils working in Years 1 to 6. The curriculum appropriately covers all subjects of the National Curriculum, religious education and personal, social and health education, including sex education. Parents are well-informed of the times and content of sex education sessions and are invited to make decisions about the appropriateness of these sessions for their children. Specialist music teaching is also offered. The statutory curriculum is further enhanced by a good variety of extra-curricular activities, ranging from chess clubs to sports coaching and tournaments. Pupils in Years 3 to 6 are given routine access to residential visits, including an outdoor pursuit week in North Wales for the oldest pupils, and a one-night residential at Beaumanor Hall for pupils in Years 3 and 4. Visits to museums and places of interest complement the classroom curriculum, and the school sustains close links with the church through regular assemblies led by the local vicar, displays, Christmas plays and concerts. Throughout the school, strong emphasis is placed on literacy and numeracy, especially the teaching of English.

45. Curricular planning is inconsistent. Learning intentions are not always clearly identified and, too rarely, appropriately reflect the particular needs and interests of the pupils working in each class. Too often the curriculum is planned with reference to commercial schemes without sufficient reference to individual pupil assessments and class records. The planning does not identify sufficient opportunities for pupils to apply skills independently or to reason and generalise. This is particularly noticeable in the lack of opportunities for the older pupils to engage in independent research, investigation and exploration around topics and themes of particular interest to them. Lower down the school, this is reflected in the lack of opportunities for the youngest pupils to engage in independent, free-choice and free-play activity.
46. The available time is not used most effectively across the curriculum. An analysis of curricular time by the school indicates that English, and to a lesser extent also mathematics, are allocated a generous proportion of the school day, most noticeably in Years 1 and 2. Poorly-defined, weekly timetables mean that, too often, timetabled literacy (and sometimes also numeracy) lessons over-run to fill the time available before break times and/or lunchtimes. This limits the time available for the teaching of other subjects. Appropriate taught time is available for the teaching of science and information and communication technology. A generous amount of time for the teaching of religious education appropriately reflects the nature of this church school. However, too little time is available for the teaching of geography, history, design and technology, art and design, music and physical education. This is especially the case for pupils in Years 1 and 2 and for practical subjects such as art and design and music. There are also considerable inconsistencies in timetable priorities in classes across the school. For example, time for the teaching of physical education in Years 1 and 2 is well below that recommended nationally, whilst in Years 3 to 6 the time available is significantly over the recommended level.
47. There are further inconsistencies within the timetable structure. The lack of clarity as to when some lessons start and others finish means that timings are unreliable. There are frequent interruptions to lessons as individual pupils are withdrawn for peripatetic music. Whilst the length of the timetabled week is above the national average in Years 1 and 2, it is below the national average in Years 3 to 6. The time allocation for literacy is not always used most effectively, the work set does not maintain a good pace to the learning in lessons that significantly 'over-run' the planned-for literacy hour.
48. The provision for pupils with special educational needs is good throughout the school. Classes are small in size and teachers frequently receive additional help from learning support assistants. Pupils with special educational needs receive additional, individual support when necessary. This support takes place mostly in mainstream classes, providing pupils with full access to the curriculum. The main responsibility for meeting special educational needs is with the class teacher, although there are additional support structures in place, such as the Springboard programme for Years 3, 4 and 5 and the tracking of attainment to promote the early identification of more-able pupils.
49. Policies and schemes of work are in place for all subjects, although most schemes of work rely almost exclusively upon national QCA (Qualifications and Curriculum Authority) guidelines and are insufficiently adapted to meet the particular needs and interests of pupils at this school. The National Literacy and Numeracy Strategy guidelines translate well into practice, with teachers teaching to the age-related targets through the recommended daily literacy hour and numeracy lesson in all classes across the school. Schemes of work mostly provide a sound basis for planning and help to promote breadth and balance of the curriculum. However, there is too little systematic curricular evaluation and review to ensure that an appropriate coverage is

achieved and that suitable tasks and challenges are set for pupils of different ages working together in the same lessons. Currently, there is also too little monitoring of planning by curriculum co-ordinators and too few incidences when teachers working with pupils from the same year group, but in different classes, routinely plan together.

50. Generally, pupils have equal access to the full curriculum. The school is beginning to secure this provision through the systematic tracking of target groups of pupils, to identify and compare attainment and progress. The school now systematically tracks the progress made by the more-able as well as less-able pupils and is just beginning to compare the attainments of boys and girls. Out-of-school-hours activities are open to all pupils and often engage the support of parents. Residential and day trips reinforce and extend pupils' learning. Provision for personal, social and health education is satisfactory. Each class has a regular 'circle time' when pupils can share together their experiences and achievements and when teachers can discuss social issues through stories and/or debate. Lessons frequently offer opportunities for pupils to work together, in pairs and small groups, sharing their skills through co-operative tasks.
51. There are good links between Frisby Pre-school and the reception class, with regular visits by pre-school staff and children as part of the induction programme for pupils on first transition to school. Links with feeder secondary schools are generally satisfactory although inconsistent, since some pupils transfer into private education during Year 5 as well as Year 6. The school promotes appropriate links with the local community through well-established links with the church, good parental support in classes with the youngest pupils, visits by outside speakers (such as NSPCC) and regular charity work (such as fundraising for Children in Need and Comic Relief).
52. Overall, provision for pupils' spiritual, moral, social and cultural development is good. Throughout the school teachers provide good role models and have high expectations of the pupils' behaviour. Relationships between pupils and with their teachers are very good, all staff and pupils show each other consideration and personal respect.
53. Provision for pupils' social development is good. The school places a strong emphasis upon pupils learning from and with each other, sharing ideas and resources. Pupils frequently work together collaboratively in lessons across the curriculum. In a Year 1 and 2 music lesson, pupils were harmonising together using a range of percussion instruments, including their bodies and voices. In a Year 5 and 6 English lesson, pupils were working enthusiastically together to produce a newspaper report.
54. Provision for pupils' moral development is good. Good behaviour is suitably promoted by high expectations and reinforced through praise. There was very little inappropriate behaviour observed during the inspection. At times, including whole-school assembly, the pupils' behaviour is exemplary. Pupils demonstrate their understanding of the difference between right and wrong in the way they behave. They are tolerant of each other and show consideration for pupils who experience difficulties in their learning or their tasks. They readily help each other and are eager to please. When minor distractions or disruptions occur, most pupils, of all ages, demonstrate self-discipline and return to their tasks without the need for adult intervention.
55. Provision for spiritual development is sound. There are too few planned opportunities for pupils to experience 'awe and wonder' in their world. Routine tasks, frequently associated with written recording, do not promote well creative self-discovery or spontaneous investigation of the natural world. Too few lessons take full advantage of opportunities for pupils to learn through practical, real-life experiences and resources or to be 'finding out' for themselves about how the world works and their role within it.

Through assemblies and religious education lessons, pupils are given time to 'self-reflect' around a variety of different topics and themes. However, these opportunities are not often sufficiently developed to provide follow-up discussions or genuine debate, especially for the older pupils.

56. Provision for pupils' cultural development is good. Teachers accommodate multi-cultural perspectives well within their curricular plans, supported by close links with QCA schemes of work in most subjects. In religious education lessons, pupils learn about a variety of different life styles and faiths. In most other lessons, pupils are exposed to a variety of cultural perspectives and resources. For example, a visiting African band (music); celebration of the Jewish harvest (religious education); and regular theatre visits (English).
57. Overall, progress since the previous inspection has been satisfactory. The school now has policies and schemes of work for all subjects and a timetable for review of these curricular documents. Assessment procedures are developing, but are not yet fully effective in informing curriculum plans.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

58. The school provides good quality support and guidance and effectively promotes the welfare, health and safety of its pupils in a warm and caring environment. This atmosphere encourages pupils to learn and develop as individuals and promotes their awareness of the outside world. In this small school, staff know their pupils well and have a very clear idea of their personal strengths and weaknesses, thus enabling them to offer effective support. Their knowledge is well supplemented during the additional time that they spend with pupils during school breaks. All staff show great concern for the well being of pupils, and a range of measures exists to promote their development. Teachers are sensitive to the needs of the pupils and consistently monitor well their personal development and their ability to cope on a day-to-day basis.
59. Assessment practice in the Foundation Stage is broadly satisfactory. Assessments are appropriately linked to the Foundation Stage Curriculum through the Early Learning Goals and Stepping Stones. Small-sized classes mean that teachers know their pupils well and these informal assessments are used incidentally to inform curricular content. However, there is too little recorded detail, in the form of systematic observations, associated with an individual child's learning styles and interests as well as their achievements. Most assessment is in the form of checklists of attainment. Whilst these are comprehensive and thorough, they do not help teachers to set specific learning targets for individual children based upon an understanding of how each child learns best.
60. In Years 1 to 6, the National Literacy and Numeracy Strategies provide teachers with detailed schemes of work linked closely to learning targets that secure progression in knowledge, skills and understanding. As a consequence, teacher's day-to-day assessments are more detailed and better used in English and mathematics than in other subjects. Most often, teacher assessments in science and the foundation subjects measure only the successful completion of QCA units of study and do not make sufficient reference to gains in the pupils' knowledge, skills and understanding. Too often, lessons in these subjects do not sufficiently reflect the specific needs and interests of individual pupils. Currently, assessments undertaken by teachers across the school cannot be easily used to diagnose pupils' difficulties or to set clearly-defined, pupil-specific learning targets.

