

INSPECTION REPORT

THE CAYTHORPE PRIMARY SCHOOL

Caythorpe

LEA area: Lincolnshire

Unique reference number: 120373

Headteacher: Mrs Nicola Bradley

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 19 - 22 May 2003

Inspection number: 248116

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: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: High Street
Caythorpe
Grantham
Lincolnshire

Postcode: NG32 3 DR

Telephone number: 01400 272 600

Fax number: 01400 273 034

Appropriate authority: The Governing Body

Name of chair of governors: Mr S Braithwaite

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	English Mathematics Music Physical education Educational inclusion	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13459	Mrs E Mills	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
30834	Mrs A Lowson	Team inspector	Areas of learning for children in the Foundation Stage Special educational needs Science Information and communication technology Religious education Art and design Design and technology Geography History	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small primary school serves the village of Caythorpe with pupils also coming from other local villages. There are 104 pupils in the school aged four to eleven, with seven children in the Reception Year. The numbers of boys and girls are broadly equal. Initial testing shows that levels of attainment are average overall when children enter the school, but cover the full ability range. Pupils come from a wide range of backgrounds and, overall, socio-economic circumstances are broadly average. All pupils are from western European cultural backgrounds and no pupils speak English as an additional language. There are four classes in the school and all contain more than one age group. The school has experienced a period of rapid change in the teaching staff.

Three pupils are eligible for free school meals and, at 2.9 per cent, this proportion is below average. Fifteen pupils are on the school's register of special educational needs and, at 14.4 per cent, this proportion is broadly average. Of these, two pupils have statements of special educational needs and, at 1.9 per cent, this proportion too is average. The nature of special educational needs includes specific learning difficulties, moderate and severe learning difficulties, speech and communication difficulties and emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

This is an effective school which has maintained the good features found when it was inspected previously. The quality of teaching and learning is now good overall and is underpinned by the very good attitudes that pupils have towards learning. By the time that they leave the school, pupils generally attain standards in English, mathematics, science, information and communication technology and religious education which are above average overall. Pupils at the end of Year 2 are on course to attain standards in the National Curriculum tests which will be a good improvement on those attained last year. All pupils make good progress in their learning. Because they achieve well, pupils become confident and articulate and are enthusiastic about school and about learning. Since her appointment in January 2003, the headteacher has provided purposeful and clear-sighted leadership and management so that the school is now confident and forward-looking. Given the standards now being achieved, pupils' very good personal development, very good leadership and management and its low costs per pupil, the school is giving good value for money.

What the school does well

- The headteacher, ably supported by her deputy and all adults in the school, is providing very good leadership and management.
- The quality of teaching is good so that pupils learn effectively and levels of attainment are improving.
- Pupils' very good attitudes in and out of class and very good relationships throughout the school result in an enthusiasm for learning.
- Very good provision for personal, health and social education, a very good range of activities outside class and the very good provision for pupils' spiritual, moral, social and cultural development mean that they are very well prepared for the next phase of learning and for life.
- Very effective systems to support pupils' personal development mean that they feel secure and so enjoy learning.
- The governing body is very committed to the school and is providing the headteacher with very effective support.

What could be improved

- Systems for tracking pupils' progress are in the early stages of development and are not used effectively to plan future learning.

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 undergone many changes since its previous inspection in November 1997, and now has a totally new teaching staff. For a time, for various reasons, the school made slow progress. For example, it is only since January this year that the tracking of progress in English, mathematics and science has been made systematic, and the information from these assessments is not yet being used consistently to plan future learning. However, since the new headteacher was appointed, the school has been improving well and she is addressing a range of issues systematically. Evidence of this good improvement over time is the award of the Basic Skills Agency Quality Mark for Primary Schools in May 2003. There have been some good improvements to the accommodation and resources, for example, the computer suite, but library provision remains unsatisfactory. Overall, improvement since the school was first inspected has been satisfactory. Now that a more stable staffing structure is in place, the school has a very good capacity to improve further.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	A	A	A
Mathematics	D	B	B	C
Science	A	A	B	C

Key

well above average A

above average B

average C

below average D

well below average E

Since the school's first inspection, attainment, as measured in the National Curriculum tests at the end of Year 6, has improved broadly in line with the national trend. Attainment in English, mathematics and science has usually been above the national average and often well above this average. Attainment in the National Curriculum tests at the end of Year 2 has also normally been above the national average. However, each year group consists of relatively few pupils, and, for example, a slight increase or decrease in the number of pupils with special educational needs can have a significant effect on attainment in a particular year. In 2002, the school failed to meet its targets for the proportion of pupils attaining at least level 4 in the National Curriculum tests at the end of Year 6 in English and mathematics, but these targets were very high. At the end of Year 2, there is no National Curriculum test in science. Teachers assessed attainment in science to be very high in relation to the national average.

Evidence from the inspection is that children in the Reception class are on course to attain the standards expected in the six areas of learning designed for this age group and to exceed them in Communication, language and literacy and Mathematical development. Pupils at the end of Year 2 are likely to attain results in the National Curriculum tests in 2003 which are a good improvement on those attained in 2002. However, at the end of Year 6, pupils are likely to attain marginally lower results in 2003 than were attained in 2002. In art and design, design and technology, geography, history, music and physical education, attainment is at the expected level at the end of Years 2 and 6. The school has plans in place to raise attainment further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They work enthusiastically in class and are keen to make progress.
Behaviour, in and out of classrooms	Behaviour is very good both in and out of class. Play is friendly and different age groups mix well together.
Personal development and relationships	The personal development of pupils is very good and is supported by the very good relationships between pupils and between pupils and adults.
Attendance	In the last full school year, 2001-02, attendance was well above the national average and these high levels of attendance have been maintained during this school year.

Pupils' attitudes, values and personal development have improved since the previous inspection and are now a strength of the school. There have been no exclusions of pupils from the school in recent years.

TEACHING AND LEARNING

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

The quality of teaching is good overall maintaining the standards found when the school was inspected previously. Now, about two lessons in ten have very good teaching, seven in ten have good teaching and one in ten has satisfactory teaching. Teaching was at least satisfactory in all of the 31 lessons observed during the inspection. The very good teaching is found in Years 3 to 6 and largely in Years 5 and 6. The basic skills of literacy and numeracy are taught well overall and very well in the Year 5/6 class. High expectations for pupils' effort and behaviour are largely realised and the management of pupils' behaviour is very good throughout the school. Information and communication technology is taught effectively, particularly in Years 3 to 6. The school meets the needs of all its pupils well and the quality of learning is good. The school has identified pupils who are particularly gifted or talented and ensures that they are given high levels of challenge and so make good progress. Throughout the school, classroom support assistants are effective in promoting attainment and progress. Now that the school has a stable staff in place, it is in a good position to improve the quality of teaching and learning further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum meets statutory requirements and provides a good range of learning opportunities overall. There is a very good range of activities outside class.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs and they make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' personal development and for their moral and social development. The provision for pupils' spiritual and cultural development is good.

How well the school cares for its pupils	The school has very good systems in place to promote pupils' personal development and good systems for ensuring their welfare. Procedures for assessing attainment and progress are developing and are currently satisfactory. However, the use of assessment to promote further progress for individual pupils is unsatisfactory at this stage.
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The headteacher is aware that there is scope for information from short-term assessments to be used more effectively to promote progress for individual pupils. Parents appreciate the way in which the headteacher has stabilised the school since her appointment. The school has good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing very good leadership and management. Her very recently appointed deputy is rapidly establishing an effective role. Procedures for managing subjects are in a transitional phase, but there are plans to make these more systematic when new staff take up their positions in September.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties very effectively. Governors are very committed to the school and have a very clear appreciation of its strengths and weaknesses.
The school's evaluation of its performance	The school has good systems in place to analyse its performance, identify new priorities, and monitor and evaluate progress towards them.
The strategic use of resources	The school uses its human and physical resources well.

In the four months since her appointment, the headteacher has provided clear-sighted and rigorous leadership which has stabilised the school and given it a new sense of purpose and optimism. She has a clear vision for the school's future development and this is shared by her colleagues and the governing body. There is a good match of teachers to the needs of the National Curriculum and religious education and the classroom support assistants are a valuable and effective resource. Resources for learning and accommodation are adequate overall, but each has its limitations. For example, the library is inadequate and the hall is too small for indoor physical education. The principles of best value are applied effectively. With greater stability from September next, the school has a very good capacity to improve further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good and most children make good progress. • The school expects children to work hard and to do their best. • Behaviour is good and children become more mature and responsible. • Parents feel comfortable when approaching the school with concerns. • The school is led and managed well. • Children like school. 	<p>Of the parents who responded to the questionnaire:</p> <ul style="list-style-type: none"> • 15 per cent question if children make good progress. • 22 per cent disagree with the amount of homework. • 15 per cent do not feel well informed about progress. • 20 per cent question if the school works closely with parents.

	<ul style="list-style-type: none">• 13 per cent disagree that the school offers enough activities outside class.
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The school issued 104 questionnaires and 55 were returned (52.4 per cent). These views therefore represent just over one half of all parents and carers. The meeting held before the inspection was attended by 15 parents. Parents have been understandably concerned about the rapid changes to the teaching staff. However, in discussions with inspectors, parents expressed their confidence that the headteacher was leading the school effectively out of this period of turbulence.

Inspectors support the positive views held by parents. The inspection team believes that pupils make good progress throughout the school and that homework is used satisfactorily overall to support learning. The school is developing effective links with parents and information about children's progress is good. For a small school, there is a very good range of activities outside class, although, as is the case in most schools, most of these are for pupils in Years 3 to 6.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When compared to all pupils nationally, in the 2002 National Curriculum tests for Year 6, pupils from this school attained results which were well above the national average in English and above the national average in mathematics and science. When compared to schools which draw their pupils from similar backgrounds, these results were well above average in English and broadly average in mathematics and science. The school failed to achieve its agreed targets for the proportion of pupils attaining at least the national expectation of Level 4 in English and mathematics. However, at 95 per cent in each subject, these were extremely challenging. In each subject, standards have risen since the school was inspected previously. Attainment has been above the national average since 1998 with the exception of English and mathematics in 2000. In the five years 1998 to 2002, the rate of improvement in the school's results has been broadly in line with the national trend. The data below shows the results which were achieved in 2002. National percentages are in brackets.

Year 6	Percentages at level 4 or above	Percentages at level 5
English	90 (75)	50 (29)
Mathematics	85 (73)	20 (27)
Science	100 (87)	40 (38)

2. Standards in the 2002 National Curriculum test results for Year 2 pupils were above the national average in reading and mathematics and at the national average in writing. When compared to results in similar schools, attainment was average in reading and mathematics, but well below average in writing. Science is not tested at the end of Year 2, but teachers assessed attainment to be very high in relation to the national average. Results at the end of Year 2 have been erratic since the school's previous inspection but have generally been above the national average. Overall, standards of attainment have improved since 1998. The actual results are as follows:

Year 2	Percentages at level 2 or above	Percentages at level 3
Reading	100 (85)	36 (30)
Writing	91 (87)	9 (9)
Mathematics	91 (91)	41 (31)

3. In interpreting these figures, it is important to remember that this is a relatively small school and that each year group will consist of a relatively small number of pupils. Results from year to year may vary markedly. This may be the result of one or two more pupils having special educational needs in one year group as opposed to another. These movements in results do not necessarily reflect significant movements in the level of pupils' understanding or the quality of education that they are receiving.

