

INSPECTION REPORT

**LEADENHAM C.E. (AIDED) PRIMARY
SCHOOL**

Leadenham, Lincolnshire

LEA area: Lincolnshire

Unique reference number: 120604

Headteacher: Mr. P. Spencer

Reporting inspector: C.D. Loizou
18645

Dates of inspection: 9 – 11 June 2003

Inspection number: 248162

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Main Road Leadenham Lincolnshire
Postcode:	LN5 0QB
Telephone number:	01400 272702
Fax number:	01400 272702
E-mail address:	Peter.Spencer@leadenham.lincs.sch.uk
Appropriate authority:	Governing body
Name of chair of governors:	Mrs. K. Willgoose
Date of previous inspection:	26 January, 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C.D. Loizou	Registered inspector	Foundation stage curriculum Special educational needs Mathematics Science Information and communication technology Art and design Design and technology	How high are standards? How well are pupils taught? How well is the school led and managed?
13874	J. Chesterfield	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?
17686	G. Simpson	Team inspector	Educational inclusion English Geography History Music Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Sandfield Educational Consultants, 16, Wychwood Drive, Trowell Park, Nottingham, NG9 3RB.

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

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leadenham Primary School is a very small Voluntary Aided Church of England infant and junior school in the village of Leadenham near Lincoln. There are fifty pupils on roll between the ages of four and eleven. Up to ten children are admitted to the Reception year each September and they are taught with Year 1 and 2 pupils in the same class. The attainment of pupils on entry to the school covers a wide range but is average overall. The juniors are taught in the same class for most subjects and taught as two separate classes for English, mathematics and science lessons, one for Year 3 and 4 pupils and the other for Year 5 and 6 pupils. All of the pupils are of white ethnic background and none is learning English as an additional language. Twelve per cent of the pupils are eligible for free school meals, which is below the national average. Thirty per cent of the pupils have been identified as having special educational needs, which is above average. Two pupils have Statements of Special Educational Need.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education. By the time they leave the school, the pupils achieve above average standards in English, mathematics and science and average standards in most other subjects. However, standards in information and communication technology are below those expected by the end of Year 2 and Year 6. The quality of teaching is satisfactory overall. The teaching of literacy, numeracy and science in Years 5 and 6 is good. There is satisfactory leadership and management at all levels and the school provides satisfactory value for money.

What the school does well

- Junior pupils achieve well in the core subjects of English, mathematics and science and standards in all three subjects are above average by the end of Year 6.
- The teaching of English, mathematics and science in Years 5 and 6 is particularly effective.
- The pupils have positive attitudes to learning, they try hard, are well behaved and relationships are good.
- Good use is made of the area surrounding the school and its local environment to support the work that the pupils do in a range of subjects. The school has good resources and accommodation.

What could be improved

- The teaching, so that more lessons are of good quality or better, especially in subjects other than English, mathematics and science.
- Standards in information and communication technology.
- Curriculum planning: to ensure that there is better continuity and progression for pupils of all abilities in art and design, design and technology, geography, history and music. The school should also do more to prepare the pupils for life in a multi-cultural society.
- The way in which the school communicates with its parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. It has made satisfactory progress since then and has the capacity to improve further. All the key issues from the last inspection have been addressed although the school has yet to implement the use of portfolios as a record of the work the pupils do. Standards in English, mathematics and science have improved and the school now uses satisfactory procedures to assess how well the pupils are doing. Multi-cultural aspects of the school's curriculum

remain unsatisfactory as they are not being identified sufficiently well in the school's curriculum planning.

STANDARDS

As fewer than eleven Year 6 pupils took the National Curriculum tests last year the table of results is not published.

The school's performance in national tests shows improving standards but the small numbers taking the tests make it difficult to draw too many conclusions about trends. Inspection evidence confirms that standards in English, mathematics and science are above average by the end of Year 6. By the end of Year 2, standards are above average in reading and science. They are average in writing and mathematics.