61. Assessment of pupils with special educational needs is satisfactory. Individual education plans identify appropriate targets for development, and these are reviewed frequently. Assessment arrangements for pupils with statements of special educational needs appropriately meet statutory requirements; teachers working with pupils with special educational needs have access to each pupil's education plan for planning purposes.
62. The assessment co-ordinator's role is underdeveloped. There are detailed assessment and marking policies, but there is inconsistency in their use across the school and, in many classes, they do not fully translate into practice. There is too little monitoring and evaluation of whole-school approaches to marking, assessment, recording and reporting and target-setting procedures. Emphasis is placed on test results: throughout the school too little attention is given to the development of systematic observation as an assessment tool. Portfolios of pupils' work are developing, but their current lack of detail means that they are of limited value to class teachers as a tool to inform their lesson plans.
63. Progress since the last inspection is satisfactory. The school is beginning to track the attainment of groups of pupils to inform curricular provision. For example, as a result of the analysis of test results in 2001, the school found levels of comprehension to be low. As a consequence, more time was dedicated to comprehension exercises within literacy lessons. The school has also adopted the recommended Leicestershire LEA assessment proformas for science and all foundation subjects. These are completed at the end of each QCA study unit for the class as a whole and are used by class teachers to identify when a class needs reinforcement and repetition and when the class is ready to move to the next stage. There is insufficient detail in these assessments to enable teachers to plan to meet the needs of individual pupils. Pupils' portfolios are beginning to collate the achievements of individual pupils, and the school is beginning to use commercially-available software to collate individual pupil achievement. However, assessment remains a key issue for attention by the school.
64. The school has improved its systems to monitor and promote attendance, which are now very effective. Registers are marked speedily, correctly and efficiently at the start of the school day and after lunch. All absences are properly noted and contact made with parents to explain the absence. Attendance figures are properly aggregated and emerging patterns of absence are noted for follow up. There was no unauthorised absence recorded last year. The system for recording and aggregating attendance is secure and effective. The school continues to achieve very high levels of attendance.
65. Staff provide very good role models in promoting high standards of good behaviour. Procedures for monitoring and promoting discipline and good behaviour are in place. The school's rules are exhibited throughout the school and are clearly understood by all pupils. The consequences of unacceptable behaviour have been made clear and are readily accepted. The behaviour policy is consistently applied by all members of staff who were seen to pre-empt incidents of possible misbehaviour with firm, calm intervention, thus maintaining good control.
66. Child protection issues are handled effectively. Staff understand their roles and responsibilities and are aware of the need for vigilance and the steps to take if suspicions are aroused. Health and safety issues are managed effectively in the school. Regular inspections are carried out to identify and remedy potential hazards. All staff are safety conscious and watch for the health and safety of the children. They work hard to maintain an environment in which the wellbeing of pupils is promoted effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

67. At nearly 45 per cent, the response of parents to the questionnaire is high. A high proportion of them is highly supportive of the school and confirms that it has many strong features. Virtually all those responding to the questionnaire agree that their children like school. They believe that the teaching is good, the school expects their children to work hard and that their children are making good progress. They feel well informed about how their children are getting on. They feel that the school works closely with them and would feel comfortable about approaching the school with a problem. They also believe that the school is helping the children to become mature and responsible, behaviour in the school is good and the school provides an interesting range of activities outside lessons.
68. A few parents attending the pre-inspection meeting were concerned about the quality of teaching of the eldest pupils. During the discussion there was little opposition to this view. However, subsequent to the meeting, three parents wrote to express concern regarding the criticism which, after further consideration, they felt to be unfairly harsh and not fully representative. These letters were supported by a number of parents, approached during the inspection, who felt uncomfortable about contradicting other parents in public. They had a strong desire to show a level of support for the school and the quality of the education that their children are receiving. The teaching of the eldest pupils during the inspection was found to be always at least satisfactory.
69. The contribution of parents to their children's learning at home and at school is good. Parents and other adults are encouraged to involve themselves in the life of the school, and many respond very positively. They help in the classroom and around the school as well as on school trips. In addition, parents are very supportive of the work that their children are expected to do at home. There is an active PTA that raises substantial amounts of finance in support of the school. The school values highly the contributions made by parents that enhance the children's learning and personal development.
70. Information to parents is appropriate. Parents continue to have very good access to teachers. As well as the day-to-day opportunities when delivering or collecting their children, regular newsletters are sent to parents each term to advise them of forthcoming events with appropriate reminders nearer the date.
71. The school prospectus and the governors' annual report to parents are informative and meet statutory requirements. Reports to parents are satisfactory. They are now computer-generated, and many contain much good information about what the pupils know and can do, and the progress that they are making. There is more detailed information provided for the older pupils. Reports also contain targets, although in too many cases they are very general, for instance when they encourage the children to maintain their previous good progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

72. The headteacher, staff and governors have worked hard to establish a school in which all feel valued and cared for. The headteacher, who teaches for half the week, manages the school effectively. Many procedures are in place that ensure the smooth and efficient running of the school. However, the leadership of the school lacks some purpose and direction in :-

- the monitoring and evaluation of standards, teaching and learning. The existing monitoring process provides the school with information that is used to determine priorities and actions, but there are insufficient checks to ensure that these priorities and actions are carried out and have the desired impact. As a result, there are many inconsistencies in practice throughout the school, for example teachers' planning, the marking of pupils' work, assessment practice and the implementation of the literacy and numeracy strategies;
 - the delegation of the roles and responsibilities of all staff. The role of the subject co-ordinator is being developed gradually; however, co-ordinators have not been given responsibility for monitoring and improving the quality of teaching. This results in inconsistency of practice throughout the school;
 - curricular planning. The school has curricular plans that allocate the content of the Foundation Stage Curriculum and the National Curriculum to year groups of pupils to ensure full coverage of the National Curriculum programmes of study. However, these plans are not critically reviewed and rely too heavily on QCA schemes of work and other published materials, without taking sufficient account of the needs and interests of the pupils at Frisby Primary School.
73. The aims of the school and its mission statement place great emphasis on the individuality of each child. By the promotion of Christian principles and moral values, as well as promoting good relationships and behaviour, the headteacher and staff have been successful in applying these aims, not only in the arrangements that they make to care for its pupils, but also by the care and support that the pupils show towards each other. This results in the very good standard of behaviour shown by the pupils. The school aims also state the intention to enable the pupils to achieve high standards. However, in the implementation of the aims, there is a lack of clarity in the way that the school will work together to bring about these aims.
74. The governing body is very supportive of the school and works well with the headteacher and staff in support of the pupils. Through holding appropriate meetings, by visiting the school, by carrying out observations, by writing and sharing reports and by inviting staff members to meetings, members of the governing body are aware of the strengths and many of the weaknesses of the school.
75. Governors have a sound understanding of the school's performance data and have applied this information to share with the headteacher and staff the responsibility for determining the school's priorities for improvement. Governors were well aware of the need to improve the standards in mathematics following the test results of 2001. They play a full part, also, in ensuring that funds are made available to enable these improvements to take place. An example of this is the recent appointment of an extra teacher in order to reduce class size and to raise standards. Governors also made available funds to improve the mathematics resources, which have played a part in the considerable improvements in standards that the school made in 2002. The governors, however, need to have better understanding of the strengths and weaknesses of teaching and learning throughout the school. They need to work with the headteacher to help to bring about the desired improvements and then monitor closely the progress that is being made.
76. The school improvement plan identifies many of the appropriate priorities in order to bring about whole-school improvement, for example, the need to develop the role of the subject co-ordinators and to establish pupil target setting throughout the school. Staff and governors are involved in determining the initiatives within the plan based upon an analysis of need. Each initiative within the plan identifies the persons responsible for delivering the plan, the success criteria by which the plan is evaluated, the costs and

the timescales. However, the plan contains insufficient detail about how the progress of each initiative will be monitored and evaluated, and the findings shared.

77. The monitoring undertaken by the headteacher is not frequent enough or sufficiently systematic. The headteacher has undertaken some monitoring of the quality of teaching and learning. However, the results of this monitoring are not used systematically enough, nor are plans determined or modified in order to bring about improvements. This monitoring, therefore, is having little impact upon improving the quality of teaching and learning. Teachers' job descriptions and subject policies indicate that teachers monitor standards within their subject responsibility but they have no responsibility for the monitoring of teaching and learning. This responsibility rests with the headteacher. In order to lead their subject well, they need to have a good understanding of the quality of teaching within their subject throughout the school.
78. The headteacher and the English and mathematics co-ordinators undertake analysis of the standards that pupils achieve. The results of this analysis are shared with staff and governors, and targets for whole-school improvements are set. Too little account then, is taken of the processes that need to take place within the school, to support teachers in order to plan and deliver learning programmes that will bring about continued raised standards.
79. The management of provision for pupils with special educational needs is satisfactory. Pupils' needs are assessed early and individual education plans drawn up for them that specify appropriate targets for their achievement. Apart from regular formal reviews of progress that involve parents and other agencies, there are informal discussions between the pupils' teacher and the special educational needs co-ordinator. Except for pupils with more profound needs, monitoring is not robust enough for the targets to reflect adequately the changing needs of pupils. Reports to parents do not always fully reflect the level of need of pupils or identify the gaps in their skills or understanding. The school's Special Educational Needs policy now includes the name of the special educational needs co-ordinator, (SENCO). This was missing at the time of the last inspection and was a key issue for improvement. The SENCO is provided with sufficient non-teaching time to undertake the role efficiently.
80. The school's induction arrangements are borne out by the way in which the new teacher and other staff have settled quickly into the life of the school and are making their contribution. The induction arrangements for the newly-qualified teacher were followed and the teacher received some effective and appropriate support and guidance. The headteacher has produced a very useful staff handbook which provides information for all staff. All staff and learning assistants undertake effective professional development. The headteacher carries out performance management interviews and, in discussions with staff, set targets for improvement. Professional development is determined following performance management interviews.
81. The governing body and headteacher determine the budget, taking due consideration of the desired developments and improvements. The great proportion of the school budget is determined by an analysis of need and priorities identified within the school development plan. However, some monies that are not wholly determined by an analysis of need are allocated to curriculum co-ordinators for developments within their subjects. The governors monitor any specific grants that the school might be given, for example, for small schools, information technology or for providing support for pupils with special educational needs. The school had a carry forward in its budget of approximately five per cent in 2000/2001. This surplus is about that recommended. Evidence was presented by the headteacher and governors that proved that the

principles of best value are applied, not only in the planning and carrying out improvement to the accommodation of the school, but also in the way the school compares its costs and standards with other similar schools, using comparative data provided by the local authority. A copy of the latest local authority audit was made available to the inspection team. The school's finances are well managed and administered, and the minor recommendations that were made following the audit have been carried out. The school purchases the services of a bursar from the local authority to support the school administration officer.

82. At the time of the inspection, the school was well staffed with appropriately-qualified staff to ensure that pupils received their entitlement to the National Curriculum programmes of study. Two teachers, the headteacher and a part-time member of staff, teach the eldest pupils in the school. Appropriate systems are in place to ensure that this does not hamper the pupils' progress. On the third day of the inspection, a member of staff was absent and the school was able to find, at short notice and during the inspection, a suitably-qualified supply teacher. Learning support assistants support the teachers effectively and play a full part in all aspects of school life. Lunchtime supervisors support pupils well and share responsibility for the good behaviour of children, both within the school and outside, during the lunchtime break.
83. The school building and grounds provide a suitable, safe and secure environment for all pupils. The classrooms, many of which are enhanced with displays of work which support pupils' learning, are of an appropriate size. One class is taught in a mobile classroom, close to the school and adjacent to the playground. Two classrooms are enhanced by and benefit from an adjoining practical area. These were used appropriately by pupils for art. The accommodation has recently been extended to provide a separate classroom for the Under Fives and Reception children. This was not available at the time of the last inspection. The provision of a classroom for the Reception children was a key issue from the last report and has therefore been achieved. Other rooms in the school have also been extended to provide extra space for the pupils to work. The school has also improved the library facilities available for its pupils. Appropriate furniture has been purchased, books have been re-catalogued, and the pupils have been provided with study facilities. For a part of the week the library is used for peripatetic music tuition. However, sufficient improvements have been made.
84. The school has a small hall that is used for physical education, music and assemblies. The hall is very small which makes it difficult for some physical education activities to take place, particularly for the eldest pupils. The school is generally in good decorative order and provides sufficient opportunities for the broad curriculum. The outside accommodation is good. The attractive grounds are used and looked after well. A field, a nature area and sufficient playground space, including a soft play surface, provide opportunities for all the pupils to enjoy.
85. Resources to support learning are generally adequate. The school has recently increased the number of computers available to the children. Resources for the youngest children in school are sufficient to provide them with suitable opportunities for play.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

86. To improve further the quality of education and standards of achievement, the governors, head teacher and staff should:
- (1) **Improve the leadership of the school so that it provides greater**

purpose and direction in order to:

- ensure that improvement initiatives are being implemented and that the desired outcomes are being achieved;
- establish a rigorous and systematic process for the monitoring of teaching and learning that results in improvements to the quality of teaching; and
- ensure that there is consistency of good practice across the school with regards to curricular planning, marking and assessment practice.