4. Evidence from this inspection is that pupils in Year 2 are on course to obtain results which will be a good improvement on those attained in 2002. Pupils in Year 6 are on course to attain results which will be marginally less good than in 2002. This is because there is a smaller proportion of higher attaining pupils in Year 6 in the current year.
5. Initial testing suggests that children enter the Reception Year with levels of understanding and learning skills which are broadly average. They are on course to attain the expected standards by the time that they begin their work on the National Curriculum in Year 1 in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. They will exceed these standards in communication, language and literacy and mathematical development. These children have made good progress in their learning during their Reception Year.
6. Pupils continue to make good progress in Years 1 to 6 in English, mathematics, science, information and communication technology and religious education. Overall, attainment in these subjects is above expectations although attainment in science in the National Curriculum tests in 2003 is likely to be broadly average. There is good concentration on basic skills in Years 1 and 2 which results in good levels of attainment in English, mathematics, science and religious education. Attainment in information and communication technology is at the expected level. In Years 3 to 6 careful planning results in challenging work being set for different groups of pupils so that, overall, all make good progress in their learning. A feature of learning is accurate use of subject specific vocabulary which helps to underpin good levels of understanding. By the time that they leave the school, pupils have had a very good range of learning experiences in information and communication technology and have an impressively mature appreciation of the potential and limitations of the computer as a resource for learning. In the other subjects of the curriculum, attainment and progress are at the expected level at the end of Years 2 and 6.
7. The skills of literacy and numeracy are taught well throughout the school. As a result, pupils' speaking and listening skills are above average. Standards of reading are above average at the end of Year 2 and at the expected level at the end of Year 6. This is partly because there is no strategy in place to improve reading systematically and partly because the library is not a useful resource for encouraging reading among older pupils. The quality of writing is above average at the end of Years 2 and 6 with a good level of competency in spelling and grammar for higher attaining pupils. There is clear evidence of good progress in the quality of writing throughout the year. In mathematics, pupils have a secure grasp of the basic skills of using numbers. Higher attaining pupils are impressively accurate while average and lower attaining pupils have areas of good accuracy but some areas of less secure understanding.
8. Pupils with special educational needs make good gains in skills, knowledge and understanding, so that by the age of eleven, they achieve well in relation to their age and ability in most subjects. When working in pairs or small groups, or when receiving individual tuition, they benefit from working with specialist teachers or trained classroom support assistants and this has a positive effect on their learning and their standards of attainment. However, targets on these pupils' individual education plans are not consistently specific enough for their progress in the short term to be easily measured or to enable them to be clear in their own minds about

their targets for improvement. The school identifies pupils with particular gifts or talents and provides them with a challenging curriculum. As a result, their standards of attainment are good and often very good for their age.

9. Overall, standards of attainment in English, mathematics, science, information and communication technology and religious education are secure throughout the school. The school plans to improve the tracking of the progress of individual pupils and to use the information gained from this tracking to set targets for further progress. This will place the school in a good position to raise standards further. Until the headteacher took up her appointment, work in the other subjects of the curriculum was not marked routinely and work was on single sheets of paper. As a result, it was difficult to monitor and evaluate progress in these subjects. The headteacher has arranged for work in these subjects to be marked regularly and for work to be done in books. This means that the school is now in a better position to monitor and evaluate attainment and progress in these subjects and to use them more systematically to support learning and progress in literacy and numeracy.
10. The headteacher has a clear understanding of what needs to be done to raise standards of attainment further. She has begun this process and the school is now in a good position to build on its existing good practice and to enable pupils to make more systematic progress in their learning.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school, their behaviour and their relationships with each other are very good and are a strength of the school. This has a significant and positive effect on their learning and reflects the school's strong values of care and concern and the very good provision for pupils' moral and social development. Children in the Reception Year make sound progress in their personal, social and emotional development and pupils throughout the school become increasingly articulate and confident as they get older.
12. Parents confirm that pupils of all ages enjoy coming to school. They are well motivated and want to learn, settling quickly to their work and concentrating hard on their learning tasks. They listen very well to their teachers and to each other. In lessons, they are sensible and co-operative when working together in pairs or in groups. In whole-class discussions, skilful teaching and good relationships between staff and pupils ensure that pupils are not hesitant to ask questions and are confident when contributing ideas. By the time that they reach Year 6, they have a mature respect for each other's views and a clear understanding that teachers want them to do well and have their best interests at heart. Pupils are eager to succeed, try hard even when tasks are difficult, and take a pride in their work. They participate very well in the activities provided by the school, including the wide range of activities outside class, which are very well supported.
13. Pupils respond very well to the high expectations that staff have for their behaviour. Even the youngest pupils adapt quickly to school routines and follow these very well. Throughout the school pupils are very polite and respectful. For example, they file in and out of assemblies without fuss or noise and move around the school responsibly. The consistently courteous relationships between adults and towards pupils are reflected in the same responses between the pupils themselves.
14. Around the school at playtimes and lunchtimes, behaviour is also very good. Pupils, parents and midday supervisors comment that there are very few instances of

bullying or unkindness and, when they do occur, they are dealt with very effectively

by staff. Boys and girls work and socialise very well together and pupils of different ages play well and form constructive relationships. Pupils appreciate the need for school rules and the school's reward system includes provision for good or thoughtful conduct as well as for academic achievement. There have been no exclusions from the school in recent years.

15. As pupils get older, they are given extra responsibilities and they respond well to these. By Year 6, pupils are active in helping around school, organising equipment and resources. Older pupils show impressive initiative by suggesting ideas for charity fundraising and carry these out well with minimal help from adults in school. The school has firm plans to increase the range of positions of responsibility and to provide a forum for pupils to express their views by forming a School Council. Pupils have the maturity and self-confidence to rise to this challenge. A group of gifted and talented pupils has been instrumental in making representations to governors and councillors about environmental and village issues.
16. Attendance rates at the school are well above those achieved nationally and there is no unexplained absence. Pupils are mostly prompt to school and lessons begin on time. These very good attitudes to school and to learning have a positive effect on attainment and progress and prepare pupils well for the next stage of their education.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall and ranges from very good to satisfactory. The good teaching identified at the time of the school's previous inspection has been maintained although the teaching staff was totally different during this inspection. The small proportion of unsatisfactory teaching found when the school was first inspected has been eliminated. During this inspection, 31 lessons were observed. Of these, in one in ten lessons the quality of teaching was satisfactory, in seven in ten lessons, it was good, and, in two in ten lessons, it was very good. Very good teaching is concentrated in the junior classes, and the small amount of satisfactory teaching was in the infant classes.
18. At the time of the previous inspection, some teaching in the Reception Year was judged to be inappropriate. This is no longer the case. The teacher of this class, who only took up her appointment a few weeks before the inspection, has a clear understanding of how young children learn. She plans stimulating activities for them which engage their interest and imagination. As a result, their learning experiences are of good quality and they are making good progress. They are on course to attain at least the national expectation in all the areas of learning designed for this age group and to exceed this level in Communication, language and literacy and in Mathematical development. This is a good improvement since the school was inspected previously.
19. Overall, the quality of teaching of pupils who have special educational needs is good. Teachers and classroom support assistants know these pupils very well and have very good relationships with them. Classroom support assistants liaise well with teaching staff to provide meaningful support in lessons. Most of these pupils are taught within the classroom. In literacy and numeracy lessons, pupils are usually provided with tasks and activities that are well matched to what they know and can do. They make good progress in these lessons and achieve well from when they first enter the school. However, in some classes, planning is inconsistent, and activities are not always matched closely enough to the different learning needs of

the pupils in the class. In most cases, this is because the school's procedures for tracking the progress of individual pupils is not yet used well enough to provide clear learning targets for each pupil. Lesson plans do not consistently make reference to targets set for pupils on their individual education plans, although the quality of support in class is always good.

20. The school has identified four pupils in Year 5 who are particularly gifted or talented. Extension activities have been planned for these pupils so that they have a challenging curriculum. As a result, their learning is of high quality and they are making very good progress in their learning. They have impressive skills in information and communication technology and have created a PowerPoint presentation to illustrate their work on dolphins and the planets. This involved merging text and graphics some of which they have downloaded from the Internet. In doing this, they were able to describe the copyright restrictions which applied. They had clearly put an impressive amount of intellectual and creative effort into their work and were capable of a mature level of independent working. They were highly articulate in describing their work and procedures and were working at a level well ahead of that expected for their age.
21. Very good teaching is characterised by effective lesson planning rooted in very secure subject knowledge and understanding. This sets appropriate levels of challenge for all groups of pupils, including those with special educational needs, so that they make good progress in their learning. There are very high expectations for pupils' effort and behaviour, and these are realised because learning activities engage pupils' interest. As a result, they put a great deal of effort into their work and are capable of impressive initiative. For example, in a very good science lesson for Years 3 and 4, the lesson began at a lively pace with a quick session which established the purpose of the lesson. There was very good use of subject specific vocabulary such as 'absorbency' and 'a fair test'. Good links were made with other subjects such as history: 'We need to find the best material to make a bib for King Henry VIII', and with English when the spelling of keywords was corrected. This lesson benefited from effective teaching of basic skills together with high expectations for pupils to work with interest, concentration and careful thought. The result was secure learning with pupils attaining at a level above that expected for their age.
22. Similarly, in a very good lesson in French for Years 5 and 6, the teacher used her excellent subject knowledge to plan a lesson which built up pupils' knowledge, skills and understanding systematically. Previous learning was reinforced in a fast paced lesson conducted almost entirely in French and there was good learning of new vocabulary. Pupils were engaged in a rapid sequence of different learning activities to which they responded with enthusiasm and commitment. They are making rapid progress.
23. Where lessons have teaching and learning which is satisfactory, planning is less secure. For example, in a design and technology lesson in Years 2 and 3, pupils were not given opportunities to sketch a design or choose appropriate materials for their task. To begin the process of making before the design is created does not result in good quality learning.
24. While work is thoroughly marked in English, mathematics and science, the school has not yet developed systems for using the information from these day-to-day assessments to set targets for pupils to make progress in the short-term. Such targets, coupled with more consistent sharing of the learning objectives of lessons

and discussion of whether they have been achieved, would give pupils a better knowledge and understanding of their own learning. Parents would welcome the opportunity to be involved in such a process. A further point for development is that the setting of graded work for different groups of pupils is not consistent in subjects other than English, mathematics and science. The headteacher is aware that there are occasions when activities, for example, assemblies, overrun so that the next planned activity loses time.

