

INSPECTION REPORT

**SOUTH WITHAM COMMUNITY PRIMARY
SCHOOL**

Grantham

LEA area: Lincolnshire

Unique reference number: 120389

Headteacher: Mrs A Wright

Reporting inspector: Mr G Bassett
21500

Dates of inspection: 24th – 26th March 2003

Inspection number: 248120

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Water Lane South Witham Grantham Lincolnshire
Postcode:	NG33 5PH
Telephone number:	(01572) 767233
Fax number:	(01572) 767926
Appropriate authority:	The governing body
Name of chair of governors:	Mrs K Coupland
Date of previous inspection:	February 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21500	Mr G Bassett	Registered inspector	Mathematics Information and communication technology English as an additional language Equal opportunities	What sort of school is it? How high are standards? How well are the pupils taught? How well is the school managed? What should the school do to improve?
11439	Mrs J Moore	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with the parents?
10144	Mrs M Marriott	Team inspector	English Art and design Geography History Religious education	Pupils' attitudes, values and personal development
22657	Mr M Madeley	Team inspector	Science Design and technology Music Physical education Foundation Stage	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14 - 15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18 - 22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23 - 34

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

South Witham Community Primary School is situated in the village of South Witham, about 12 miles from Grantham. The school has a current roll of 91 pupils who are grouped in four classes. Apart from the Reception class there are two age groups in each class. Almost all the children attending the school are white and come from the village with a large proportion living in rented housing. There are no children with English as an additional language. There are 29 per cent of the pupils on the special educational needs register and this is above the national average. Three pupils have statements of special educational needs, which is also above the national average. At present approximately ten per cent of pupils are eligible for free school meals; this has increased since the national tests in 2002, but this is below the national average. The school's initial assessments show that the children's attainment on entry to the school is now broadly average but in the past it has been clustered towards below average. The school has experienced difficulties appointing permanent staff and only recently successfully secured stability in staffing.

HOW GOOD THE SCHOOL IS

South Witham Community Primary School is now a more effective school than at the time of the last inspection. This is a direct result of the very good leadership and management of the headteacher. The quality of teaching is good overall and sometimes very good. Consequently the pupils' standards of attainment in all subjects are now in line with the national average. The pupils' behaviour and attitudes towards their learning are good. The provision made for the pupils with special educational needs is good. The school has improved the quality of the premises. The school gives satisfactory value for money.

What the school does well

- The quality of leadership of the headteacher is very good.
- The quality of teaching is good overall and sometimes very good.
- The effectiveness of the strategies for teaching literacy and numeracy are good.
- The pupils' attitudes to their work and to school are good.
- The pupils' behaviour in and around school is good.
- The quality and range of the learning opportunities, including the out of lesson activities are good.
- The provision for the pupils with special educational needs is good.
- The provision for the pupils' moral, social and cultural development is good.

What could be improved

- The school does not use with enough rigour the recently agreed procedures for recording the progress that each pupil makes in each subject.
- The school does not share equally the responsibilities for the management and development of subjects.
- The school does not record the risk assessment procedures sufficiently well.
- The governing body does not meet the statutory requirements in the information sent out to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 2001 and since then good improvements have been made to the quality of the education provided. The quality of teaching is now good overall and sometimes very good. The standards attained by the pupils at the end of Year 2 and Year 6 are now in line with the

expected levels for their ages in reading, writing, mathematics and science. The progress made by all pupils is now good. The pupils' behaviour is now good and has improved significantly. The headteacher provides very good leadership and gives a very clear direction to the work of the school. The governing body has a good understanding of the needs of the school and gives good support to the staff. The governors and the headteacher have ensured that the staffing of the school is now stable and secure. The school has made adjustments to the annual expenditure and has almost eliminated the deficit in the budget. The school has made good improvements to the procedures for recording what the pupils can do but now needs to make a more rigorous use of these records. The school is now well placed to continue the good rate of improvement in the future.

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	E	E	B	C
mathematics	E	E*	C	E
science	E	E	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The small size of the cohort and the significant proportion of pupils with learning difficulties last year affected the overall scores for each subject. The school has improved the standards reached by the pupils by the time they leave the school. The most impressive improvements can be seen in English and mathematics where previously the school was well below average. The school reached the targets it set for English and mathematics. In the tests in 2001 the school was in the lowest five per cent in the country in mathematics. In the most recent national tests of Year 6 results show that the performance was above average in English and average in mathematics. These pupils made good progress considering their below average attainment on entry to the school. The overall performance in science was reduced because the proportion of pupils reaching the higher level 5 was well below average even though all the pupils achieved the expected Level 4 or above. Currently the pupils' standards in English, mathematics and science at the end of Year 6, are broadly in line with the national average. The quality of work in the other subjects is broadly in line with the Level expected for their age. There is no significant difference between the standards reached by boys and girls. The standard of the work of most of the pupils with special educational needs is generally below average but they all make good progress.

Comparisons with similar schools are based upon the figures for free school meals. As the local education authority does not provide school meals, the figures calculated for this school are unreliable. It is reported by the school that the proportion of pupils eligible for free school meals is now higher than the figures used for these calculations.

The pupils in Year 2 achieve well in nearly all subjects and their standards in reading, writing and mathematics and science are currently in line with the expected level for their age. In all other subjects at the end of Year 2 the pupils' standards are broadly in line with the expected levels for their ages.

Virtually all the children in the Reception class are on course to reach the Early Learning Goals and many of the higher attaining children will exceed them by the time they enter Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils show an interest in their work and their attitudes towards school have improved significantly and are now good.
Behaviour, in and out of classrooms	The pupils' behaviour in and around the school is good overall. This is a significant improvement over recent years.
Personal development and relationships	The provision made for the pupils' personal development is good. They show good respect for others and are helpful to each other. All pupils have good opportunities to develop their own initiatives and take responsibility for tasks around the school. The relationships throughout the school are good.
Attendance	Attendance is good. It is above the national average.

TEACHING AND LEARNING

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

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

With the improvement in the stability of staffing, the quality of teaching has improved. There were no unsatisfactory lessons during the inspection and most teaching was good or better. All teachers use effective teaching methods and they vary the approaches through whole class sessions, group activities and individual tuition. The class support assistants are also deployed very effectively and in most of the instances observed, they made a good contribution to the pupils' learning.

The teachers' knowledge and understanding of what they are to teach is secure and their skills in teaching the basic skills and knowledge required in literacy and numeracy are good. This is having a good impact upon raising the pupils' standards in English and mathematics.

Where the teaching is best the teachers give very clear guidelines and precise explanations about the tasks the pupils are expected to do. Very clear objectives are identified and the pupils are well aware of what they are to achieve by the end of the lesson. The level of challenge in the work is appropriate for the different groups of pupils. The quality of teaching of the pupils with special educational needs is good. Individual tasks are designed to meet their needs. The teachers manage effectively the small number of more challenging pupils in Years 3 to 6. They have secure routines for these pupils and quickly help them to cope with the demands of their work and to relate more positively towards each other.

Because of the instability in the staffing there are certain areas of the curriculum, particularly in science, that were not taught sufficiently well in the past and the school is now planning to raise the pupils' knowledge and understanding of these elements by providing extra booster lessons.

The teachers have made significant improvements to their teaching of information and communication technology and make good use of the small computer suite and the interactive whiteboard to support the learning in other subjects such as history, mathematics and geography.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities and there have been good improvements to the curriculum since the last inspection. The school provides a wide range of out of lesson clubs and other activities.
Provision for pupils with special educational needs	With small group and individual support the provision made for the pupils with special educational needs is good.
Provision for pupils with English as an additional language	N/A
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision made for the pupils' moral, social and cultural development is good. The provision made for their spiritual development is satisfactory.
How well the school cares for its pupils	The school is a caring and supportive community where the staff successfully promote good attitudes and behaviour.

The parents have a positive view of the school. Relationships between the school and the parents are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of leadership and management of the headteacher are very good. She gives a very clear direction to the work of the school. The management of the development of subjects and other school initiatives is not yet shared equally amongst the staff because of the instability of staffing that the school has experienced over the past few years.
How well the governors fulfil their responsibilities	The governing body is well aware of the strengths and weaknesses in the school and gives good support to the staff and pupils. There are small areas where the governors do not meet all statutory requirements when publishing information to the parents.
The school's evaluation of its performance	The school has a very clear picture of its own performance. It maintains good records that track pupils' progress and these form a vital part of the self-evaluation of the quality of teaching and the management of the classes and school.
The strategic use of resources	The resources are used well and are satisfactory. The budget has been monitored extremely prudently to reduced the overspend. The accommodation has been significantly improved and the staffing is now stable and is appropriate for the demands of the curriculum and the social development of the pupils.

The school has good systems in place to ensure that the money made available each year is used carefully with full consideration in order to get the best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school has high expectations.• The school is well led and managed.• The quality of teaching is good.• The school helps the children to become mature and responsible.	<ul style="list-style-type: none">• The school does not provide a consistent amount of homework.