(Please refer to paragraphs 62, 72, 73, 75, 76, 77, 78, 79, 94, 125, 126, 141, 157, 163, 167, 175, 188, 200)

(2) Improve the quality of teaching, particularly for the class with seven and eight year olds, by:

- improving the quality of teachers' day-to-day planning;
- ensuring that all lessons have a very clear purpose which is shared and understood by the pupils;
- making better use of the time available for teaching;
- providing a range of activities that meet the needs of all pupils;
- raising the expectations of the teachers of what pupils can achieve; and
- increasing the teachers' knowledge and understanding of the ways in which pupils learn.

(Please refer to paragraphs 39, 45, 137, 139, 148, 149)

(3) Improve the quality of day-to-day assessment by implementing assessment strategies that effectively track the learning experience and achievements of individuals, so that:

- teachers' assessments can be used diagnostically to identify the specific learning needs and interests of individual pupils;
- lessons can respond more flexibly to pupils' learning needs by providing for a greater range of learning and teaching styles; and
- marking procedures, including the feedback provided for pupils during lessons, can help them to become more aware of their own learning needs and progress;

(Please refer to paragraphs 59, 60, 92, 155)

The governors, headteacher and staff may also wish to consider the following minor issues:

- Provide further opportunities for pupils, particularly the older pupils, to participate more fully within lessons by increasing the opportunities for pupils to investigate, to be creative, to be independent thinkers, to respond to and pose questions, to describe their thinking and to be fully engaged in their learning.

(Please refer to paragraphs 38, 109, 112, 114, 124, 134, 137, 153, 162)

- Review the planning of the curriculum and teachers' timetables in order to ensure that all aspects of the Foundation Stage Curriculum and subjects within the National Curriculum receive appropriate time.

(Please refer to paragraphs 46, 47, 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	18	19	1	1	0
Percentage	2%	9%	41%	43%	2%	2%	0%

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. As there is a small number of lessons please note that each lesson accounts for approximately two per cent.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		108
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		8

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.8%

Unauthorised absence

	%
School data	0%

National comparative data	5.6%
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National comparative data	0.5%
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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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	14	14	15
Percentage of pupils at NC level 2 or above	School	93 (95)	93 (95)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	93 (95)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	2	6	8

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	7	6	8
Percentage of pupils at NC level 4 or above	School	88 (100)	75 (90)	100 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
	Total	6	6	7
Percentage of pupils at NC level 4 or above	School	75 (100)	75 (90)	88 (100)
	National	72 (70)	74 (72)	82 (79)

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

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	106	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

Teachers and classes

Financial information

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	19.27:1
Average class size	21.6

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	69

FTE means full-time equivalent.

Financial year	2001-2002
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	£
Total income	283,594
Total expenditure	273,595
Expenditure per pupil	2,606
Balance brought forward from previous year	5,446
Balance carried forward to next year	15,445

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	108
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	0	2	0
My child is making good progress in school.	53	45	0	2	0
Behaviour in the school is good.	45	51	0	4	0
My child gets the right amount of work to do at home.	28	49	17	4	2
The teaching is good.	60	38	0	2	0
I am kept well informed about how my child is getting on.	34	57	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	26	11	0	0
The school expects my child to work hard and achieve his or her best.	66	32	0	2	0
The school works closely with parents.	32	57	6	2	2
The school is well led and managed.	17	68	2	6	6
The school is helping my child become mature and responsible.	64	32	0	0	4
The school provides an interesting range of activities outside lessons.	57	36	4	0	2

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

87. The school admits children into reception provision once a year. The eldest children attend full time and therefore receive three complete terms of Foundation Stage Curriculum. The youngest children attend mornings only for the autumn term and full time in the spring and summer terms. All children have two terms of reception provision before embarking on the National Curriculum as a Year 1 pupil. Children are well supported by staff when starting school through a carefully structured induction programme and good links with the local pre-school nursery. Most children have attended the local pre-school provision and are familiar with the village school through older siblings and/or friends.
88. The small cohort of pupils means that attainment on entry can vary significantly from year to year, but is most often above average. By the time children enter Year 1, most are comfortably achieving the Early Learning Goals in all areas of learning, and several are demonstrating attainment within the National Curriculum at Level 1 in many subjects. Children make good progress. In well-structured activities with high expectations from teachers, many do better than expected for their age, especially in personal, social and emotional development, communication, language and literacy, and mathematics. There are also pockets of attainment in knowledge and understanding of the world, creative development and physical development that are above national expectations.
89. The quality of provision for the Foundation Stage Curriculum is broadly satisfactory. Provision for adult-directed activity and formal skills development is good. Carefully-structured tasks with clear learning objectives, skilfully developed by staff who know children well, help to promote good progress. However, curricular plans do not provide well for the pupils' access to mobility, choice and free-play. There is an over emphasis upon too limited a range of direct-teaching styles, with too few opportunities for pupils to direct their own learning and follow their own interests. There is a strong emphasis upon the development of literacy and numeracy skills, especially for the youngest, part-time children who only attend the morning sessions when literacy and numeracy lessons occupy the bulk of the timetable. Teaching staff work effectively as a team, sharing responsibilities for planning, behaviour and resource management. However, during the inspection period, the qualified teacher worked mostly with the Year 1 pupils, whilst the teaching assistant worked with the reception pupils. In this way, opportunities were lost when children might benefit from a range of expertise.
90. Overall, the quality of teaching observed was at least satisfactory, with much good teaching. Half of all teaching was good. There was no unsatisfactory teaching. Adult-directed activities promote good behaviour and are well matched to the children's needs and interests. In most activities, good use is made of practical resources, although children are too rarely provided with unstructured opportunities to experiment and explore these resources without adult direction. When children are given access to free-play, this is usually as a time-filling activity when they have completed set tasks. Free-play is rarely supported by adults in a facilitative role. There are too few links between the good quality, teacher-directed activities that introduce new knowledge and skills, and free-choice activities that enable children to use and make sense of this new learning through 'meaningful play'. Currently the outdoor curriculum is timetabled only when teachers take their adult-directed tasks out into the playground. For example,

using the playground space to paint a large, imaginative play frame; taking a dance lesson outdoors; and doing a numeracy activity using apples and wheeled toys. All of these activities make good use of the outdoors, help to make the teacher-directed tasks more interesting for the children and engage their gross as well as fine motor skills. However, there are no clear links between the activities indoors and out, and too few opportunities for children to engage in 'free-flow play', using the outdoor environment as a natural extension to the indoor curriculum.

91. Children are happy and enjoy school. They respond well to the high expectations of behaviour and are eager to please, but there are too few opportunities for creativity and learning independence. Children mostly work with commitment and enthusiasm at their tasks, although lengthy literacy (and sometimes also numeracy) lessons can exhaust their efforts. Adults demonstrate care for the children's wellbeing and at all times respond sensitively to their needs and interests. All children feel valued. In this calm, organised and purposeful environment, children with special educational needs make good progress. Through clear and well-structured descriptions, explanations and questioning, teaching staff set children high challenges and they work hard to complete tasks and achieve these goals. In these circumstances the most-able children also make at least steady progress and develop well a sense of their own learning needs and achievements.
92. Assessment practice in the Foundation Stage is broadly satisfactory. Assessments are appropriately linked to the Foundation Stage Curriculum through the Early Learning Goals and Stepping Stones. Small-sized classes mean that teachers know their pupils well and these informal assessments are used incidentally to inform curricular content. However, there is too little recorded detail in the form of systematic observations associated with an individual child's learning styles and interests, as well as their achievements. Most assessment is in the form of checklists of attainment. Whilst these are comprehensive and thorough, they do not help teachers to set specific learning targets for individual children that can be reinforced through children's free choice and free-play activity.
93. Parents are routinely invited to come into the reception unit to help out. Last year, all parents of reception children took up this offer. Parents are also invited to contribute their experiences, skills and interests to complement the Foundation Stage Curriculum. During the inspection week, a parent came into school to talk about her remembered experiences of going to the seaside when she was a child. This was linked to a topic on 'changes over time', developing the history element within the knowledge and understanding of the world area of learning. Parents are supportive of their children's learning and regularly help out when reception children are taken on visits out of school or when their children bring home tasks and requests. The reception team could do more to encourage parents to come into school to play alongside their children on a regular basis and as an incidental part of normal provision.
94. There is no Foundation Stage co-ordinator or a Foundation Stage governor. Currently, the management and organisation of the Foundation Stage Curriculum falls to the class teacher. This is a significant role with considerable resource implications since the Foundation Stage is now a key stage in its own right, with a curriculum distinctly different from the National Curriculum. The monitoring and evaluation of the quality of teaching, learning and curricular provision is undertaken informally by the teaching staff working directly with the children. They demonstrate a strong drive for excellence and work hard to achieve this goal.

Personal, social and emotional development

95. The provision for personal, social and emotional development of the children is good. Children settle well into school; most are developing well their sense of achievement and self-worth. They co-operate well with each other in a range of different groupings and situations. They share equipment willingly and take turns, for example, when sharing the wheeled toys in the playground.
96. Children have positive attitudes to learning and join in most activities with enthusiasm. Occasionally, children find the emphasis upon paperwork recording activities and literacy and numeracy skills development demotivating. In this, as in most other situations, they persevere and invariably do their best. They listen carefully to each other and to teaching staff and are sensitive to the needs of other children, showing concern for their welfare and a good understanding of right and wrong.
97. Most children dress and undress themselves quickly and efficiently. They manage buttons and zips and independently solve their own difficulties. They demonstrate good personal independence, such as putting on coats at home time, changing from outdoor shoes into plimsolls, putting on aprons and washing hands during art activities. However, there are too few opportunities for children to develop as independent learners, to make choices and initiate their own activities. When given the opportunities to do so, children demonstrate that they can make sensible decisions and play purposefully.
98. Teaching is consistently at least satisfactory, and sometimes good. Relationships of trust and respect between teachers and children help to build confidence and independence, and encourage the children's active involvement in teacher-directed tasks. Enthusiastic teaching promotes a commitment to learning and an enquiring mind.