25. The basic skills of literacy and numeracy are taught well overall and very well in Years 5 and 6. Good opportunities are taken to practise the skills of literacy in a good range of writing in subjects such as geography, history and science. The consistent use of subject specific vocabulary in all subjects also helps pupils to express themselves with clarity and precision. There are examples of numeracy skills being developed in design and technology but not in other subjects such as geography. Information and communication technology is used effectively to support learning in English. For example, in a very good English lesson in Years 5 and 6, pupils used the computer suite to write their own version of a poem. Their good computer skills enhanced their learning in English. Consistently good teaching of information and communication technology means that pupils have above average levels of competence in this increasingly important subject by the time that they leave the school.
26. Throughout the school, the quality of teaching and learning is enhanced by the work of classroom support assistants. They are effective in supporting the learning of pupils with special educational needs and ensuring that they are fully included in learning, but also fulfil a wider role. For example, one assistant was well able to take a lesson with Year 3 pupils whilst the Year 2 pupils in the class were taking one of the National Curriculum tests. The school has an above average provision of support assistants and this is an effective use of resources because they are an effective element in the school's teaching and learning. Classroom support assistants are fully involved in planning, are told of any concerns regarding the pupils that they are supporting, and feel that their work is valued.
27. The school has been through a period of rapid staff changes. During this time, the good quality of teaching and learning has been maintained. Now that the school can look forward to a period of greater stability, it has the capacity to improve teaching and learning further.

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

28. The quality and range of the learning opportunities and experiences provided for pupils are satisfactory in the infants and good in the juniors. In the juniors, pupils have the extra provision of French as a modern foreign language as an extra interest, and the quality and range of extra-curricular opportunities offered are very good. The school provides a well-balanced curriculum, which includes religious education, physical and creative opportunities and fully meets all statutory requirements. Acts of collective worship meet legal requirements. Teachers ensure that all pupils are given equal opportunities to experience what the school has to offer. The school is currently working towards extending the arts curriculum provided for pupils by pursuing the 'Artsmark' award. This will extend the school's provision in dance, music, art and drama and enable pupils to work with pupils from other schools.

29. Those pupils identified as gifted and talented receive a challenging curriculum. A specialist teacher provides teaching on one afternoon a week over a two-term period and pupils follow an individual learning programme. As a result of this good provision, these pupils make at least good progress overall and make very good progress in their information, communication and technology skills.
30. A key issue from the previous inspection was to improve the provision for children under five years old by providing a better range of learning activities. The curriculum provided for children in the Foundation Stage is now satisfactory and this is a good improvement since the previous inspection. Children in the Foundation Stage, (the Reception Year in this school) now make good progress in their learning due to the well-planned curriculum that they are offered, the good quality of teaching and the good provision of classroom support assistants who have a positive effect on children's learning.
31. A further key issue for the school to address after the previous inspection was to ensure progression and continuity in learning through the development of well structured schemes of work. Improvement in this area has been good. Literacy and numeracy lessons are planned following the National Literacy and Numeracy Strategies. Religious education lessons comply with the requirements of the locally agreed syllabus and all other subjects are planned following national guidance. As a result, the planning of learning is good overall and the progression of skills in the curriculum is now fully assured. As all pupils are taught in mixed year-group classes, subjects are planned following a two-year cycle to ensure that knowledge, skills and understanding are taught thoroughly. This is done well and inspection evidence indicates that lessons are well planned to take into account the mixed age groups. This is not an easy task, but teaching staff are skilful and take time and effort to ensure that planning is good.
32. The National Literacy and Numeracy Strategies have been successfully implemented. Numeracy in particular has received a lot of intensive support from the local education authority and the subject leader for mathematics has recently attended a course to develop her skills and understanding further. The school is reflective in the way that the curriculum is taught and monitored and areas identified for development, for example, in the quality of writing throughout the school, are targeted for focused support.
33. A strength of the curriculum is the very good provision for personal, social and health education and citizenship. In discussion with Year 6 pupils, they talked enthusiastically about what they had learned in lessons. They stated that teachers and the school nurse made lessons very interesting. Teachers ensure that aspects of health education and sex education are taught as part of the science curriculum, with the school nurse giving extra lessons on aspects of puberty and growing up. The school has a structured curriculum for drugs education and pupils found this information interesting and helpful. It is clear that the school ensures that pupils develop confidence and take a responsible and mature attitude to the decisions that they make. They form very good relationships with each other and adults working in the school. In their religious education lessons, pupils show awareness of the need to respect different faiths, values and customs. Pupils know and understand how to live a healthy lifestyle, and the school's commitment to extra-curricular activities ensures that physical, outdoor activities are given great emphasis by enthusiastic staff.

34. Citizenship is taught well. Pupils are taught to be aware of their place in the local community and an analysis of work shows that older pupils have a very good understanding of aspects of the British system of democracy. They have some knowledge of the three main political parties in Britain and appreciate how the voting system elects members of parliament. They have some knowledge of how the United Nations was set up and can name the current Secretary General. In a very good lesson in Year 5 and 6, pupils showed a mature and responsible attitude in their discussions about complex, wider global issues concerning human rights and refugees.
35. Since the school was first inspected, the provision for pupils with special educational needs has improved and, as a result, these pupils now make good progress in all subjects. The school has established a comprehensive policy that is reflected in everyday provision and complies with the new Code of Practice. There are individual education plans for each pupil identified as having special educational needs, but the quality of these plans varies from satisfactory to good. Crisply written targets are evident in some individual education plans, and these are used well by the teachers and support staff to give clearly focused support. However, on some individual plans, targets are too vague to be measurable and are of limited use to give clear support for teaching and learning.
36. The curriculum is enriched by the very good provision made for extra-curricular activities and this ensures that pupils are introduced to a good range of sporting, musical and artistic activities, as well as a chess club and a computer club. A large number of pupils participate regularly in these after-school activities. A good range of visits and visitors is used to increase the quality of pupils' learning experiences, particularly to support their cultural development.
37. Good links are made with the schools to which pupils will transfer at the end of Year 6. A new initiative is in the liaison with the French department at the local secondary school and resources are shared where possible. There are good induction procedures in place to support Year 6 pupils as they transfer to the next stage of their education.
38. The recently-appointed headteacher has quickly established good relationships with the nearby playgroup and has already planned joint activities including a 'Teddy Bears' Picnic'. The 'Trim Trail' in the school grounds is available for children attending the playgroup. Links with the group of nearby primary schools are also good, with joint events and sporting activities.
39. The school has sustained the good community links found during the previous inspection. Pupils continue to be fully involved in village activities and school events, including the Summer Fete, are well supported by villagers. The school makes good use of the local church for services at Harvest Festival, Christmas and for leavers' assembly. Pupils from the gifted and talented group have been involved in local environmental issues, looking at the local High Street and making recommendations for safety.
40. There is very good provision for pupils' personal, moral and social development. This is a good improvement since the previous inspection. Provision for spiritual and cultural development is good overall and this has been maintained since the previous inspection.

41. The good provision for spiritual development is evident in the many opportunities that pupils have in the day-to-day life of the school to reflect on its values. Lessons in religious education provide pupils of all ages with meaningful opportunities to explore the values and beliefs of other cultures and religions. Pupils show a good awareness of the way that such beliefs can and do effect the way people live their lives, for example, in the way that Muslims prepare for Hajj. The school has a very good personal, social, health and citizenship curriculum and, in these lessons, good opportunities are given for pupils to discuss the differences between peoples. The quality of debate in some lessons is impressive, with pupils showing a mature and empathetic awareness of wider global issues. Older pupils, in particular, appreciate how sexism, racism and bullying can have a very negative effect on the quality of people's lives. However, some opportunities to develop spiritual awareness are missed in assemblies. Assemblies usually start with pupils entering the hall to music, but, often, not enough time is given to sit and appreciate it.
42. The provision for moral and social development is very good. Even very young children in the Reception Year are taught the principles of right and wrong and, in their actions and the way in which they treat others, they show a growing understanding of this. Written rules and sanctions do not feature consistently in classrooms, but pupils clearly know what is expected of them. Relationships in school are very good, between all staff and pupils. Behaviour in classrooms and around the school is consistently very good. Pupils are polite, helpful and show kindness in the many ways in which they help others. Pupils work together in pairs or small groups very well. Teachers provide many opportunities during the school day for pupils to work together in a variety of ways, with good opportunities for pupils to talk things through together or to take part in class debates and discussions. Many pupils are very articulate and some have strong opinions, but teachers skilfully manage this to ensure that those pupils who are less articulate, or shy, are given plenty of opportunity to make their views and opinions heard. Pupils are aware of those who are less fortunate than they are, either within the local and wider community, or globally. They have a very good sense of community and citizenship and older pupils demonstrate this very well as they show initiative when planning events to raise money for various charities. Pupils have independently organised Blue Peter 'Bring and Buy' sales and a 'Red Nose Day', to raise funds for others.
43. The provision for pupils' cultural development is good. A range of visits that enable pupils to appreciate their local historical and cultural heritage enriches the history curriculum, in particular. The teaching of French enables pupils to appreciate the European cultural influences on their own lives. Other opportunities, for example taking the register in Japanese in the Year 3-4 class, develop pupils' awareness of the wider world. Religious education lessons make a valuable contribution to the cultural development of pupils as they appreciate the cultural traditions within the Islamic, Hindu and Christian faiths. Visits and visitors are used effectively to provide further insights into their own faith communities, for example the local vicar is a regular visitor into school and pupils use the local village church to appreciate their own local cultural heritage. Pupils have learned about the lifestyle, celebrations and traditions of Jewish, Hindu, African and Japanese cultures from visitors into school. Whilst the school has improved its provision for multicultural education for pupils since the previous inspection, there is still scope for improvement in some areas. For example, most of the art in school is based on Western cultural influences and currently, there are no visits to places of worship of other faith communities.
44. Overall, the quality of the curriculum has improved well since the school was inspected previously and, with a settled and stable staff in place, the school has a good capacity to develop this further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school continues to provide very effective support for pupils and creates an environment in which pupils are valued as individuals and their personal needs are met. The very good relationships throughout the school and the levels of care and concern shown by staff ensure that pupils grow in confidence and maturity. The school has undergone a number of staff changes in the recent past and it is to the credit of the headteacher, teachers and classroom support assistants that changes have been implemented with no adverse effect on the support of pupils. Classroom support assistants have provided pupils with continuity of care and provided a valuable source of stability. Supervision at lunchtime is of high quality and pupils experiencing difficulties or emotional problems are provided with mentors who provide effective extra support.
46. The school has appropriate measures in place to ensure the health and safety of pupils and safe practices are observed in and around school. Regular checks are made of the building and, in lessons, teachers reinforce the need for personal safety and healthy lifestyles. Documentation to support the good practice of the school by providing written risk assessments for activities, including out of school visits, is not yet fully in place but staff are aware of this and are working to ensure that guidelines are met. Although the school has ensured that disabled pupils and parents have means of access, there are no disabled toilet facilities available.
47. Although staff are experienced and vigilant in matters involving child protection and follow local guidelines closely, recent staff changes have left the school without a trained person responsible for this area. The local education authority is aware of this and the headteacher is taking steps to address this difficulty.
48. Procedures are in place which effectively encourage, praise and reward good behaviour. Staff have high expectations of pupils' conduct and rare instances of poor behaviour are noted and support is then given. Certificates are awarded for a variety of achievements and these include good or thoughtful behaviour. Bullying and unkindness are not tolerated and both pupils and parents agree that the school effectively promotes harmonious relationships. Good attendance is encouraged and there is no unexplained absence. The school keeps careful records of attendance and punctuality. This represents an improvement since the previous inspection.
49. The impact of support on pupils with special educational needs in the classroom is positive. The classroom support assistants have very good relationships with these pupils and effectively encourage, guide and support their academic and personal development. All staff have a good awareness of the personal as well as the academic needs of their pupils and use this knowledge to create a safe and secure learning environment for them. Links with a range of external agencies are well established so that the school makes good use of the support available to provide help for those pupils with specific needs.
50. There are very good procedures in place to monitor and support pupils' personal development. Individual records contain useful details about the development of personal attributes such as confidence and social skills. A programme of personal, social, health and citizenship education provides pupils with opportunities to discuss moral issues as well as promoting healthy living and personal safety. A good example of this was seen in a Year 5/6 lesson where pupils were encouraged to debate the needs of third world countries and produce ideas on how help could be provided for people from less fortunate backgrounds.