The pupils achieve satisfactorily in the Reception year and in Years 1 and 2 but could do better if the work provided for them was better matched to their abilities. The pupils achieve satisfactorily up to Year 4 and then make good progress in Years 5 and 6 in English, mathematics and science because of the good teaching. Standards in information and communication technology (ICT) are below those expected throughout the school because the teaching of ICT is unsatisfactory. In other subjects, the pupils attain standards that are in line with those expected for their age but could do better. In subjects such as art and design, design and technology, geography, history and music, the work being planned does not fully take account of the progress and attainment of the pupils. This affects how well the pupils achieve so that, for example, more able pupils could achieve higher standards in these subjects. The pupils with special educational needs make satisfactory progress towards their learning targets and are well supported by teaching assistants who are deployed to work with these pupils in lessons.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to learning, to school and to each other are good. They try hard and enjoy learning, applying themselves well, often co-operating and helping other pupils.
Behaviour, in and out of classrooms	Good. This helps to create an orderly and positive learning environment. There have never been any exclusions.
Personal development and relationships	Good. The pupils are independent and show maturity. Relationships are good. The pupils support and help each other.
Attendance	Satisfactory. The rate of authorised absence is in line with the national average. There is very little unauthorised absence.

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.

The teaching is satisfactory. The teaching of English, mathematics and science in Years 5 and 6 is usually good. Most of the teaching seen across the school has sufficient challenge in the core subjects

of English, mathematics and science but this is less evident in other subjects. The teaching of literacy and mathematics is consistent across the school and this has a positive impact on how well the pupils read, write and calculate number problems. There is effective support provided for the pupils who have special educational needs. The teaching of information and communication technology is unsatisfactory because teachers and support staff do not have enough knowledge of the subject and lack confidence in using ICT to support the pupils' learning in other subjects. Teachers assess pupils' progress in literacy and numeracy, and this is guiding their planning, but more could be done to use this information to set individual learning targets for the pupils and to help them to understand their learning. The work in subjects other than English, mathematics and science is not well matched to the pupils' attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory. Teachers provide a good range of practical tasks and make good use of the local area to support lessons. The use of computers is unsatisfactory and there are gaps in the information and communication technology curriculum, resulting in inconsistencies in what the pupils know and can do. There is a satisfactory range of extra-curricular activities and the staff use educational visits well to support the pupils' learning.
Provision for pupils with special educational needs	The pupils receive good support from teaching assistants. The provision for these pupils is satisfactory overall. They are identified early and make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory overall, but the provision for the pupils' cultural development is unsatisfactory. Good provision is made for the pupils' moral development. The pupils are not developing an understanding of life in a multi-cultural society. Satisfactory provision is made for their social development.
How well the school cares for its pupils	There is a satisfactory level of care provided for all the pupils. The school has satisfactory procedures to assess how well the pupils are doing but more could be done by teachers to set individual learning targets for the pupils to achieve.

Most parents believe that the school improves their children's personal development well but some would like to be better informed about their children's progress and the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides satisfactory leadership. He balances his heavy teaching commitment well with other management duties. More could be done to develop the teaching across the school by sharing best practice and evaluating what needs to be done to ensure a better match of work to the needs of the pupils in the mixed-age classes.
How well the governors fulfil their responsibilities	The governing body provides satisfactory support. This is a good improvement since the last inspection. They work closely with the school and its staff and have a clear understanding of their role. Together with the headteacher, their monitoring now needs to focus on raising the quality of the teaching so that it is consistently good or better.
The school's evaluation of its performance	This is satisfactory. There are appropriate priorities in the school development plan, but more needs to be done to address areas of weakness, such as ICT and improving the quality of teaching further.
The strategic use of resources	This is satisfactory. There are spending priorities which help the governors and headteacher to manage the school's finances and to ensure best value for money.

The part-time administrative support is efficient but more could be done to improve the way the school responds to parents and visitors who call the school at times when the office area is not staffed. The headteacher and secretary manage the school's finances well. The school building and school site are well maintained and managed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children make good progress. • They feel comfortable approaching the school and are kept well informed. • The school expects their children to work hard and achieve their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • The quality and consistency of homework. • The teaching. • The information provided about their children's progress. • Some parents would like the school to work closely with them. • The range of activities provided outside lessons.

