

INSPECTION REPORT

**THE MORTON CHURCH OF ENGLAND
(CONTROLLED) PRIMARY SCHOOL**

Morton, Bourne.

LEA area: Lincolnshire

Unique reference number: 120531

Headteacher: Mr Gordon Kind

Reporting inspector: Adrian Simm
21138

Dates of inspection: 18th - 20th November 2002

Inspection number: 248143

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary controlled

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Station Road
Morton
Bourne
Lincolnshire

Postcode: PE10 0NN

Telephone number: 01778 570389

Fax number: 01778 570389

Appropriate authority: The Governing Body

Name of chair of governors: Councillor Richard Wells

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21138	Adrian Simm	Registered inspector	Science Geography History Modern foreign language Physical education Special educational needs	What sort of school is it? How high are the standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9052	Helen Barter	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
30823	Brenda Clarke	Team inspector	English Art and design Religious education Foundation stage	
25778	Andrew Hicks	Team inspector	Mathematics Information and communication technology Design and technology Music Educational inclusion	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne

BN21 3YB

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Morton Church of England Controlled Primary School educates 132 boys and girls between the ages of four and 11 years. For the last five years, the number of pupils on roll has been growing steadily. However, the school remains smaller in number than other schools educating the same age range. The numbers of boys and girls is similar in the school although this fluctuates significantly within year groups. Apart from reception age pupils who are taught as a group, other pupils are taught in mixed age groups. This is organised into Years 1 and 2, Year 3 and younger Year 4 pupils, older Year 4 and younger Year 5 pupils and older Year 5 and Year 6 pupils. The school serves the village of Morton and its surrounding area, which has a mixture of private and rented properties. Very few pupils are known to be eligible for free school meals although some pupils come from areas that are disadvantaged. Nineteen per cent of pupils have special educational needs. This is broadly in line with the national average. A very small number has a Statement of Special Educational Need for learning and physical difficulties. All pupils are of white British background. Most pupils attend pre-school provision before starting at the school. Attainment of pupils on entry to the reception class is what would be expected in comparison with other schools nationally. Current Years 3 and 4 pupils have been taught by a number of teachers in the last two years.

HOW GOOD THE SCHOOL IS

Overall, the school is providing a satisfactory level of education for its pupils. In the last five years, the school has focussed on raising standards in English, mathematics and science. Standards of pupils currently in Year 6 are good in English and science and satisfactory in mathematics. In the main, other subjects have not been targeted and standards here are either satisfactory or below. Since the last inspection, the pace of improvement overall has been slow. The headteacher has not ensured that the school's plans for improvement have been turned into reality quickly enough and as such, leadership and management of the school is unsatisfactory. Because the satisfactory quality of teaching ensures pupils learn appropriately and make sound progress overall, the school provides satisfactory value for money.

What the school does well

- It provides good teaching and learning for all pupils in Years 5 and 6, which is currently ensuring that pupils' standards are good in English and science;
- It ensures the achievement of pupils with special educational needs is good between Years 3 and 6. This is because of the good work by the school's co-ordinator and the quality of support by classroom assistants who are well trained and effectively deployed.
- Staff provide good support overall for pupils' spiritual, moral, social and cultural development. This ensures pupils' attitudes to work, relationships within school and personal development are generally good.
- It ensures parents are very effective members of the school's team approach to learning.

What could be improved

- How effective the school is in putting its plans into practice;
- Pupils' standards in religious education, information and communications technology (ICT) and music;
- The classroom management of some pupils' attitudes and behaviour in Years 3 and 4;
- Toilet provision for pupils in the reception class.

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 1997 and shows satisfactory improvement because of the specific support given to the school in 2001 by the Local Education Authority (LEA). The LEA had identified the school as causing concern because of its lack of sharp focus on standards of attainment. Since then, the governing body has been more active in the life of the school and pupils' standards have improved in English, mathematics and science. Overall, the quality of teaching and learning is higher, particularly with older Year 4 pupils and those in Years 5 and 6. Some teaching and learning is unsatisfactory with Year 3 and younger Year 4 pupils because the behaviour of some pupils is not managed successfully. Curriculum planning has improved. Whilst formal ways of assessing pupils' work and working out just how well they are doing started around three years ago in English, mathematics, science and ICT, formal assessment has barely started in other subjects. Whilst improvement in assessment is just satisfactory, there is much more to do. Formal ways of checking how well teachers are turning planning for lessons into practice are also not fully in place. Standards have declined in religious education and music. Standards remain unsatisfactory in ICT but because of recent improvements in equipment and staff training, pupils' learning is now progressing soundly.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	E	A*	A*	well above average A above average B average C below average D well below average E
mathematics	E	D	A	A	
science	D	A	A*	A*	

(Because of small year groups, care should be taken when interpreting these comparisons year-on-year as each pupil represents over six percent of the year- group)

Overall, standards are improving in the core subjects of English, mathematics and science by Year 6. Standards in English and science in 2002 were in the top five per cent nationally. Standards in mathematics were very good. The number of pupils with special educational needs was high in Year 6 in 2000 and 2001, which had some effect on lowering the comparative standards against other schools. Standards of pupils currently in Year 6 are good in English and science and satisfactory in mathematics. Standards are also showing signs of improvement at the end of Year 2 where they have been satisfactory or better in reading, writing and mathematics since 2001. Standards are currently satisfactory at Year 2 and also at the end of the foundation stage. Achievement is similar for both boys and girls, and those of different ability and backgrounds. The statutory targets set by the school for improvement this year in English and mathematics were accurate and achieved. The school has focussed predominantly on improvement in core subjects since the last inspection. In other subjects, standards are satisfactory apart from in religious education, ICT and music by Year 6 where they are unsatisfactory. There was insufficient evidence to make a judgement in standards by the end of Year 2 in ICT, design and technology, geography, history and

music. Recently, Years 5 and 6 pupils have started learning modern foreign language. Whilst their knowledge is currently low, the progress they are making is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, pupils have good attitudes to their work. They want to learn.
Behaviour, in and out of classrooms	Pupils' behaviour is good overall. There are no instances of exclusions. The playground is lively but controlled. Pupils look after each other.
Personal development and relationships	Pupils' personal development is good. Pupils show initiative and responsibility in their learning. Overall, relationships with staff and each other are good.
Attendance	Pupils' attendance is good. They return to lessons promptly after break times.

Pupils' attitudes to work and the behaviour of older Year 4 pupils and those in Years 5 and 6 are very good. They work extremely hard, value the expertise of their teachers' and as a result, teachers teach and pupils learn in a spirit of harmony. However, this is not yet the case with some Year 3 and younger Year 4 pupils. They have had a number of teachers in their recent past and are currently taught by two staff who are not yet managing effectively the behaviour of a small number of the pupils. This is affecting adversely, the learning of the majority.

TEACHING AND LEARNING

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

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

Overall, teaching and learning are satisfactory. This is the case in the Reception class and with Years 1 and 2. The support given to higher and lower attaining pupils and those with special educational needs ensures that they all learn appropriately. Teaching and learning with Years 3 to 6 is more variable. It is good with older Year 4 pupils and those in Years 5 and 6. Here, nearly all lessons were good or better. Recently introduced modern foreign languages teaching by a visiting teacher is very good which is helping pupils to learn quickly and make very good progress. However, teaching and learning with Year 3 and younger Year 4 pupils were less than satisfactory in half of the lessons. This was because of unsatisfactory and sometimes poor management of some pupils' behaviour. This was particularly evident when the lessons were organised so that the pupils were taught in groups. Despite this, good teaching and learning was evident in science and English when the whole of the class was taught together. The basic skills of literacy are taught well and numeracy skills satisfactorily throughout the school. In subjects, the teaching and learning in English and science are good and very good in music with Years 3 to 6. Teaching and learning were satisfactory in other subjects apart from in religious education where it was unsatisfactory with Years 3 to 6. Judgements could not be made in geography, history and design and technology with Years 3 to 6 and in ICT, religious education and music with Years 1 and 2. Where teaching and learning are good or better, teachers plan lessons well. They

are clear what they want pupils to learn from the lesson and check to see that it is happening. Staff are self-critical and review their work to see how it could be better. Teachers frequently link lessons to practical experience, which is effective in enthusing pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory. A good selection of clubs and activities outside of the classroom and good liaison with partner primary and secondary schools contribute well towards pupils' learning.
Provision for pupils with special educational needs	Provision is good and ensures pupils who have special educational needs achieve well, particularly between Years 3 and 6. The co-ordinator is well organised and clear on what needs to be done. She ensures knowledgeable classroom assistants effectively support pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Opportunities for pupils' to develop spiritually, morally and socially are good. Provision for cultural development is satisfactory. The strengths of cultural provision are in the development of pupils' understanding of their own culture. Pupils understand the effects that their actions have on others and generally 'want to do the right thing'. This is preparing pupils for living in a diverse society although their appreciation of the just how diverse it is, is not yet strong.
How well the school cares for its pupils	This is sound overall. The school is a secure and safe environment in which to work. The teachers know the pupils well and give them good encouragement in their activities. All the pupils' many achievements are celebrated within the school. The school has suitable systems to safeguard pupils' access to the Internet.

The school works very well in partnership with parents. Assessment was identified as an issue in the previous report and an assessment policy for the school was introduced. However, ensuring that policy and practice match and that both are effective has not happened beyond the core subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are unsatisfactory because turning the school's plans into practice has not happened as quickly as it should. Subject co-ordination is insufficiently organised to be fully effective in many subjects.
How well the governors fulfil their responsibilities	This is satisfactory. The role of governors has improved since 2001. They now fulfil what is expected of them. Governors are clear about the school's main strengths and have planning in place to improve the areas where development is needed.
The school's evaluation of its performance	The school analyses and interprets appropriately the data it has, sets targets for itself and compares its standards with other schools. The school is now setting itself achievable goals to reach in a broad range of areas that are set out clearly in the school's improvement plan. Whilst evaluation of this by the governors has recently become satisfactory, continuation of this is vital to the school's future success.
The strategic use of resources	This is sound. Staffing is deployed effectively and good use is made of the available accommodation. Current developments are costed and all spending is monitored. During the financial year, 2000/2001, the school amassed a high carry-forward in its budget of around £31,840. This came about partly, by income late into the school's budget. A good strategic plan is in place to rectify this by the end of the current financial year.

The schools' staffing, accommodation and learning resources are satisfactory. The school has worked particularly hard in improving resources in English. Here they are good overall, which has contributed to pupils' improvement in standards. Only with the school's library, which is yet to be set up effectively and toilet provision for the reception class, is the accommodation unsatisfactory. Reception pupils have to use toilets in another part of school where their access has to be supervised. The school's approach to self-evaluation is developing, it sets out to improve pupils' standards, includes staff in deciding what else needs to be done and tries hard to achieve this through the effective use of its finances. As such, the school applies satisfactorily the principles of best value.

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 children like school; • The children are expected to work hard and achieve their best; • Teaching is good; • Children progress well in their work. 	<ul style="list-style-type: none"> • There are no points that a significant number of parents would like to see improved.