The inspection team agrees with the parents that the quality of teaching is good and that the leadership and management of the school are good, overall. It also agrees that the school has high expectations and that the children are helped to become mature and responsible. The inspection team can see that the homework set in the past was inconsistent but judges that it is now more consistent and serves a good purpose.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. It is evident from the work seen and from the lessons observed that the standards are at present broadly in line with the national average in all subjects and have improved since the last inspection. In English and mathematics there has been a significant improvement in the pupils' work at the end of Year 6. The progress made by most pupils is good and this is also true for the pupils with special educational needs. In all classes, there is no significant difference between the attainment of boys and girls.
2. The initial assessments that the school makes when the children enter the school in September indicates that the children's standards of attainment are broadly average and that they have been slowly rising for the last few years. Most children come to school with quite well developed personal and social skills, which enable them to mix well, play cooperatively and generally take care of their personal needs. They also speak clearly and use a wide range of vocabulary for their age. Their writing skills are less well developed and few write their own name well. Currently, virtually all the children in the Reception class are on course to reach the Early Learning Goals in all areas of their learning and many of the higher attaining children will exceed them by the time they enter Year 1.
3. The results of the national tests in 2002 show that the standards attained by pupils at the end of Year 2 were below average in reading, well below average in writing and broadly average in mathematics. Even so the school's performance shows that a larger proportion of pupils reached Level 2 or above last year than in previous years. The proportion reaching the higher Level 3 in reading, writing and mathematics was broadly average. The overall results were decreased because the size of the year group was small and three pupils did not reach the expected level for their age.
4. Currently the pupils' standards in reading, writing, mathematics, science and information and communication technology (ICT) are in line with the national average. In all other subjects the pupils' standards of work at the end of Year 2 are broadly in line with the expected levels for their age.
5. Based upon the school's initial assessments, the majority of the Year 6 pupils last year were judged to be below average attainment when they entered the school at the age of four years. Subsequently, the results of the national tests in 2002 at the end of Year 6 show that their standards overall in English are above the national average and in mathematics they are average. In these two subjects the proportion reaching the higher Level 5 was average. The school reached its targets for the proportion of pupils reaching Level 4 or above in English and mathematics. This shows that these pupils made good progress over the period of time they were in the school. However, in the national science tests for 2002, the pupils' overall performance was below the national average even though every pupil reached the expected Level 4. This was because the proportion that reached the higher Level 5 was well below the national average and this decreased the school's overall performance to below the national average.
6. To make comparisons about the performance of the school in relation to similar schools the figures for free school meals are used. As the local education authority does not provide school meals, the figures calculated for this school are unreliable and comparisons are made with schools that have less than eight per cent free school meals even though it is reported by the school that a higher number of pupils are eligible for free school meals but parents do not claim.
7. The small size of the Year 6 cohort last year affected the overall scores for each subject, significantly. The effect that one additional pupil achieving or not achieving Level 4 upon the overall school's performance or above is considerable.
8. Currently the pupils' standards in Year 6 in English, mathematics and science are broadly in line with the expected levels for their age at the end of Year 6. In information and communication technology

(ICT), religious education and all other subjects, the pupils' work at the end of Year 6 is broadly in line with the expected levels for their age.

Pupils' attitudes, values and personal development

9. The pupils' attitudes to school are good and these improved attitudes are closely linked to improvements seen in the teaching. The pupils are eager to come to school and clearly take an interest in their work. This is shown through the many displays around the school. From the observation of lessons it is clear that they co-operate and work independently, taking responsibility for their own work and often helping other pupils. This was evident in a lesson when the pupils in Year 4 happily discussed their research about 'pop stars' and working with a partner they put their findings into alphabetical order. The pupils' good attitudes make an important contribution to the rising standards in the school. This is an improvement since the last inspection.
10. These good attitudes are fostered from an early age and, as soon as the children enter the Reception class, they begin to appreciate the caring environment. The good links with the playgroup help the children to quickly establish their routines and to share in the enjoyment of the classroom. The children's behaviour in the Reception class is good and they develop positive attitudes towards their learning and towards each other.
11. Overall the pupils' behaviour throughout the school in lessons is good and continues to be good at playtimes, lunchtimes and around the school. Nearly all the pupils appreciate the use of the 'golden book', the award of stickers and especially assemblies where their good behaviour and achievements are celebrated. The pupils show good levels of respect for the views of others and have a good understanding of right and wrong. The parents have a very positive view of the school and praise the school's attitudes and the way that the staff help the pupils to understand right from wrong. The headteacher has excluded only one pupil in the past year for unacceptable behaviour. There is no evidence of oppressive behaviour or bullying. The pupils' good behaviour is contributing positively to the improvements being made throughout the school, particularly in fostering a positive attitude that helps the pupils to learn and achieve well.
12. The opportunities for the pupils to develop their initiative and to accept responsibilities are good. Consequently, the pupils, throughout the school, are developing positive attitudes to playing their part in the management of the school. The school has set up a school council which holds a weekly meeting on Wednesday lunchtimes. Two representatives from each year group in Years 3 to 6 are elected by the pupils and, according to the 'needs' of the council, the pupils invite teachers or classroom assistants. The pupils in all years take registers to the office and others manage the overhead projector and music system for assemblies skilfully. The pupils support local charities willingly, for example the pupils and parents recently raised money for Macmillan Nurses and happily raised money for 'Red Nose Day'.
13. The pupils share the 'French' skipping ropes and play together well at playtimes. The older pupils help the younger ones as they climb and swing on the outdoor equipment. Many pupils are involved in the various clubs the school provides. These include athletics, football and netball, art and craft including a sewing club, organised by a neighbour, where pupils learn to make, for example, a pin cushion using a range of decorative stitches.
14. The relationships in the school are good. The school functions as an orderly and caring community, with all adults providing effective role models for the pupils. The relationships and mutual respect between the pupils and with the staff are good. The pupils' personal development is good and this is an improvement since the last inspection.
15. The pupils with special educational needs concentrate on their work, particularly when with their classroom assistant. This enables them to make good progress in their work. They are interested in their tasks and usually behave well in class.
16. The rate of attendance has improved since the last inspection and is now well above the national average. Almost all the pupils enjoy school and are punctual.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall with over three quarters of all lessons seen being good or better. A fifth of all lessons were very good or better, with one being excellent. This is a significant improvement since the last inspection when the teaching was judged to be satisfactory.
18. The improved quality of teaching has been brought about by the increased stability of the staffing of the school and also the very good guidance given to the teachers and the classroom assistants by the headteacher. The advisors from the local education authority have also made a considerable contribution to the development of lesson planning and the development of the curriculum coverage. All these actions have improved the quality of teaching, as has the establishment of the two-year cycle of topics and themes. All teachers use effective teaching methods and they vary the approaches through whole class sessions, group activities and individual tuition. The class support assistants are also deployed very effectively and, in most of the instances observed, this made a good contribution to the pupils' learning. They were aware of the whole class learning objectives and also the pupils' individual targets.
19. The teachers' knowledge and understanding of what they are to teach is secure and their skills in teaching the basic skills and knowledge required in literacy and numeracy are good. This is having a good impact upon raising the pupils' standards in English and mathematics.
20. The overall good teaching has improved the pace of work in all classes and nearly all pupils produced a good amount of work during the lessons seen. Most of the pupils show a keen interest in what they do and are developing sustained periods of concentration because of the high expectations of the teachers and the class support assistants. This is particularly so for the lower attaining pupils and those with special education needs, as they receive good levels of individual support during the lessons.
21. Where the teaching is best the teachers give very clear guidelines and precise explanations about the tasks the pupils are expected to do. Very clear objectives are identified and the pupils are well aware of what they are to achieve by the end of the lesson. The level of challenge in the work is appropriate for the different groups of pupils. The pupils are involved fully and are encouraged to join in discussions to explain their thoughts and ideas to one another. These strategies enable the teachers to maintain a lively and productive pace to the lessons. By constantly asking questions, the teachers encourage a deeper understanding, which helps each pupil to gain a clearer appreciation of what they are being taught.
22. The quality of teaching of the pupils with special educational needs is good. The teachers design individual tasks to meet their needs. For example, a boy was observed learning the initial sound of simple words. The classroom support assistant was patient and gave good clear guidance to help the boy develop his concentration long enough to master one or two sounds.
23. A few pupils in Years 3 to 6 have statements of special educational needs and these pupils receive very good support on a one-to-one basis. Even so, there are times when the direct support is not available and some of these pupils have difficulty accepting the pattern of behaviour expected in the classrooms. The teachers manage effectively the small number of more challenging pupils in Years 3 to 6. They have secure routines for these pupils and quickly help them to cope with the demands of their work and to relate more positively towards each other. Although the teachers handle these situations very well, a few of these pupils can cause irritation to others and sometimes disrupt the pace of work of others sitting close by.
24. The teachers' use of ICT to support the teaching and learning in other subjects such as mathematics, geography and history has improved significantly. The teachers make good use of the interactive whiteboard and the Internet to hold the pupils' interest and to provide up-to-date information about topical subjects.
25. The ongoing assessment procedures are developing well. Each teacher makes notes at the end of each lesson to indicate those pupils who achieved well and those who needed extra support. The

school is also trying out record sheets that can be used to record the progress each pupil has made. However, these are not yet used throughout the school (**this is a key issue for action**). The quality of marking is satisfactory and in many instances gives the pupils good advice about ways to improve their work. The end of year tracking records are good and the teachers make forecasts for each pupil's expected achievements at the end of Year 6. These records give good information and are used effectively to check up on certain pupils who appear to not make enough progress from one term to another.