Inspectors agree with parents that some improvements to the teaching are required and that the school needs to improve the way it informs parents about its work and their children's progress. The range of activities provided outside lessons is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the Reception year the children's attainment is broadly average. The children make satisfactory progress throughout the Foundation Stage but are sometimes hampered by work that is not matched to their needs. The mixed-aged grouping, although unavoidable in a very small school such as this, is not always reflected in the teacher's planning or the work planned for Reception children. This was evident in a literacy lesson where the introduction was aimed at the needs of Year 1 and 2 pupils. The children make better progress in the sessions that the teacher or Nursery Nurse plan specifically for them. Both adults who work with the children are skilled in observing and assessing each child and plan a wide range of activities for them but more could be done to ensure that the work is matched to their needs and abilities. The majority of Reception children will achieve the Early Learning Goals as set out in the curriculum for children in the Foundation Stage.
2. Standards at the end of Year 2 are in line with those expected in English and mathematics and they are above average in science. Overall, Year 1 and 2 pupils make satisfactory progress in speaking, listening, writing and mathematics. Basic skills are well taught and this is largely due to the effective teaching and good support from the Nursery Nurse who works with the infant class teacher. Consequently, reading standards are above average by the end of Year 2. The progress of more able pupils is sometimes overlooked when the work is planned to accommodate the very broad age range from Reception through to Year 2. Science standards are above average and this is reflected in the teacher's assessments. The pupils are able to form ideas and hypotheses and can explain observable changes such as those seen when growing beans or cress seeds. Standards in the core subjects of English, mathematics and science in the infant years have been maintained since the last inspection.
3. Standards have improved in the junior years in English, mathematics and science. This is largely related to the quality of teaching in Years 5 and 6, which is usually good. The basic skills of reading, writing and numeracy are well taught so that the pupils are able to apply these skills to other subjects including science, where standards are above average by the end of Year 6. Although the pupils make satisfactory progress up to Year 4 and then better progress in Years 5 and 6, more could be done to develop the pupils' questioning skills in science so they are better prepared to form judgements about observable changes in investigations. Thinking skills and the forming of sensible hypotheses are less well developed aspects of the pupils' learning in science.
4. In both the infant and the junior classes the pupils who have special educational needs make satisfactory progress. They are well supported by teaching assistants, have good relationships with adults and other pupils and work hard. Teaching assistants are well deployed and the pupils' progress is being monitored well to ensure that the pupils are provided with necessary support in their learning, especially in the core skills of reading, writing and mathematics.
5. Standards in information and communication technology (ICT) are below those expected by the end of Year 2 and Year 6. The pupils make unsatisfactory progress and ICT is not being used to support the pupils' learning in other subjects. The school has improved resources, but teaching expertise and confidence in the subject are still under-developed. More could be

done to improve the pupils' knowledge and understanding of control technology and graphic modelling.

6. The pupils make satisfactory progress in other subjects and achieve the standards expected by the end of Year 2 and Year 6. Standards in music are average and have been maintained since the last inspection because the school deploys a part-time teacher to teach this across the school. Standards could be higher in subjects other than English, mathematics and science as teachers do not take full account of the attainment of the pupils in order to plan work that is matched to their abilities. The difficulties of planning for mixed-age classes have been accommodated in the core subjects of English, mathematics and science in the junior years by planning specifically for different ages and abilities. This is less evident in the infant class and for other subjects across the school.