In the main, inspectors agree with what please parents about the school. However, overall teaching and learning are satisfactory rather than good. They are good with the older Year 4 pupils and those in Years 5 and 6. Most pupils are expected to work hard but this is not yet happening with some Year 3 and younger Year 4 pupils. Pupils progress well in English and science but overall, progress is what would be expected in many of the other subjects.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, children's attainment on entry to the Reception class in comparison with other schools is what would be expected. Whilst the full range of attainment is represented, the balance varies year-on-year and at times, is towards a low average. Despite the school being small in numbers, and mostly working on mixed year-groups, Reception pupils at the moment are taught as a separate year-group and the class is well staffed. This contributes to the good progress made by pupils in their personal development. Pupils settle well and become happy and enthusiastic learners. In other areas, progress is sound including that of higher and lower attaining pupils and those with SEN. This means that by the end of the Reception year most children are on course to achieve the levels expected by the age of five and a few are expected to achieve higher.

2. Whilst there is now an upward trend in standards in English, mathematics and science, this has only come about since 2001 at both Year 2 and Year 6. Since 2001, standards in reading, writing and mathematics by Year 2 have been at or above national expectations. Previously, they were below and on occasions well below. In English, the school has started to analyse how well it is doing, has picked out areas that could be better such as pupils' writing and has targeted improvement here. In 2002, reading standards were about average whilst standards in writing and mathematics were good. Pupils' standards at the end of Year 6 in 2002 were well above average in mathematics and in the top five percent nationally in English and science. This particular year group had consistently done well in their work as they progressed through the school. Only a very small percentage of pupils in this group had been on the school's support programme for special educational needs (SEN) whereas with previous Year 6 cohorts, around 35 to 40 per cent of the pupils were still receiving additional support at the time of the national assessments. Whilst pupils who have SEN achieve well, the effects of such large numbers of SEN pupils on data in comparison with other schools, is to reduce the comparative standards. Standards of the current Year 6 cohort point to them being on line to attain good standards in English and science, and at least satisfactory standards in mathematics by the end of the year. The school has focussed more time on raising standards in English and mathematics since the last inspection. Science and ICT have also been targeted for improvement. The good teaching and learning in Years 5 and 6 and the effectiveness of how pupils' revise their work in advance of the assessments, has led to good or better standards in science by Year 6 in the last two years.

3. Other subjects have not been developed anywhere near so much. Standards here are satisfactory in art and design, design and technology, geography, history and physical education by Year 6. However, standards by Year 6 are unsatisfactory in religious education, ICT and music. They are unsatisfactory in religious education because, whilst pupils have a sound knowledge of the Christian faith, they are confused about other world religions. This indicates a similar picture to the last inspection report. In music and ICT, standards are unsatisfactory because staff expertise has been lacking up until recently. Because assessment is not in place for design and technology, geography, history and music and evidence of previous work was very scanty, there was insufficient evidence overall to make judgements on standards by Year 2. Pupils in Years 5 and 6 have recently started learning a modern foreign language. They are at the early stages of this. As such, whilst their knowledge is currently very limited, the progress they are making is rapid.

4. It is clear that from data, that overall, pupils generally attain as would be expected in the Reception class. However, apart from the data based on the national assessments at

Years 2 and 6, and more recently on optional assessments in English and mathematics in the intervening years, the school has little evidence to track pupils' progress over time. Moderated portfolios of work that had been started at the last inspection have been discontinued and other types of assessment set out in the school's policy on assessment are not carried out. Only with the provision for pupils with SEN is it possible to track pupils' progress. The school has a range of information from standardised tests and from clearly laid out individual education plans (IEPs). Pupils' achievement is good at Years 3 to 6 because it is rooted generally in good teaching and classroom support. It is supported soundly elsewhere. Trends in national assessment data show variable achievement by pupils, year-on-year. However, trends in the last two years point to improvements where in English and science, achievement is good. It is at least satisfactory in mathematics. This is for higher and lower attaining pupils. Differences in standards between boys and girls vary year-on-year with no significant trend. For example, in 2002, the small number of boys in the year group meant that each boy's results accounted for 14 per cent of the boys' total. In 2001, it was the same scenario with girls. Variability in standards at the moment only relates clearly to Year 3 and younger Year 4 pupils. The attitudes and behaviour of some pupils is not currently managed properly. During the inspection, this happened throughout class lessons such as physical education and religious education and in the group work within some English, mathematics and history lessons. Whilst some pupils are sufficiently self-motivated to carry on and learn regardless, the interference of a few restricts the learning of others.

5. Pupils make good use of their numeracy skills in lessons such as science and design and technology. The National Literacy Strategy is in place and serves the school well as a curriculum plan in reading and writing. This has encouraged teaching that results in pupils' good use of literacy skills in a broad range of subjects. Particularly with older Year 5 and Year 6 pupils, lessons that lend themselves to extending literacy skills such as geography and history, pupils have to meet literacy learning objectives as well as those for the subject itself. This is one reason why achievement in Years 5 and 6 is good.

Pupils' attitudes, values and personal development

6. Pupils are enthusiastic about school and most have good attitudes to their learning. Pupils behave well most of the time and say they enjoy coming to school because 'it is a small school and you get to know people easily.' This confirms the positive views of parents who responded to the questionnaire for the inspection. Pupils' attendance at school is good and above the nationally expected levels. Punctuality is also good which means that there is very little disruption at the start of the day.

7. Where teaching is good or better, pupils are keen to put forward ideas, take their work seriously, concentrate hard and achieve well. Pupils have particularly good attitudes to learning when they are involved in interesting activities that provide stimulation and challenge. For example, older Year 5 and Year 6 pupils worked very well together when putting sound onto some computer-graphics work previously saved. They worked harmoniously, were very busy and clearly enjoyed their work. At the time of the last inspection, many pupils in Years 3 to 6 were said to show 'little commitment to work'. This is no longer the case for most Year 4, 5 and 6 pupils who show consistently good and at times, very good and excellent attitudes and commitment to learning. They behave well, listen carefully to their teachers and are attentive and interested. Pupils in the Reception class and in Years 1 and 2 also have good attitudes and behaviour. They concentrate and behave well and try hard with their work.

8. However, a minority of Year 3 and younger Year 4 pupils often do not show this level of interest and involvement because teachers do not ensure that they listen carefully, apply themselves to their work and finish the tasks set for them. Pupils are prone to chatter and are easily distracted. Some do not work well unless an adult directly supervises them. This

has a detrimental impact on their learning and means that they do not always make as much progress in lessons as they should. The slow pace of some lessons results in some pupils behaving inappropriately and losing the focus of what they are doing. This then distracts others who are trying to work. Pupils sometimes deliberately mis-behave, show little respect for the teachers and have unsatisfactory levels of self-discipline because the expectations for their behaviour are not clearly established.

9. Around the school, at break time and lunchtimes, pupils' behaviour is good. They get on well with each other and are clear about the school's expectations of behaviour. There is a happy, 'family' atmosphere when pupils are gathered together for assemblies and in the playground. Pupils enjoy the activities provided for them outside of lessons and are pleased to have been asked which clubs they would like. Pupils say that there is no bullying because it is a small and friendly school and everyone is included in activities and at playtime. There have been no exclusions from the school in the past three years.

10. Pupils make good progress in their personal development. The small school environment helps them to grow in confidence and to develop their relationships with one another and with adults. Most pupils are developing good levels of independence in their work, although some Year 3 and younger Year 4 pupils do not show very much initiative in their learning and often seek help. Pupils respond well to opportunities for taking responsibility such as carrying out class duties, organising the hall for assembly and when older pupils bring the younger ones back into school at the end of lunchtime. Pupils say that they can make suggestions and discuss concerns with all adults in the school. Although there is no formal school council, pupils say that their ideas are listened to well and that they can express their views through their own 'notice board' and 'suggestion box'. Pupils say they are treated equally and that they all participate in activities. They feel they are being well prepared for secondary school, for example through the provision of regular homework and modern foreign language teaching. The Parents' Association 'does a good job' and pupils particularly enjoy the social activities that are organised for them. Year 6 pupils described the school as 'nice and small, with lots of friendly people and where everyone is well behaved.'

HOW WELL ARE PUPILS TAUGHT?

11. In just over half of the lessons seen during the inspection, teaching and learning were good or better. One quarter was very good or excellent. One out of ten lessons was unsatisfactory or poor. Teaching was satisfactory in the Reception class and Years 1 and 2. A high majority of good or better teaching and learning was with older Year 4 pupils and those in Years 5 and 6. Unsatisfactory and poor teaching and learning were with Year 3 and younger Year 4 pupils. Here, some pupils' behaviour was not managed well enough and the resultant disturbance to lessons hindered their own and some other pupils' learning. Where it was poor in a physical education lesson, the teacher did not insist that pupils did what was expected of them. Lack of focus by the pupils led to little new learning and resulted in many pupils 'doing their own thing'. Pupils' behaviour and attitudes were poor and the teacher's response was to finish the lesson. In subjects, teaching and learning in English and in science with Years 3 to 6 were good. In the singing element of music, teaching and learning are now very good with pupils in Years 3 to 6 and in modern foreign languages in Years 5 and 6. Staff expertise is making a great difference here. In other subjects where sufficient evidence was available, teaching and learning were judged satisfactory apart from in religious education where it was unsatisfactory with Years 3 to 6. Overall judgements could not be made in art, geography, history and design and technology and in with Years 1 and 2 in ICT, religious education and music.

12. In the Reception class, the teaching and learning are satisfactory overall. Obvious strengths are in the way the teacher and support assistant work together to ensure children

are settled smoothly into school life and are comfortable with each other. A significant strength is the teacher's very effective behaviour management strategies, which results in children developing mature attitudes to their learning, listening carefully and behaving well. This was particularly evident in a personal and social development lesson where the pupils sat in a circle to celebrate a child's birthday. Lighting candles, singing 'happy birthday' and clapping the appropriate amount of times to represent the child's age created a special atmosphere. Pupils waited their turn to hold 'Harry the hedgehog'. A known routine that allows pupils to talk when Harry is 'in your hands'. This works very well and all pupils have their say about their favourite birthday food without interruption. This adds naturally to the opportunities for extending pupils' personal development, which are good. Teaching emphasises the importance of listening carefully and taking time to work out 'what you want to say'. Children know that their ideas are valued and their concerns are taken seriously, which helps them to be open about their thinking and to try even harder. However, in other areas of the curriculum, whilst teaching and learning are satisfactory, opportunities to extend pupils' thinking are missed on occasions. For example, in one lesson, children had satisfactory opportunities to steer and pedal tricycles or push scooters and prams. However, opportunities were missed to more fully extend their literacy, numeracy and scientific understanding at the same time through relevant counting tasks or use of appropriate vocabulary such as 'push' or 'pull'.