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

26. The school provides a good range of learning opportunities. There has been good improvement since the last inspection. The curriculum complies with legal requirements and the Reception class curriculum is broadly in line with government guidelines for children of this age. The locally agreed syllabus for religious education is delivered in full by the school. It is diligent in informing parents of their right to withdraw their children from religious education and collective worship. The pupils identified as having special educational needs are well provided for and the teachers are fully aware of the need to vary the curriculum targets set for each of these pupils. They plan tasks that link effectively to these targets and the class support assistants follow through the plans efficiently. There are times when small groups of pupils are withdrawn from normal lessons to receive booster classes in reading. This sometimes means that they miss the same lesson each week for this limited period, for instance in Year 2 the physical education lesson. The provision for both personal development and spiritual, moral, social and cultural development is good, which also represents significant improvement since the last inspection.
27. The curriculum for children in the Reception class provides satisfactory breadth and balance. Time and care has been taken to ensure that the curriculum planned for this stage matches the national guidelines for children of this age. The policy statements are quite clear and the tasks that are planned are directed towards the children's achievement of the Early Learning Goals. The curriculum provides good levels of interest and stimulation and encourages high achievement, particularly in literacy and numeracy. Appropriate schemes of work are in place and effective use is made of an improving range of resources to support the curriculum.
28. The curriculum in Years 1 to 6 has satisfactory breadth and balance and is well planned. It is often stimulating and the promotion of high achievement is always one of the school's aims, though more could be done in science for higher attaining pupils. The policies for core subjects are good, but do not include sufficiently explicit guidelines for the curriculum provided for the pupils with special educational needs or who have English as an additional language. The school ensures that each subject is allocated appropriate teaching time. The schemes of work are now fully in place after a delay because of the instability of the staffing.
29. The National Literacy Strategy and the National Numeracy Strategy have been implemented well. This is having a positive effect on the improved standards in English and has also had a positive impact on the standards in mathematics. The curriculum is being planned effectively to include the uses of information and communication technology to support the teaching and learning in other subjects. This was seen to good effect in the teaching of geography when the pupils used spreadsheets to record the uses of water in their homes.
30. The school provides a wide variety of extra-curricular activities for its size and after-school clubs are an integral part of school life. Outside normal lessons, there is a range of sports offered to all ages; in addition the pupils take part in extra-curricular sports activities, such as soccer, netball and athletics, and there are competitive sports against other schools. The pupils enjoy their tuition on musical instruments and also have many opportunities to take part in musical plays, such as Dick Whittington. A wide range of day and residential visits enhance the pupils' understanding of science and history in particular. The school makes effective use of visitors like storytellers, drummers and drama groups to enrich the curriculum.

31. The provision for the pupils' personal, social and health education is good. Well-planned lessons develop the pupils' personal, health and social education. The provision for the pupils' health education is firmly in place and issues such as drug and alcohol misuse and sex education are discussed sensitively. The governing body ensures that sex education is included in the curriculum and parents are informed of their right to withdraw their children from it.
32. The impact of the community on the pupils' learning is good. The school's links with the local community enhance their academic and social progress and their knowledge of the world. People from the village give freely of their time to work with the children and walks through the village are an important feature of the curriculum in the Reception Year and in Years 1 and 2. The local shopkeepers welcome pupils on pre-arranged visits and the school is often involved in local community events, such as music festivals. The pupils communicate with the wider world using the Internet and appropriate safeguards are in place.
33. The relationships with other local schools are good. The links with the local playgroup, which shares the site, are good. Information and visits are exchanged between the playgroup and the teachers in the school. Contacts with other local schools are established effectively to develop the curriculum and to enhance the quality of physical education provision.
34. The provision for developing pupils' spiritual awareness is sound. The daily acts of collective worship generally comply with statutory requirements and they are usually well planned and broadly based on Christianity. The pupils welcome the visiting clergy enthusiastically when they come to take assemblies. The pupils are given time to discuss and reflect on their experiences. The visiting wildlife photographer, village walks and science lessons all give the pupils opportunities to consider the wonder of God's world. However there are times when poetry, music and art lessons could be further developed to foster an appreciation of humanity's amazing feats and skills.
35. The overall provision for pupils' moral development is good. The pupils contribute to the writing of school and class rules and, consequently, have an appropriate understanding of right from wrong. The school promotes honesty, fairness and justice well and rewards individuals, classes and occasionally the whole school, with points, medals and occasional days like the 'Red Nose Day' celebrations. The teachers are very conscious of equal opportunities and personal rights. Respect for yourself and others is a regular theme.
36. The provision for the pupils' social development is good overall. The adults provide very good role models for pupils. The pupils have good opportunities to take responsibility for their own learning in class and also for their actions. The active school council provides a good forum where they can express their sense of responsibility. The positive behaviour policy encourages the pupils to demonstrate their self-discipline. The high quality of relationships throughout the school contributes to good social order. The older pupils are expected and encouraged to care for the younger ones, for instance in the playground and occasionally in physical education. Most of the pupils show initiative, when given the opportunity. The pupils' social development is enhanced further through co-operative working in science and also through the residential and day visits that are organised.
37. The provision for the pupils' cultural development is good overall, although opportunities for pupils to understand the cultural diversity of British society are sometimes missed. The pupils understand the value of their cultural traditions through their study of the Victorians and other periods of British history. There are regular opportunities for pupils to appreciate art, literature and music. Artists, poets and theatre groups are regular visitors to the school. The majority of the pupils are aware of and can talk about, the beliefs and cultures of other world communities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school is a caring and supportive community where the pupils' personal development is very good. The school works hard to develop the pupils' social and moral skills so that they can learn in a purposeful way. The teachers promote the pupils' progress and efforts in a variety of interesting ways and publicly celebrate their success in weekly praise assemblies. The school is alert to and responds

quickly to pupils' needs, for instance by allowing pupils a quiet moment with a drink of water in order to recover when upset. The pupils want to come to school where they feel safe and secure.