51. Procedures for assessing pupils' attainment and monitoring the progress that they make in English, mathematics and science are satisfactory. Staff use a range of tests, including National Curriculum tests, to assess standards, identify any particular strengths and weaknesses and to set whole-class curriculum targets. Analysis of regular tests and the identification of weaknesses guide strategic whole-school planning within the School Improvement Plan. Where necessary, whole-school staff training takes place to address any specific weaknesses in teaching, or extra resources are purchased to fulfil curricular requirements. The school has made satisfactory progress in this area of its work since the previous inspection.
52. Other subjects of the curriculum are assessed at the end of each unit of work, but this assessment mainly indicates to teachers that the curriculum has been fully covered. As a result of these assessments, the school ensures that all pupils receive their full National Curriculum entitlement, and that the school fulfils the requirement of the locally agreed syllabus in religious education.
53. The assessment procedures for pupils with special educational needs are satisfactory, but the tracking procedures to monitor the progress of individual pupils are still at an early stage of development. The planning of learning tasks and activities for those pupils with special educational needs is inconsistent. The school has recognised this and is in the process of reviewing tracking procedures.
54. A key issue for the school to address at the previous inspection was to continue the development of assessment practice and to use it better to guide the planning of the curriculum. Progress on this key issue since then has been satisfactory. However, the school's use of assessment to guide curriculum planning is currently under review. For example, systems for tracking pupils' progress are still in the early stages of development and are not yet used effectively to plan future learning. Pupils do have learning targets for mathematics and writing, but some of these are too broad and many pupils, when asked, do not know what they need to do next to improve their skills. No pupils have individual learning targets to improve their reading, for example. They do not know what they do well or what they need to do to become better readers. The use of this information to set targets for individual pupils to improve further is unsatisfactory.
55. Pupils are given good quality care and this means that they feel happy and secure in the school. The headteacher appreciates that there is scope for pupils to be given better and more consistent academic support. The school has the capacity to provide this.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents are supportive of the school and take a keen interest in the education of their children. Their views of the school are mostly positive although many have been concerned about the many recent staff changes and their potential effect on the school. This uncertainty is reflected in the responses to the parents' questionnaire. However, parents have every confidence in recently appointed staff and now feel that the school is in a good position to move forward.
57. Almost all parents agree that their children enjoy coming to school and this view is echoed by the pupils themselves. Parents are especially pleased about behaviour in school, the high expectations that teachers have for pupils, and the way in which the school helps pupils to mature. Almost all parents would feel comfortable when approaching staff if the need arose. Some parents expressed reservations when

responding to the questionnaire about the progress made by their children and the way in which the school works with parents. Many do not agree that their children are given the right amount of work to do at home and some do not agree that the school provides a good range of out-of-school activities.

58. The inspection team agrees with the positive views of parents. Homework set during inspection was relevant and sufficient, although this is not always recorded in homework diaries for parents' information and these diaries are not used consistently well to provide a means of communication between home and school. Inspectors found that pupils are making good progress and that the range and quality of extra-curricular provision is very good. Parents seen during the inspection agreed that the recent increased stability in staffing has increased their confidence in the school's partnership with parents and in the leadership of the school.
59. Information provided about the school in the prospectus and the governors' annual report to parents is good and parents are kept well informed about their children's topic work. Newsletters keep parents up to date about school issues and events. Staff are on hand at the beginning and end of each day so that parents have informal opportunities to discuss any concerns and sufficient formal opportunities are provided for consultation about progress. Annual written reports are currently satisfactory but the school has plans in place to improve the format of these at the end of this term.
60. The school has good relationships with parents which are established early, before the children join the school, with a parents' evening during which information is exchanged. Parents are welcome in school and some provide valuable assistance in classroom activities. During the recent Design and Technology Week, some 20 parents were involved in helping in school. The headteacher makes herself available to speak to parents and parents report that problems are dealt with well.
61. The school effectively involves parents of pupils with special educational needs in their learning. Parents are invited to termly meetings and are kept fully informed of what is being done in the school to help their child. What could be improved are the opportunities given to parents to help their children with individual tasks and activities at home. In some cases, this is done informally, but individual education plans do not make reference to parents or carers, or contain activities that could be done at home. Parents are fully involved at annual review meetings for those pupils with statements of special educational needs.
62. The Friends of the School Association holds fundraising and social events which are well attended and provide valuable funds for extra resources, including the recently-established 'Trim Trail', an adventure playground used by pupils of the school and the nearby playgroup.
63. Overall, the school has improved its partnership with parents well since its previous inspection and increased the parents' involvement in their children's education, successfully addressing the issues raised in the previous report. Parents' good support for the school and for their children's learning is having a positive impact on attainment and progress

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. At the time of the previous inspection, the leadership of the headteacher was judged to be satisfactory. The present headteacher was appointed in January 2003 and found the school going through a period of rapid teacher movement. She has

stabilised the situation and her purposeful and clear-sighted leadership has resulted in the school becoming optimistic and forward looking. She is providing very good leadership and management. In discussion with inspectors, parents expressed their appreciation of the difference that the new headteacher has made. They feel that the school is moving forward, that facilities are improving and that the quality of information has improved. They feel confident in the future.

65. The new deputy headteacher took up her post at Easter and had only been in the school for three weeks at the time of the inspection. She is establishing her role in the school and giving the headteacher effective support although, inevitably, this is in its early stages. Because of rapid staff change and leave of absence, the management of subjects is in a period of transition. Overall, subjects are managed satisfactorily. Plans are in place for more permanent arrangements to be made in September when an audit of subjects will provide a basis for planning for the future.
66. The governing body, led by its experienced and enthusiastic chair, has had to manage the school during a period of turbulence and uncertainty. Governors fulfilled this role professionally and were willing to take difficult decisions if they thought that this would be in the best interests of the school and its pupils. The governing body has a very clear grasp of the school's strengths and potential for development, and is very committed to the school. Plans are in place to develop the school further and governors have an unusually good appreciation of their role in shaping the future direction of the school. Governors fully support the new headteacher and are giving her very effective support.
67. On taking up her appointment, the headteacher found that there was little consistent analysis of pupils' progress in place. She has established systems to analyse pupils' attainment in English, mathematics and science and these are now satisfactory. The assessment of progress in other subjects is inconsistent. Systems for tracking the progress of individual pupils are in the early stages of development, and the use made of assessments to set targets for individual pupils is unsatisfactory. Where targets exist, they are not consistently specific enough for pupils to be clear as to what they need to do to make further progress. The headteacher acknowledges that this is an area for development.
68. The school sees equality of access and opportunity as a key entitlement for all pupils. Care is taken to ensure that all pupils are included in all that the school does, and, in this, the school is generally successful. However, care must be taken to ensure that the withdrawal of pupils from class, for example, for instrumental tuition, does not adversely affect their access to particular aspects of the curriculum.
69. The leadership and management of the special educational needs co-ordinator are satisfactory. She is very new to the role and, although enthusiastic, does appreciate the need to undertake further training for this demanding role. The school has this well in hand. The day-to-day management of the school's provision and general administrative procedures are good. These enable pupils with special educational needs to enjoy equality of access to all that the school offers. Resources for special educational needs are satisfactory. The current accommodation does not have a disabled toilet or ramps to facilitate wheelchair access through all entrances, and there is a shortage of rooms for small group work.
70. The headteacher recognises that, for the school to improve, a stable and enthusiastic staff is needed. This is in place for September and the headteacher has clear plans for the future development of the school. The professional development

of staff has a high priority and the deputy headteacher is developing this area to include classroom support assistants. The headteacher has plans to increase the rigour with which teaching and learning are monitored and evaluated. This will help to set priorities for the school's future development and make it easier to incorporate them into the School Improvement Plan. The headteacher recognises that, in its present form, this is somewhat unwieldy and that it needs reorganising if it is to become an effective working document. At this stage, it is satisfactory.

71. The school runs efficiently on a day-to-day basis. Its routines are clear and easily understood and little time is lost in moving from one activity to the next. However, teaching time can be lost when activities such as assemblies overrun. The school makes good use of new technology. It is used well in administration and in supporting pupils' learning. However, there is scope for its use to be developed in analysing and using data about pupil progress. Excellent use is made of information and communication technology to predict the school's financial situation over a five year period with different combinations of variables such as pupil numbers and percentage annual increases in income. The school has had an unusually large carry forward figure in recent years but this has been to finance planned improvements. There have been a number of improvements to the building and the good computer suite is a recent addition. There are plans in place to extend the building further at the end of this school year. This planned programme of expenditure represents the effective application of the principles of best value. A recent coup for the school was a parent succeeding in persuading a local building firm to resurface the playground free of charge.
72. There is a good match of teachers and support staff to the demands of the National Curriculum and religious education. Teachers and support staff work effectively together and classroom support assistants participate in planning and are well briefed about their roles. They have also provided a valuable source of security and continuity for pupils during the recent rapid turnover of teaching staff. All support assistants work longer hours than those for which they are paid. For example, one assistant is paid for three days but works for five days.
73. Good improvements have been made to the school's accommodation and it is now satisfactory overall. The school benefits from a good hard play area and an adjacent playing field. Classrooms are adequate for the school's current numbers although those for junior pupils are somewhat cramped. The hall is inadequate as an indoor space for physical education and it is inadequate for performances with an audience. Resources for learning are adequate overall and are being improved systematically. The school uses specific grants, for example those for special educational needs, appropriately. The library remains inadequate as a resource for learning.
74. The headteacher has a very clear vision for the school rooted in high standards of care and attainment. This is evident throughout the school's work. There is a very good commitment to improvement and a clear feeling of optimism for the future. The school has the capacity to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to improve the quality of education further, the governors, headteacher and staff should:
- (1) use systems for tracking pupils' progress consistently to identify pupils' future learning needs and to set short-term specific targets to enable them to make further progress in their learning:
(see paragraphs 8, 9, 19, 24, 35, 53, 54, 67, 71, 91, 104, 112, 115, 122, 129, 137, 145).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	22	3	0	0	0
Percentage	0	19	71	10	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	NA	104
Number of full-time pupils known to be eligible for free school meals	NA	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	NA	2
Number of pupils on the school's special educational needs register	NA	15

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0

National comparative data	5.4
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	11	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	10
	Girls	11	10	10
	Total	22	20	20
Percentage of pupils at NC level 2 or above	School	100 (100)	91 (100)	91 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	10	9	11
	Total	20	19	22
Percentage of pupils at NC level 2 or above	School	91 (100)	86 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	9	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	90 (92)	85 (69)	100 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	75 (77)	85 (77)	90 (85)
	National	73 (72)	74 (74)	82 (82)

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

*Because fewer than 10 girls took the tests, separate results for boys and girls are not recorded.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
95	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
9	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	23.1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	132