Communication, language and literacy

99. Children listen attentively to adults and enjoy their stories, songs and rhymes; teachers listen carefully to the children and value their contributions. Consequently, children readily engage adults in conversations and enjoy sharing stories and books with them. They handle books well and understand that print carries meaning. Most children predict what will happen next in a story, finish a sentence read by an adult, using picture clues and knowledge of the story, and many children recognise at least some familiar words. The most-able children use their knowledge of phonics and initial sounds, to help them to read unfamiliar words; they read simple reading scheme books with understanding.
100. Teachers give children many opportunities to experience books and they demonstrate a knowledge of story structures, beginnings and endings. They share books with enjoyment and readily talk about personal experiences linked to the content of stories and pictures.
101. Most children are confident 'emergent writers'; they make meaningful marks on paper which sometimes contain recognisable letters and, occasionally, words. They retell stories and know the names as well as sounds of several letters of the alphabet. Most children can identify and write their own recognisable name.
102. Children follow a series of instructions and, during the inspection week, demonstrated an ability to use and apply these well in both a mathematics activity and a physical education lesson. They readily learned new vocabulary to do with Jewish harvest

(making a Sukkoth) and found their own words to describe a foam printing activity – ‘bobbly’; ‘bubbly’; wibbly-wobbly. In a PE lesson, the children confidently followed the teacher’s instructions as they engaged in warm-up exercises and moved around the room.

103. There are many examples of print around the classroom, including books. Communication, language and literacy are integrated well across the curriculum, given strong emphasis, and teachers effectively teach to the National Literacy Strategy guidance. As a result of good teaching, children make good progress in all aspects of this area of learning, especially reading. Children regularly take their reading books home. Most children regularly share their books with their families at home and this helps to promote the high reading standards. In all literacy activities, teachers set high standards and have high expectations, to which the children respond with commitment. Very good use of questioning encourages children to express themselves in detail in a wide range of situations and to a variety of audiences.

Mathematical development

104. Children make good progress in this area of learning. By the end of the Reception Year it is expected that most children will have attained the Early Learning Goals for mathematics, and many will have exceeded them. There are good opportunities for children to learn numbers through songs, rhymes and practical activity. Numeracy skills are integrated well across the curriculum and are reinforced through games and stories. For example, a delivering-and-receiving game encouraged children to count out apples and to carry them on their wheeled toys to different delivery points around the playground, identified by numbered traffic cones. Teaching staff teach well to the National Numeracy Strategy guidance; mathematics is given strong emphasis in curricular plans. Children learn to count to ten and beyond; many count to 20 and match groups of objects to number names. Many children recognise numerals 1-5 and use everyday words to describe position. The more-able children accurately estimate groups of objects to at least 5 and are beginning to count on with confidence.
105. Most children recognise and name some common, regular shapes and match and sort according to two or more criteria. Through activities such as printing with rectangular sponges they learn about pattern making. Children enjoy mathematics and, as in all tasks, they concentrate well. Through the National Numeracy Strategy, this area of learning is taught well. Daily numeracy activities are taught with enthusiasm and made interesting through good quality resources. In all activities, adults encourage children to match, sort, order and count when opportunities arise incidentally. In this way, mathematics is made an important part of the children’s everyday lives.

Knowledge and understanding of the world

106. Several children’s skills in information and communication technology are well developed. They are confident in using the computer and demonstrate an awareness of its capabilities. The computer is often on in the classroom, but is not always in use. Too often, adults are busy with teacher-directed tasks and too little attention is paid to encouraging children to use the computer as a natural extension to their other activities.
107. Children are regularly given opportunities to use natural materials such as sand, water and soil. They have access to construction apparatus and materials for designing and making. Too little opportunity is provided for children to experiment and explore the natural world without adult involvement or direction.

108. Children show curiosity and interest about the world in which they live. They recognise and name a variety of different fruits when working with a parent to make a fruit salad. They consider carefully similarities and differences and talk about size, colour, shape, texture, smell and taste. They show an awareness of growing things, identify seeds within the fruit and explain how the seeds will grow to make new fruit. Adults work hard to encourage children to develop their thinking as well as their knowledge and introduce them to new vocabulary and terminology whenever possible. For example, children were asked to consider the difference between a big seed in a peach, (a peach stone) and a small seed in an apple, (an apple pip).
109. The quality of teaching in this area of learning is satisfactory; it is good in those aspects to do with knowledge but there are too few opportunities provided to support children in their independent investigations and explorations. Teaching staff select well class topics that stimulate interest and provide a context for the children's learning of the world around them; good use is made of practical, real-life resources to support carefully structured teacher-directed activity. Some opportunities to integrate computers into other, more practical activities are lost and children are not sufficiently encouraged to be creative, independent learners.

Physical development

110. Children handle a wide range of materials and tools, such as printing sponges, plastic knives and writing implements, with control and increasing confidence. They are given opportunities to use materials such as water, sand and flour to pour, stir, mix and spread. These activities help children to develop their hand-eye co-ordination and help them to refine their small muscle movements. Most children have developed good, fine-muscle control and make accurate and purposeful marks on paper and manipulate small objects and tools with precision.
111. In physical development lessons in the hall, children show a good awareness of space and control of their bodies. Most run and jump with confidence. Many are just beginning to skip fluently. On the climbing apparatus in the playground they climb, swing and balance with confidence. Children demonstrate an awareness of how their bodies change when they exercise, such as faster breathing and increased body temperature.
112. Overall, teaching in this area of learning is satisfactory. Teaching of fine motor skills development is good, teachers provide children with the time and attention they need to practise and persevere in these activities, and this promotes precision. However, there are too few timetabled opportunities for children to be developing and exercising their large muscles and gross motor control through regular and unrestricted access to the outdoors as a natural extension to the indoor learning environment.

Creative development

113. There are opportunities for children to develop their creativity through teacher-directed tasks and through (limited) free play opportunities. In teacher-directed tasks, children are encouraged to make decisions about what resources to use and what they want their end product to look like. However, there are few opportunities when children can choose freely exactly what they want to do, when and for how long. They are encouraged to make up stories and to think imaginatively about the pictures they make with crayons, paints, paper and glue. Children learn a range of rhymes and songs and they enjoy singing. Occasionally, the children are encouraged to engage in imaginative

role-play, as when playing in the Jewish Sukkoth. Over time, children have access to a wide range of different materials (such as sand and flour paste) and tools (such as plastic knives for cutting fruit). Most importantly, there is too little opportunity for them to spontaneously act out, model or represent the scenarios and relationships in their lives that are of significance to them. During the inspection, when children had access to spontaneous play, this was usually towards the end of a session, when adult-directed tasks had been completed more quickly than expected, or as a 'treat' following formal skills work.

114. Teaching in this area of learning is unsatisfactory. Positive and supportive adult-child relationships help to build the children's confidence in their own ideas and perceptions. However, there are too few opportunities for these young children to put their creative ideas into practice. Adult-directed tasks help children to develop information and skills, but children are not provided with sufficient opportunity to use these to further their own learning and to develop their creative impulses.

ENGLISH

115. National test results in reading and writing for seven year olds in 2001 were well above the national average for all schools, with a greater percentage of pupils at this school achieving the higher levels of attainment in both areas. In comparison with similar schools, performance in both reading and writing was also above average. Results are similar for the 2002 national test results, with results being well above the national average for all schools, although standards in writing are lower at the higher level of attainment (Level 3) this year. Standards of attainment have remained above the national average over the past three years. During this time, there has been a year-on-year improvement to reading standards in national test results for seven year olds, but a decline in writing standards at Level 3. The longer view shows that writing standards have improved since 1998, but fell sharply in 2001. There is some evidence that girls do significantly better than boys in reading and writing tests. Given the small cohort of pupils over these years, these variations may not be entirely representative. Standards in writing in the school have improved at a faster rate than the national improvement rate. Standards in reading have also improved at a faster rate than the national improvement rate. Overall, the school maintains high standards in both reading and writing for pupils at seven years of age.
116. Performance in the national tests for eleven year olds in English in 2001, was not representative due to a cohort of less than ten pupils. Results in 2001 were below expectations for pupils in comparison with their prior attainment. Despite this, standards have remained above the national average over the past three years. The school's performance in the national tests in English in 2002 show considerable improvement with no pupils achieving below the national expectation and a significantly greater percentage of pupils at this school achieving the higher Level 5. Again, due to the small cohort of pupils, these results may not be representative. This is especially the case for Year 6 results, since some pupils leave the school before the end of Year 6 as they transfer into the private education system. Results for eleven year olds are similar to those for the seven year olds in that they are improving at a faster rate than the national rate of improvement. Overall, the school maintains high standards in English for pupils at eleven years of age.
117. Speaking and listening skills for pupils in Year 2 are mostly good for their age. Most pupils listen carefully to what is said to them by the teacher and other adults in the class; they ask and answer questions about topics that have recently been discussed. Many pupils express their needs well to seek further information when they are unclear

about what is expected of them. When asked by the teacher, they make choices and give reasons for these choices, and they offer their own opinions appropriately. For example, when sharing a book with an adult, Year 2 pupils of all abilities were able to discuss the story, ask questions and communicate effectively similar experiences they have had, using vocabulary well to describe their feelings as well as the practical experience. Throughout the school pupils talk with confidence about what interests them and the processes involved in the work they have undertaken. In group work, they are prepared to listen to each other's views and to discuss possible approaches and outcomes. In a Year 6 lesson, pupils worked well together in pairs, discussing the contents of a newspaper report and considering words that would create a desired emotional response to what was read, such as humour, sadness and anger. Good standards of speaking and listening are promoted throughout the curriculum by many and regular opportunities for pupils to work together in small and larger groups. Occasionally, pupils' progress is enhanced by more structured opportunities for the use of language by the older pupils. For example, in the Year 5 and 6 class, pupils are encouraged to give a talk to the rest of their class about a favourite topic. They plan this presentation before engaging in the 'public speaking'. There are too few opportunities of this sort available to pupils on a regular basis to encourage the development of the higher order speaking and listening skills such as persuasion, negotiation and mediation.

118. Standards of reading at age seven are good. Higher-attaining pupils read fluently and accurately, with expression, and even the lower-attaining pupils are mostly operating at the national average. By seven years of age, pupils have acquired a wide range of successful reading strategies, including phonics, reasoning, prediction, picture clues and contextual clues. They enjoy the books they read and identify the title and author. Throughout Years 1 and 2, pupils take their books home on a daily basis and most pupils declare that they read at home to an interested adult most days. On-going assessment of reading is inconsistent, although most teachers make at least some observational comments about the strategies pupils use. The more-able readers have already developed an interest in a favourite author and name other books by that same author. All the pupils, without exception, enjoy reading to an adult and will readily engage in a meaningful conversation about the content of the story. By seven years of age most the pupils consider themselves to be 'successful, developing readers'. This good progress continues between Years 3 and 6. By Year 6, standards remain above average and pupils have continued to develop good phonic and reasoning skills. They are beginning to demonstrate skilful deduction and inference from a variety of texts. Most pupils read confidently their own selected 'private readers', many of which are brought from home. They form opinions about the plot and characters and compare books by the same author, having established some firm favourites. Pupils know the difference between fiction and non-fiction books and explain how to access books from the school library. However, a few pupils need more guidance on the self-selection of texts from their class libraries, since they are reading books that are either too easy or too hard. Not all class libraries are appropriately catalogued to indicate the difficulty of the texts. By Year 6 pupils have developed well the decoding skills, but their reading with expression is not always so well refined.
119. Overall, standards in writing are good. In Year 2, pupils begin to write with confidence. They make good, imaginative efforts to produce short, narrative pieces of text. Handwriting is usually neat, but not always joined up. Attempts to spell new or unfamiliar words show an increasing awareness of spelling conventions and they are usually phonically regular. Writing in Years 1 and 2 is characterised by structured literacy skills development, often linked to worksheets and adult-directed tasks. There are too few opportunities for pupils to regularly engage in extended creative writing.