39. The teachers successfully promote good attitudes and behaviour in lessons and around the school. The pupils are polite and courteous to adults and each other. They are encouraged to develop their citizenship skills - for example by the whole school involvement in the school council. The pupils are helped to elect representatives and to run meetings along formal lines with the pupils taking the key roles. They develop valuable skills through the opportunities offered to organize events for themselves. The pupils are involved fully in the rewards and sanctions that support good behaviour. They see the system as fair and are able to use it in a positive way to improve their behaviour.
40. The school's policy for child protection, though working well in practice, needs to be formally up-dated. This has already begun with the headteacher recently completing the training for child protection procedures. Members of staff are alert to all pupils' needs and the school works well with outside agencies, when dealing with any problems arising. The members of the governing body make regular, planned site visits to monitor the safety of the buildings and grounds. Repairs and maintenance are carried out efficiently and the building is well maintained throughout. However, not all health and safety procedures are up to date or recorded in accordance with current legislation; for example, although risk assessments are carried out regularly, at present the school does not formally record these assessments (**this is a key issue for action**). The school has effective measures in place to ensure other areas of the pupils' welfare and the parents are informed and consulted about these matters whenever necessary. The parents acknowledge the good level of care and support given to their children at the school.
41. The children are introduced into the school well. The staff have developed good links with the pre-school and so children settle quickly. This ensures that their educational and welfare needs are understood, promptly assessed and well supported with swift and effective help. Good relationships are built quickly; children feel safe and secure and so learn well in the school's happy family atmosphere. Responding to local needs, the school has trained a learning assistant to make early language assessments and to work closely with the local speech therapist to improve children's speaking skills. The staff are well liked by pupils who respond positively to the high expectations set for them. The pupils are happy, and enjoy the many opportunities offered to learn and develop at the school. There is a varied selection of clubs for pupils to enjoy and these are well supported. Residential trips are offered to all older pupils, including field trips to study the environment and visits to an adventure centre.
42. The assessment procedures help to build up information about the pupils' progress. Following lessons, the names of those who have exceeded expected learning objectives and those who have had difficulty are noted down on the back of the lesson plans. The school has agreed procedures for transferring these remarks to a more useable format so that groups of pupils with similar learning needs can be easily identified from a class list. This method is being tried out in one class and, at present, is not being used throughout the school. It is a reliable system and is designed to be easily maintained and useful when writing reports for parents and when re-forming groups of pupils who need additional help or extension tasks (**this is a key issue for action**). This procedure will build successfully upon the tracking processes that the school has developed. These tracking records are good; the teachers note the levels each pupil reaches at the end of each year in reading, writing and mathematics. They also make a prediction for the end of each year and maintain strategies to ensure that each pupil reaches the forecast standards.
43. The pupils' attendance has improved since the last inspection. The procedures in place for monitoring their attendance are very good. The school works well with parents and other agencies – such as the education welfare officer – to promote regular, prompt attendance and the pupils' welfare throughout the school. The staff have worked hard to build good relationships with parents and ensure that they understand the school's role in caring for the pupils. However, the school does not make contact with parents on the first day of a pupil's absence and there has been no communication from home to explain the absence. The parents wanting to take children out of school in term time follow the correct procedures and registers are marked and closed correctly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The parents have a very positive view of the school and it has good relationships with parents. This is one of the strengths of the school and has a positive effect on the pupils' progress. A few parents were concerned about the setting of homework but the inspection evidence did not support these concerns. The homework policy is clear and, although use of homework was not previously uniform throughout the school, it is now used more consistently to support learning.
45. The school has an open-door policy and the parents appreciate that their concerns are dealt with sensitively and resolved promptly. They are well informed about the progress their children are making. They are consulted frequently and the school values their contributions. The parents are encouraged to attend the weekly 'Praise Assemblies' to share in their children's success and many do. The active friends' association provides valuable support to the school and both the parents and pupils are involved in deciding how funds should be spent.
46. The information sent to parents is of a high quality, informative, friendly and interesting, but the governors need to ensure that all the statutory requirements are met in the governors' annual report to parents and the school prospectus **(this is a key issue for action)**. There is a regular newsletter and through this the parents are kept well informed about what is going on in school, how they can help with learning at home and about the curriculum. Workshops and information evenings are arranged and the school has worked hard to ensure that all parents are encouraged to get involved and see that learning for their children is fun and accessible to all. For instance, the parents were encouraged to 'bring along your child to support you' when attending the 'Maths for the Terrified' course, which meant that no one was excluded through lack of a babysitter.
47. The annual pupils' reports are clear and readable and contain precise targets for improvement. The parents get opportunities throughout the year to talk to staff about the progress their children are making. The parents of pupils with special educational needs are consulted fully and they appreciate the help that their children receive. Although there are not many parents helping formally in classes, their support is invaluable to the school. The parents often drop in when free and are happy to help around the school. Many were involved in school on 'Red Nose Day', having their hair dyed and enjoying a fun occasion with their children whilst raising money for charity. There are regularly 30 or more parents at the Friday 'Praise Assemblies' sharing in the pupils' successes in and out of school.
48. The headteacher encourages the parents' involvement in the life of the school and they gratefully acknowledge this. They state that the school has improved enormously since the arrival of the new headteacher and that their children are happy and secure and making good progress. They see that behaviour has improved and that there are high expectations from staff to which the children respond. The parents also appreciate the wide range of activities offered at the school. Their commitment to and their involvement in, the school have a positive effect on the pupils' learning and development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management of the headteacher is very good. . Since her appointment three years ago she has been the inspiration upon which the school has thrived. With determination she has developed the role of the governing body so that the governors take an active part in the school's improvements. The headteacher provides a very clear vision for the future and has been the driving force behind the very good direction of the work of the school. With the good support of the governing body she has secured a stable teaching force, which has been difficult because of the lack of applicants for teaching posts.
50. Almost immediately following the inspection in 1999, the school experienced a severely turbulent time when both the headteacher and the deputy left within a short space of one term. Many other teachers came and went and the school was faced with the continuing uncertainty of short-term supply and temporary teachers, despite the efforts of the governing body and the present headteacher to secure a permanent teacher in each class. This has now been achieved; three classes will have a permanent full-time teacher from the beginning of the summer term and the headteacher will teach the pupils in

Years 5 and 6 for three days a week with a permanent part-time teacher for two days. This is reassuring and will provide a stable environment for the pupils throughout the school.

51. This uncertainty was handled very well by the headteacher, who put into place monitoring systems to ensure that supply teachers in the junior classes in Years 3 to 6 planned appropriate work and that this work was marked regularly. Even so, some elements of the science curriculum were omitted last year because of the instability in the staffing. This caused a decline in the proportion of pupils reaching the higher Level 5 in the national tests.
52. Even though the school has experienced a turbulent time, the headteacher and governing body have continued to make improvements to the school. The governors have a close involvement with the school and, because of their frequent visits, most of them have a clear understanding of the strengths and weaknesses of the school. Many governors have taken on responsibilities to support and guide the development of subjects and also the provision made for the pupils with special educational needs. The governing body is very supportive and has aided the headteacher effectively to ensure that the priorities in the school development plan are meaningful and fulfilled successfully. However, some of the statutory requirements are missing from the governors' annual report to parents and from the school prospectus.
53. It has been inevitable that the stability of the staffing has been foremost in everyone's thoughts and plans throughout the past two years. Nevertheless, the school has also made significant improvements in the quality of education and in the condition and repair of the premises. The building is now more attractive and well decorated. New double-glazed windows and doors are installed, a new roof has been completed and old convector heaters have been replaced in all classrooms. The old school house, which was the total responsibility of the school and was a drain on the budget, has now been demolished and the site tidied. The headteacher and the governing body pursued these developments with determination and consequently, these improvements have reduced the annual expenditure and especially the heating costs.
54. When the headteacher took up her appointment three years ago she inherited a substantial overspend of the budget and a building that was in poor repair. Since then the school has made considerable building improvements, has maintained staffing levels and expects that the overspend in the budget will be eliminated by the end of this financial year, 2002/ 2003. The governing body takes an active role in monitoring the monthly expenditure. The school administrative assistant prepares figures for the finance committee each month so that expenditure can be compared with the county averages and adjusted wherever possible. The local education authority has experienced difficulties in giving the school an accurate account at the end of each month. This has made it very difficult for the school to balance the budget. At all times the school has endeavoured to get the best value for money and the school administrative assistant has provided good advice and comparisons of costs when purchasing equipment and repairs.
55. The appointment of permanent staff has taken a considerable amount of the headteacher's time. Consequently, some areas of school management have been held in abeyance. For example, at present the headteacher and the reception teacher carry the bulk of co-ordination and development of subjects. It is now evident that the school has not considered alternative ways such as a whole school focus, the use of team management of subjects, or the involvement of non-teaching staff, to monitor or organise the development of subjects or other school initiatives **(this is a key issue for action)**.
56. The headteacher has successfully organised professional discussions with all staff and this has provided clear indications of whole school issues for future training. The quality of teaching has been a focus for classroom visits by the headteacher and this has had a good impact upon raising the quality of teaching in all classes. When teachers were employed on a short-term contract to teach the pupils in Years 3 to 6, the headteacher was particularly vigilant to ensure that the quality of teaching was at least satisfactory. She monitored the work in classrooms effectively, insisted that the supply teachers presented their weekly plans and that all the pupils' work was marked up to date. However, there have been times when the setting of homework was not totally consistent and some parents listed times when no appropriate homework was set. This situation has improved significantly over the past few months and is now more consistent.

57. The match of the teachers' qualifications and experiences to the curriculum is now satisfactory and the quality of teaching has improved since the last inspection. The accommodation has also been improved substantially, making a pleasant environment in which to work and to learn. The resources throughout the school are satisfactory. The school is now well placed to continue the good improvements made over the past three years because of the very good quality of leadership given to the staff, governors and pupils by the headteacher. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The governing body, headteacher and staff should:

- (i) Employ with more rigour the recently agreed procedures for recording the progress that each pupil makes in each subject so that:
- the progress of each pupil can be easily recorded and monitored; and
 - the pupils of similar levels of learning can be easily identified and grouped together for additional work and extension tasks.

(paragraphs 25, 42)

- (ii) Share the responsibilities for the development and management of the subjects, and other school initiatives, more evenly amongst the staff;

(paragraphs 55, 94)

- (iii) Complete and record the risk assessments throughout the school; and

(paragraphs 40)

- (iv) Ensure that the statutory requirements are met in the information sent out to parents in the governors' annual report and in the school prospectus.

(paragraphs 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	6	19	8	0	0	0
Percentage	3	18	59	24	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	91
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	27

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	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	3.3

Unauthorised absence

	%
School data	0.9

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	8	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	80 (79)	80 (79)	87 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	11	11
Percentage of pupils at NC level 2 or above	School	60 (74)	73 (84)	73 (68)
	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	9	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	11	16
Percentage of pupils at NC level 4 or above	School	94 (56)	69 (38)	100 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	14	14
Percentage of pupils at NC level 4 or above	School	81 (56)	88 (69)	88 (94)
	National	73 (72)	74 (74)	82 (82)

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

The boxes in the above two tables have been left blank because there were fewer than ten girls and ten boys in these Year groups in 2002.