13. Where teaching is good or better, teachers set out clearly at the beginning of lessons what is expected of pupils in their learning and check on this as the lesson progresses. In very good lessons, this also includes very clear expectations on attitudes and routines within group work such as in the science lesson with older Year 4 and younger Year 5 pupils. Here, very good class control was achieved without fuss and with good humour. Pupils responded very well to this and behaviour was very good including during the group-activity part of the lesson when pupils were considering different problems related to how sound travels. Each group had a different work sheet to consider and a set time in which to succeed. This was a very good technique used by the teacher, which kept the lesson moving along with much concentration and desire to succeed before the pupils moved off to the next set of problems on a neighbouring table. Also in music where the co-ordinator leads lessons and singing in assemblies very well. Pupils understand very clearly what is expected of them. A very good rapport exists with pupils, which leads to learning being fun. Consequently, pupils are interested. They want to learn and work hard. Overall, pupils' independent work and research skills are strong in Years 4, 5 and 6. They are supported by use of the school library and increasing access to information via the Internet. Here, teachers' own subject knowledge and their commitment to ensuring pupils' develop independent research skills are developing well.

14. At times, pupils have need of reminders about what is expected and what they have to do to successfully finish their work. In general, pupils respect this and respond without fuss. Most pupils throughout the school have little concern at all about asking for help if they are unclear about something although at times, they choose not to which slows down their learning. Relationships with teachers are mainly good. In a very effective history lesson with Years 5 and 6, the teacher discussed and noted on the white board in the classroom, relevant points for the pupils to pursue and answer during individual work. This meant that either the teacher or the pupils could refer to these notes at any point. Work was well matched to pupils' level of attainment. This is a feature of good teaching in the school. Invariably, when support assistants are available within lessons, they are employed effectively to add to the successful match of work.

15. How teachers find out within lessons if pupils have understood new points for learning or still need more support is strong. Staff are clear as lessons proceed about pupils' levels of understanding. They use carefully chosen questions to assess this but without giving pupils any hint of the answers. This helps the teacher to find out if there are any misunderstandings that can be corrected immediately. This was evident in a Year 1 and 2 science lesson linked

to listening skills and safety 'on the roads' where the teacher checked to see how much pupils had remembered and understood from a video programme watched on the television.

16. Since the last inspection, the school has introduced the teaching of German to Year 5 pupils and French to Year 6. This follows a set programme and is taught as an activity, which broadens pupils' learning opportunities. It has introduced them to languages and life-styles different to their own. Appropriate emphasis is laid firstly upon listening and responding orally. Because the teacher is a very good role model, the pupils pronounce German and French with increasing accuracy. The pupils have made good progress since they started because they are taught very well and most are enthusiastic about learning the languages. Songs very effectively reinforce new learning. The teaching supports pupils' development very well by making the pupils enthusiastic about learning a new language.

17. The National Numeracy Strategy has been introduced appropriately and the teaching of skills is sound throughout school. In lessons, learning is frequently given a practical, day-to-day scenario, which is good. The introduction of the National Literacy Strategy has been good and serves the school well as a curriculum plan for reading and writing. The subject serves the pupils' spiritual, moral, social and own cultural development effectively through creative use of language, the use of poetry, fiction and non-fiction and strong links with other subjects such as geography and history. In Years 5 and 6, many lessons set out specifically to extend pupils' literacy skills in a broad range of subjects. For example, a literacy objective in a science lesson was to 'persuade others of a point of view'. This is a very good technique.

18. Teachers know their pupils well and generally identify individual needs. This feeds well into the school's procedures either for supporting those with special education needs or in allowing those who excel in a subject such as mathematics to work in with an older year-group. This works well with Years 3 to 6 where additional individual support and in-class group work 'knits' together well. In the Reception class and Years 1 and 2, the quality of support is satisfactory for SEN pupils as it is for all other pupils. Homework is used successfully by teachers in literacy and numeracy and in other subjects. For example, in art with Year 5 and 6 pupils sketched a variety of pots at home prior to designing and making clay containers in school.

19. Overall, the quality of teaching and learning are satisfactory. This is the same judgement as that found at the time of the last inspection. However, there is more teaching and learning that is good or better now, albeit restricted to those classes with older Year 4 pupils and those in Years 5 and 6. The amount of unsatisfactory teaching and learning has reduced. Assessment is not yet in place effectively in most of the non-core subjects. Here, because these subjects have not been priorities for development in recent years, both the curriculum and assessment are not fully developed in ensuring that lessons build as effectively as possible week-on-week so that improvements in all pupils' standards are planned for and achieved. There are weaknesses in some pupils' knowledge in some subjects such as religious education and geography where the long-term planning and current lack of effective assessment do not systematically develop pupils' knowledge to the same levels as their stronger skills in research and investigation.

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

20. The school provides a satisfactory range of learning opportunities, including in the Foundation Stage that are relevant to pupils' needs. The amount of time allocated to each subject is satisfactory, except for religious education, where, in Year 3 to Year 6 pupils have insufficient time to develop their knowledge and understanding through written work,

especially in work on faiths other than Christianity. This restricts the progress they make and the standards they reach.

21. In Years 1 to 6, weaknesses in curriculum planning reported at the last inspection have been improved satisfactorily. The school has adopted new planning guidelines for all subjects in line with recent developments in the National Curriculum. Planning for pupils who spend longer than one year in the same class because of how the classes are organised, is satisfactory.

22. Planning in English, mathematics and science is good. Increasing levels of detail in medium and short-term teaching plans show clearly what pupils are to learn and how it will be taught. Good planning, increased familiarity with the National Literacy Strategy and a greater emphasis on different styles of writing are contributing well to rising standards in English at Year 6, which are above average. The National Numeracy Strategy contributes satisfactorily to rising standards in mathematics, which are currently average in Year 6. However, the effect of the National Numeracy Strategy on raising standards is not so pronounced because the school has given greater priority to the development of English.

23. The school plans appropriately for the needs of all its pupils, and ensures that all share equally in what it provides. Planning to meet the needs of pupils with learning difficulties and other special educational needs is good, particularly in Years 3 to 6. They are given good support in lessons by teachers and where there is classroom assistant support. Individual support is used effectively and flexibly to help move pupils on. Individual education plans ensure that pupils' needs are recognised and planned for. They generally set out precise targets and identify strategies for helping pupils overcome particular difficulties.

24. The school provides a good range of additional activities that take place at lunch times and after school. For example, pupils enjoy a range of seasonal sports activities. Pupils have regular opportunities to perform in public, for instance at Christmas and Easter. Private lessons are given by visiting teachers in hockey and woodwind musical instruments. Older pupils attend a five-day residential trip away from home. Pupils are keen to take advantage of the additional activities provided. Demand is high, which, except for the residential trip, necessitates restricting pupils to two activities each. These add well to pupils' social development as well as the skills they learn to use.

25. Visitors from the local community, for instance, talk about village life in times past and theatre groups contribute satisfactorily to the pupils' learning. However, there is no regular provision for other visitors such as artists, musicians or representatives of religious groups. Pupils visit the local area and places further afield, for example to compare the Isle of Wight with their own village or to visit a local science park. These particular visits make an effective contribution to learning. There are good links between the school and other schools in the area, particularly the secondary schools to which pupils transfer. Pupils take part in sports tournaments with other local primary schools. Year 5 pupils learn German and Year 6 pupils learn French from a visiting secondary school teacher. This has only just started but pupils are learning very well and are getting a good 'feel' for the languages in advance of starting at secondary school. Pupils visit the secondary schools to use specialist facilities, for example in design and technology and science and there is a regular programme of visits to aid the smooth transition of pupils into secondary education.

26. The school provides well for pupils' personal development. All pupils follow a programme of personal, social, health and citizenship education (PSHCE). This is a good programme, with specific content set out for each class. Sex education and drug awareness are treated appropriately in the PSHCE programme and in other subjects such as science and physical education.

27. Provision for pupils' spiritual, moral and social development is good and an improvement on the last inspection. Assemblies explore spiritual and moral themes well and pupils are given good opportunities to reflect on the meaning behind stories such as 'Androcles and the Lion'. Occasionally at other times, expressive and creative activities add much to pupils' development. In a dance lesson for instance, pupils felt a real sense of achievement in what they did because teaching was excellent and they were totally committed to their work.

28. The school encourages pupils to show initiative and to accept responsibilities. For example, the dance club was set up at the request of pupils. Pupils readily take on a number of duties that help with the smooth running of the school. Pupils are involved in setting their own rules for behaviour, which most follow well. The residential visit to the Isle of Wight does much to develop pupils' self-confidence. They learn to live with others away from home and take part in a range of challenging pursuits such as climbing and use the time well on field-study work for geography. Pupils actively support local charities.

29. Provision for pupils' cultural development is satisfactory. The school promotes an understanding of pupils' own beliefs and culture within a mainly white community. This area is strong. However, opportunities to learn about the values, codes and beliefs of other cultural groups, both within Great Britain and around the World, are not developed in the same way. Most pupils understand the effects that their actions can have on others and generally 'want to do the right thing'. This is preparing pupils for living in a diverse society although their appreciation of the breadth of that diversity is underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school has maintained the sound provision for pupils' support and guidance reported at the last inspection. This is a small school where teachers and other staff know and care for pupils well. This helps pupils to grow in confidence and provides a good foundation for their learning as soon as they start in the school. Parents appreciate the pastoral care that is provided which helps their children to feel safe and secure. Nearly all parents responding to the questionnaire for the inspection said that they feel comfortable approaching the school if they have any concerns.

31. The school makes satisfactory arrangements to ensure the health and safety of pupils. The school's procedures for child protection are appropriate. Staff know the pupils and families well and are aware of any difficulties that may have an impact on pupils' lives at school. There are suitable arrangements for first aid and staff are very caring when pupils are unwell or hurt themselves. However, only the headteacher is fully qualified to carry out first aid procedures and, thus, no other member of staff is able to fulfil this role should the headteacher be absent. Lunchtime supervisory staff work well together as a team and contribute well to the caring atmosphere.

32. Procedures for monitoring and promoting attendance are satisfactory and comply with statutory requirements. Pupils' attendance is good because the school expects that they will attend whenever possible and follows up any unexplained absences. Although it is a statutory requirement, attendance figures are not reported in the school's prospectus.

33. The school's procedures for monitoring and promoting behaviour are sound. The behaviour policy appropriately focuses on the emphasis of positive praise and reinforcement of expectations. Class rules, negotiated with pupils, are clearly displayed on walls. In lessons where teachers provide positive role models for pupils to follow, pupils develop respect for each other and form good relationships. Teachers are calm and supportive and insist that

pupils behave well because they have high expectations of them. However, in lessons with Year 3 and younger Year 4 pupils, expectations for pupils' behaviour are less consistent and teachers' behaviour management strategies are uncertain. This results in some lack of control and resulting deterioration in pupils' behaviour. Pupils say that there is no bullying in school, but that if they have problems, teachers 'will listen and sort it out.'

34. The monitoring of pupils' academic performance and personal development is unsatisfactory overall because there are significant weaknesses in the assessment information teachers have available to them in most subjects other than English, mathematics, science and ICT. Although the school has used 'key comments' in an informal way against which to assess pupils' achievement, this has not developed into a fully effective system. The school's assessment policy is out of date, does not reflect current practice and does not give a clear rationale for how teachers will use assessment to plan work and the impact that this will have on pupils' learning and achievement. Progress in resolving this issue from the last inspection has been slow. It is only in the last three years that there has been an increased focus on the analysis of data from statutory and school testing. Teachers satisfactorily track pupils' progress in English, mathematics, science and ICT against termly key objectives. Additional support, such as in the 'booster' groups, has been put in place as a result of this tracking and has resulted in some pupils' achieving well. Information from tests has been used to identify key areas for development in English and mathematics across the school and to set whole school and group targets in those subjects. This has not yet been extended to science or information technology. Pupils are not provided with individual targets for improvement in any subject. This hinders their evaluation of their work and reduces understanding of their learning and what they need to do next to improve.