Pupils are encouraged to retell events and stories, to write lists, make notes and occasionally to compose letters and messages. There is a good range of writing, including diaries, postcards, newspapers and poetry. Many of these activities are compiled into class books, and there are good links across the curriculum with subjects such as science, history and geography. In Years 3 to 6, pupils produce short, well-presented pieces of writing in response to topics selected by the teacher. By Year 6, pupils are writing with confidence and fluency. Workbooks demonstrate at least satisfactory progress between Years 2 to 6, and good progress in Year 6. Standards are lower as a result of lower expectations in Years 3 and 4, where presentation skills are also often underdeveloped. The quality of written work is considerably lower in the Year 3/4 class than elsewhere in the school. This impacts upon the pupils' progress, although good progress in much of Year 5 and throughout Year 6 helps to compensate. By the end of Year 6 written work shows care and attention to detail, self-correction, neat presentation and work by the higher attainers that is well sustained. As in Years 1 and 2, the range of writing in Years 3 to 6 is broad, with some good opportunities for purposeful writing. For example, Year 5 and 6 pupils wrote a letter to a local councillor to complain about global and/or local environmental issues. However, once again there tends to be too little attention paid to opportunities for pupils to engage in extended, creative writing and to use their written work as a means of self-expression, through which they are able to develop their own unique styles and identity.

120. By the end of Year 2, standards of attainment in English broadly match the standards pupils achieve in mathematics and science, although standards in reading are often higher. By the end of Year 6, standards of attainment in English broadly match the standards pupils achieve in mathematics, but are slightly lower than standards in science. Throughout the school standards in English are comparable with those achieved in mathematics, although writing standards are often lower than reading and numeracy. The inspection team found no significant difference in the attainments of girls and boys. Good standards of literacy help to promote the pupils' learning in other subjects. For example, in a history lesson with Year 4 and 5 pupils, they were encouraged to take notes during a video presentation about World War II for later historical analysis and interpretation.
121. Across the school, pupils with special educational needs make good progress in their reading and writing skills. They are well supported by learning support assistants. Teaching that is well matched to the National Literacy Strategy develops learning incrementally and offers much reinforcement and practice through the repetitive structure of the daily literacy hour. The more-able pupils make at least steady progress, with some good progress at the lower end and top end of the school.
122. Pupils demonstrate positive attitudes to their daily literacy lessons and mostly work with commitment at the tasks set for them. They readily contribute to group and class discussions and presentations. Their good speaking and listening skills help to promote learning across the curriculum. They are eager to please their teachers and show pride in their work. During some of the more routine literacy lesson tasks, pupils lack energy and enthusiasm as a result of the repetitive nature of predictable skills development routines. A few of the younger pupils occasionally find concentration difficult when lessons extend well beyond the hour. Too often, pupils lack opportunities to develop tasks creatively, to work with independence and to gain insight and self-knowledge of their learning. This is especially the case for the older pupils, many of whom are able to refine their own skills through self-reflection and evaluation of their own work.
123. The National Literacy Strategy has been fully implemented by the school. Each class

across the school has at least a full hour assigned daily to literacy, usually in the morning. In addition, there are reading sessions, story-times, circle time discussions and writing tasks associated with other subjects. For some of the younger and less-able pupils this heavy emphasis upon literacy skills is demotivating. Most classes teach only literacy and numeracy during the mornings. This generates time slippage as lessons, originally intended to last only one hour, expand to fill the time available before break time or lunchtime. As a consequence, the time available is not always used most effectively, learning intentions can be forgotten and the pace of learning can be slow. For example, in a class with Year 3 and 4 pupils, too much time was spent on worksheet tasks that most pupils could complete without challenge and which pupils were then required to 'copy out'. The latter was intended as a handwriting exercise, but the pupils were given no guidance on how to improve their script and, for most pupils, this became a time-filling activity. By contrast, in a brisk lesson with Year 4 and 5 pupils, the teacher broke the lesson down into small, progressive steps and gave the pupils clear time limits that kept them on task and motivated. On balance, provision for pupils with special needs is good, they mostly receive good support for the development of basic literacy skills through daily literacy lessons; learning support assistants provide additional motivation and help to build confidence.

124. Curricular plans reflect the school's strong commitment to the National Literacy Strategy guidance, and teachers' lesson plans are well-matched to the age-related learning targets contained within the Strategy. Whilst this secures progression, teachers do not often sufficiently adapt these objectives to better reflect the particular needs and interests of the pupils in their class. Teacher assessments rely too heavily upon summative assessments through reading, spelling and writing tests; they lack the detailed observational commentary that would enable teachers to design a lesson that better reflects the pupils' interests and cross-curricular experiences. Computers are used most often to word-process written work, especially for the lower attainers. There are also some reading/phonic programmes available for the younger pupils. Opportunities are sometimes missed for older pupils to use the computer as a design tool to support and extend their written work. For example, Year 5 and 6 pupils writing a newspaper article were not encouraged to design the article on the computer and to explore the font style, size and layout for best effect. Occasionally, individual lesson plans lack clearly-defined learning objectives and/or do not reflect a good relationship between the learning intentions and the tasks set.
125. Overall, the quality of teaching is satisfactory. In just over one third of lessons the teaching of English was good. There was no unsatisfactory teaching. It is better in Years 1 and 2 than in Years 3 to 6. In half of all lessons in Years 1 and 2 the teaching was good. Where teaching was good, teachers maintained high expectations, taught well the basic skills, managed the pupils well and demonstrated a good knowledge and understanding of the English curriculum. Close adherence to the National Literacy Strategy supports teachers' subject expertise. The quality and use of assessment is a weakness across the school. Whilst most teachers track informally the pupils' achievements as they work through their literacy lessons, there is too little detailed recording of the pupils' specific achievements and interests and too little use of this information to adapt and modify lesson plans. Where teaching was less effective, teachers relied too heavily upon too narrow a range of learning and teaching strategies and failed to make activities interesting and relevant to the pupils in their class. Marking is inconsistent across the school. Too often, marked work does not refer appropriately to the learning objectives for the lesson and fails to provide pupils with feedback they can use to improve their work.
126. The curriculum co-ordinator is fully committed to the development and improvement of

the subject, but as yet, procedures for systematic monitoring and evaluation are not fully established. The role of the co-ordinator is not fully developed and leadership of the subject relies too heavily upon National Literacy Strategy guidance. There has recently been a review of test results, leading to a change of emphasis within literacy lessons across the school to give greater emphasis to the teaching and learning of comprehension skills. However, there is too little systematic monitoring of the quality of teaching, curricular planning and pupils' workbooks. Target setting has taken place, but this is primarily informed by end-of-year test results, rather than based upon teacher assessments of the attainment and progress of individual pupils as they develop over the year.

127. Resources for the teaching of literacy are satisfactory. Topic-boxes and non-fiction texts, on loan from county library services, complement the school library. The school library also provides access to a computer for personal study and research. During the inspection, no pupils were observed to use the school library. Each classroom has its own fiction library. The range and number of books is satisfactory and, during a normal week, pupils from Year 5 and 6 would be encouraged to access literature from the library as part of normal class lessons.
128. Overall, improvement since the previous inspection is satisfactory. The successful adoption of the National Literacy Strategy has helped to support teachers' lesson planning and promotes the use of specific learning objectives linked to individual lessons. However, some lessons place too much emphasis on skills practice and lack originality and creativity. The library has been reorganised and library stock has been revised and re-catalogued.

MATHEMATICS

129. In the national tests in 2001, the percentage of pupils reaching Level 2 or above at the age of seven was above the national average, and the percentage reaching the higher Level 3 was close to the national average. Overall, the test results were above the national average. When compared to similar schools, the school's performance in the mathematics test was close to the average for similar schools. Whilst the proportion of pupils who achieved the Level 2 and above was very high, those achieving the higher Level 3 was below the average of similar schools. Results for 2002 show an improvement from the previous year, particularly in the proportion of pupils achieving the higher Level 3. Provisional comparisons with national indicators suggest that results remain above the national average. Over the previous three years, standards at the age of seven have risen at a rate close to that of the national rate of improvement.
130. In the tests for 11 year olds for the year 2001, the percentage of pupils reaching Level 4 or above was close to the national average, whilst the proportion of pupils achieving the higher Level 5 was well above the national average. Overall, the test results were close to the national average but below the average for similar schools. After a period of steady improvement over the previous three years, standards fell back in 2001, with results that were lower than they had been in previous years. It must be noted that the number of pupils taking the test in 2001 was small; caution must therefore be exercised when comparing attainment from year to year. However, standards in 2002 show a marked improvement from the previous year with nearly all pupils achieving the expected level of attainment. A high proportion of these pupils attained the higher Level 5. Provisional comparisons with national indicators suggest that standards for 2002 are well above average.
131. The school met the targets set for pupils at the age of eleven in 2001, and exceeded

those set for 2002. Girls results by the end of both key stages have been significantly higher than those for boys, although once again care must be taken when interpreting these data as the numbers of pupils concerned are small. Within mathematics, pupils with special educational needs are supported well and make steady progress.