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	NA
Number of pupils per qualified teacher	NA
Total number of education support staff	NA
Total aggregate hours worked per week	NA

Financial information

Financial year	2001-02
	£
Total income	230,640
Total expenditure	211,469
Expenditure per pupil	1,691
Balance brought forward from previous year	46,250
Balance carried forward to next year	65,421

Number of pupils per FTE adult	NA
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	4.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	104
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	44	3	2	0
My child is making good progress in school.	38	45	13	2	2
Behaviour in the school is good.	40	56	4	0	0
My child gets the right amount of work to do at home.	13	63	14	8	2
The teaching is good.	25	58	4	0	13
I am kept well informed about how my child is getting on.	16	67	9	6	2
I would feel comfortable about approaching the school with questions or a problem.	58	36	6	0	0
The school expects my child to work hard and achieve his or her best.	44	49	5	0	2
The school works closely with parents.	14	60	18	2	6
The school is well led and managed.	18	62	6	0	14
The school is helping my child become mature and responsible.	39	51	6	0	4
The school provides an interesting range of activities outside lessons.	36	49	13	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

76. Children in the Foundation Stage get a good start to their education. They are taught in a mixed Reception and Year 1 class, which makes planning the curriculum difficult. However, the teacher is skilful and very well organised and, as a result, children benefit from an appropriate curriculum. The quality of teaching that children receive is now consistently good, as is the quality of support given by classroom support assistants. The number of support assistants, and their obvious skills in supporting the learning of young children, are of real benefit to the school. At the previous inspection, the quality of provision for children in the Reception class was judged to be inappropriate for the majority of children. Learning activities were not planned to suit the needs of the majority of children. This is no longer the case. The school follows national guidance for planning the curriculum and all children, (there are currently no children with special educational needs in the Reception class), now make good progress in each area of learning and achieve well from when they first enter the school. This is a good improvement since the previous inspection.
77. The school tests children when they first enter school and again when they move from the Reception Year into Year 1, although they are actually still in the same class. The tests indicate that, unlike at the time of the previous inspection, when children's attainment on entry to the school was high, especially in language, most children have skills and knowledge that are typical for their age. By the end of the Foundation Stage, the majority of children have exceeded the national expectation in Language, literacy and communication and in Mathematical development. They match expectations for their age in Knowledge and understanding of the world, Personal, social and emotional development, and in Creative and Physical development. This represents a good rate of progress in learning for these pupils.
78. Relationships with parents and local pre-school groups are good and improving. The school actively seeks to involve parents in their children's learning. The quality of homework activities is very good and is a model of good practice for the rest of the school. Homework activities support learning in all the areas of the Foundation Stage curriculum, with parents actively encouraged to join in with some tasks. For example, to develop knowledge and understanding of the world by preparing different fruits and vegetables together, parents are asked to; 'Please help your children to record what they did'. To develop early geographical skills, parents are encouraged to help their children to sketch simple maps of a journey on their days out, or to complete a survey about village life. One child, after having a discussion about the village with a parent, writes; 'My mum dislikes having to drive such a way to get to a supermarket, but likes the village because it is quiet and friendly'. The school's liaison with local pre-school groups is shortly to result in a joint 'Teddy Bear's Picnic' and sharing the new resource of the school's 'Trim Trail'.

Personal, social and emotional development

79. Personal, social and emotional development is taught well. By the time that children enter Year 1, most achieve the levels expected in this area of learning. Reception children come into the classroom each morning with their parents or carers. Activities are set out for them and parents sit and share these with their children. The class teacher and learning support staff use this time well to chat to parents about on-going work, or to tackle any problems at an early stage. Parents and

carers are made very welcome and children are given good opportunities to share the previous day's work with them. Children are relaxed and clearly enjoy this start to their day. They are proud of the work they do in class and are eager to share this with parents and carers. New babies are shown off to other children, or staff, and relationships are clearly very good. At the ringing of a small hand-bell by a Year 1 pupil, parents quietly leave. This is a seamless transition into the school day, with children happy, settled and showing no signs of anxiety.

80. Children know the structure of the school day and respond enthusiastically to well-established rules and routines. The teacher and classroom support assistants encourage children to talk about new experiences and help them to develop new skills in a supportive atmosphere. As a result, children learn to persevere with more challenging tasks and to take pleasure in what they do well. Children know the differences between right and wrong and their behaviour in lessons is always good. They are given opportunities to share their ideas with others, to take turns, share resources and to listen to and take note of, what other children are saying.

Language, Literacy and Communication

81. The teaching in this area of learning is good and, as a result of well-planned learning opportunities, children make good progress in their learning. Most children reach standards above those expected for their age. This represents good achievement from when they first enter the Reception class. Higher attaining children read simple sentences and are able to use picture clues when adding missing words, such as 'hot, cold, young and old'. Their writing is neat and legible, with most letters correctly formed. Most children are beginning to write simple sentences with some independence, for example; 'The dinosaur is feeling grumpy', with a good attempt at spelling 'grumpy' correctly. Children write short sentences to record what they have done, for example; 'I have planted my bean today'.
82. Children sat and listened attentively to a story about Katie Morag. They looked at the illustrations in the book, pointing correctly to identify where Grannie Island lives. Most children read individual words correctly and confidently tackle 'boat, house and car'. They talk with confidence and most children have a good range of vocabulary. Speaking and listening skills are taught well, with the teacher making the most of any opportunity to extend vocabulary. Classroom support assistants encourage children to talk, discuss and to explain their ideas as they work through activities. Children are given opportunities to re-tell a story and they respond well to this as they recall; 'This story is about a wedding really. Grannie Mainland came to the island in a helicopter'. Children show that they can listen carefully to a story by the quality of their responses, which show a good understanding of the main characters and events in a story.

Mathematical Development

83. This area of learning is taught well and, by the end of the Reception Year, most children reach standards above those expected for their age. Children achieve well from when they first enter school. An analysis of their work shows that higher attaining children are competent when counting backwards and forwards up to 20. They set out simple addition sums, such as $9+1=10$ and correctly order mixed up numbers from the smallest to the largest, such as 1,7,12. Children are beginning to make good estimations by looking at a group of objects, for example; 'I estimate that there are 10'. The number was actually 13, but it was a good guess. All children know two-dimensional shapes and correctly name them. Some children are

beginning to recognise three-dimensional shapes and, in particular, they recognise the differences between a cube and a cuboid. In one lesson, when helped by the teacher, a higher attaining child was able to count up to 40. All children count backwards from 10 to zero, finishing with 'Blast Off' as they reach zero. The teacher has high expectations of what the children can do and helps them to work hard to achieve a better knowledge and understanding of number and shape. She used a large number square to point at individual numbers, asking the children, 'What number is this? Which number comes before it? What number comes after it?' Children were challenged to explain their thinking; for example the teacher asked: 'How did you know that the missing number was 9?' The child answered, 'because I know the number before 10 is 9, so that was the missing number!'

84. Lower attaining children are given good support. In some cases, a child is taught in a one-to-one situation by a classroom support assistant, to reinforce the knowledge and understanding of a particular concept, or children are taught in very small groups, so that any errors can be put right immediately. This means that children learn new skills with a good depth of understanding and make good progress.

Knowledge and Understanding of the World

85. Good learning opportunities are provided to ensure that children make good progress in their knowledge and understanding of the world. Teaching is good and all children reach the standards expected in this area of learning. Information and communication technology skills are developed as children work either independently, or with others, to work through language or number based programs. All children know and name the computer, keyboard and mouse.
86. In design and technology activities, children have designed puppets in different styles. For example, they have made puppets using wooden spoons, sticks, gloves and socks. They have used sewing skills to sew sequins, beads and buttons onto their puppets, then used their puppets in role-play activities to retell the story of the 'Three Billy Goats Gruff'. In an effective link between science and design and technology, the teacher gave children the task of designing a dress for Cinderella, 'so she can be seen by traffic as she runs home from the ball'. Pupils chose materials that are shiny or have reflective qualities, 'So that Cinderella can be seen in the dark by people in cars with their head-lights on'.
87. In science, good basic skills are taught at simple levels as children are encouraged to predict, test, evaluate and record what they have done. As a result, most successfully identify those objects which require electricity to work, such as a computer and a television, and predict, by looking at examples of circuits, which one is correctly wired so that the bulb will light.
88. Early historical and geographical skills are taught well as children learn about famous people from the past and, by looking at a range of items of historical interest, make some inferences about what life must have been like for the Victorians. Most children read and draw simple maps and plans of their journey to school, or to show their understanding of the story of Katie Morag on the Island of Struay. Awareness of other cultures is developed satisfactorily as children use multicultural resources, or listen to stories about children in other faith communities.

Physical Development

89. Children make good progress in the development of their physical skills and all reach the standard expected in this area of learning. Teaching is good, as is the quality of learning support, so that when children are working to develop specific skills, such as throwing and catching balls, they make good progress. Children undress for their physical education lessons with a good degree of independence and are encouraged to place their clothes in a tidy pile, 'with socks inside shoes please!', to develop independence. Children line up, move into the hall and find a space to work in with very little fuss. They take part in a vigorous warm-up activity, which gets them 'puffed out'. They practised throwing and catching a beanbag with two hands, then were challenged to try to do this with only one hand. Children found this difficult but persevered with the task. Most move with good levels of control and use the space in the hall well. The teacher provided good opportunities for children to develop finer physical control skills as they rolled out dough, used sand and water, and used scissors and glue to cut and paste.

Creative Development

90. This area of learning is taught well and children make good progress so that all reach the standard expected by the end of the Reception year. This is a good improvement since the previous inspection, when children's progress was judged to be unsatisfactory in this area of learning. Painting, drawing and collage skills are now developed well, as children made a 'wall story' of the 'Three Billy Goats Gruff'. They used a good range of techniques and materials to make their wall story. Observational skills are extended as children are taken on a walk around the school to make rubbings of familiar features, such as the drain cover, trees and the foot-mat. Symmetrical patterns were explored as children used bright poster paints to show the symmetry of a butterfly. In music, children are taught to use their voices to make long and short sounds. They follow a simple graphic score to make a pattern of long and short sounds, first using their voices, then using percussion instruments. They used resources very well and were very disciplined, showing a good level of concentration, when following the graphic score. Classroom support assistants monitored the progress of individual children very carefully and helped them to follow the teacher as she 'conducted' the children playing their instruments.
91. The Foundation Stage is being managed satisfactorily by the deputy headteacher, who has only very recently joined the school. She has quickly established very good relationships with classroom support assistants and parents, who are all working together to provide meaningful learning activities. Assessment procedures are currently satisfactory, but the school has correctly identified, as a future target for development, the need to make better use of assessments to provide individual learning profiles within each area of learning. The accommodation is spacious and now benefits from an attractive outdoors area, which is still in the process of development. Resources are satisfactory, well organised and used well to support learning. No children currently in the Reception Year have special educational needs.
92. There has been good improvement in the Reception Year since the school's previous inspection. The school has the capacity to improve this stage of learning further.