35. Teachers and classroom assistants use the 'small school' ethos well to support pupils' personal development. Relationships are good and help pupils to gain confidence and to mature. The 'house' system is well established and valued by the school community as a method of recognising, rewarding and celebrating achievement. Pupils with special educational needs are supported soundly in the classroom in the Reception and Years 1 and 2. Elsewhere in school, the good teaching ensures pupils with special educational needs generally make good progress. Pupils with physical disabilities are well supported and included well in the school community by adults and other pupils, for example, when participating in extra-curricular activities.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. Since the last inspection, the school has really strengthened its partnership with parents and there are now very effective links that have a positive impact on pupils' learning and the life of the school. As a result of these links, parents are very positive about the school and its work with parents. Parents are particularly pleased with the progress that their children make as a result of teaching and the expectations that teachers have of their children. They feel that their children behave well and are helped to be mature and responsible people. Most parents are very positive about the way the school keeps them informed about their children's progress and deals with their concerns. Parents know that there is open access for them to staff. There were no significant criticisms of any areas of the school's work although some parents recognise that children's standards at times in the past had not been as high as other schools. Parents place high value on the small 'family' ethos of the school and the impact that this has on their children's personal development.

37. Overall, the school provides parents with very good quality information. There are termly opportunities for parents to formally discuss their children's progress with teachers. Termly newsletters give very detailed information about the work that has taken place in each class, other events that have taken place in school and pupils' achievements. These give

parents a good overview of the work of the whole school and help them to know what their children will be learning in the future. Pupils' end-of-year reports are better than previous years' examples because they give more detail in English, mathematics and science and help parents understand what their children know, understand and can do. Reporting in other subjects is not as clear about pupils' progress because assessment procedures in these subjects are underdeveloped.

38. A few parents were critical of the school's provision for homework. The inspection team found that the school makes good provision for homework and helps parents to understand and support their children at home through a series of good quality leaflets, for example, 'Helping with Spelling.' Parents make a very good contribution to their children's learning at school and at home by supporting their homework activities, hearing them read and sending articles into school to support work in the classroom.

39. Most parents demonstrate their support for the school by signing the home-school agreement, which makes a good commitment to partnership. There is good attendance at curriculum meetings, sports events and concerts. Nearly all parents attend consultation meetings and where required, at special educational need reviews. A good number of parents help in classrooms, support activities outside of lessons, such as football and accompany pupils on visits outside school. There is an active Parents' Association. While the committee organising events is small, most parents support the organised activities and raise large sums of money to purchase resources for the school such as white boards and construction toys. The association also helps the school with their charity fundraising.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. The school knows the areas it wants to improve. As such, this part of the headteacher's leadership is sound. However, the time it has taken to develop areas from the last inspection and the success of turning 'the vision' into reality is slow. This means that overall, leadership and management is unsatisfactory. Following the last inspection in March 1997, the school was expected to improve its effectiveness in areas such as:

- The governing body's general and financial planning for the school;
- How the staff assessed pupils' progress and used the information to plan future lessons;
- Checking just how well teachers were putting their planning into practice in the classrooms;
- Making sure teaching and learning in all subjects are based on a scheme of work that builds pupils' knowledge and understanding as they get older;
- The standards achieved by pupils in information and communication technology.
- How well the school checks on the success of its behaviour policy on pupils' attitudes and relationships.

41. Whilst the school worked on all of these and made improvements, the assessment of pupils' progress only 'took hold' about three years ago in English and mathematics and a little later in science and ICT. Assessment has not expanded significantly into other subjects. Some checks have been carried out on the quality of teaching and learning in lessons but not on a sufficiently regular basis to ensure that teaching and learning is generally good across the school. Standards in ICT are now improving soundly but are coming from a low base. Current standards in Year 6 are still less than would be expected overall. The behaviour of some pupils is still interfering with some pupils' learning.

42. Since the intervention of the LEA, all staff have become more active in analysing national assessment data to see where the school's strengths and weaknesses lie and in

focusing their teaching more precisely on improving standards in the core subjects of English, mathematics, science and in ICT. The Year 6 pupils in 2002 were recognised by the staff, parents and governors as a very good year group. Their standards in comparison with other similar schools were outstanding and in the top five percent nationally in the combined results in English, mathematics and science. Targets for this year's Year 6 group, whilst not as high, point to standards overall being satisfactory or better in the core subjects. Inspection evidence supports this.

43. Over five years on from the last inspection, English, mathematics and science are showing an upward trend. The school is now far more active in analysing and interpreting the data it has in detail. It sets targets for itself and compares its standards with other schools. The school is setting itself challenging but achievable goals to achieve in a broad range of areas; such as pupils' attainment in comparison with other schools. It is beginning to know how well all pupils are progressing individually in the same way as it has done for some time with pupils who have special educational needs. The governors are more effective now in their monitoring of standards and the day-to-day financial control of the school. They have a school improvement plan that sets out clearly a good set of initiatives across broad areas of school life including a good focus on raising standards and improving provision. This is costed and is designed to ensure the school's unacceptably high underspend of £31,840 from the year 2000/2001 is reduced to an acceptable level of contingency. The head teacher, governors and staff now recognise, in the main, what is working and what else needs to be done. The governors' role in all of this is now what would be expected but it has taken a long time to achieve this position. The governing body's continuing and full involvement in the school's self-evaluation is vital to its future success.

44. The support of pupils with additional learning difficulties is given high priority and this is reflected in the additional allocation from the school budget and the efficient use of specific funding for pupils with SEN. The assistant headteacher is the special educational needs co-ordinator and ensures day-to-day requirements are met. The organisation of support for pupils with special educational needs is effective and is fundamental to these pupils' good progress. This is because the SEN leader has a first hand knowledge of the needs of these pupils and works very closely with all staff and classroom support staff. Extra support is directed to specific pupils and small groups based on needs discovered through detailed assessment. Individual education plans for pupils are detailed and clear about the targets for improvement, how these are going to be achieved and assessed so that everyone can judge the progress being made. This good practice has already been effective in raising the achievements of lower-attaining pupils and the role and overall, the success of classroom assistants in this is good.

45. All other staff with management responsibilities have had insufficient time to carry out their responsibilities fully. The school has set out its intentions for how it was going to check on teachers' success at turning planning into practice in the classrooms. Whilst some monitoring has taken place, particularly in English, with some in mathematics and science, overall, the school's intentions in this have not worked out in practice. Co-ordinators of mathematics and science have not had sufficient time to get as clear a picture as they should of what is happening in the school. Only recently have non-core subjects been targeted for improvement. Music has now rightly become a focus for development. Subject co-ordination is not yet effective for most subjects. The need for a new approach to monitoring the success of standards, teaching and learning and subject development in general has been recognised by the school and steps to achieve this are set out in the school's improvement plan. This is also the case in relation to the school's approaches to assessment where its current policy does not match what is happening in practice. The school has little evidence to support pupils' progress in non-core subjects. It has taken steps recently to improve this but approaches have not been in place long enough for them to be

showing trends or highlighting areas for improvement in pupils' knowledge and understanding.

46. Teaching and learning support staff are deployed effectively in the support of pupils' needs. Whilst it is an important part of their role, this is not restricted to those with special educational needs but also to groups of higher attaining pupils. The school has a good mix of subject trained and experienced staff. The accommodation is improved since the last inspection with the building of two new classrooms and some alterations to another. However, additional toilet provision was not included as part of this building project. This has resulted in unsatisfactory toilet provision for the Reception class because of the distance they have to walk to access toilets in the older part of the building. Whilst space in classes is still tight, it is used well to provide a range of opportunities in English and mathematics and for a broadening range of practical work in science, art and design, music and design and technology. Staff training and the introduction of a computer suite are beginning to pay off in improving pupils' standards in ICT. The school controls pupils' access to the Internet appropriately. Accommodation overall, is satisfactory. The school is able to provide wheel chair access to most areas of school should this be necessary. The school knows that the quality and quantity of resources to meet the demands of the curriculum are sufficient overall but no better.

47. Overall, the school has developed satisfactorily, particularly since the intervention of the LEA in 2001. It is working on an income that is similar to most other schools. The school now knows where it is going and has set out plans for how it is going to get there. It recognises areas that need much development. These are particularly in knowing just how well pupils are achieving in a broad range of subjects based upon much clearer assessment data, the subject co-ordinators' roles in all of this and how this fits into the school's developing approaches to self-evaluation. As a result, the school currently provides most pupils with a satisfactory education. This means the school offers pupils and parents satisfactory value for money. Governors are showing strong signs of improving their monitoring of the school's overall standards and provision. This will be critical in ensuring further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. So the school can build on its strengths and recognise and improve other areas, it should carry out the following,

- (1) Ensure that self-evaluation is more fully introduced in a formal way. To contribute to this, the head teacher and governors need to set out an action plan with a realistic timescale, to
 - Extend the assessment and tracking of pupils' standards so that monitoring of attainment and achievement by class, year group or any other chosen focus is effective in all subjects;*
(Paragraphs 2, 19, 34, 41, 85, 93, 100, 104 and 121)
 - Ensure that the school's improvement plan makes greater use of the information that is being collected on pupils' attainment so that the school is clearer that its development planning is resulting in increased standards;*
(Paragraphs 43 and 85)
 - Carry out the monitoring of teaching and learning on a regular and realistic timescale; *(Paragraphs 41, 93 and 104)*
 - Ensure subject co-ordinators have an effective role in these developments. *(Paragraphs 45, 100, 115 and 121)*
- (2) Raise pupils' standards in religious education, ICT and music by ensuring assessment, monitoring and evaluation of pupils' progress are fully in place and implemented in order to analyse if standards are as good as they could be;
(Paragraphs 2, 41, 105, 109 and 116)
- (3) Make sure the school's approaches for ensuring pupils behave appropriately and have good attitudes to their learning work in practice for all pupils;
(Paragraphs 8, 10, 11, 114 and 120)
- (4) Improve toilet provision for reception age pupils.
(Paragraphs 46 and 52)

In addition to the development points above, the following less important issue should be considered for inclusion in the school action plan:

Extend pupils' appreciation of the diverse nature of British society today.
(Paragraphs 29, 98 and 116)

* Denotes issues already in the school's development planning

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	11	14	3	1	
Percentage	3	23	28	36	7	3	

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 two 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)	132
Number of full-time pupils known to be eligible for free school meals	2
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	25
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	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	12	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	18	19	19
Percentage of pupils at NC level 2 or above	School	90(100)	95(94)	95(94)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	19	20	20
Percentage of pupils at NC level 2 or above	School	95(100)	100(94)	100(100)
	National	85(85)	89(89)	89(89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	7	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	15	15	16
Percentage of pupils at NC level 4 or above	School	94(65)	94(61)	100(91)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	15	14	16
Percentage of pupils at NC level 4 or above	School	94(74)	88(61)	100(70)
	National	73(72)	74(74)	82(82)

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

* Information for both Year 2 and Year 6 has been restricted to totals because of the small number of boys and girls involved in the assessments. This retains confidentiality for individual pupils.