Pupils' attitudes, values and personal development

7. The school has maintained its strengths in this area of its work since the time of the last inspection. The pupils' attitudes, behaviour and relationships are good. They are keen to learn and ready to be involved in lessons, and when the teaching is good they apply themselves enthusiastically. However, if pupils are not stimulated or motivated by what they are experiencing, they can become rather passive and lacking in interest.
8. Behaviour in class and around the school is good. Pupils know how they are expected to behave and follow school rules and conventions. In the playground they share the space and facilities available fairly and they are tolerant of others. Bullying and unpleasant behaviour is rare. The headteacher has not had to exclude any child during the twelve years he has been at the school. Relationships too are good. Most striking is the way in which pupils of all ages work and play happily together. Younger pupils are happy and confident amongst the older ones, and the older ones watch out for the younger ones and help them. During the inspection, for example, a group of boys spanning all the year groups played football together amicably at lunchtime. Boys and girls too mix well together.
9. The pupils' personal development is satisfactory. They lack opportunities to take on many responsibilities around the school and make their contribution to the school community. However, when they do get the chance to do this, for example, when infant and junior pupils prepare the room for assembly, they show that they are very capable and able to cope. The pupils are developing a clear sense of right and wrong, but their social awareness is limited. They are not given enough of a chance to prepare fully for life in modern multi-cultural Britain.
10. The level of pupils' attendance at the school is satisfactory. It is in line with the national average, as it was at the time of the last inspection. Most absence is caused by illness and there is virtually no absence for unacceptable reasons. Punctuality is good. The pupils arrive at school in good time each day so that the morning session can begin promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. The teaching is satisfactory and ranges from unsatisfactory to good. Nearly one in four lessons were good and most of these were in the junior years. Nearly three in four of the lessons seen were satisfactory and a little unsatisfactory teaching was observed. Teachers manage and organise their lessons satisfactorily taking into account the mixed-age groupings throughout the school. However, teachers are not taking sufficient account of the prior attainment of the pupils when planning their lessons. This is more evident in subjects other

than English, mathematics and science. The headteacher teaches Years 5 and 6 for these subjects so that another part-time teacher teaches Years 3 and 4. This helps to maintain continuity for the pupils as the work is better focussed to meet their needs and abilities. In the infant class, the planning does not always take account of the abilities of the pupils and in some lessons the work does not match their abilities. This is also the case for the small number of Reception age children who are taught alongside Year 1 and 2 pupils. Teaching assistants are deployed well to support the pupils with learning difficulties and they make a positive contribution to the quality and range of teaching across the school. The Nursery Nurse in the infant class is particularly effective in teaching Reception children but is not always assigned to do this so that, in some instances, the teaching loses its impact, as it is not aimed at the needs of the Reception children. In an unsatisfactory lesson observed, the work was not well matched to the needs and abilities of the pupils, which led to restlessness and some unchallenging work for some pupils.

12. The teaching in the junior years is satisfactory with some good features. The teaching of English, mathematics and science in Years 5 and 6 is particularly effective because the planning is good and the introductions to lessons make it clear to the pupils what they are expected to learn. In a good Year 5 and 6 mathematics lesson, the pupils investigated equivalent fractions and the teacher accommodated the abilities of the pupils by targeting questions and providing work that included more challenging tasks for more able pupils. Average attaining and less capable pupils made good progress classifying different types of grasses in a good science lesson. Reading and writing skills are well taught throughout the junior years and this is having a positive impact on standards by the end of Year 6. For example, the pupils read a wide range of literature and are able to write their ideas independently in well structured forms.
13. In both infant and junior lessons, the planning and teaching in the foundation subjects does not take full account of the abilities of the pupils. In most of the lessons and in the teachers' planning, the work provided does not acknowledge the mixed-age and ability groups. This leads to a lack of challenge for more able pupils and, in some cases, inappropriate levels of work for average and lower attaining pupils. However, the pupils with special educational needs are well supported by teaching assistants who are deployed to work alongside these pupils in lessons. Too little use is made of computers to support the pupils' learning in most lessons and subjects of the curriculum. This is largely related to a lack of confidence and knowledge by teachers.
14. The teachers use assessments of the pupils' performance in optional tests to monitor the pupils' progress in English, mathematics and science. However, there is some inconsistency in the way teachers use assessment information to monitor the pupils' progress. The information is not being used consistently to provide specific work for more able and average attaining pupils in all lessons. In good lessons this is being done more effectively. But many of the lessons did not include sufficient revision or a plenary activity that would enable the pupils to review or consolidate what they have learned. Assessment information is not used to set targets for individual pupils.