132. The implementation of the National Numeracy Strategy has been generally successful overall, and has contributed to pupils taking a more active part in mathematics lessons. The three-part lesson pattern is soundly established. Medium-term planning is satisfactory as the school is using the numeracy strategy framework, which has been modified by the Local Education Authority, in order to support those schools who have classes with pupils from more than one school year. Short-term plans vary significantly and range from poor to good. The poor plans do not indicate with sufficient clarity the teacher's intentions for the lesson, nor do they take account of the range of prior attainment within the class, particularly the most able.
133. By seven years of age, pupils are becoming confident with mental arithmetic. This is supported by the importance given to practising addition, subtraction and multiplication facts and the opportunities given for talking about number patterns and relationships. Pupils make steady gains in their ability to add and subtract single and double digit numbers, and up to 100 for the more able. Most pupils understand that subtraction is the inverse of addition and apply this knowledge in order to make number sentences. Their increasingly secure grasp of the relationship between numbers and their flexibility with addition and subtraction is significantly enhanced through interesting mathematical activities. Examination of pupils' work in books shows that pupils are developing their own informal strategies for calculation and, by the age of seven, have an understanding of simple fractions, e.g. $\frac{1}{2}$, $\frac{1}{4}$ and can use them to find fractions of shapes and numbers. They are also developing an understanding of lines of symmetry in shapes. The standards achieved by pupils by the age of seven are above those usually seen.
134. By the age of eleven, pupils are developing a range of mental strategies, including, partitioning and chunking, for calculating with different numbers and operations. Their work is generally accurate as many pupils have a secure recall of basic number facts. Older pupils use efficient written calculation methods to solve word problems involving large numbers. In Year 6, pupils show an increased understanding of how to reduce a fraction to its simplest form by cancelling using common factors. Pupils across the key stage collect and interpret data, using charts and graphs appropriately to display their results. Pupils' attainment in mathematics, particularly their knowledge of numbers, shape and space and measures, is above that usually seen. However, there are too few opportunities provided for pupils to apply the full range of their knowledge and skills when undertaking investigations and problem-solving activities, and this aspect of their mathematical learning whilst satisfactory, is less secure than their ability to calculate.
135. Information and communication technology (ICT) is used appropriately to support the teaching of mathematics, as observed, for example, in Years 4, 5 and 6, and this promotes further enjoyment of the subject and increased gains in pupils' skills, knowledge and understanding.
136. Throughout the school pupils usually show interest and involvement in their work. Many pupils work enthusiastically and complete homework that is set. When given the opportunity they work collaboratively and co-operate well. Classes are generally well managed and teachers have a good rapport with pupils. Pupils usually behave well in lessons, though in one lesson in a class of Year 3 and 4 pupils, behaviour deteriorated as a result of being left too long without input from the teacher. Pupils' eagerness was

also dampened when lessons were overlong. Several numeracy lessons observed lasted 75 minutes, which is considerably longer than recommended by the National Numeracy Strategy. When this happens, the pace of learning slows significantly and pupils lose motivation.

137. Teaching of mathematics ranged from very good to poor, although overall it was satisfactory. Throughout the school, basic numeracy skills are taught appropriately, and whole-class mental arithmetic work at the start of each lesson is challenging in many lessons. Most teachers have a secure knowledge of the subject. However, they do not always have clear expectations of what pupils can achieve, particularly in the main part of the mathematics lesson. As a consequence, there is too great a disparity between teachers in the levels of challenge in work for pupils of different abilities. The more-able pupils are not infrequently given tasks which do not sufficiently challenge their mathematical thinking. Generally, teachers' questioning is effective in encouraging pupils to reason and think; many questions are followed with subsequent questions which encourage pupils to explain their thinking. Plenary sessions at the end of lessons are too variable in quality; in one lesson, the plenary had no real purpose, whilst another was too short. Some are of good quality at both key stages.
138. There was an example of very good teaching where pupils' abilities were taken fully into account, and tasks were set which closely matched their learning needs. In this very good lesson in the Year 4 and 5 class, the teacher had produced a very good plan that took account of the two year groups in his class and also displayed his knowledge of what the pupils knew, understood and could do. At the beginning of the lesson the teacher focused on the revision of pupils' multiplication facts. The teacher set the activity within a game; this resulted in high levels of pupil participation and interest. The teacher asked a range of questions well matched to the capability of the pupils. The teacher made very good use of errors. For example, when a pupil answered that $9 \times 3 = 37$, he asked the pupil what 10×3 was; the pupil very quickly realised the error and gave the correct answer to the question. In the main part of the lesson, the focus was on determining strategies for halving and doubling. Very effective questioning and an insistence upon asking pupils to explain their thinking as well as giving the answers resulted in pupils developing their understanding of what was an appropriate strategy. The teacher had a very good understanding of pupils' prior knowledge and matched the learning tasks to the pupils' needs very effectively. This provided very good challenges for pupils of different abilities, particularly the most able whose learning was further extended through increasingly more complex examples. The teacher made regular reference, throughout the lesson, to what the pupils were learning, and during the plenary session, by effective questioning, the teacher ensured that most pupils left the lesson very aware of what they had learnt.
139. The poor lesson, in contrast, was poorly planned and, as a result of very little teaching, the pupils made poor progress. The planning did not identify what it was that the teacher intended the pupils to learn as a result of the lesson, neither was there any indication within the plans of the range of pupils' prior attainment within the class. The teacher's explanations were not always clear, which resulted in some confusion amongst the pupils. Few had a clear understanding of what they were learning though most did complete the activity. The teacher spent most of the lesson working with individuals. As a result, when pupils had completed the task set they spent considerable time in a line waiting to talk to her. This wasted much time and it was at these moments that the pupils lost concentration and motivation and their behaviour deteriorated. The lesson was too long at 75 minutes, and had a negative impact upon pupils' interest and behaviour. The lesson ended with a plenary which had no clear focus, did not develop pupils' understanding or enable the teacher to ascertain pupils'

progress.

140. Whilst oral feedback to pupils is generally sound, the quality of marking is inconsistent throughout the school. Comments, where they appear, are often brief and do not show sufficiently how work might be improved. In some classes, there is too little indication for pupils of the steps they should take to improve. The school's marking policy relies on a high level of consistency and detail in the recording done by teachers after each level. This is currently not being achieved.
141. The subject co-ordinator has had limited opportunities to improve the quality of teaching and the mathematics curriculum. She has led the introduction of the National Numeracy Strategy and ensured that she and other members of staff have received appropriate training and professional development. However, she has had insufficient opportunities to monitor the teaching and learning, and thus to identify strengths and weaknesses in the subject in order to meet the needs of the school. The co-ordinator has undertaken some analysis of performance data and identified the need for the school to raise its standards in mathematics. As a result of this the school undertook a programme of activities that has resulted in raised standards in mathematics in 2002 throughout the school. Efforts to translate the findings from monitoring activities into specific advice and guidance for teachers have been less successful. There is a satisfactory range of recently-updated resources and equipment that is easily accessible and used well.
142. Since the previous inspection, standards of attainment by the ages of seven and eleven have improved. The school now utilises the National Numeracy Framework, supported and supplemented by a commercially produced scheme; this has resulted in an effective scheme of work and ensured that pupils' learning builds year on year. This was not the case at the time of the last inspection. The school has also increased the use of ICT in the teaching of mathematics since the last inspection. There are some examples of the basic skills of numeracy being applied in other areas of the curriculum. For example, in science investigations, pupils were presenting their findings through graphs and charts.

SCIENCE

143. Standards in science have continued to improve since the last inspection. Attainment at seven is above average, and by eleven it is well above average. In the 2001 tests for seven year olds, teacher assessment indicates that standards were very high in comparison with both the national average and with similar schools. Standards at eleven were very high in comparison with both the national average and with similar schools. In the most recent national tests for eleven year olds, no pupil failed to reach the standard expected, and three quarters achieved Level 5, the higher standard. For the past few years, boys have performed significantly better than girls. Teachers' assessments of the attainment of seven year olds show that all pupils in 2002 achieved the nationally expected standard, and forty per cent achieved the higher standard. Unlike in Key Stage 2, there is no consistent pattern of differential attainment between boys and girls at Key Stage 1.
144. While most pupils, including those with special educational needs, achieve well in the subject, there is a dip in progress in Year 3 and 4. Weak teaching does not adequately focus on improving pupils' understanding of scientific ideas. Most of the teaching in Years 5 and 6 on the other hand is provided by a teacher with a specialist knowledge in the subject.

145. By seven, pupils have a good grasp of information such as what is required to sustain life. They are aware of the processes that are common to all forms of life. They recognise the need for a healthy diet and identify which foods are healthier than others. From their work on materials, they know that some changes can be reversed whereas other cannot. They have had sufficient opportunity to carry out simple experiments to recognise that their results are dependent on the care with which they set up the experiment. This is typified by a comment from one girl after studying the insulation qualities of different materials, "The test was fair because we made sure that all the ice cubes were the same size when we started."
146. By eleven, pupils have a very good factual knowledge. After studying the human body they were, for example, able to describe in general terms the workings of the major organs of the body. From their work on the Earth and Space they could relate cogently the processes involved in the change from day to night and have a rudimentary knowledge of the causes of seasonal change. They have good skills in collecting evidence and presenting it clearly, and make reasoned deductions from their observations. There are fewer opportunities for them to plan their own experiments or to pursue individual lines of enquiry. As a result, their skills in investigation and creative enquiry are not as well developed.
147. Overall, pupils' behaviour is very good and they take a keen interest in the subject. They listen carefully to the teachers and respond enthusiastically to the teachers' questions. When undertaking investigations they work well with each other and sustain concentration throughout the lesson.
148. Although there is some unsatisfactory teaching, teaching overall is good. In the more-effective lessons, pupils were challenged to speculate on the probable outcomes of experiments. There was a preponderance of the questions which asked why things have happened or might do so. In a lesson on animal habitats, the teacher skilfully drew on the pupils' experience of pond dipping to get them to question why particular creatures are better adapted to a freshwater environment than others. She then went on to help pupils to make generalisations about the suitability of habitats for different plants and animals. The importance of careful observation and recording was emphasised.
149. In another lesson, on the impact of exercise on the heart, pupils were required to check their observations and to repeat experiments to ensure that their original measurements were valid. All the time, the teacher was asking them questions such as, "How can we be sure that is correct?", "What will happen if we change one of the variables?" and "Why do you think that is what will happen?" This contrasts with the unsatisfactory lesson for which there was no clear purpose. Explanation was scant and pupils were confused about what was expected of them. A number of different activities were set up, but insufficient consideration had been given to how they should be carried out or how they matched to pupils' abilities. As a result, time was wasted and little added to pupils' understanding.
150. Overall, the leadership and management of science is satisfactory. The programme of work ensures that there is good continuity in what is taught. More resources have been acquired since the last inspection and they are now sufficient for most aspects of the work. However, teaching is not monitored closely enough and this has contributed to the dip in progress that occurs in Years 3 and 4. Records of pupils' progress are maintained. While these records usefully identify gains in knowledge, teachers' assessments are not sufficiently analytical or detailed to identify persisting gaps in understanding or skills.