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	132		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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)	5.4
Number of pupils per qualified teacher	24.4
Average class size	26.4

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	100

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Financial information

Financial year	2001/2002
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	£
Total income	289191
Total expenditure	294355
Expenditure per pupil	2300
Balance brought forward from previous year	31840
Balance carried forward to next year	26676

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	132
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35			
My child is making good progress in school.	57	43			
Behaviour in the school is good.	47	53			
My child gets the right amount of work to do at home.	43	47	7		3
The teaching is good.	62	38			
I am kept well informed about how my child is getting on.	44	49	5		1
I would feel comfortable about approaching the school with questions or a problem.	74	23	3		
The school expects my child to work hard and achieve his or her best.	70	29			1
The school works closely with parents.	41	53	5		1
The school is well led and managed.	64	31	5		
The school is helping my child become mature and responsible.	56	42			3
The school provides an interesting range of activities outside lessons.	53	39	3		5

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

49. The school makes sound provision for children of Reception age. The quality of teaching is satisfactory. Children enjoy their time in the Reception class. Relationships are very good and this means that children trust the teachers and other adults. This has a positive effect on children's learning, so that in the short time they have been in school, the children have settled well and are already happy and enthusiastic learners. There is a well-structured induction programme enabling parents and children to attend reception sessions prior to entry. This contributes to the confident start that children make.

50. Children join the Reception class at the beginning of the autumn term in the school year in which they become five. Initial assessments on entry to Reception show that most children have broadly average attainment. Analysis of end of year assessments indicates that all children, including those with special educational needs, make sound progress overall and achieve satisfactorily in all areas of learning except in personal and social development, where achievement and standards are good. Most pupils achieve what is expected of them in the Early Learning Goals and some beyond.

51. A significant strength is the teacher's very effective behaviour management strategies, which results in children developing mature attitudes to their learning, listening carefully and behaving well. The nursery nurse is fully involved in the planning process, and knows the purpose of the work when supporting small groups, playing an important part in the progress that children make. The teacher has carefully assessed children's individual needs, providing structured work at the right level. However, scrutiny of the teacher's planning indicates the scope of the work is not always extended sufficiently to offer challenge to high attaining children. Whilst ensuring good opportunities for children to revise and consolidate their learning, the pace of lessons is sometimes slow, reducing the overall rate of learning in some instances. Whilst providing a broad range of activities, a significant weakness in the teaching is the lack of structure and purpose to those activities that are not directly supervised by an adult. This limits opportunities for children to practise and develop skills, such as writing, in a significant number of areas such as role-play, listening area or model construction.

52. Since the last inspection, there has been some improvement in provision for outdoor play. The school has purchased a good range of wheeled vehicles to develop children's physical skills. However, provision for outdoor play remains unsatisfactory overall. The outdoor area is not secure, thus limiting opportunities for use. Opportunities to climb and balance are very limited. There is a lack of structure to the outdoor activities planned by the teacher and missed opportunities to make links between areas of learning; for example, current work on things that travel through air. The toilets are situated too far from the class base, so that on entry to Reception, children have to be escorted, reducing the time available to teaching and learning.

Personal, social and emotional development

53. Personal and social development is taught well. By the time children leave the Reception class, most achieve the expected levels, and a significant number exceed them.

Relationships are very good and all adults are good role models. They are calm, caring and sympathetic as children learn new skills. In time allocated to carefully structured whole class discussions, the teacher creates a special atmosphere of caring and sharing, valuing the contributions that children make. At this time children develop confidence through involvement in well-rehearsed routines, such as birthday celebrations. They learn to listen to others, to take turns and be patient. The teacher has high expectations that children will behave well, resulting in a good sense of order and care. A class leader is appointed from amongst the pupils daily to carry out a range of small duties, such as reminding the class what to take home at the end of the day. This gives good opportunities to develop confidence and self esteem. The teacher effectively structures the day so children have opportunities to select and pursue an activity, thus encouraging them to become independent learners. However, this provision is limited by a lack of clearly labelled and easily accessible resources, reducing opportunities for children to find what they need for an activity and to replace it afterwards such as painting and writing materials.

Communication, language and literacy

54. Teaching in this area is sound and as a result, children make satisfactory progress. They achieve the standards expected by the end of the Reception year. Good teaching of letter-sounds gives good support to children's early reading and writing skills. Sometimes the lessons lack pace and as a result, more could be achieved in the time. For example, in one literacy lesson using a simple matching game, children consolidated learning of three key words 'can', 'help' and 'you'. However, opportunities were missed to use the words in context by writing or making simple sentences.

55. The basic skills of writing are taught satisfactorily. Children write for a sound range of purposes, such as describing their journey to school. Most can write their names without help. Higher attaining children attempt to spell words and are beginning to write simple sentences. Others are developing confidence to copy the teacher's writing. There are too few opportunities for pupils to develop writing at other times.

56. Reading skills are taught well. The teacher has established very good links between home and school through the effective use of an informative reading record. As a result, children read regularly, and are developing good levels of confidence. The teacher also provides structured homework activities such as matching games or lotto, effectively consolidating children's learning. Reading books closely match the differing abilities of children. All children use picture clues appropriately, and many are beginning to use initial letter sounds to identify new words. Opportunities for pupils to read for a range of purposes through use of captions and labels are not planned for sufficiently.

57. Most pupils are happy to engage in conversation. They speak in sentences, sometimes linking sentences together. They listen carefully to instructions. The teacher questions children effectively to develop speaking and listening skills. The teacher uses good expression reading stories. This ensures high levels of interest and participation in the story. A weakness in teaching is that planning does not always indicate new vocabulary to be taught so that opportunities are missed to reinforce a wealth of language, for example, when bubble making in the water tray or using the large play equipment outside.

Mathematical development

58. This area is taught soundly and by the end of the Reception year, most children achieve the standard for their age. They make satisfactory progress. The teacher provides daily practise, singing counting songs such as 'Ten Green Bottles' or adding and taking numerals from a number line. This consolidates children's understanding, making learning

fun. Children learn to count one at a time and to identify and match numbers. Most count to ten. Higher attaining pupils identify numbers above ten and know which number is one more or one less. Most recognise and name the shapes of circle, square and triangle. Additional opportunities to consolidate numeracy skills are sometimes missed. For example, use of coins to buy a ticket in the class train, labels indicating numbers of pupils taking part in an activity or counting activities during outdoor play.

Knowledge and understanding of the world

59. The teacher provides a sound range of learning experiences to ensure that children make satisfactory progress in their knowledge and understanding of the world. Children achieve satisfactorily. The teacher ensures learning is relevant. For example, a visit to the fire station reinforced children's understanding of fire safety and the danger of playing with matches. Children use computers with confidence. They have visited the 'Fireman Sam' web-site and printed out favourite pictures. They have sound ICT skills for their age. Currently the class is examining differing forms of transport. They identify the best means of travelling for a range of purposes. The school's planning shows that children receive a variety of relevant experiences, forming a sound basis for National Curriculum work in Year 1. For example, children develop early scientific skills when planting seeds, or sorting and changing materials. They learn about the friends of Jesus and visit the local church. Children share resources well and wait patiently until it is their turn to try an activity. They show good levels of interest and are keen to try activities such as discovering which objects will move furthest when blown.

Physical development

60. The teaching of physical development is satisfactory. The teacher provides opportunities for children to handle construction equipment, to mould clay, and to cut and paste. Since the last inspection there has been appropriate improvement in the use of water and sand. Children now have good opportunities to develop their co-ordination as they 'dig or pour'. By the end of the Reception year, most children reach the standard expected and make satisfactory progress. The school provides weekly swimming lessons during the summer term. This enriches their learning opportunities. Children have satisfactory opportunities to climb and balance in physical education and occasional use is made of the community playground. However, there is no provision for this aspect in general outdoor play, limiting opportunities overall for imaginative play and language development.

Creative development

61. Standards of creative development are satisfactory and children make sound progress in this area. Structured opportunities for role-play are limited. This is a similar picture to the last inspection. Children's opportunities to play 'in character' and to apply skills taught in other areas are still underdeveloped, such as opportunities to write, read and count. This restricts the links that pupils' make in their understanding between different areas of learning. Early music skills are taught well with good attention to singing, learning by heart, clapping in time and naming and playing a range of instruments. The teacher emphasises new words and extends children's vocabulary well when describing the sounds instruments make such as in the 'Sleigh bells jingle'. Most children demonstrate an appropriate sense of rhythm as they play instruments in time to music. They concentrate and listen well. They take turns, waiting patiently for choice of instrument. Children mix paints appropriately. They follow instructions well when bubble printing. At the end of an activity all help to tidy away with enthusiasm.

ENGLISH

62. The attainment of pupils by the end of Year 6 has improved significantly since 2001. The school now undertakes careful analysis of its strengths and areas for improvement. This has resulted in well-focused teaching, tailored effectively to pupils' needs. This has increased their skills at a greater rate than the national trend. In 2002, pupils' results at the end of Year 6 were in the top five per cent nationally and in comparison with similar schools. The school acknowledges the attainment of this cohort was exceptional. Pupils' attainment in the current Year 6 is not as high. Here, pupils' standards are judged to be above what would be expected nationally. There are strong indications that the school will exceed its targets set for 2003 in the number of pupils reaching the expected level. This is because of the consistently good quality of teaching with the older Year 5 and Year 6 pupils, which results in pupils learning at a faster pace than in previous classes. They achieve well.

63. The achievement of pupils by Year 2 reflects the improving picture since 2001, with standards in writing above national expectations in the 2002 national tests. Pupils' standards in reading and writing for the current pupils are in line with national averages and pupils achieve satisfactorily.

64. Standards in speaking and listening are good. By the time pupils reach the end of Year 2, most confidently engage in conversations. They enjoy talking about their favourite books. Because the teacher regularly uses vocabulary that is very relevant to the subject, pupils develop their own good vocabulary to describe their work. They use accurately words such as 'consonant' and 'verb'. They listen attentively and share ideas when working in pairs. Year 6 pupils speak confidently and clearly to staff, visitors and one another. In response to the teacher's challenging questions, they give considered answers resulting in high quality, mature debate.

65. Pupils' standards in reading are sound by the end of Year 2. They achieve satisfactorily. The teacher ensures that pupils in Years 1 and 2 use a range of strategies to help them read unfamiliar words. For example, they look at pictures for clues and sound-out letters to try and build up new words. Higher attaining pupils are developing good reference skills, using the contents page to quickly locate information. However, library skills are not developed because the school library provides insufficient books suitable for younger pupils. A strength in teaching is the good provision for home-school reading. This helps pupils to practise frequently and for parents to be involved in their children's learning. By the end of Year 6, all pupils read a wide range of fiction and non-fiction books. They achieve well. This is because their teacher has developed a very good reading 'journal' through which pupils are challenged to read a variety of different types of works such as poetry, technical reports or newspapers. Clear guidelines ensure pupils review books read in a variety of ways such as writing questions to the author about specific characters. Higher attaining pupils do really well at this, which gives real purpose to the reading. Most pupils develop good skills of inference and deduction, which contributes significantly to the good development of their writing skills. Pupils show good reference skills in locating information in the library and through use of the Internet.