ENGLISH

93. Standards of attainment in English are above those expected nationally by Years 2 and 6. This is an improvement on the school's previous inspection when standards were satisfactory. Pupils make good progress overall in all aspects of the subject. Pupils with special educational needs make good progress in relation to their prior attainment because of the effective support that they receive. There is no significant difference in the standards attained by boys and girls.
94. Pupils make good progress in their speaking and listening skills and attain standards which are above those normally found. Throughout the school, pupils listen in lessons with interest and sustain concentration for long periods. They have a good recall of what they have been taught. Speaking skills develop well as pupils get older. In a good English lesson in Year 2, for example, pupils suggested 'massive' and 'fierce' as alternatives to 'large' and were able to identify and create examples of alliteration such as 'rippling, racing river', and 'deep, dark, dangerous forest'. By Year 6, pupils express themselves clearly and confidently. For example, a higher attaining pupil in discussion with an inspector compared using reference books and the Internet as sources of information and explained that the Internet had to be used critically. Higher attaining pupils in both Year 2 and Year 6 compared the Harry Potter books with the films. Both preferred the books because 'you have to use your imagination'.
95. In Year 2, standards in reading are above those normally found. Higher attaining and average pupils read fluently and with good expression and understanding. They had few problems reading unfamiliar words and had strategies to read challenging words. For example, the higher attaining pupils read the author's name, which was 'Truijens', unaided. On the other hand, lower attaining pupils are less confident, needing help with words such as 'parcel' and 'wrapped'. Pupils have a good understanding of books knowing such key words as author, illustrator, contents and index. Higher attaining pupils have a good appreciation of how libraries are organised and how to set about finding a book.
96. By Year 6, reading standards are average. Higher attaining pupils read fluently and with clear understanding. They discuss their reading in a mature way and are able to contrast different characters and compare books that they have read. They have a clear understanding of the organisation of libraries. Average pupils are less confident and are apt to read quickly and substitute words with another of the same meaning without realising what they have done, for example, reading house instead of home. A pupil of average attainment did not have the strategies to read quite common words such as 'precious' and 'envious'. In contrast, a lower attaining pupil had good strategies to read unfamiliar words, and was able, for example, to work out the pronunciation of 'definitely' unaided.
97. The school's library is small and sited in a corridor and does not encourage reading among junior pupils by displaying books attractively. Further, there is no possibility of it being used to teach more advanced library skills to groups or whole classes because there is not enough room. The school has no strategies in place to improve junior pupils' reading standards systematically. While standards are satisfactory, there is scope for them to improve.
98. The quality of pupils' written work is satisfactory at the end of Year 2, and at the end of Year 6 is better than is normally found. There is clear evidence of progress being made in pupils' writing during Year 2 both with regard to grammatical accuracy

and the length of pieces of free writing. Pupils are given good opportunities to practise different types of writing including imaginative, descriptive and sequential pieces as well as book reviews. Handwriting has improved over the year and is usually neat and legible, but not consistently joined. All pupils have a file of supportive materials on single sheets but these are largely undated so that they are not useful for measuring progress.

99. By the end of Year 6, the quality of writing is good. Higher attaining pupils write with a high level of grammatical accuracy using a rich vocabulary. For example, phrases such as 'fireworks explode with a deafening boom' and 'shimmered in the light' make imaginative writing come alive for the reader. Other types of writing practised include descriptive and comparative writing, letters, fables, poetry and comprehension. Pupils have good strategies for planning larger pieces of writing, for example, using 'pattern notes' and there is evidence of good arguments being marshalled for and against a controversial issue such as the death penalty. Average and lower attaining pupils write with good imaginative insight although grammar and spelling are less secure and pieces tend to be shorter. However, there is clear evidence of standards improving over the year.
100. Until January of this year, work in subjects such as geography, history and religious education was done on single sheets of paper and was unmarked. This means that opportunities were lost for this work to be used systematically to help pupils to practise and develop different kinds of writing. Since her appointment, the headteacher has reversed this practice and work is now routinely done in books. However, there is scope for writing in these subjects to be used more systematically to support the development of different kinds of writing in English.
101. Throughout the school, pupils' attitudes to learning in English are at least good and often very good. They work conscientiously because they are interested and involved. They enter into discussion enthusiastically and are eager to respond to questions. They are alert. For example, pupils in Year 1 eagerly corrected some misspellings, changing 'Tuesday' to 'Tuesday' and 'Thursday' to 'Thursday'. Pupils in the Year 5/6 class showed good initiative in creating their own poems modelled on 'The Listeners' by Walter de la Mare. They were mature and co-operative in their use of the computer suite to make their work easier. Year 2 pupils listened to the 'big book' with a good level of attention and then co-operated well in group work, although some found it more difficult to concentrate when not directly supervised.
102. The quality of teaching is good overall and very good in the Year 5/6 class. In the lesson seen in that class, very secure subject knowledge and understanding resulted in a sequence of very effectively planned lessons to build up pupils' understanding of the importance of 'pulse' in poetry. Very high expectations for pupils' effort and behaviour were realised as pupils worked with clear interest and enthusiasm, producing ideas of high quality. A very good level of challenge resulted in very effective learning. In a good Year 2 lesson, challenging questioning ensured that pupils articulated their ideas with precision. High expectations and good levels of challenge resulted in good progress in learning. In Year 1, too, high expectations mean that pupils speak in well-constructed sentences using correct tenses. For example, one pupil said, in response to a question, 'Tomorrow will be Thursday and it may rain'. Another pupil used interesting and highly descriptive adjectives: 'In my box, I will put lovely, delicious pasta'.
103. Teaching in the infant classes concentrates very effectively on basic skills so that pupils speak and write with secure accuracy. This enables teachers in the junior classes to build up a greater use of flair and imagination. Throughout the school,

work is marked carefully with errors corrected and suggestions for improvement. Some of these comments, for example in Years 5/6, are very detailed and make very clear how work can achieve improved quality. In all classes, support assistants are effective in supporting learning for individuals and groups of pupils. Literacy skills are taught well and good opportunities are taken to practise them in subjects such as geography, history and science. In each of these, good use of specific technical vocabulary enhances pupils' literacy skills. There are good examples of research skills in the junior years in history and science, and these too, help to develop competence in literacy.

104. The subject is managed effectively by the headteacher. During her short time in the school, she has developed good systems for analysing the outcomes of the National Curriculum tests so that areas of weakness can be identified and addressed. She has introduced procedures for tracking the progress of individual pupils and these are developing well. However, they are not yet used to set short-term targets for individual pupils to enable them to improve. Resources for learning in the subject are improving well from a low base and are now satisfactory, but the library remains a weakness. Overall, resources are used well in teaching and learning, but there is scope for dictionaries and thesauruses to be used more systematically in some classes to raise attainment.
105. Overall, teaching and learning in English have improved well since the school was first inspected. The school is now in a good position to raise attainment further.

MATHEMATICS

106. Attainment in mathematics is above expectations by the end of Years 2 and 6. This is an improvement in standards in Year 2 since the previous inspection, while the good standards found in Year 6 have been maintained. Pupils, including those with special educational needs, make good progress in mathematics throughout the school.
107. By the end of Year 2, higher attaining pupils have a secure understanding of addition and subtraction using two digit numbers. They have a good understanding of simple multiplication and division. They have a clear appreciation of the concept of fractions and of money in pence. They know the basic two and three-dimensional shapes. They use specific language correctly, for example with regard to odd and even numbers and smaller, smallest and larger and largest. They understand the meaning of doubling and sequence numbers to 100 successfully. They have an early understanding of the concept of symmetry. They have a secure understanding of weight, measurement and capacity. Their work is impressively accurate and shows a secure level of understanding. Average pupils have covered the same work and have many areas of secure learning with occasional examples of misunderstanding. However, these are normally overcome quickly. Lower attaining pupils also have many areas of good accuracy but find it difficult to grasp more complex concepts. However, they are still at the expected level.
108. By the end of Year 6, higher attaining pupils have a very secure understanding of the four rules of number – addition, subtraction, multiplication and division – and use these successfully to two places of decimals. They appreciate that decimals, fractions and percentages are different ways of expressing the same concept, and move between them successfully. Their ability to double and halve numbers and to round them to the nearest 1,000 is secure. They have a good understanding of simple statistics such as mode, median, mean and range and use these concepts in

interpreting mathematical problems expressed in words. They successfully represent data in graphical form and interpret information contained in graphs. They calculate areas and perimeters of two-dimensional shapes and accurately measure angles, having a secure understanding of the angles of triangles and the different types of triangles such as equilateral and isosceles. Their work is impressively accurate and secure. Average pupils are also capable of very accurate work, but also have a tendency to occasional carelessness. Lower attaining pupils have patches of accurate understanding, for example, in fractions, but also have areas of insecurity, for example, in long calculations.

109. Pupils have good attitudes to learning overall and these are very good in the Year 5/6 class where pupils have a very impressive level of sustained interest and concentration. These pupils work with a mature level of understanding and are fully supportive of each other. They show very good initiative in tackling challenging examples. This maturity of attitude helps to achieve learning of very good quality. In other classes, attitudes are good and pupils ask sensible and appropriate questions. They are encouraged to work with a degree of independence and to take care to set work out correctly. They develop good work habits, which underpin effective learning.
110. The quality of teaching is consistently good and is very good in the Year 5/6 class. In this lesson, pupils of different levels of ability were effectively challenged and each group was provided with extension work to reinforce their knowledge, skills and understanding. Very good learning was supported by good resources and excellent pace so that pupils were always engaged and concentrating. Very challenging questioning further tested and reinforced understanding. In the infant classes, there is a very good concentration on basic skills so that pupils have good strategies for tackling problems. For example, Year 2 pupils explaining how they calculated prices of combinations of goods, said: 'I add the tens first', and 'I use number bonds', and 'I like to use doubling'.
111. Pupils' work is marked regularly and there is a good expectation for pupils to correct wrong examples in the junior classes. Teachers throughout the school have high expectations of their pupils, and mature responses to these expectations result in effective learning. Classroom support assistants are used effectively to support different groups of pupils, including those with special educational needs, and are well capable of taking groups separately. As a result of effective teaching, pupils are on course to attain well in the National Curriculum tests at the end of Years 2 and 6 in 2003.
112. During the inspection, the subject manager was on leave of absence. The headteacher has introduced effective systems to analyse the outcomes of the National Curriculum tests at the end of Years 2 and 6 so as to identify any areas of weakness and to take steps to deal with them. This is a good improvement. Systems have also been put into place to track the progress of individual pupils, but these are in the early stages of development. Information from these assessments is not yet being used effectively to guide future learning for individual pupils.
113. The school has a good record in the teaching and learning of mathematics. It has the capacity to build on this good basis and to raise standards of attainment further.