ART AND DESIGN

151. No lessons were observed in Years 2, 3 and 4. One lesson was observed in Year 1 and one lesson was observed with Year 5 and 6 pupils. Work seen during these lessons, together with other evidence from curricular plans, work on display and discussions with teachers and pupils indicate that standards of work and progress in skills, knowledge and understanding are broadly satisfactory across the school. By Year 6, pupils make pictures using colour, texture, movement, shape, form and space. They confidently use drawing and painting resources and a somewhat rather limited range of collage materials. They work collaboratively with others and adapt their own work according to their own views and the perspectives of others.
152. Throughout the school there is an emphasis upon picture making, especially drawing. Picture making is often also linked to other lessons, such as drawing a picture to illustrate a piece of text, or decorating text for display as a poster. In Years 1 and 2 pupils' workbooks indicate that they are frequently encouraged to draw and colour, and their pictures demonstrate some good, representative details. However, there is insufficient evidence of sketching techniques being developed progressively through the use of sketch books with the older pupils. Pupils learn specific techniques, such as colour mixing, but the work of famous artists is given too low a profile on the curriculum, especially in Years 5 and 6. There is very little evidence of famous artwork on display in classrooms and around the school associated with the pupils' own work, and too few opportunities for pupils to develop their own preferred styles modelled upon the work of local, national and internationally famous artists over time.
153. Most pupils, including those with special educational needs, make steady progress. Pupils respond enthusiastically to tasks and work with concentration and commitment. Teachers frequently set up tasks with clear expectations and outcomes. This suits less-confident pupils and the lower attainers as they can learn from other pupils and use the work of those around them as an example to follow. There are too few opportunities for pupils in all classes and of all abilities to freely investigate and explore art materials and techniques and to use artwork as a means of creative self-expression. Pupils are not often enough provided with sufficient opportunity to fully demonstrate and develop their skills through independent and original artwork, using 3D as well as 2D media. Too little use is made of information and communication technology in this subject, especially in Years 3 to 6, where design programs can add a further dimension to the pupils' practical artwork.
154. The range and relevance of learning opportunities are less appropriate in Years 3 to 6 than in Years 1 and 2, where pupils are still developing their confidence in picture-making skills. For example, Year 1 pupils were making sand and paste pictures, on newspaper, associated with a story about Africa; they were learning how differently the sand-paste reacts when compared with familiar paints. In another class, Year 5 and 6 pupils were making a colour wheel as an introduction to acrylic paints, but the wheel was small and the tools were not entirely appropriate for the task since brushes were too large to get neatly into small corners. The outcome of this task was identical for all the pupils and there was insufficient lesson time available for pupils to experiment more freely with the paints. Time for art on weekly timetables throughout the school is below the national average, especially in Years 1 and 2.
155. Overall, the quality of teaching is satisfactory, although there are issues to do with the quality and use of assessment. There is too little day-to-day recorded assessment of the pupils' knowledge, skills and understandings in this subject. Consequently, too

many lessons are focused upon whole-class learning intentions and outcomes and fail to sufficiently reflect the needs, interests and particular talents of individual pupils. Teachers manage pupils' behaviour and lesson resources well, and positive teacher-pupil relationships motivate and reward pupils' efforts.

156. Pupils demonstrate good attitudes to their learning and show care and attention to detail in their activities. Most work well together, sharing ideas and skills. However, displays around the school would suggest that too many lessons lack access to stimulating and novel resources; as a consequence there are too few opportunities for pupils to develop a sense of excitement in their work, or to use their work to express their personal ideas, thoughts and feelings.
157. Since the previous inspection the school has introduced a scheme of work for art, although there is too little time available on weekly timetables to teach to this scheme in depth and detail. There is also too little monitoring and evaluation of teaching, standards and curricular provision, and the curriculum co-ordinator's role is not yet sufficiently developed to enable this to happen. Accommodation is adequate in classrooms, and other workshop areas, such as the hall, are sometimes used. Learning resources in this subject are satisfactory, although they are not always used most creatively by teaching staff who sometimes lack confidence in their own subject knowledge.

DESIGN AND TECHNOLOGY

158. During the inspection only one lesson in design and technology was observed. Judgements are based on the observations in this lesson, on discussions with pupils and on an analysis of previous work.
159. Standards at seven and eleven are average, which is a similar position to that at the time of the last inspection. Most pupils make reasonable gains in the subject as they pass through the school, and their achievement is satisfactory.
160. Although no lessons were seen in Years 1 and 2, other evidence indicates that pupils have a good understanding of the need to design a product carefully before making it. In designing a pencil case, for example, pupils created some imaginative designs, carefully labelling them with the materials they would use. They then outlined how they would set about translating the design into a final product. Similarly, designs for a vehicle showed considerable planning, with the function of the key components identified. Photographic evidence illustrated how carefully they had made the vehicles and how faithfully they had kept to their designs. Evidence from other lessons demonstrated that pupils have reasonable skills in measuring and cutting accurately, and are selective in their choice of the means of fixing.
161. Work is developed satisfactorily in Years 3 to 6. Older pupils had designed and constructed working models of toys. In their reports on the project, pupils outlined the reasons for their choice of toy, the processes they used to make it and their evaluations of its success. Some of the entries showed how they had grappled with problems. One pupil wrote, "Then I had a problem; my cam would not do a full circle. I had two options - have cubes between the uprights and the top, or sand the wheel like mad. So I did." Another explained a modification this way: "Our elastic band was too tight so we had to place it in another position." The models and the presentation of the reports were illustrative of considerable care and attention to detail.
162. In the one lesson observed, teaching was satisfactory. Pupils in Years 5 and 6 were

investigating structures and testing them for stability. The lesson was prepared thoroughly and pupils had all the materials they needed readily to hand. The importance of accurate measurement and safe practice was emphasised. In his explanation, the teacher made good use of pupils' efforts to illustrate particular points, but made little attempt to engage pupils in a discussion about possible solutions to the problems raised by the task. There was too much direction, leaving little opportunity for pupils to solve difficulties for themselves. However, some pupils set their own problems. A group of three girls working as a team recognised that the shape could be strengthened by inserting a cross-piece. They discussed how this could be done and eventually recognised that the solution lay in measuring the length of the cross-piece, rather than estimating it as they had done. Throughout the lesson, pupils worked conscientiously, taking considerable care to follow the instructions closely.

163. The previous inspection reported that there was no scheme of work to guide teachers. This has been rectified and a scheme has been adopted that provides for all relevant aspects of the subject to be covered. Monitoring is currently not sufficiently rigorous to ensure that all teachers follow the scheme appropriately with the results that too much is left to whims of individual teachers.

GEOGRAPHY

164. It was only possible to see one geography lesson during the inspection and that was with pupils aged six and seven. However, scrutiny of pupils' books and other evidence, discussions with the subject co-ordinator and with pupils suggest that standards in geography are as expected, both for pupils aged seven and eleven. Standards at the time of the last inspection were also satisfactory. However, since the last inspection, the school has produced a policy and agreed schemes of work which support the teachers in the teaching of the subject. Curricular planning has also improved. The school relies upon the QCA scheme of work to ensure coverage of the programmes of study; this also has improved the way the subject is taught, enabling the knowledge and skills that are taught to build progressively year on year. Geography is taught in half term units of work, although there are some terms when the pupils do not receive any geography.
165. Pupils aged five to seven make steady progress. They understand and describe the difference between human and physical features within the landscape, including beach, mountain, rockpool and harbour. Pupils have a simple knowledge of the water cycle. In their work on India, pupils determined and described many differences between Britain and India and the more able were developing an understanding of the importance of place. They understand and make simple maps. Pupils aged seven to eleven also make steady progress. Their work shows that they have a good understanding of many of the physical features of the landscape. In a unit of work on rivers, pupils had a good knowledge of many river features, including source, confluence, and meanders. Their work displayed an understanding of the water cycle and the importance of water in our lives. When studying Egypt, they compared the Nile to their local river, the Wreake, and could identify some differences. Pupils were also encouraged to make judgements about man's impact upon the natural environment. Most pupils could present an argument about the positive and negative effects of building the Aswan Dam in the Nile Valley. Pupils' knowledge and understanding of rivers was enhanced by a study trip to the River Wreake where they measured the flow, depth and width of the river at various points. This work was recorded graphically using their ICT and mathematical skills. At times during the year, pupils are encouraged to study world events including natural disasters. This work enhances their geographical knowledge and understanding.

166. The teaching of geography is satisfactory. A good feature of the lesson observed was the thoroughness of the teacher's planning. She had a clear focus for her teaching, knew what she wanted the pupils to learn and had prepared a range of suitable resources to support the pupils in their learning. The teacher also very clearly explained the task to the pupils, thus ensuring that they were clear in what they had to achieve. The teacher supported the less able well and had prepared a different activity for the youngest pupils in the class to record their judgements.
167. The subject is being managed by a new co-ordinator. He is gaining an overview of geography, but as yet has very limited time to monitor and evaluate the impact of both the scheme of work and the quality of teaching and learning. Resources for the teaching of geography are adequate and improving. New atlases have been purchased and the co-ordinator is purchasing a range of maps to support the teaching of map skills.
168. The introduction of the nationally-recommended scheme of work has improved both the continuity of the subject across the school, as well as the progress pupils make in their learning.

HISTORY

169. Standards in history have improved since the last inspection and now are above those expected for pupils aged seven and eleven. Evidence upon which the judgement was made was the observation of two lessons, one in Year 1 and the other for Years 4 and 5, together with a scrutiny of pupils' work and discussions with pupils and the subject co-ordinator.
170. In Years 1 and 2, pupils' work on appropriate aspects of the programme of study and are developing an awareness of historical 'period' through studies of 'old and new'. In their work on Seaside Holidays, pupils in Year 1 use evidence from pictures and photographs to make judgements about differences in the past. They look closely at photographs and pictures and determine the differences between then and now, for example, in styles of clothes. Pupils ask a range of pertinent questions that show they are developing an understanding of time. Previous work, for example on Guy Fawkes and Mary Seacole, shows that pupils are gaining knowledge and understanding of the lives of men and women from Britain's past. This work is well presented, with clear pictures and labels. The work is properly rooted in first-hand experience, and pupils are developing the early skills of empathetic writing.
171. In Years 3 to 6, pupils show good understanding of the period they are studying. Where opportunities are given to work collaboratively to search a range of sources, they respond enthusiastically and make good progress. In a class with Year 4 and 5 pupils, pupils had a good knowledge of the impact of World War 2 on the lives of children who experienced it. They were beginning to develop an understanding of how to find out about the past by asking questions and were gaining an understanding that sources of evidence, for example photographs and film, have limitations as pieces of evidence. Pupils' knowledge and understanding of chronology was well developed; pupils placed several events in the correct periods of history. Pupils' work is well presented and they present their work in a variety of ways, for example, accounts and diagrams.
172. Since the last inspection, the school has produced a history policy and adopted the

national scheme of work for history. The curricular content has been organised into half-termly modules although there are some terms when history is not taught. This has enabled pupils to receive the recommended programmes of study and helped teachers provide children with the knowledge, skills and understanding that builds year on year.

173. In the lessons observed, the teaching of history was never less than good, and in one lesson teaching was judged to be excellent. The excellent lesson, in the class with pupils in Years 4 and 5, was very well planned and prepared. The teacher had a very clear understanding of what he wanted the pupils to learn as a result of the lesson. This he shared with the pupils. The lesson began with a very good recap of the previous lesson, thus ensuring that the pupils could put the lesson into context. The teacher was very well prepared with a range of sources of evidence and artefacts. These interested the pupils and ensured that they paid full attention. Excellent questioning, giving pupils time to answer and reflect, enabled them to think for themselves and begin to make judgements about the reliability of the sources of evidence that the teacher had provided for them. They quickly realised the usefulness of some sources, for example film and photographs, but also understood their limitations. By the end of the lesson, most pupils understood the need to seek other sources of evidence to verify existing evidence and of the need to critically evaluate these. The pupils also increased their knowledge and understanding of the impact that evacuation had on people's lives during the Second World War
174. Pupils' recorded work is generally of a good standard especially when pupils have some control over it. However, when teachers use worksheets the quality is satisfactory.
175. Resources for history are adequate, though further investment in the provision of artefacts to match the programmes of study will be important. The co-ordinator has had insufficient opportunities to monitor and evaluate teaching, to identify effective practice, and to share it more widely across the school as a whole.