66. Following an analysis of the results of national tests the school had focused rightly on the teaching of writing in the past year. This has been successful and standards are rising above the national trend. There is now careful analysis of pupils' answers to questions in test papers and an organised approach to target setting. The rate of progress is greater with older Year 4 pupils and those in Years 5 and 6 because of the consistently good teaching. This effective teaching is characterised by high expectations of pupils' behaviour and work output. Pupils concentrate and persevere with their tasks. A rigorous pace to lessons ensures that no time is wasted. This results in pupils learning at a faster rate. There is a strong focus on

developing the scope of pupils' writing by adventurous use of vocabulary and opportunities to write for a variety of purposes. This results in a mature writing style, which interests the reader. For example, when describing a black bottle, a pupil wrote, 'I will imprison in my bottle the shadow of an unknown sun'. A higher attaining pupils demonstrated good use of simile when describing 'Scrooge', by writing 'As secretive as a solitary oyster', or using adverbs such as 'clutching' or 'tight-fisted'. Handwriting is joined-up, neat and legible and spelling is good. Pupils with special educational needs make good progress between Years 4 and 6 because classroom assistants are used well to support groups and individuals. They make a significant contribution to pupils' learning. Elsewhere, special educational needs pupils make sound progress.

67. The quality of teaching and learning is unsatisfactory with Year 3 and younger Year 4 pupils. Teachers give sound introductions to lessons but do not ensure that all pupils listen carefully or work hard in group tasks. There is insufficient focus on good standards of presentation or challenging timescales to ensure that a good amount of work is achieved. This results in a significant number of pupils making insufficient progress in lessons.

68. The standard of pupils' writing in Years 1 and 2 is satisfactory overall. By the end of Year 2, higher attaining pupils structure stories appropriately with a beginning, middle and end and confidently try to spell new words using the sounds that letters make such as 'granma' for 'Grandma'. Pupils of average or lower attaining pupils write in simple sentences, sometimes punctuated by full stops. A weakness in teaching is the lack of attention to clearly orientated letter formation. Because of this, pupils' handwriting is not developed to the levels expected. The lack of consistently used full stops and capital letters, together with limited use of adventurous words and lengthening sentence structure, precludes a significant number of pupils from achieving the higher levels.

69. In a lesson with Year 1 and 2 pupils, the management of pupils' behaviour was effective so that most pupils listened attentively. Good revision ensured that pupils consolidated previous work. Planning built effectively on earlier learning. However, the lesson introduction was too long, resulting subsequently in pupils having insufficient time to complete their work. Pupils have too few opportunities to write for a range of different reasons, which restricts their learning. Pupils work well together, sharing their ideas and tasks. For example, when writing instructions, a Year 2 pupil 'scribed' for a younger pupil.

70. Teachers provide good opportunities for pupils to practise literacy skills in other subjects. For example, Year 3 and 4 pupils completed detailed written science records on elasticity. In art, Year 6 pupils used reference books to research the life of Vincent Van Gogh. All teachers provide pupils with a satisfactory amount of homework, effectively consolidating schoolwork. ICT is used appropriately to support the English curriculum. For example, pupils apply word processing skills when writing or add text to computer generated art. The school organises a satisfactory range of additional activities that enrich the curriculum. For example, there are visiting theatre groups and a visit to a play by Shakespeare is planned for older pupils.

71. The subject is well co-ordinated by a knowledgeable teacher. Standards are rising and a good system of checking pupils' attainments and setting targets for further improvements is in place. This indicates good improvement since the last inspection. Whole class targets are set but pupils do not have individual targets for improvement. This restricts pupils' knowledge of their own learning. Good quality subject guidance is also contributing to improvements. For example, there are helpful written guidelines for classroom assistants and parents to support pupils' spelling. Resources for English are good for classroom work. However, the siting of the library and the size and content of the book stock is not adequate to support independent work of pupils in all year groups.

MATHEMATICS

72. Pupils in Year 1 and Year 2 make steady progress and achieve satisfactorily. Year 3 and younger Year 4 pupils make satisfactory progress. Older Year 4 pupils and those in Years 5 and Year 6 make good progress because they are taught well in these years. By the end of Year 6 in 2002, pupils achieved well and attained standards that were well above the national average. Standards were above average at Year 2. Current Year 2 and Year 6 pupils are working at the levels expected for their age and are on target to reach expected standards by the end of the school year.

73. Most Year 2 pupils have a sound understanding of number. They add and take away numbers up to 100. Many are confident with money. Higher attaining pupils make up totals such as 64 pence from a combination of 10p, 20p and 2p coins. Most count in two's and know which numbers are odd or even. Lower attaining pupils work with numbers up to around 20 but frequently need adult help to complete addition and subtraction sums correctly.

74. By Year 6, most pupils understand how fractions, decimals and percentages are related. However, they have not yet learned how to use this knowledge in calculations such as finding 35 per cent of £50. Pupils have satisfactory basic number skills, such as recall of multiplication tables but few know formal written methods for multiplication and division. Pupils use numeracy skills in science, for example to investigate the porous nature of rocks. Whilst they weigh rocks before and after soaking in water, they are not clear about different ways of writing metric measurements such as 1500 grams or 1.5 kilograms. Higher attaining pupils have a good understanding of the properties of two-dimensional shapes. Other pupils are much less secure. Their understanding of angles is below what is expected for their age.

75. Teaching and learning overall are satisfactory. They are good with the older Year 4 pupils and those in Years 5 and 6. Lesson planning is good in most years. Teachers use the National Numeracy Strategy framework well to prepare detailed plans that show clearly what pupils are to learn and what tasks will be set. Lessons follow the recommended three-part structure and are a satisfactory mix of whole class teaching and group or individual work. Whilst most teachers devise for themselves a range of interesting tasks for pupils to do, in Years 1 and 2 much of pupils' written work is contained in workbooks linked to a commercial scheme. This approach is repetitive and uninspiring.

76. Where teaching is best, teachers engage pupils well in discussion and give them good opportunities to show what they already know. A good example was seen in a lesson where pupils described the shape they had drawn from the teacher's description. However, the use of searching questions to tease out pupils' understanding, or to assess what they have learned at the end of each lesson, is not a strong feature of teaching.

77. Classroom assistants are well briefed before lessons begin. They lead discussions effectively and teach new techniques well. They make a good contribution to pupils' learning at all ability levels. They are fully involved in managing pupils' behaviour, and along with most teachers, have a good rapport with pupils. In return, pupils respond well and most are interested in their work. Lessons proceed purposefully and at a good pace. In one lesson where there was no support, too much of the teacher's time was given over to managing the unsatisfactory behaviour of a small group of pupils. Their unsatisfactory attitudes caused too many distractions and adversely affected the progress of others in the class.

78. Teachers assess pupils' work regularly and keep satisfactory records of progress. All teachers modify future lesson plans well in the light of what has just been taught. This ensures that errors and misconceptions are dealt with promptly. Standardised test

information is used to set learning targets for different groups of pupils in each class and to identify pupils who would benefit from additional support or promotion to work with older and more able pupils. This works well for lower attaining pupils who receive well-targeted additional lessons.

79. The National Numeracy Strategy has been adopted smoothly, and standards over the last two years point to a trend that is rising. Whilst staff discuss issues, which has helped the school to make satisfactory improvement since the last inspection, the mathematics co-ordinator has not had the time to become aware enough of the curricular requirements of older pupils and has too few opportunities to monitor effectively the quality of teaching and learning. Consequently developments are not checked on well and as a consequence, leadership and management of the subject is unsatisfactory. The mathematics development plan lists appropriate activities aimed at improving standards or aspects of provision. For example, 'to develop the use of ICT in the daily mathematics lesson' is very appropriate as there is little evidence of use at the moment in some classes. However, the criteria by which to judge the impact of developmental activities are not clear. As a result, it will be difficult to evaluate how successful the target has been.

SCIENCE

80. Pupils' standards by the end of Year 6 are good. Pupils' attainment in science in national assessments has a trend of being ahead of English and mathematics in the school. In 2001, standards were well above expectations and in 2002, they were in the top five percent nationally. Achievement by both higher and lower attaining pupils is good. Teachers' assessments at the end of Year 2 show that pupils do well also. Standards in Year 2 are currently judged to be satisfactory. Pupils show interest in science and have good attitudes to work. Standards by Year 6 are higher than at the last inspection and reflect the expertise of teaching as the pupils move through Years 5 and 6.

81. By the end of Year 2, pupils are beginning to develop the basic concepts associated with science. For example, current pupils have sorted and described different types of material and paper. They grouped these successfully by characteristics such as colour or how much they would stretch. Their results were recorded well in the form of a 'Venn' diagram, which linked the work appropriately with mathematics. Pupils of differing abilities carry out the same work. Higher attaining pupils record and label their work well. Others succeed in the scientific nature of the work but their drawings, recordings and labelling of their work are less successful. Pupils have carried out a 'sound walk' in the local area picking out different sounds such as birds and vehicles coming along the road. They realise the importance of using their hearing in keeping themselves safe whilst crossing the road. This work is extremely useful for their personal development. This work is built on in Years 3 and 4. Pupils' sorting of materials becomes more scientific. They succeed well in understanding how to measure the elasticity of materials in a fair way, which will give measurements to record rather than just guessing. They also tests materials well for their quality of absorption. The use of appropriately descriptive words and accurate measurements ensures pupils use their literacy and numeracy skills well in the work.

82. By Years 4 and 5, pupils study how sound travels. They know about 'vibration' and 'sound waves' and consider a range of materials and circumstances that might affect the successful 'travel' of sound. They understand the concept of an 'echo' and come to realise a different use of the term 'absorption'. They do well in this. By Year 6, pupils have a good knowledge of electrical circuits, insulators and conductors; understand some of the properties of solids, liquids and gases and have considered if air has weight. They know that materials change through actions such as heating and mixing with other materials whilst dry or through dissolving. Through their good use of spoken and written vocabulary and clear and

accurate measurements and recording in a range of graphs, pupils use their literacy and numeracy skills well. There is some use of computers to extend their work in Years 3 to 6, but this has not yet developed sufficiently for pupils in Years 1 and 2.

83. The quality of teaching and learning are satisfactory with Years 1 and 2 and good with Years 3 to 6. As a result, pupils achieve well. There are strengths in all of the teaching. Teachers have very good class control in the main. This is achieved without fuss and with good humour. This is particularly the case with older Year 4 pupils and those in Years 5 and 6. Pupils respond very well to this approach and their behaviour is very good. Pupils show interest in science and have good attitudes to work. Older Year 4 and younger Year 5 pupils demonstrated these features very well when working in groups considering different problems related to how sound travels. Each group had a different work sheet to consider and a set time in which to succeed. This was a very good technique used by the teacher, which kept the lesson moving along with much concentration and desire to succeed before moving off to the next set of problems on a neighbouring table. There has clearly been a considerable improvement in pupils' attitudes at this age since the last inspection. When pupils complete practical work, the management of the lesson and of resources is good. Teachers pay good care to health and safety aspects of the work.