SCIENCE

114. Standards in science have improved in the infant classes since the previous inspection and have been maintained in the junior classes. Pupils make good progress in their learning and the attainment of pupils currently in Year 2 is above the expectation for their age. In Year 6, attainment matches the national expectation and most pupils are likely to reach the standard expected nationally, with 40 per cent of pupils on course to reach the higher than expected level 5. This represents good progress in learning for this group of pupils from when they first entered the school and is a clear impact of the consistently good science teaching that they receive throughout the school. Those pupils who have special educational needs are well supported in lessons and, as a result of this good support, they make good progress and achieve well in relation to the targets set for them.
115. The quality of teaching, which is now consistently good, and the progress that pupils make, have both improved since the previous inspection. This is because the curriculum is now well planned and takes account of national guidance. As a result, pupils build upon their knowledge and understanding systematically and good teaching of basic science skills is a feature of most lessons. Procedures for the assessment of what pupils know, understand and can do is now satisfactory and has improved since the previous inspection, but is currently being reviewed because it does not guide pupils through clear learning targets, as to what they need to do next to improve further.
116. Younger pupils in Years 1 and 2 have very good attitudes to learning, are enthusiastic and keen to experiment and explore new skills. This is because lessons are made interesting for them. For example, in a Year 1 lesson, pupils identified and named a range of objects into two sets, metal or non-metal. The teacher ensured that pupils used correct technical vocabulary when they talked about the different materials. As a consequence, pupils confidently explained some of the properties of the materials they were sorting; 'Is this transparent does that word mean the same as see through?' Even the youngest children recorded the results of their investigations by using a simple, but effective, recording sheet.
117. An analysis of pupils' work in Year 2 indicates good teaching of how pupils plan and record investigations. They are taught to work systematically and record their work with attention to detail. Their investigations into light and shadows and electricity are of good quality. Work is well presented, showing that pupils have been taught to use specific vocabulary such as 'translucent' and 'opaque'. They then use correct vocabulary to write up the results of their experiments; for example, 'We found that different materials have different shadows. Opaque materials form very dark shadows'. Aspects of health and safety are taught thoroughly, as part of the school's focus on personal, social and health education, so that even the youngest pupils know and understand the dangers of electricity. Pupils make predictions of which electrical circuits will not work, and write up their predictions with clarity for example, 'I predict that this circuit will not work because one of the wires is not touching the battery'. Pupils with special educational needs are given effective support in lessons, by being taught in smaller groups, which enables the classroom support assistant to ensure that they have a sound understanding of scientific concepts.
118. A very good lesson in a class with Year 3 and 4 pupils featured very good teaching of basic skills. The class teacher used questioning very well to probe the pupils' knowledge and understanding of absorbency. The quality of their answers indicated

a secure knowledge of the absorbency of paper, which enabled her to quickly move on to provide a more challenging task. This was effective teaching, in a fast-paced lesson that was well matched to what the pupils already knew and understood. It also indicated that the teacher had good subject knowledge and had prepared the lesson well, enabling a swift transition to more challenging work. In Year 6, a good lesson on solids, liquids and gases kept the pupils interested and enthusiastic because the teacher used a good range of resources to reinforce their knowledge and understanding of gases. He listened carefully to the pupils' responses to his questions, constantly probing their knowledge of 'pressure'. When a pupil made a connection that an air pump works by the displacement of air, and alluded to pressure, the teacher quickly developed this, gave a clear teaching point, which therefore increased the learning of all pupils at the right moment. Skilful and sensitive support was given to those pupils with special educational needs, which ensured they were fully included in the lesson and made good progress in their knowledge and understanding.

119. The leadership and management of the subject are satisfactory and are in a state of transition, as new roles and responsibilities are allocated due to staff changes. Enough is being done to ensure that pupils are given a good science curriculum that is well planned and delivered. Resources for the subject are satisfactory and are well organised. Good use is made of literacy, numeracy and information and communication technology skills to research factual information and record work.

ART AND DESIGN

120. Standards of attainment in Years 2 and 6 match those expected for pupils of this age and they make satisfactory progress in the acquisition of knowledge, skills and understanding. Only one lesson was observed during the course of the inspection, but there was enough evidence throughout the school to enable judgements to be made. The quality of teaching is satisfactory, with strengths in the way that drawing skills are taught.
121. The standards that pupils' achieve and the overall quality of teaching are not as high as those found at the previous inspection in either the infants or the juniors but the staff of the school has changed since then and many other initiatives have been the focus of attention. In the lesson observed, the quality of teaching was good and all pupils, including those with special educational needs, made good progress in their skills in using 'papier mache' techniques to make a chair leg. The teacher showed good subject knowledge and the lesson was well planned to make effective links with the current history topic on the Tudors. Initial discussions allowed pupils to explore different design ideas and how they would use a range of techniques and media to realise their design. The class teacher organised the lesson well, giving pupils the opportunity to use a good range of resources. Pupils' attitudes to learning were very good in the lesson. They discussed ideas in a mature way and settled to their tasks quickly and with enthusiasm. The level of co-operation showed that pupils work well together and behaviour remained very good during the lesson. Pupils' good attitudes to learning and their good behaviour in lessons were positive features found at the previous inspection and these have been maintained.
122. An analysis of work throughout the school showed that, by Year 2, pupils use sketchbooks to record objects that they see in the classroom and around school. Their drawings are carefully observed. Homework activities have been used to support drawing techniques and observation as pupils sketched a picture of their home. Older pupils do not use sketchbooks and this is a missed opportunity to enable pupils to explore and develop ideas and to track improvements in their skills.

Pupils have good skills in drawing from observation and examples of work show very good attention to detail when representing colour using pencils or pastels. In Year 6, good examples of work show how pupils have explored painting in the style of Vincent Van Gogh. However, there are no examples of work in textiles or clay, and skills have developed only in a narrow range of activities.

123. The leadership and management of the subject are satisfactory. The school is in a transitional phase, due to new staff starting in September, so plans to develop the subject further are not yet able to proceed. Resources for the subject are satisfactory.

DESIGN AND TECHNOLOGY

124. Standards of attainment in Years 2 and 6 match those expected for pupils of these ages and all pupils, including those with special educational needs, make satisfactory progress in the acquisition of knowledge, skills and understanding. The standards that pupils reach, the progress made by pupils of all ages, and the satisfactory quality of teaching have all been maintained since the school was inspected previously.
125. The quality of teaching is satisfactory. What teachers do well is to plan effective links with other subjects of the curriculum where this is likely to extend pupils' knowledge and understanding. For example, younger pupils in the infant classes looked at the design of houses and furniture to make effective links with their work in both history and geography. The school also makes good links with parents to support learning. A very good example of this was when the school recently had a 'Design-Technology' week, when many parents came in to work with their children and a good range of work, covering new skills, came about as a result of this close co-operation. Younger pupils in Year 1 designed a range of puppets, whilst, in Year 2, pupils designed and made an egg cosy. Their initial designs listed the materials they would need, with labelled drawings. Older pupils used their knowledge of electric circuits to make a lighthouse, whilst, in Years 5 and 6, pupils designed and constructed fairground rides. The rides had moving parts using electrical or pneumatic components. Their designs and written evaluations effectively show the process of learning and include a good use of literacy skills. Teachers make sure that pupils use safe working practices when making their models and pupils of all ages show a good knowledge of the school's health and safety rules and routines. Pupils are enthusiastic in lessons and have a good attitude when learning new skills.
126. What teachers could improve is the consistency in the way in which pupils are taught to plan and design their work as part of the design and make process. For example, in a lesson observed in an infant class, pupils did not have the opportunity to generate a design for a house or plan how they would make a roof for their house before making their models. In Years 3 and 4 however, pupils have design and technology books and these are used to good effect to enable pupils to plan initial designs and record their finished product using photographs taken with a digital camera. They are able to use these books as a learning tool and a point of reference when tackling a new design or skill.
127. Subject leadership is satisfactory but is only temporary, as was found at the previous inspection. However, enough is being done to ensure that pupils cover a satisfactory range of learning experiences and lessons are planned well to ensure that pupils are able to build on what they have learned in previous years. Resources for the subject are satisfactory and are used well to support learning.

GEOGRAPHY AND HISTORY

128. In both geography and history, the standards that pupils achieve at the end of Years 2 and 6 match those expected for their age, and all pupils, including those with special educational needs, make at least satisfactory progress in their acquisition of knowledge, skills and understanding. Standards in history have been maintained in the infant classes, but are not as high in the junior classes as at the previous inspection. In geography, standards have been maintained in the junior classes, but are not as high in the infant classes as at the previous inspection. This is because the staff of the school has changed since then, and the school has pursued many other initiatives. The school has done well to maintain the quality and range of the curriculum during a period of rapid changes.
129. Two history lessons and one geography lesson were seen during the inspection and, in these lessons, the quality of teaching was good. However, an analysis of pupils' work over the year indicates that the quality of teaching is satisfactory overall, with clear strengths in the quality of lesson planning and the teaching of basic geographical and historical skills. The quality of planning and the way that pupils are taught skills in both subjects, building on what they already know and understand, has been improved since the previous inspection. The quality and range of learning resources has improved and pupils now show good skills in their ability to use both non-fiction books and information and communication technology resources to research topics. The procedures for assessing what pupils know and understand at the end of each unit of work are now satisfactory, and this is an improvement since the previous inspection. However, the use that teachers make of assessment to plan work for the different ability groups, as well as year groups, within each class is still an area for the school to develop. The quality of marking is satisfactory, but there are inconsistencies. For example, in some books, work is marked a tick, with no additional comment made to enable pupils to know what they do well and what they need to do to improve. All teachers use literacy and numeracy skills well to support learning. Currently, better use is made of information and communication skills to support learning in history than it is in geography, particularly in the junior years.
130. In the two history lessons seen during the inspection, lessons were well planned, with pupils being given good opportunities to use a range of historical evidence to learn about the past. For example, in a lesson with pupils in Years 3 and 4, the teacher made good use of a range of non-fiction books for pupils to find out about the wives of Henry VIII. The school's new computer suite was used effectively as pupils used their information and communication technology skills to use the Internet to research the Tudors. Classroom support assistants were used well to support pupils with special educational needs and this ensured that these pupils made good progress in the development of historical research skills during the lesson. In a lesson in Years 5 and 6 to consider what life was like for the poor in Victorian times, the teacher ensured that pupils had a good understanding of what reliable historical evidence is. When pupils referred to the 'evidence' that could be gained from looking at videos, the teacher made sure that pupils understood that information contained in videos is rarely a true record of events, and that scenes can, and usually are, manipulated to make interesting viewing. He encouraged pupils to think in much greater depth as to what constitutes reliable historical evidence. This was very effective teaching. Good opportunities were given for pupils to fully appreciate the impact that poor living conditions had on the health and life expectancy of the poor. For example, pupils were amazed to learn that it was common for up to 240 people to share 12 toilets.