INFORMATION AND COMMUNICATION TECHNOLOGY

176. There has been a significant improvement in the provision for information and communication technology since the last inspection. Standards, which were well below average, are now broadly those expected for pupils aged seven and eleven. The improvement has come about as a result of staff training, increased resources and the adoption of a more comprehensive programme of work. Teachers also look for more opportunities to develop skills in information and communication technology in other subjects.
177. In spite of the additional training, teachers still vary in their confidence in the subject. A consequence of this is that progress is erratic, with pupils' achievements being substantially higher in some classes than in others. The school has begun to address this by providing more specialist teaching in the middle years.
178. Teaching of the five and six year olds concentrates on improving pupils' familiarity with information technology and developing their skills. As a result, by seven most pupils are confident in working with computers. They know how to use the keyboard and the mouse to move information around the screen and how to store it. The evidence from saved work indicates that by seven they have acquired reasonable skills in processing text and, for example, use different fonts and colours. They create pictures and adjust them, and then prepare them for display. At the time of the inspection, six-year-old

pupils were confidently inputting instructions in order to compose a picture of a night scene. They switched from a spray icon to a line and knew how to use the 'undo' facility to make changes.

179. By eleven, pupils have acquired good skills in many aspects of information and communication technology. Although work in lessons was limited to word processing and interrogating databases, work that had been saved indicated that pupils have good skills in using desktop publishing to bring together text, tables and images for presentations. In a study of the local river, pupils had used sensors to monitor stream flows and had drawn accurate conclusions from the data. Technical difficulties in school have restricted pupils' opportunities to retrieve information from the Internet although discussions reveal that many are knowledgeable about its potential and limitations. They are also very confident about their ability to use it.
180. Teaching is good. In organising the learning, teachers take note of what pupils already know and can do. They demonstrate clearly the new skill or process that they are introducing, explaining each stage and reinforcing key points through the use of examples. Occasionally, the explanations are overlong and the pace of learning suffers as a result. This was the case in a lesson with older pupils on interrogating a database when the teacher attempted to cover too much information. The lack of a means of displaying information on a large screen sometimes hampers pupils' ability to follow what is happening. At the time of the inspection a data projector had just been acquired to overcome this difficulty but was not yet in use. Once a process has been explained, pupils are given the opportunity to try it for themselves. This they do sensibly, co-operating well and taking it in turns to input information. They are very positive about using information and communication technology and most find its challenge stimulating. The majority extend their learning through the use of the equipment that they have at home.
181. Information and communication technology skills are also used extensively to develop understanding in other subjects, predominantly in mathematics, science and geography. During the inspection, pupils used computers to write and edit text, to find information about the skeleton, to classify and sort different species of animal, and to practise doubling and halving.
182. Although there has been a considerable investment in information and communication technology in the past two years, resources are still limited. This results in pupils having to wait to use computers or to share them in groups of three or four. The recently introduced scheme of work is helping to provide greater continuity in the learning, but there remains a lack of adequate monitoring of the teaching. This has contributed to the erratic nature of the progress some pupils' experience.

MUSIC

183. Only one lesson of music was observed; this lesson was with Year 1 and 2 pupils. During the inspection, further evidence was gained through discussions with the subject co-ordinator, observations of pupils practising their musical instruments in preparation for specialist tuition sessions, singing assembly with the whole school and an analysis of policy and planning documents.
184. By Year 2 pupils retain a rhythmic pattern and repeat the sequence as directed by the teacher (conductor). They identify different kinds of long and short sounds in a piece of singing and follow visual and symbolic notation instructions. They are beginning to make up their own notation to record their own compositions. They handle percussion

instruments with confidence and 'play along' to different songs, creating patterns of sound that appropriately accommodate the other instrument players.

185. Throughout the school, the quality of singing is very good and pupils enjoy performing together in 'singing assemblies'. They sing with control and understand the need to respond to instruction and direction as they perform. Older pupils sing well in unison and hold a rhythmic pattern in their heads as they compete with other singers when singing in rounds.
186. Many pupils receive additional instrumental tuition from visiting specialists and from the county music service. Instruments taught include guitar, piano, clarinet, fife/flute, violin and 'cello. Pupils obviously enjoy these lessons and can often be found practising their instruments at lunchtimes. Later in the year there are extra-curricular recorder clubs available for other pupils who would like to take up a musical instrument. These clubs are free of charge, with recorders provided by the school. This helps to secure entitlement for all pupils and provides achievable targets for the lower attainers. Pupils routinely listen to music as they enter and leave assemblies, but too little attention is drawn to this music and mostly it appears to go unnoticed.
187. The quality of teaching was good in the one lesson observed. This lesson was taught by the music co-ordinator who is a skilful and talented singer and who motivates the pupils with her enthusiasm and obvious enjoyment of this subject. She provides a good role model for the pupils and sets high expectations. There is a suitable music policy and a commercial scheme available to support teachers who are not specialist musicians. It is also the music co-ordinator that provides the 'singing assembly' each week with the whole school. This was managed very well and pupils achieved high standards in an atmosphere of commitment, challenge and celebration. Too little evidence of the music curriculum appears in pupils' workbooks, with no evidence of notation or music interpretation and appreciation available in the books of the older pupils.
188. Leadership and management of this subject are underdeveloped. The contributions made by specialist musicians, promote high standards, but not all pupils access this support. There is too little systematic monitoring and evaluation of the quality of teaching, pupil achievements and lesson plans. It is clear that some class teachers still lack confidence in their own abilities to deliver a high quality music curriculum. Generally, around the school, music receives insufficient attention, both on class timetables and through displays and performances. During the inspection none of the pupils in receipt of specialist tuition were encouraged to play during assemblies or share their achievements with their class following withdrawal from other subject lessons. There is an appropriate range of musical instruments available in the school and these reflect a variety of different cultures. Visiting musicians, including an African steel band, are also occasionally invited to the school to perform for the pupils, this too reflects different cultural perspectives. There is a sufficient range of music books available in the library.
189. The school has made steady progress since the previous inspection, although there are issues still outstanding to do with professional development for class teachers and monitoring and evaluation procedures.

PHYSICAL EDUCATION

190. At the time of the previous inspection, standards at seven were reported to be about average and those at eleven to be above average. This continues to be the case, with

games skills remaining a particular strength.

191. None of the inattentive behaviour commented on in the last report was observed on this occasion. Pupils across the school enjoy their work in physical education; they apply themselves enthusiastically to activities and follow instructions conscientiously. Older pupils recognise the need for practice if they are to improve and consequently take their work very seriously. They are keen to compete and to represent the school in local sports competitions. This has contributed to the school's tradition of success in these events. The school provides well for all abilities but is particularly effective in its provision for talented pupils.
192. From an early stage pupils are encouraged to take care in their actions, to bear in mind the safety of others, and to refine their movements. In a lesson with the youngest children, the teacher reminded them constantly to think about how they were moving, how they could land more lightly or extend their jumps more fully. She demonstrated what she wanted them to do, pointing out how they could improve their actions. Instruction was successfully intermixed with small games so that the whole experience became pleasurable for pupils. Any child who showed signs of reluctance was cajoled quietly into taking a more active part. In a dance lesson with Years 1 and 2, pupils performed simple sequences in time to music, but there was less emphasis on improving the quality of their work. There were fewer opportunities for them to reflect on performance, either their own and that of others. As a result, progress was not as good as it might have been.
193. Overall, the teaching of pupils from Year 3 to 6 is good. In a lesson on basketball skills, which was part of a series led by a professional coach, pupils made significant gains in their ability to throw and catch balls successfully and to move about a space without colliding into others. No distinction was made between the achievements of girls and boys, and both groups gained similar success from the session. The lesson was conducted at a brisk pace, with highest priority given to the quality of actions. Pupils were skilful in moving with the ball and passing it accurately to others. In another lesson in which football skills were taught, the clear emphasis was on improving individual skills and applying them to small game situations.
194. For a number of reasons including transport and access to the pool, opportunities for pupils to learn to swim and to refine their competence are limited. However, almost all eleven year olds in the past few years have been able to swim a minimum of 25 yards. Many are able to swim far in excess of this distance.
195. Resources for physical education are good, although the hall is too small for all but small-group activities. All aspects of the curriculum relevant to the age group are taught, including outdoor pursuits. Standards in games are significantly boosted by clubs that mostly take place at lunchtime.

RELIGIOUS EDUCATION

196. Only two lessons of religious education were observed, one in Year 1 and one with Year 5 and 6 pupils. Observations in these lessons and through a scrutiny of the pupils' workbooks indicate that standards by the end of both Year 2 and Year 6 meet the expectations of the Locally Agreed Syllabus.
197. Pupils throughout the school are developing an awareness of different faiths and traditions. Through lessons and assemblies, they learn the stories of the Bible and about significant events in the Christian calendar. Assemblies make a broadly

satisfactory contribution to religious education, although opportunities for quiet reflection and spirituality are not well developed. When this did happen, the pupils responded enthusiastically. Some of the better assemblies were those led by the local vicar, and a 'singing assembly' that introduced a real note of praise and celebration.

198. The quality of teaching seen during the inspection was at least satisfactory, and sometimes good. Where it was good, the teacher made direct links with the pupils' own experiences and emotions and shared with the children the things in her own life that were important to her and why. There were good links with social and moral development. The older pupils are not always sufficiently encouraged to develop their thinking further or to explore the implications of faith and different religions upon people's day-to-day lives. For example, in a Year 5 and 6 lesson, pupils learning about the Jewish religion were asked to think what they would give praise for. Most pupils identified the things most obvious and prominent in their lives such as family, pets and favourite toys. The teacher failed to develop their thinking further to consider 'gifts' such as courage, honesty, kindness, resilience and love. All teachers manage pupils very well and ensure that they confidently share their thoughts, observations and understandings whilst listening to and valuing the views of others.
199. Attitudes to the subject are good. Pupils take a real interest in the work provided for them and show good concentration and perseverance.
200. Resources for learning are satisfactory but are not always used most effectively in assemblies. Leadership and management of this subject are underdeveloped. Whilst there is sufficient time available for the teaching of religious education on class timetables and for assemblies, this time is not always used most effectively. There are strong links between religious education and pupils' social, moral and personal development. However, the school does not develop so well all aspects of the pupils' spirituality such as awe and wonder at the richness of God's world through planned opportunities in either religious education lessons, assemblies or across the wider curriculum. Assessment of the pupils' gains in knowledge, skills and understandings in this subject are under developed and there is too little monitoring and evaluation of teachers' lesson plans, pupils' workbooks and day-to-day -assessments.