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	89	0	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	19
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	122

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	290,920
Total expenditure	273,695
Expenditure per pupil	3,007
Balance brought forward from previous year	-14,520
Balance carried forward to next year	2,705

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.6

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	91
Number of questionnaires returned	53

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	4	0	0
My child is making good progress in school.	51	45	4	0	0
Behaviour in the school is good.	34	57	8	0	2
My child gets the right amount of work to do at home.	38	40	15	0	8
The teaching is good.	58	40	2	0	0
I am kept well informed about how my child is getting on.	47	45	4	4	0
I would feel comfortable about approaching the school with questions or a problem.	62	34	2	2	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	45	51	4	0	0
The school is well led and managed.	62	38	0	0	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	60	34	4	0	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

59. The school follows the local authority procedures in its admissions policy. Children start school in the Reception class in September of the school year in which they will be five. They all attend full time. There are currently 14 children in the Reception Year and virtually all have attended the local playgroup.
60. The school promotes good initial links with families through meetings and visits as well as having very strong links with the local playgroup, who share the school building. These links enable children to settle quickly and confidently into school routines. They also facilitate a good exchange of information on each child, especially those with special educational needs.
61. The children in the Reception class follow the National Curriculum guidance for their age group, which progresses towards the Early Learning Goals by the time the children enter Year 1. There are six areas of learning: (1) personal, social and emotional development, (2) communication, language and literacy development, (3) mathematical development, (4) knowledge and understanding of the world, (5) physical development and (6) creative development. Each area of learning is made up of four stages or *Stepping Stones* from which standards and progress can be measured.
62. The initial assessments that the school makes when the children enter the school in September indicate that the children's standards of attainment are now broadly average and that they have been slowly rising for the last few years. This year most of the children started school on the second level of the '*Stepping Stones*', with higher attaining pupils already on the third step. Most children come to school with quite well developed personal and social skills, which enable them to mix well, play cooperatively and generally take care of their personal needs. They also speak clearly and use a wide range of vocabulary for their age. Their writing skills are less well developed and few on entry to the class can write their own name well.
63. Overall, the children achieve well and make good progress during the Reception Year. They receive good teaching from caring staff. Virtually all the children are on course to reach the Early Learning Goals and the higher attaining children are on course to exceed them by the time they start in Year 1. The children with special educational needs make good progress through the Reception class because their work and support are well planned to meet the targets set for them in their individual education plans.
64. The relationships between staff and children are very good and children are managed very well by using praise and encouragement. This promotes the children's self-esteem and helps them to become even more confident learners. The room has sufficient resources and is bright and welcoming. The pupils' work is displayed well but, because of the great expanse of windows, there are few display areas that are at the correct level for the children's height.
65. The staff make appropriate day-to-day assessments of children at work and these are accurately recorded. This information is used well to plan the next stage in a group's learning. The policy and scheme of work for the Reception class are satisfactory guidance about the procedures for pupils with special educational needs and for those with English as an additional language are insufficiently clear.

Personal, social and emotional development

66. Most children are on course to achieve the Early Learning Goals by the end of the year. They come to school with a 'spring in their step' and rush into the room. They sit patiently on the carpet

and listen well to the teacher. They are mature enough to wait their turn or listen attentively to the contribution of others. Children are keen to take on responsibility and are confident, for instance, to take the register to the office with a partner. They take care of their own needs well and show some independence in choosing activities when given the opportunity. Children learn about Christianity and a little about the beliefs of others, like Chinese New Year. The quality of teaching and learning are good. The staff set high standards and make their expectations clear. They use incidents throughout the day to reinforce the children's positive attitudes to one another and to learning.

Communication, language and literacy

67. Most children are on course to achieve the Early Learning Goals by the end of the year, with higher attaining children working well within Year 1 work. The children enjoy listening to stories. They join in with the repetitive lines of 'The Three Little Pigs' and pay close attention to the story, showing good concentration. They answer questions using a broad vocabulary. In other situations, like 'show and tell' most children speak clearly and without hesitation because they are confident. Speaking and listening skills are very strong for most children.
68. The children's reading skills are broadly average. They are aware that print carries meaning and nearly all accurately use the terms 'front and back cover', 'author', 'illustrator' and 'blurb'. The higher attaining children read their simple books well and chat freely about them. The average attaining pupils retell the story in their own words recalling occasionally some words or phrases from the book and using the pictures to help them. The lower attaining pupils find it difficult to talk about their books. The children have completed considerable work on knowing their letter sounds and use the first letter sounds well in conversation but are hesitant to use these skills when they come across written words they do not know.
69. Their writing skills have been developed quite well and the higher attaining children write short sentences unaided. The average and lower attaining children also write freely but need some support from an adult. Many of them do not form their letter shapes accurately, despite extensive handwriting practice and the lower attaining pupils still reverse some letters.
70. The quality of teaching is good. The teacher plans well-structured lessons based on the National Literacy Strategy. The shared reading of 'Big Books' is strong feature of every lesson and this is followed by purposeful group work. Both the teacher and class assistant work with children to improve their skills.

Mathematical development

71. Virtually all the children are on course to achieve the Early Learning Goals by the end of the year. The children join in counting enthusiastically and enjoy counting to 20 in ones. Many recognize and write accurately the numbers to nine. The children work out subtraction sums within nine in a practical situation, which is above expected levels for this age. All the children recognize and describe the simple flat shapes and most of them also name the common solid shapes. The quality of teaching is good. The teacher plans well and makes lessons interesting, such as the lesson on subtraction in which the children used a programmable toy to help them understand taking away. Explanations are easy to follow and resources are used very well to aid children's understanding.

Knowledge and understanding of the world

72. Most children are in course to achieve the Early Learning Goals by the end of the year. The children talk confidently about their homes and their village, following a walk through South Witham, thus starting to develop a geographic vocabulary. They use good vocabulary to describe their trips to school and home. Most of the children have a growing knowledge of Christianity. They have been read the story of the Good Samaritan and know that they should be kind to each other. They have looked carefully at 'floating and sinking' and their work, including their own

writing, is well displayed. They use the computer competently by using the mouse to draw and colour pictures. They also use the digital camera to take photographs of their 'floating and sinking' experiments and also of the houses they saw when walking around the village. They program a toy well to move it forwards and backwards. The quality of teaching is good. The topics are well organized and the local environment is used well.

Physical development

73. All children are on course to reach the Early Learning Goals by the end of the year. The children use tiny pieces of material and paper to cover their 'house outline' fairly accurately and use scissors safely. Their work with pencil and paintbrushes shows good coordination too. When taking part in the physical education lesson in the hall, they explore space well, demonstrating good control over their movements, but their movements are too directed by the commercial tape. The quality of teaching and learning are good. The teachers use the dance tape well, occasionally stopping it to make a teaching point and encourage the children to join in. They provide good opportunities for the children to extend their skills in handling small apparatus like scissors, crayons and paintbrushes. The outdoor play area is being used as a good resource for learning and the children are encouraged to make a free choice of the activities that are planned.

Creative development

74. Most children are on course to reach the early learning goals by the end of the year. The children's role-play is organised around various topics and, during the inspection, the children explored the ideas of a market garden. However, the school has too few resources for dressing up and acting out their parts in their play. The children played in the outside area wearing masks, re-enacting the story of 'The Three Little Pigs' with one boy quoting the rhyme 'I'll huff and I'll puff and I'll blow your house down' to the delight of the 'pigs' inside the shed. The area has been developed effectively and is secure. It is of good quality and has fairly new equipment for the children to play with. There are many musical instruments available in the class to explore. One girl used the electronic organ and some bells to combine sounds very effectively. She concentrated for a prolonged period totally engrossed in her music making. The children explore colour well, often mixing their own powder paints and colour blends. They have created interesting pictures of 'homes' and the sun as part of their topic. Outside, the children experimented with chalk pictures on the pavement as part of the 'materials' topic. The quality of teaching of creative skills is good. The teacher demonstrates clearly to the children the skills and allows them to develop them in their own way.

ENGLISH

75. From the evidence gained from lesson observations and the scrutiny of the pupils' work it is clear that currently the standards in Year 2 are in line with the average in reading and writing. The most recently published national test results (2002) for Year 2 showed that the standards were very close to the national performance in reading and writing. In Year 6, the current standards of the pupils' work are broadly in line with the national expectations for this age. The results of the national tests for English for 2002 show that the proportion of pupils reaching Level 4 or above was above the national average. This is a significant improvement since the tests results in the three previous years show that the school's performance was well below the average. The pupils' standards have therefore improved since the last inspection. There is no significant difference between the standards of the boys and girls.
76. The pupils make good progress as they move up the school. The pupils in Year 1 attain standards that are in line with the average. This rate of progress is maintained throughout the school and by the time they reach the end of Year 6 most pupils have made good progress. This is good improvement since the last inspection. In comparison, the 1999 inspection findings showed that progress by the end of Year 2 was satisfactory but by the end of Year 6 it was unsatisfactory. Throughout the school, pupils with special educational needs make satisfactory progress towards their specific targets. The teaching assistants frequently support the pupils' work in lessons, which helps to raise their achievements.