131. In the geography lesson seen with pupils in Year 1, the lesson had been well planned and good use was made of a large wall display of the 'Island of Struay' to teach the basic geographical skill of reading maps. The teacher asked pupils to look carefully at the wall display to find out the answer to her question: 'If I set off from High Farm to the Post Office, which route will I use? What buildings will I pass on the way?' Pupils looked carefully at the large map and answered the question well, 'You will go over a bridge, past the terraced houses and on through the village to get to Katie Morag's house'. Pupils are taught to use correct geographical vocabulary and are encouraged to use literacy skills to present their work well. In Year 1, pupils drew a simple plan well and identified different kinds of transport that would get them to the 'Island of Struay'. Higher attaining pupils show a secure knowledge of a range of human features on the landscape. For example, they pointed to a feature and said, 'This is a jetty; it is like a pier'.
132. The leadership and management of both subjects are satisfactory, and are in a transitional phase as the school plans the use of two new members of staff in September. However, enough is being done to ensure that pupils cover the full range of learning experiences within each subject and lessons are carefully planned to ensure that pupils build successfully upon what they have previously learned.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. Standards of attainment in Year 2 match those normally found for pupils of this age and in Year 6, standards are above those normally found. All pupils make good progress and achieve well. Standards are not as high as those found at the previous inspection, but those judgements were based on the curriculum in place six years ago. Since then, the curriculum in information and communication technology has been extended considerably and, in reality, pupils now have many more high level skills. Those pupils who have special educational needs are given good support in lessons and this enables them to use their new skills to extend their research skills. The school makes good provision for those pupils who are particularly gifted and talented. For example, a group of Year 5 pupils has received a structured learning programme, taught by a specialist teacher. They then used their well above average information and communication technology skills to present the results of their project to the rest of the school. These pupils are achieving standards well above those normally found.
134. The quality of teaching is consistently good and pupils are well supported by classroom support assistants who are also extending their own skills at a good rate. Lessons are planned well to enable information and communication technology to support learning in other subjects. Good examples of this were seen in an English lesson in Years 5 and 6 and in a history lesson in Years 3 and 4.
135. In a discussion, pupils in Year 2 talked with confidence about how they use the new computer suite in school to support their work in English and mathematics. Pupils all have a 'log-on' number and all were able to recall this from memory. Many pupils have knowledge of how to send e-mails, and use the Internet, with assistance, to find information. Many could remember that they used a 'search-engine' to help them to locate information about authors. Pupils are aware of the use of computers in the wider world of work, giving examples of how the police use computers to 'track down burglars' or to 'find all those stolen cars'.
136. Older pupils in Years 3 and 4 have created a database about the properties of materials to support their work in science. Pupils worked well together, either in pairs or in small groups to do this. They are enthusiastic learners and enjoy working in the

computer suite. Higher attaining pupils in Year 5 have a very good range of skills. As a result of their individual programmes of work, which involved good links with the local community, they put on a PowerPoint presentation to the rest of the school during an assembly. In Year 6, pupils talk with understanding of the need to use the Internet safely. They are confident in their ability to write text and merge it with graphics and sounds so as to appeal to a much younger audience. Pupils use the Internet to research facts and information to help their work in other subjects. These are impressive standards. They do not yet have a wide knowledge of spreadsheets and have little evidence to show how they create and use data to write and interpret graphs in mathematics, or to plot weather and rainfall data in geography. These are areas where attainment is less secure. Some use is made of a digital camera, but younger pupils in Year 2 are not able to use this independently.

137. The leadership and management of the subject are satisfactory and are currently under review due to changes in teaching staff. Resources for the subject are good and the computer suite is used well to support the learning of new skills. Assessment procedures are satisfactory, but are not used to set new learning targets. For example, pupils do not know what they do well and what they need to do next to improve their skills.
138. The school has made encouraging progress in its use of information and communication technology to support learning since the new computer suite was developed. It is in a good position to build on this foundation and to extend pupils' knowledge and use of information and communication technology further.

MUSIC

139. At the time of the previous inspection, attainment was judged to be above expectations in Years 2 and 6. Standards are now satisfactory. However, it must be remembered that there have been many recent changes in the school, and there have been other priorities to consider.
140. Throughout the school, pupils, including those with special educational needs, make satisfactory progress. Whole-school singing in assemblies is satisfactory. Most pupils sing tunefully but, when singing is to a recorded tape, pupils have little need to make much effort because the singing on the tape covers for them. Pupils enter and leave assemblies to music, but, during the inspection, three different pieces were played, by Chopin, Tchaikovsky and Haydn, and no reference was made to them so pupils had no idea what their significance was. An opportunity to contribute to pupils' cultural development was missed.
141. Pupils in Year 1 successfully follow a 'graphic' score in which music is represented by symbols. They accurately read a succession of symbols representing short and long sounds and are able to 'perform' these using their voices and percussion instruments. When individual pupils played a particular 'row' of symbols other pupils accurately identified the row showing a good understanding of the concept and good listening skills. Pupils succeeded in following the teacher's conducting and in keeping time when reading the graphic score. They understand that sustained notes are the result of vibrations.
142. Pupils in Years 5 and 6 sing satisfactorily. They successfully sang 'Frere Jacques' as a three part round and were able to sustain their part. When singing 'Shalom', they were challenged by the high notes, but successfully maintained the pulse while one group clapped a cross rhythm.

143. In both lessons, pupils enjoyed their music making and so were motivated to put in a good amount of effort. In Year 1, pupils concentrated well and appreciated the opportunity to choose percussion instruments which gave them a degree of independence. In Year 6, some pupils became a little 'giggly' when the separate groups were trying to maintain their line, but, overall, they concentrated well.
144. The quality of teaching was good in the two lessons. Teachers planned lively lessons which engaged pupils' interest so that they worked with enthusiasm and concentrated well. Because pupils enjoyed their learning experiences, the quality of their learning was good and all pupils were fully included in the lessons' activities. Good use of resources and a sensible pace to the lessons ensured that pupils made good progress, and good suggestions for improvement developed pupils' confidence effectively.
145. Because of rapid changes in staff, arrangements for the management of music are temporary. The acting subject leader is ensuring that the National Curriculum is covered and that the weakness in the school's provision for composition identified in the first inspection report has been corrected. Pupils have opportunities to experience performance in class assemblies and in festivals held in the local church at harvest and Christmas. The infant classes produce a Nativity play and Years 5 and 6 are planning a performance which will include music at the end of the summer term. Pupils from Year 2 onwards have the opportunity to learn recorder in beginners and more advanced groups. Opportunities are provided for lessons in piano, singing and guitar. Learning resources for music are satisfactory although there is a shortage of complete tuned percussion instruments. Pupils do not have opportunities to hear live music. Systems for assessing pupils' progress are unsatisfactory.
146. Music plays a satisfactory role in the life of the school. The headteacher accepts that there is scope for it to have a higher profile.

PHYSICAL EDUCATION

147. Attainment is at the level normally found at the end of Years 2 and 6 and the satisfactory standards found when the school was first inspected have been maintained. All pupils, including those with special educational needs, make satisfactory progress overall. Standards in swimming are satisfactory with nine out of twelve of the current Year 6 able to swim the expected 25 metres by the time that they leave the school.
148. Throughout the school, pupils understand why it is important to warm up before physical activity and to cool down afterwards. There is a clear understanding that pupils need space if physical activities are to be safe and there is a good awareness of health and safety. In a Year 2 lesson focusing on ball skills, pupils had satisfactory ability in throwing and catching. They also had sound skills in striking a ball with a bat although some find this more difficult. By Year 4, most pupils have satisfactory catching skills with some being very skilled. Throwing skills are more variable as are striking skills. Some pupils have a good eye for a ball and are able to strike accurately with a cricket bat. Others have less secure eye co-ordination and swish hopefully. Fielding and catching in a game situation was unsatisfactory, but pupils were working in the school's small hall so that there was little space in which to work. By Year 6, there are some good examples of co-ordination in standing jumps and pupils understand why the use of the arms is important in jumping and running. Length and accuracy in throwing were variable but satisfactory overall.

149. Pupils' attitudes to physical education are good overall. In the lessons for Years 3 and 4 and Years 5 and 6, activities were fun which motivated pupils well although the need to improve performance was always emphasised. Pupils support each other well with good levels of co-operation in pair and group work. They enjoy a competitive element in their activities, but are mature in the way in which they compete and show some good initiative in trying to improve levels of performance.
150. The quality of teaching is good overall. Lessons are well planned and teachers are alert to opportunities to raise levels of attainment. There are high expectations for pupils' effort and behaviour and these are largely realised because teachers are skilled at introducing a fun element into lessons whilst retaining a secure level of control. The quality of teaching was very good in the Year 5/6 lesson because the teacher had planned a sequence of activities which motivated pupils effectively and retained their interest and enthusiasm whilst allowing pupils with lower levels of skill to be successful. In all the lessons observed, all pupils were fully involved in the activities and classroom support assistants played an important role in achieving this.
151. Arrangements for the management of the subject are temporary and the leadership of the subject is satisfactory. Resources for learning are good and the school benefits from a good hard-play area and field. However, the hall is too small for successful teaching and learning in physical education for a full class. There is a very good provision of after-school clubs for a small school. For example, during the inspection, cricket, athletics and rounders clubs were observed and were well attended. There are examples of pupils who are particularly talented at cricket playing at representative level and pupils benefit from coaching by external coaches, for example, in cricket and golf.
152. During this period of rapid staff change, physical education has not been a major priority in the school. When arrangements for the leadership of the subject are made permanent in September, the school has the capacity to improve standards of attainment.

RELIGIOUS EDUCATION

153. In Years 2 and 6, pupils' knowledge and understanding of religious education are above the expectations of the locally agreed syllabus. All pupils, including those with special educational needs, make good progress and achieve well from when they first enter the school. The standards that pupils reach and the quality of teaching, which is consistently good, have been maintained since the previous inspection. The school provides pupils with a broad curriculum, enriched with visits out of school to the local church and by visitors into school to talk about other religions. A good example of this was when a visitor worked with pupils to extend their knowledge of the Hindu religion. Currently, pupils do not have the opportunity to visit the places of worship of other faith communities, but there are clear plans in place to do so. The subject makes a good contribution to pupils' spiritual, moral and cultural education.
154. Only one lesson was observed during the inspection, but an analysis of pupils' work and discussions with pupils in Year 6, make it clear that teaching is good. A strength of teaching is in the way in which teachers engage their pupils in a high level of discussion to challenge their perceptions. Pupils of all ages are encouraged to respect other faiths and to appreciate and respect the differences between major world religions.

155. Pupils' knowledge and understanding is good. In Year 2, pupils recognise that Hindus worship many gods, but know that Brahma, Shiva and Vishnu are special gods to Hindus. Pupils enjoyed making Divali cards and appreciate that Divali is a special celebration of light. Younger pupils reflect on people and places that are very special to them, for example; 'My bedroom is a special place. I like it because I can't hear anything'. They have developed a good awareness of their place in their family group and in school: 'I am a daughter, a grand-daughter, a sister and a student'. Higher attaining pupils reflect on Bible stories and understand how faith and the power of prayer helped Daniel in the lion's den.
156. Older pupils in Years 5 and 6 have used literacy and information and communication technology skills to good effect to research factual details about the Muslim pilgrimage, Hajj, to Mecca. They have compared the faiths of Islam and Christianity, noting similarities and differences. For example, they understand that Muhammad and Jesus were both human, that angels are seen as special messengers in both religions and that both religions have holy books. One pupil remarked on the practice of Muslims praying five times a day, showing a clear understanding of commitment; 'I think this is an extremely good idea as it proves whether you deserve to be part of that religion'. They reflect on the concept of Allah and compare Allah to their parents; 'Allah is a peace keeper and my parents keep the peace in my house'. They use their knowledge and understanding of the Bible to look at particular stories, such as Noah's Ark, and try to decide what is truth and what may be exaggerated. Pupils give their opinion of the Bible stories, arguing; 'Although we may think the Bible isn't completely true, it is no right of ours to judge it, or to judge the people who believe in it'. This thoughtful, reflective approach is typical of the majority of pupils and has enabled the subject to have a positive effect on their spiritual, moral and cultural development.
157. The subject is currently being led and managed by the headteacher and she has a good overview of its strengths and future areas for development. Resources for the subject are satisfactory and good use is made of the Internet and of non-fiction books to provide factual information. The school's systems to assess what pupils know, understand and can do are currently satisfactory.