84. Pupils are encouraged to study the wonders of the scientific and natural world, which contributes well to their spiritual development. Particularly with older Year 4 pupils and those in Years 5 and 6, there is a very strong moral dimension in lessons and pupils are taught right from wrong. They are taught that it is good manners to listen when others are speaking. In discussions, pupils learn to appreciate the views of others, thus developing their social skills as well as those of speaking and listening. Social development is further enhanced by opportunities to work together, share and take turns. Cultural development is satisfactory but there is no strong emphasis on the wide range of traditions from which scientific thinking comes.

85. The school has begun to collect and analyse national assessment results with a view to discovering trends in strengths or weaknesses in the school's work. This is a good start. The subject co-ordinator has had limited opportunities to monitor teaching especially by working with teachers in their lessons. Pupils' standards and the quality of teaching and learning have risen since the last inspection but methods of working that ensure that the school is doing as well as it can have not progressed much further. Whilst schemes of work have improved, the approaches to assessment that were developing at the last inspection such as the portfolios of pupils' work moderated by staff to ensure accuracy and consistency in standards, have been discontinued. Overall, progress since the last inspection is satisfactory.

ART AND DESIGN

86. Standards are in line with what is expected of pupils at the end of Year 2. This is lower than they were at the time of the previous inspection. This is partly as a result of more time being given to English and mathematics in the last few years. Pupils in Year 6 achieve standards that are typical for their age. Due to timetabling arrangements, no lessons were observed during the inspection and teaching and learning could not be judged. Judgements have been made from the scrutiny of work on display, work in pupils' sketchbooks and discussions with teachers and pupils.

87. Pupils work with a range of resources and develop a variety of skills as they progress through the school. For example, Year 1 and 2 pupils have drawn and painted portraits of the Queen, which indicate an ability to mix colours carefully and good control of paint. Facial

features included in the portraits demonstrate a sound understanding of proportion and attention to close observational detail.

88. Year 3 and younger Year 4 pupils continue to develop skills using a range of materials. For example, pupils design chairs for favourite characters, such as Harry Potter. They effectively incorporate some elements of the characters' personality within their designs. Higher attaining pupils do well. Finished structures by all pupils show an awareness of scale and proportion, and good use of media such as paper, textiles, cardboard and paint. The teacher provided good opportunities for pupils to develop social skills by working in groups to negotiate, plan and make their work.

89. Teachers of pupils in Years 5 and 6 appropriately develop a theme over a series of weeks, successfully combining a range of study skills. For example, prior to designing and making clay containers, pupils sketched a variety of pots at home and in school; higher attaining pupils producing well thought out still-life drawings in pastels. They accessed a museum page via the Internet to research Egyptian and Greek pottery. All pupils demonstrate good understanding of sketching techniques and the differing types and uses of pencil to give line and tone.

90. Pupils know about the work of artists, such as Van Gogh and Klees. For example, Year 6 pupils worked in groups to complete a composition of water lilies in the style of Monet, using impressionist techniques to add depth to the painting. Teaching with older Year 4 and younger Year 5 pupils effectively used the Paul Gauguin picture 'Mountain Road' to develop pupils' written response to a famous painting. This also gave good opportunities for developing descriptive writing. Pupils across the school have observed how different artists, from a range of countries, portray weather in differing ways. The resultant whole school display of weather compositions shows sound progression in observational skills and developing control of media as pupils move through the school. Such activities also make a sound contribution to pupils' multi-cultural awareness.

91. Teachers provide satisfactory opportunities for pupils to use ICT. For example, Year 6 pupils produced cartoon comics, developing links to different pages and including sound for additional effect. Older pupils enjoy the extra curricular art club, and talk enthusiastically and knowledgeably about this provision. Throughout the school the quality of displays is effective overall, giving value to pupils' artwork.

92. Teachers ensure that purpose is given to pupils' work by taking part in local initiatives such as the Morton art competition or church art display. Local artists also visit to demonstrate specific techniques such as printing, thus enriching and informing the curricular provision. Pupils do not routinely visit art galleries, reducing appreciation of their local heritage.

93. Subject management is satisfactory overall. Since the last inspection, the curriculum has been improved with the use of national guidance as a basis for planning and teaching. The quality of teaching and learning in classrooms is not monitored, and there are no assessment procedures in place. This reduces significantly opportunities to evaluate curricular provision and pupils' achievement over time.

DESIGN AND TECHNOLOGY

94. Overall, there is insufficient evidence to judge pupils' standards or achievement in design and technology by the end of Year 2. They are as expected by Year 6. However, the very small amount of work seen was at an appropriate level for the end of Year 2. Vehicles made by pupils last year were robustly constructed from card, cotton reel wheels and dowel

axles. They were attractively decorated. No design work was seen. During the inspection, the Year 1 and 2 pupils began to think about how to make puppets of 'Goldilocks and the Three Bears'. They were excited by the prospect because the teacher and her assistant used real puppets well to act out the story and to stimulate discussion. Pupils identified materials such as felt, wood and 'pretend fur' when investigating the puppets that the teacher had brought in. Whilst the lesson had good elements, it was satisfactory overall because the teacher dominated the discussion for long periods, which led pupils to lose attention and the lesson was not completed.

95. By the end of Year 6 pupils have a satisfactory understanding of the design process. They investigate, for instance, how gears and motors are used in model cars. They know that when making products, they have to satisfy criteria set out in a design specification. Last year, pupils made cam-operated moving toys and musical instruments. Design folders include satisfactory sketches of design intentions, assembly instructions and evaluations of the finished product.

96. A very good lesson with older Year 4 and younger Year 5 pupils extended their understanding of how to design with safety in mind, whilst working within constraints of quality, attractiveness and cost. Good questioning by the teacher made the class think hard. For example, how to use triangular shapes in structures to make them rigid. This was good preparation for pupils' own work on making a safety light for specialist use. Pupils thought critically about their work and by the end of the lesson had drawn well-labelled designs for articles such as a 'caver's lamp' or a 'studio lighting rig'. Pupils' self-confidence in evaluation was developed well at the end of the lesson when they were required to justify certain aspects of their designs. Pupils behaved well and worked hard because the teacher has established a very good rapport with the class and work was interesting.

97. The school has adopted new planning guidelines for design and technology, although there is not yet a system to track pupils' progress. Subject management is satisfactory, but developments in design and technology have been given a low priority because the school has understandably focused on other subjects in recent years. Standards are similar to those at the last inspection. Development has been satisfactory since the last inspection.

GEOGRAPHY

98. Geography was only timetabled in the Years 4 and 5 during the inspection. It was not possible, therefore, to make an overall judgement on the quality of teaching and learning in the school. Assessment and recording procedures are not fully in place and effective. The school does not keep examples of pupils' prior work. Because of this, judgements on standards could not be made for pupils by the end of Year 2. For pupils in Years 3 to 6, judgements rested mostly on pupils' current work since September and discussion with pupils at Year 6. Whilst pupils show good knowledge and understanding of their current work, they struggled to recollect the capital cities of any country other than England and knew few rivers and mountains. Whilst their studies of the local area and comparisons with neighbouring towns are good, they have confusion about comparisons with other parts of the world and consider that it rains a lot in this country because it is cold and is dry at the equator because it is hot. Uncertainties are not restricted to lower attaining pupils. In discussion with Year 6 pupils, whilst their recollections of past work shows their knowledge overall to be lower than expected, they have good skills in investigation and analysis in a range of situations, which will be of good use to them when they move on to secondary education. On balance, therefore, standards are satisfactory. This is similar to the last inspection. The subject has not been a focus for development in recent years.

99. In the one lesson taught to older Year 4 and younger Year 5 pupils, teaching and learning were good. The teacher knew how to use questioning at the start of the lesson to generate a good discussion between pupils about their previous work on living in a village. Pupils had good recollections about their journeys to school and relevant general map reading skills. Time targets for group work added a 'zip' to the lesson. Pupils offered sensible ideas about the differences in facilities that are found between Morton, Bourne and Peterborough. Summary discussions are a good feature of work in this class. It 'ties together' pupils' thinking for them. Year 6 pupils have extended their understanding well of the local area using matters of immediate interest. They have studied what is happening to the local services, changes in land use and the social effects these are having on the community. Literacy skills are used well. Pupils set out a balanced argument in writing to the local newspaper about planned road improvements. They consider what effects a good range of viewpoints set out in a clear and polite way may have on their reader. This supports their spiritual, moral and social and cultural understanding in a strong way.

100. Staff follow nationally recognised guidelines as a scheme of work. This supports teachers in their planning for lessons. The subject co-ordinator has only taken over the subject this year. She has responsibilities for a number of other areas of work including the foundation stage curriculum and mathematics, which have been correctly a higher priority for development. Informal checks with staff on how things are going are part of daily life and work to some extent because the school is small. However, the curriculum introduced after the last inspection has not yet been reviewed in the light of experience and adapted to further meet the needs of all pupils. Planned time for the co-ordinator to do this, to check on resource needs, monitor the subject effectively and push forward on assessment has not been a priority. In this sense, leadership and management are unsatisfactory. Development in the subject has been insufficient since the last inspection.

HISTORY

101. The school's previous inspection judged standards to be variable but overall in line with national expectations by the end of Year 6. Standards could not be judged at Years 1 and 2 because lessons were not timetabled and insufficient pupils' work had been kept for scrutiny. In this inspection, it was a similar picture. Also, insufficient evidence was available for Years 3 and 4 but standards with Years 5 and 6 are on track to being at least satisfactory. Pupils are achieving well with their current work. Because assessment and recording procedures have still not been introduced and few examples of pupils' previous work are kept in school, there is little evidence of how pupils' knowledge and understanding builds over time. Teaching and learning are satisfactory.

102. The variability in standards reported at the last inspection resulted from 'inattention to instructions and talking unassociated with work' causing disturbance to pupils wanting to work and lowering the attainment of those causing the problem. This was still the case during this inspection with Year 3 and younger Year 4 pupils. Here, pupils are beginning to learn about World War Two. They are coming to understand the number and names of the countries involved and develop appropriate vocabulary such as 'evacuee' and 'weapons'. However, in written work set for the whole class, their task was to identify key places on a map of Europe. Several pupils showed little self-discipline, which interfered with everyone's learning. The effects of this were that the teacher's plans for the lesson were not achieved. Teaching and learning were unsatisfactory. Pupils spent much of their time copying the names of countries off the whiteboard and onto their maps. They did not learn as well as they should.

103. By Year 6, pupils are building an appropriate understanding of British life from 1948 up until the present day. An attractive display showing the passage of time, gives a clear feel for

how things have changed. In this class, the teaching of the subject is 'brought alive' by the use of data from the Internet very relevant to the topic. For example, printouts of the personal recollections of people who first travelled to this country, arriving on the ocean liner 'Windrush' in 1948. Pupils consider the causes of the immigration and where to find appropriate evidence to support their views on this. The work is very carefully arranged by the teacher to ensure that the specific learning needs of pupils of differing attainment are met. As a result, all pupils achieve well on this particular topic. Higher attaining pupils investigate detailed text and consider successfully why the immigrants came to this country and how they must have felt. They achieve much of this independently. Others highlight the relevant text but need adult help to consider the reasons why individual immigrants set out on their journeys. Lower attaining pupils make notes about what they would take with them if emigrating. Planning shows that pupils throughout the school are generally given a series of worthwhile experiences. They develop their understanding satisfactorily of differences between their own lives and those of people in the past. Pupils' ability to think through scenarios was strong with the current older Year 5 and 6 pupils. Also their willingness to 'think aloud' and discuss relevant options was impressive.