77. The attainment of pupils in both Year 2 and Year 6 in speaking and listening is broadly in line with national expectations and progress is good. Most of the pupils speak with confidence and explain ideas and procedures. The pupils listen to their teachers and to each other attentively. The pupils' attitudes to their work are positive and mostly very good. Their behaviour in lessons is usually good. Where behaviour is less than good the teachers and the classroom assistants skilfully use the school's procedures for improving behaviour. The pupils quickly respond in a positive way. The pupils communicate well with each other when given opportunities to work together on a task. For example, the pupils in Years 1 and 2 worked together well as they put some words, given to them by their teacher, into alphabetical order. The pupils in Years 5 and 6 worked in pairs using their research skills to find information about uses of water throughout the world. They discussed their interpretations of the maps and made good arguments about the amount of desert in Africa. In more formal settings they demonstrated a mature attitude and articulate speaking skills when reading prayers to the whole school.
78. At the end of Year 2 the standard of pupils' reading is broadly in line with the national average. Most pupils are successfully developing a range of reading strategies that help them to read well. They talk about the characters and ideas in the books they are reading and most enjoy reading. Most of the pupils read to a family member at home as well as to the classroom assistant and sometimes to the teacher. Some know how to find the index and the contents page and a few can find the glossary. At the end of Year 6 pupils attain standards in reading that are in line with national expectations, with some higher achieving pupils exceeding these expected levels. The pupils enjoy reading and some are enthusiastic and add their own entries to their home/school reading diary. They are beginning to research topics and themes very well and some use the Internet to pursue work started in school.
79. Although the pupils' standards in writing in both Year 2 and Year 6 are broadly in line with national expectations, all pupils make good progress. They use their writing skills successfully across the curriculum, for example in history and in geography. The pupils write in different styles, such as note taking, report and letter writing. Throughout the school, the pupils learn spelling strategies, new vocabulary and correct grammar securely. Those in Years 1 and 2 develop good skills and understanding of letter names and their sounds by working regularly on practice tasks. They write stories and add verses to poems effectively. They write instructions and sequence the events in stories, for example Cinderella. At present, most pupils are beginning to join their handwriting.
80. The pupils in Year 3 to 6 write stories and express their opinions and record facts from a report about The Abominable Snowman. They use their writing skills to write for different purposes in other subjects, for example many completed an autobiography of Isaac Newton and use their research skills to find the meaning of technical words in science. ICT skills are used competently for research purposes. For instance, older pupils investigated the style and methods of painting of the 'The Impressionist' artists.
81. Since the last inspection the school has embraced the National Strategy for Literacy and the quality of teaching seen during the inspection was never less than good with some lessons very good and excellent. Where teaching is best the teachers' subject knowledge is good and this inspires pupils to excel in their work. The very good management of pupils and the high expectations of behaviour, together with the good support of the classroom assistants ensure that the pupils quickly settle down to work. The teachers' expectations of the pupils' achievement are high and the pupils respond well to this level of challenge. The teachers and classroom support assistants work together as a cohesive team and this teamwork ensures that pupils with special educational needs are given high quality support to enable them to achieve the targets set in their individual education plans.
82. Where teaching could improve, the teachers do not always plan in a consistent way throughout the school. Consequently, lesson objectives are not always clear nor are they shared with the pupils. Some teachers set homework more regularly than others but it is not set to a consistently regular pattern across the school. When it is used well, it consolidates what the pupils have learned in the classroom.

83. The leadership and management of the subject are very good. The headteacher has anticipated the needs of the school and consequently standards have risen since she took up her appointment.
84. The assessment procedures are partly in place. While pupils have individual targets and class targets are set, there is no effective system of setting and making targets clear to pupils with the aim of improving their standards. The school has agreed procedures for recording the teachers' evaluations in a more useable way so that groups of pupils with similar learning needs can be easily identified but this method is not in use throughout the school.
85. The resources are satisfactory.

MATHEMATICS

86. More effective planning and the use of the National Numeracy Strategy have helped to improve the quality of teaching throughout the school. The quality of teaching seen during the inspection was good overall and, together with the good quality support given to the lower attaining pupils in the mathematics booster group, the school has improved the pupils' standards effectively.
87. From the evidence of the work seen and the lessons observed it is clear that currently the pupils' standards are in line with the national average at the end of Year 2 and Year 6.
88. The result of the national test (2002) in mathematics at the end of Year 2 shows that the school's overall performance was in line with the national average. The proportion reaching the higher Level 3 was also average. The long-term trend shows that the standards reached by successive groups of pupils in Year 2 have improved since the last inspection. Currently most pupils in the Year 1 / Year 2 mixed aged class make good progress and this is a direct result of good quality teaching and good management of the pupils' learning. Nearly all pupils in this class have completed a good amount of work since the beginning of the school year. The pupils are keen to explore mathematical ideas. They sustain concentration well and many pupils are working securely at higher levels in number than is expected for their age. For example a group of younger Year 1 pupils works competently alongside their Year 2 colleagues.
89. Almost all the pupils in Year 2 have a secure knowledge and understanding of the numeracy expected for their age. Most can split larger numbers into smaller amounts when adding. Most can add together three numbers up to a total of 20 in their heads and can sequence numbers correctly. Almost all can accurately estimate amounts when weighing and measuring lengths and have a good knowledge of the names of two and three-dimensional shapes. The higher attaining pupils can add and subtract using tens and units and can add up to 100 in their heads. They can decide which process to use when making calculations. The lower attaining pupils in Year 2 attain standards that are well below the national average for their age. The good support given to them helps considerably to develop their concentration and to make good progress.
90. The good quality of teaching in Years 3 to 6 ensures that the improved progress made by the younger pupils is continued. Currently the standards attained by most pupils in these year groups are in line with the expected levels for their ages. There is no significant difference between the attainment of the boys and girls. The pupils, especially those with special educational needs, are given considerable additional support through small group work and individual tuition. By the time most pupils leave the school at the end of Year 6 they have a secure understanding and knowledge of the operations of numbers in 1000s and can calculate using decimals and fractions. They can multiply using money to work out the total due for a bill and most of them know their tables up to ten. They have a satisfactory understanding of symmetrical shapes and can plot and read co-ordinates accurately. Some use has been made of the LOGO computer program to teach the pupils the use of pattern, sequencing and procedures for commanding directions and movement. This has been successful.
91. The progress made by all pupils by the end of Year 6 is good. They work in an orderly manner and they present their work neatly. Most of the pupils have produced a good volume of work since the beginning of the school year.

92. The quality of teaching throughout the school is good overall and occasionally very good. This is an improvement since the last inspection and is having a good impact upon raising the pupils' standards in all aspects of their mathematical knowledge and understanding. The tasks planned by the teachers are interesting and stimulating. The challenge of the work is appropriate and raises the pupils' own expectations and their self-esteem, effectively. This encourages the pupils to have a go and to answer questions even though they make not be quite correct. This raising of the pupils' self-esteem has been a feature of the improved management of the school and has had very good effects upon fostering a more positive attitude towards mathematics throughout the school. Consequently, the pace of the pupils' work is more productive and the pupils show an enjoyment in the lessons.
93. The assessment procedures used by the teachers build up information about the pupils who have exceeded expected learning objectives and those that have had difficulty. The school has agreed procedures for recording these remarks in a more useable way so that groups of pupils with similar learning needs can be easily identified but this method is not in use throughout the school. The tracking procedures that are used to record each pupil's progress, at the end of each year, are good and reliable and allow the school to make a reliable prediction for the standards expected for each pupil at the end of Year 6.
94. The development of the subject has improved since the last inspection. The teacher having responsibility for mathematics has recently monitored all the pupils' mathematics books throughout the school. This was an enormous task but it has given her a very good understanding of the standards reached in each year group. She has given feedback to the staff and has listed areas that need to be dealt with as a priority. The teachers' planning is monitored frequently but, at present, the co-ordinator does not compare what has been planned with what the pupils have done. As the co-ordinator has many other responsibilities in the school, the responsibility for the development and monitoring of mathematics needs to be reconsidered **(this is a key issue for action)**.
95. The resources are satisfactory and the teachers are beginning to make good use of ICT to support the pupils' learning.

SCIENCE

96. The pupils' standards of attainment are broadly in line with national averages at the end of Year 2 and Year 6, although they are subject to some annual variation because of the small number of pupils in each year group. The school's results in the national tests broadly support these inspection findings, which are an improvement on the last inspection. Variations in standards are partly related to the small pupil numbers in each year group, partly to very high numbers of pupils with special educational needs in certain year groups and partly to the previous inadequacies in teaching the science curriculum. However, the school is likely to increase the number of pupils who achieve the higher Level 5 this year because teaching has improved. The pupils achieve well in Year 2 and Year 6 and there is little significant difference in the attainment of boys and girls. The higher attaining pupils in Year 6 could achieve more but are restricted in their knowledge and understanding because the full curriculum was not taught to them in the past. The school is now aware of this and intends to cover these topics through booster groups and additional science lessons.
97. The pupils in Year 2 have a sound knowledge of sources of light and how darkness is caused. They understand that the moon reflects the sun's light. They sort materials quite well with building a house in mind and are beginning to understand how magnets only attract certain metals. The higher attaining pupils have a good understanding of the conditions that seeds need to grow, whereas lower attaining pupils suspect that seeds might grow in the dark with no water. The pupils' work is collated in a loose-leaf file along with many other subjects. This does not help pupils take pride in their work, as this method is untidy and difficult for the pupils to manage. The teachers cannot reflect upon each pupil's progress as work is often scattered throughout other subjects and the pupils cannot look back at their previous work to gauge their progress.

98. The pupils in Year 6 have a sound knowledge of the Earth and the solar system. The higher attaining pupils use terms like 'galaxy' and 'light year' with accuracy. They all know about keeping healthy, eating the right foods and the dangers of smoking and alcohol. Their use of testing procedures is well planned, but everyone records in the same way rather than developing their own ideas. The pupils do not know enough about light, sound and circuit diagrams because these three topics were not taught effectively during the previous year.
99. Most of the pupils make satisfactory progress through the school. The two-year programme allows the pupils to learn about topics at the appropriate time. Recently the school has placed more emphasis on the pupils doing their own experiments and this has helped them become much more aware of a 'fair test'. Too great an emphasis on life and living things in the summer term sometimes means that pupils take the national tests before they have learned this aspect of science. The school is aware of this and has changed its programme of work this year. The pupils with special educational needs make satisfactory progress. They rarely have specific science targets. They learn alongside others and absorb as much as they can of the lesson, whilst being supported very well by the teacher and their friends. The management of the subject gives them good opportunities to meet their behaviour targets.
100. The quality of the teaching and learning are now consistently good. The two lessons observed were of high quality but the scrutiny of work suggested that because of the instability of staffing this has not always been the case. The teachers organise interesting work for the pupils, which stimulates them and holds their attention. They all really enjoy the practical activities and the pupils in Year 2 have a growing awareness of how to control variables in an experiment on plant growth. The lower attaining pupils are well supported in Year 6 because the teacher has carefully arranged the tasks for the different groups sensitively so that all can succeed. The resources are used effectively and are easily available so that pupils can organise investigations for themselves. However, the teachers make insufficient use of ICT to support the pupils' learning in science. They do not yet use spreadsheets effectively enough to plot results of investigations.
101. The management of the subject is satisfactory. The coordinator has made good improvements to the subject since the last inspection by improving the quality of the curriculum, getting assessment procedures in place and organising the resources well. The pupils benefited significantly from the visit to the 'hands on' science museum. These measures have improved the pupils' standards and raised the teachers' confidence. The improved procedures for assessment have helped the school to recognise where there is weak understanding of topics and consequently to target some of the pupils for additional help. In the past, the co-ordinator has spent insufficient time on monitoring the teachers' planning and the pupils' work and this has led to some pupils in Years 5 and 6 not being taught certain topics, like electrical circuits. This has now been recognised by the school.

ART AND DESIGN

102. During this inspection only one lesson was observed in Years 3 to 6. From this lesson and from the evaluation of teachers' planning, pupils' work and discussions with pupils and staff it is clear that the pupils are on course to reach the expected levels by the end of Year 2 and Year 6. At the last inspection the pupils' standards were broadly in line with the expected standards at the end of Years 2 and 6. All groups of pupils achieve as might be expected in relation to their prior attainment as they move through the school. This is because of the close attention paid to the scheme of work during the planning of the curriculum in each year group.
103. The pupils in Years 1 and 2 have improved their skills as they explore and use a satisfactory range of materials. They design and make weavings, investigate and use line, shape and colour in their drawing and they 'take their pencil for a walk' to create pattern. They use collage effectively to communicate ideas and meanings. They draw buildings including the local church they have seen on a walk around the village.

104. The pupils in Years 3 to 6 are developing a critical appreciation of artists and their work by experimenting with different media and materials. They have tried out different processes of painting and drawing and have evaluated the effects. For example, pupils in Years 3 and 4 use a range of paper and paint to explore the making of sculptures to depict the art of ancient Egypt and the time of Tutankhamen. They use their skills to make a collage of the areas around the pyramids, including trees and the river Nile. They make good use of resources such as the non-fiction books, which they use to research and to check the accuracy of their work. The pupils in Years 5 and 6 studied the work of the Impressionists. They compared the ideas and methods in the work of famous artists, such as Vincent Van Gogh and Georges Seurat. The pupils, working in groups, formulated ideas and discussed which painting they liked best and which one they were going to imitate. These discussions about the techniques, the use of colour, light and shade highlight the variations they can see in the different styles of painting and also help to develop the pupils' listening and concentration skills well.
105. Only one lesson in art and design was observed during the inspection. However, from the scrutiny of the pupils' work and the teachers' plans, it is clear that the quality of the teaching is good. The teachers' planning is detailed and this ensures that the tasks build successfully upon what the pupils have learned before and also extends their knowledge effectively.
106. The co-ordination of the subject is satisfactory. The procedures for monitoring standards of work are not yet in place but the systems for assessment are generally satisfactory. These are used to inform planning for the next lesson but they do not provide enough information to enable the teachers to regroup pupils with similar learning needs. The resources are satisfactory but, although use is made of ICT in some classes, there is insufficient use to support learning across the school in this subject.

DESIGN AND TECHNOLOGY

107. The pupils in Year 2 are reaching the expected standard for their age. No judgement is made about standards in Year 6 because very little work or lessons were available to be seen because of the variation in the school's timetables. There was no judgement in the last report about standards in design and technology.
108. The pupils in Years 1 and 2 enthusiastically designed a bedroom. They carefully marked in the features of the room like bed and light switch but did not consider what materials they would use for the features.
109. The quality of teaching and learning in Years 1 and 2 is good. The teacher manages the pupils well and creates a positive atmosphere in which everyone can work, productively. She uses humour well when accepting pupils' suggestions for changes to the rooms, but has no pictures that can be used to demonstrate ideas for their designs. The pupils were organised well during the lesson with the higher attaining pupils set to work quickly whilst the lower attaining pupils went over the tasks again with the teacher to receive additional and individual help.
110. In discussion with the pupils in Year 6 they showed that they had very detailed knowledge of 'cams', what they were used for and how they worked. They had drawn diagrams demonstrating their function and they also recalled making or seeing a toy that moved up and down when a handle was turned. However, they had little knowledge of designing or evaluating what they had made. This may be as a result of the instability in staffing that this age group experienced at an earlier time.
111. The management of the subject is satisfactory. The policy and scheme of work are sound. The new action plan takes account of the lack of assessment procedures and the weaknesses in pupils' ability to evaluate their models.

GEOGRAPHY and HISTORY

112. It is clear that since the last inspection the quality of pupils' work at the ages of seven and 11 has been maintained in history and geography and in both subjects the pupils' standards are in line

with the expected levels for their ages. All the pupils, including those with special educational needs, make satisfactory progress.

113. The following judgements are based upon the inspection of pupils' work, the teachers' planning and the two lessons, which were observed in each subject.
114. The history curriculum has a good emphasis on developing the pupils' skills of chronological understanding, historical interpretation and enquiry as well as upon the pupils gaining knowledge and understanding of events, people and changes in the past. The pupils in Year 1 and Year 2 study homes from long ago. They have been investigating the Victorians and in a good lesson the pupils investigated a range of artefacts, which included some oil lamps and a washing tub. This gave them a good insight into the daily jobs that were done in Victorian times. Their imagination was stimulated as they 'read' 'A day in the life of a Victorian child'. They were intrigued with the picture of a carpet beater and were challenged to find out its name. In a very good lesson the pupils in Years 3 and 4 were observed classifying information about a range of objects which have survived from ancient Egypt. The pupils enthusiastically recalled their thoughts and memories about Tutankhamen and their knowledge of the investigations into the contents of Egyptian tombs that have taken place. The pupils showed a good understanding of the past as they discussed how archaeologists work and sort their information into different categories. The pupils in Years 5 and 6 have studied ancient civilisations and just recently investigated the culture and customs of the Aztecs. They made an Aztec Codex, which they decorated with Aztec patterns and enthusiastically talked about the Aztec culture.
115. The geography curriculum has a good emphasis on the development of enquiry skills, the use of the local environment and environmental issues. The pupils in Years 1 and 2 discover different countries of the world through the travels of 'Barnaby Bear' who has visited France and America. The pupils in Years 3 and 4 have investigated their local area whilst those in Years 5 and 6 learn about water. In a good lesson pupils used ICT to research facts about water needs and supplies around the world and used atlases competently to investigate the different climates in Africa. All pupils gained a good overview of the continent of Africa and this challenged their thinking that Africa was just a desert. This makes a good contribution to their cultural development. The pupils in Years 5 and 6 used their skills in ICT to record on a spreadsheet who uses water in their homes and for what purpose. This followed a survey carried out for homework in which each pupil tallied up how many times the shower/bath was used and how many times the family washed up or used water for other reasons.
116. The attitudes of pupils towards history and geography are good and their behaviour in lessons is good. This is a direct result of good management of the classes. The teachers effectively channel the pupils' energy and enthusiasm into organised tasks. The classroom assistants work well alongside teachers to give appropriate support to those pupils who have special educational needs. The teachers assess the pupils' learning and make an evaluative comment on the weekly planning sheets. This is then used to inform planning for the next lesson.
117. The co-ordinator of the subjects has only recently taken up post but she is aware of the needs of the subjects and has produced an action plan for future developments. Currently she has not had time to monitor the quality of teaching and learning but an audit of the resources for the subjects shows that they are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. The school has established a small suite of computers and the teachers are following an in-service course to improve their knowledge and skills in the uses of ICT to support their teaching in other subjects. Each class now uses the computer suite at least once a week to either research information on the Internet or to follow writing or mathematical tasks. This is a good improvement since the last inspection. The additional use of the computer suite to support their learning has improved the quality of the pupils' work since the last inspection.