104. The headteacher co-ordinates the subject and checks on teachers' planning. Resource packs are in the early stages of being compiled although CD ROMs are not yet a feature of regular use. Staff follow nationally recognised guidelines as a scheme of work, which supports teachers' planning satisfactorily. However, the subject has not been the focus of development in recent years. The curriculum has not been reviewed in the light of experience and adapted to further meet the needs of all pupils. Time has not been scheduled to introduce assessment fully. Whilst informal checks with staff on how things are going are part of daily life work to some extent because the school is small, overall, leadership and management are unsatisfactory. Development in the subject has been barely sufficient since the last inspection but on balance, is judged satisfactory overall because of improvements in standards of the current older Year 5 and Year 6 pupils, which, because of good teaching, are higher than at the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. There is insufficient evidence to judge the standards attained by pupils at the end of Year 2 or the achievement they have made. Standards by Year 6 pupils overall are below what is expected for their age, although they are now achieving soundly. Since the last inspection a new computer suite has been installed and the timetable revised so that pupils are now regularly taught ICT. Pupils are now making satisfactory progress but are coming from a low level. However, teaching has not yet developed pupils' knowledge, skills and understanding beyond a basic level in most aspects of the subject.

106. Year 6 pupils use computers to write stories and to describe life in times past. They research topics on the Internet, and use what they find effectively as sources of information to guide their work. They create attractive text, picture and sound multimedia presentations on topics such as drug abuse and smoking. This work is up to the standard expected for pupils of their age, and reflects the good teaching they have received this term. Pupils are very unsure about what they have been taught in the past. They are unable to explain, for instance, how to answer questions about the information contained in a computer database. Work on repeating patterns in art is up to the expected standard.

107. Teaching and learning are satisfactory overall for pupils in Years 4, 5 and 6. Teachers have sufficient knowledge of the software to enable them to teach basic computer skills. In a Years 5 and 6 lesson, the teacher linked learning well in ICT with personal and social education. Other lessons focused on teaching skills. For example, pupils entered data into a spreadsheet and learned how to put in a formula to add up the figures. Too much time was

spent in one lesson on unnecessary technical aspects of the program. Neither lesson moved pupils' learning on as quickly as it could and reflects teachers' uncertainties about how to teach the subject. Recent training using government funding has not been effective enough in developing teachers' expertise. Teachers supervise practical work effectively, circulating round the room and helping when pupils need clarification. Teachers get on well with pupils and class management is good. Pupils enjoy ICT lessons and behave well. They discuss what they are doing and work well together.

108. The school has adopted national planning guidelines, which ensures that all aspects of the subject are taught. A satisfactory record keeping system has been put in place recently to track pupils' progress. The computer suite and other systems around the school are sufficient for the number of pupils, and facilities are of good quality. The ICT co-ordinator is new to the school. He is well aware of what needs to be done to improve standards and teaching, and the action plan for ICT clearly reflects this.

MUSIC

109. There is not enough evidence to judge pupils' standards, progress or achievement by the end of Year 2. Standards by the end of Year 6 have declined since the last inspection and are below national expectations. Pupils' progress and achievement are unsatisfactory. However, very good teaching by the new music co-ordinator has recently raised the standard of singing, which was unsatisfactory at the last inspection. Singing in unison is now up to the standard expected of pupils by Year 6.

110. The co-ordinator is a skilled musician. He leads lessons and singing in assemblies very well. He explains very clearly what pupils are to do. He has a very good rapport with pupils and makes learning fun. Consequently, pupils are interested. They want to learn and work hard. In one lesson, pupils worked on 'The Messenger Rap'. A song to be performed at the Christmas celebrations later in the term. Pupils made very good progress in fitting the words of a poem to a rap rhythm. They practised and performed to the class and evaluated each other's performances well. In the assembly, pupils rehearsed several familiar songs. They sang in tune with good expression, sensitively matching the volume of their singing to the meaning of the words. They made good progress in learning a new, original composition, called 'Bright New Day'. Both the lesson and assembly were well planned and taken at a brisk pace.

111. Work in other aspects of music are below what is expected for Year 6 pupils. Although rehearsed satisfactorily, group performances of original compositions and recorder playing suffer from incorrect technique. Pupils' understanding of basic elements of music, such as use of musical vocabulary to describe work and their knowledge of different types of music and musicians, is weak.

112. Improving provision and standards is a current school priority. Prompt action by the new co-ordinator has already led to improvements in singing. Planning for lessons covers all aspects of the subject satisfactorily, although there is no system for tracking pupils' progress. The school has sufficient resources for music, but some instruments are reaching the end of their useful life and are in need of replacement.

PHYSICAL EDUCATION

113. Overall, pupils' attainment in physical education is in line with expectations for their age by Year 2 and Year 6. Teaching and learning are satisfactory. Exceptions to this are pupils' attainment in dance by Year 6, which is very good and attainment with Year 3 and younger Year 4 pupils in gymnastics, which because of poor behaviour is currently low. It

was only possible to observe dance in the class with Years 1 and 2, so judgements of the other areas with this age group are based on discussion with the co-ordinator and scrutiny of the scheme of work.

114. In the Years 1 and 2, pupils enjoy 'bringing their emotion's alive' in response to taped music of 'The Dream'. Because of appropriate expectations by the teacher, a 'giggly' start to the lesson calms down. Subsequently, pupils make good use of available space and work with a partner successfully. At the appropriate times, they look 'scared' or 'sad' and in partner work, they successfully mirror their partner's movements. By the end of the lesson when pupils are asked to demonstrate their dances, spontaneous applause broke out from the other pupils. Skills are in line with what would be expected for their age. With Year 3 and younger Year 4 pupils, the lesson started late because pupils were not settled and ready to work. The lesson was appropriately planned to encourage pupils to move around the hall 'at different levels'. Pupils considered the space available to them and some changed successfully from crouching at a low level to stretching themselves on tiptoe. The teacher picked out examples of good practice but did not insist that others watched this carefully. The lesson degenerated. Lack of focus by the pupils led to little new learning and resulted in many pupils 'doing their own thing'. Pupils' behaviour and attitudes became poor and the teacher's response was to finish the lesson. Older Year 5 and Year 6 pupils explored and improvised ideas for a dance working on their own, with a partner and finally in a group. The lesson built clearly on previous ones. The pupils' effort and desire to succeed resulted in boys and girls working together in partnership, keeping in time, following the rhythm of the music perfectly and with proper control. At all times, the teacher used skilful advice and suggestions to 'nudge along' pupils' planning of their sequences but without interfering with their own flair. Enthusiastic teaching and a clear framework of expectations known by the pupils ensured an excellent lesson.

115. The co-ordinator for physical education took on the role recently and has not had time to make a start in leading the subject, reviewing and adapting the scheme of work or auditing the resources available. The school makes good use of an adjoining playing field, which it shares with the village. Sports clubs with a seasonal focus are a good feature of school life including private tuition for hockey. Improvement from the last inspection is barely satisfactory. A scheme of work has been introduced but co-ordination of the subject and teaching have not yet improved pupils' standards.

RELIGIOUS EDUCATION

116. The attainment of pupils at the end of Year 6 is below the standard indicated in the locally agreed syllabus. Pupils have a sound knowledge of the Christian faith, but have a confused understanding of other world religions. This indicates a similar picture to the last inspection report. For example, which religions are associated with specific artefacts, holy books or places of worship. This is because the long-term plan for the subject allows insufficient opportunities for pupils to revisit, contrast and compare religions. Pupils do not systematically develop skills, knowledge and understanding in accordance with the requirements of the syllabus. Additionally, where a two-year plan is used for mixed age classes, some pupils remaining in the class for only one year may miss their one opportunity to learn about a specific religion. For example, for older Year 5 and Year 6 pupils, Islam is only covered once within the two-year cycle of topics. No judgement can be made about the overall standards attained by the end of Year 2. Lessons were not timetabled during the inspection and limited written work was available for scrutiny. Teachers do not yet assess pupils' progress in the subject.

117. One reason why standards are not high enough by the end of Year 6 is that the teaching time allocated to the subject is less than the minimum requirement laid down in the

agreed syllabus. This results in teachers providing insufficient opportunities for written work. The sample of pupils' work shows that, over time, pupils have little opportunity to record their learning in writing, pictures or models. Whilst considerable learning takes place during discussion, the lack of significant independent writing effectively reduces pupils' opportunities to reflect upon and reinforce their knowledge and to develop their literacy skills. Also, this reduces opportunities for revision at a later stage.

118. The lack of a carefully structured programme of lessons on a regular basis, together with insufficient time allocation, has an adverse impact on pupils' learning. Although some individual lessons are well taught, teaching and learning overall are unsatisfactory, inhibiting the rate at which pupils achieve. Christianity is taught well, but scrutiny of pupils' work shows that teachers give too few opportunities for pupils to learn about other faiths such as Islam. This also limits pupils' multi-cultural awareness and their understanding of the diversity of British society today. Insufficient opportunities are provided for pupils to use ICT in finding out information from the Internet or CD ROMs.

119. All teachers give appropriate emphasis to teaching Christianity. This helps pupils to build carefully on previous learning and to develop a good understanding of the importance of the Christian faith to a believer. For example, in a good lesson with older Year 5 and 6 pupils about religious symbols, pupils effectively compared practices such as baptism, in the various denominations of the Christian church. Because the teacher used appropriate vocabulary, pupils drew on this in their answers, using words such as 'holy spirit', 'worship' and 'service'. Pupils were interested and involved because learning was relevant. In a previous lesson they had met and questioned a visitor from the Salvation Army, and used this learning well to draw a symbol depicting the work of this organisation. One pupil drew a series of connecting circles to depict people working together. Another drew a snake coiled around a cross to portray good overcoming evil. Such work illustrates the sound understanding that pupils have of Christian symbolism, based on informed teaching.

120. In the Years 5 and 6 lesson observed, the teacher ensured that pupils listened carefully to others' views. The teacher's enthusiasm motivated pupils to work hard and produce original ideas. The good levels of praise encouraged pupils to contribute, resulting in a mature level of discussion. In an unsatisfactory lesson with Year 3 and younger Year 4 pupils, the teacher failed to engage the interest of a significant minority of pupils who behaved inappropriately. As such, the majority of pupils made insufficient progress in their learning.

121. The subject co-ordinator is newly appointed and has yet to develop the co-ordination role. There is no assessment system in place to track pupils' knowledge and understanding and to inform future curriculum planning. There is currently no plan in place to develop the subject. The school has purchased suitable Jewish artefacts, but there are insufficient resources to support the teaching of the other faiths outlined in the agreed syllabus. There are strong links with Morton Church. Pupils take part in festivals and celebrations such as Harvest and Christmas, and enact practices such as baptism. This enriches and informs the teaching of Christianity, also making a good contribution to pupils' spiritual development.