119. Some of the teachers were observed using the interactive whiteboard and projector effectively to demonstrate new techniques or to enable the pupils to show the work they had completed. The use of this equipment is having a good impact upon the pupils' attitudes and holds their interest and sustains their concentration.
120. The pupils in Year 2 and Year 6 attain standards that are broadly in line with the expected level for their ages and since the last inspection, nearly all the pupils have made good progress in the development of their skills and understanding. The pupils in Year 2 were observed combining text and graphics by including clip art pictures from the CD Rom and the Internet competently. They also used a graphics program well to draw their own pictures using many of the tools such as fill and paste. Nearly all can use pull down menus and can access all elements of the word processing program. They can save and print out their finished work.
121. The pupils in Years 3 to 6 were observed during two lessons in the computer suite. The pupils in Years 3 and 4 were seen building and interrogating a branching database about animals and other creatures and plants. The computers were used following several classroom paper and pencil activities that improved the pupils' understanding of how to construct a database. They have a secure understanding that the questions asked must have a 'yes' or 'no' answer. They accessed the computers quickly, logging on and selecting the required program competently.
122. The pupils in Years 5 and 6 prepared a spreadsheet about the use of water in their homes. They can enter labels, extend the width of columns and construct formulae to add up columns of figures. They can paste formulae across several columns and amend these formulae if necessary. The pupils' work seen around their classroom shows that most can import graphics to create title pages for topics and can find photographs on the Internet to illustrate their word processing. Many pupils have used LOGO successfully to explore the patterns and procedures when constructing shapes.
123. The quality of teaching seen during the inspection was good overall. The teachers have a secure knowledge of the needs and requirements of the subject. They plan their lessons effectively and are beginning to make good use of ICT to support the learning in other subjects such as geography and history. They make good use of the Internet but are often frustrated by the slowness of the system and the computers.
124. The co-ordination of the subject is satisfactory. The grants made available from the National Grid for Learning (NGfL) have been used effectively but the school still lacks sufficient equipment to make the teaching of ICT and its use across the curriculum easy to manage. Nevertheless, the school has selected appropriate new software that it intends to purchase using the recent e-learning credit funding.

MUSIC

125. Because of the nature of the school's timetable only one lesson and a hymn practice were observed. It is thus not possible to make judgements about standards and progress in Years 2 and 6 or to compare them with the last report. The pupils' standards in singing across the whole school are satisfactory with pupils joining in, initially shyly and later with growing enthusiasm, even though some pupils were not able to sing in tune.
126. The discussions held with Year 6 pupils indicate that, because of recent instability in the staffing, the full programme for music has not yet been covered. Much of the pupils' knowledge of musical notation is drawn from their tuition in their instrumental lessons rather than from their class lessons. They know the names of a few composers but they have very limited knowledge of music from different countries and customs. They have, however, really enjoyed the musical shows the school has put on, such as 'The Pied Piper' and soon 'Joseph and his Technicolour Dream coat', which have extended their acting, dance and singing skills.
127. The quality of teaching and learning in the lesson and the whole school practice observed in the hall was good. This was particularly so in the singing in the hall with the whole school. The pupils

sang quite well and most of them learned the words of a new song with ease. This new song was complex and required pupils to pause during some of the lines. This they mastered quite quickly and they grew in confidence beginning to sing with expression and without shouting. The pupils were pleased with their own performance and behaved well throughout. In the lesson with the pupils in Years 1 and 2 they attempted to match their movements to the pitch of the high and low sounds and enjoyed the very active learning that took place. There were a few who still had difficulty hearing the change in pitch between these different notes. In the lesson the teacher managed pupils well by presenting work in a lively and interesting way. The pupils responded well and worked cooperatively.

128. The school provides good opportunities for pupils to learn to play the violin and piano and uptake for these lessons has risen in recent years.
129. The management of music is satisfactory considering that nearly all the teachers have only limited musical knowledge and experiences of teaching music and are not specialists. However, the new coordinator brings considerable expertise to the school. The policy and scheme of work are sound and based upon a commercial published scheme that gives a good foundation for developing the pupils' skills and knowledge. There are ample tuned and non-tuned percussion instruments. The teachers' confidence and expertise are not high and so training, including assessment, will form the basis of the action plan for the subject in the future.

PHYSICAL EDUCATION

130. The pupils' standards in dance for Year 2 are satisfactory but it is not possible to make a judgement about standards in Year 6, except that swimming is very strong. Because of the nature of the school's timetable it was only possible to observe a dance lesson in Years 1 and 2 and a games lesson in Years 3 and 4. A review of the school's records of pupils' swimming ability and discussions held with some Year 6 pupils about their lessons aids the judgements made for the work undertaken in Years 3 to 6.
131. The pupils in Years 1 and 2 follow the instructions on a commercial dance tape well. They move with good control and develop the ideas presented to them in an interesting way. Their facial expressions and gestures clearly portray the movements and moods of a clown.
132. The pupils have good opportunities to learn to swim and visit the local town pool frequently. Consequently, by the time they reach Year 6, their standards in swimming are very high because nearly all pupils swim at least 25 metres using a recognised stroke on their front and back. They also have a good level of awareness of water safety.
133. It is not possible to assess the pupils' progress throughout the school but it is clear that all aspects of the curriculum for physical education have been taught. The pupils in Year 6 have experienced working with a partner in dance and gymnastics and recall trying to improve their sequences. They have played various types of games but are unclear about the tactics they can use and also about the coaching points they have covered.
134. The quality of teaching and learning in the lessons observed was satisfactory. The teachers managed their classes well and the organisation was good. The resources were close by and the pupils had easy access to them. The 'warm up' and 'cool down' were both conducted well and the teachers made good use of asking the pupils why it was important to do this. In Years 1 and 2, the recorded lesson on tape was stopped at appropriate times to elaborate on the points being taught. However, in the lesson in Years 3 and 4 the coaching points were not demonstrated well and many pupils became confused about what they should practice. Overall, the pupils are very enthusiastic about their lessons and try very hard to fulfil the directions of the teachers. They usually cooperated well in pairs or groups.
135. This is a subject where the co-ordinator has recently taken over the responsibilities but the school has not yet decided how the management of the development of the subject is to be carried out. Currently the management of the subject is satisfactory and improving. A good range of visits and

extra-curricular opportunities supports the sound curriculum. The range of extra curricular activities is extensive for such a small school and the pupils have many opportunities to take part in inter-school competitions in soccer, netball and athletics as well as attending an adventurous activities residential camp. The assessment procedures are in the very early stages of development and do not yet provide sufficient information to guide future lesson planning.

RELIGIOUS EDUCATION

136. Evidence from the two lessons observed, the scrutiny of pupils' work and the teachers' planning, together with discussions with the pupils and teachers indicate that the pupils' standards are in line with the expected levels for their ages at the end of Year 2 and Year 6. Almost all the pupils make satisfactory progress. The overall standards have been maintained since the last inspection and the current provision for religious education generally promotes the pupils' spiritual, moral, social and cultural development effectively.
137. By the time pupils are seven years old, they have a reasonable knowledge and understanding of religious education, which is in keeping with the expectations in the locally agreed syllabus and national guidelines. By the age of 11, the pupils' attainment is also in line with the expected levels and most pupils achieve appropriately.
138. The lessons are generally planned well to give the pupils a balanced and broad understanding of religions and respective traditions and beliefs. As a result by the time the pupils leave the school they have a secure knowledge and understanding of Bible stories and of other leading world faiths.
139. During the inspection the pupils in Years 1 and 2 were learning about the Christian tradition of Baptism. In a very good lesson the pupils were given the opportunity through role-play to retell the story and to demonstrate their knowledge and understanding of a baptism. In Years 5 and 6 the pupils revised the main events of the Easter story and placed them in chronological order, using the Bible for reference. All the pupils, including those identified as having special educational needs, are making satisfactory progress in their learning about different faiths and beliefs and are developing tolerance, respect and understanding for others.
140. The pupils have positive attitudes towards religious education and behave well in lessons. The teachers make good links between religious education and other subjects, for example, the teachers make good use of religious education to reinforce the pupils' literacy skills through activities such as reading aloud, role-play and writing whilst explaining their work.
141. The co-ordination of the subject is satisfactory. The co-ordinator is aware of what needs to be done but lack of time has prevented the co-ordinator from monitoring or evaluating the quality of the teaching and the learning. The assessment of the subject is appropriate and the teachers record an evaluation of the pupils' learning when lessons are complete. This information is then used effectively to inform future planning. The use of ICT is underdeveloped but other resources are appropriate and the teachers use a good range of artefacts to illustrate the symbols of different faiths.