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

15. The school provides a satisfactory, broadly based curriculum. It includes all subjects of the National Curriculum and meets statutory requirements for all subjects. The provision for pupils with special educational needs is satisfactory. The national strategies for literacy and

numeracy are taught effectively, especially at the end of the juniors, and result in above average standards by the end of Year 6. Planning of the foundation subjects (art and design, design and technology, information and communication technology, geography, history, and physical education) results in pupils achieving standards, which are broadly in line with national expectations. However, the school's long-term plan lacks clarity and is not easily accessible. Further refinement and greater detail is necessary, in order to provide a progressive curriculum for all pupils, in all subjects. The school has adapted national guidelines, and each topic in the four year rolling programme for juniors is imaginatively planned, and makes good cross-curricular links. A good feature of the curriculum is the use of the local environment in making these links. However, standards could be higher, especially in geography and history, where planning does not take sufficiently into account the different ages and stages of development of the pupils in the junior class. This results in a series of topics which do not accurately build on previous learning, at levels appropriate to the different abilities. Progress, therefore, is inconsistent, as subject specific skills are not accurately developed. For example, all junior pupils learn six figure map references at the same time. The recording of this work does not reflect a true understanding by all ages and abilities. Although the curriculum is balanced in terms of provision and time allocation, some time is dissipated during the school day, as lessons can be slow in getting underway. The involvement of parents in the start of the school day is good and makes a positive impact on learning and progress. The location of assemblies after the first session, however, results in an inefficient use of time, and a loss of impetus in starting the day's work.

16. The school has a programme for personal, social and health education, and this is taught according to themes, such as 'relationships'. This results in the pupils who are socially well integrated, with an awareness of health issues, such as the importance of a good diet. Sex education is taught informally, in response to pupils' inquiries. The school nurse supports by her involvement in 'growing up' issues. Drugs education is not yet incorporated into lessons, which is a weakness. All the pupils have access to the curriculum, although access to foundation subjects at an appropriate level is unsatisfactory. Girls and boys take part in mixed football, netball and cricket. The curriculum is enriched by a range of visits, especially in the immediate environment of the school. Visits further a field are also undertaken, especially to Newark, which has a different focus each time. Pupils do not take part in a residential visit, which is a conscious decision, based on cost and staffing availability. Visitors to the school also enhance the learning opportunities. These include representatives of the church, as well as theatre groups. Peripatetic instrumental teaching is available and, although this is of benefit, take-up is limited.
17. Extra-curricular provision is satisfactory, especially given the small staff available. The school does well in football and netball tournaments, as well as the Kwik cricket league, all of which take place after the school day. Recorder clubs also advance the standards of those involved. The evening dance and drama group has a small number of loyal supporters. The Christian club is well supported during the autumn and spring terms. Parents and friends in the community are very active in support of the school. Much fundraising has taken place in the village to build the multi-use games area, to which the school will gain regular access. The village hall is also readily available for school activities, such as physical education and concerts. The school also contributes to the wider community by fundraising for a number of charities, including UNICEF, the NSPCC and the British Red Cross. Relationships with partner schools are good, as schools meet regularly together. The pupils are well prepared for secondary school and do well when they get there, for instance, they achieve places on the quiz teams. The secondary school contributes a teacher of French every week, which enriches the pupils' education and fosters good relationships.

18. The provision for pupils identified as having special educational needs is satisfactory. The policy has been reviewed to reflect the new Code of Practice for the identification and assessment of pupils with special educational needs. The staff are well aware of the different levels of need in the school, and the pupils are well supported by teaching assistants who are deployed to work alongside some pupils in lessons. There is appropriate detail in the pupils' individual education plans, which are updated regularly. There is liaison and consultation between staff, parents, carers and pupils to agree these targets. However, some parents would like more regular information about their pupils' progress, especially in relation to the targets set in the individual education plans.
19. There is satisfactory provision made for the pupils' spiritual development. There are opportunities for the pupils to celebrate traditional and mainly Christian based religious festivals. However, not enough is being done to develop or consider the diverse backgrounds of people in multi-cultural Britain today. In school assemblies the pupils come together to reflect on the importance of each individual and every plant or living thing in the world. The pupils are invited to reflect on the importance of their individuality and how it is important to have a name and an identity. The pupils are taught to value what others have to say, to respect their views, customs and beliefs. The pupils learn the school songs and hymns and are told stories that encourage friendship and a respect for humanity and the world we live in.
20. The school gives good attention to teaching pupils moral values. Assemblies contribute well to the pupils' moral development. Stories with moral themes are well chosen to form a significant part of the planned programme and the pupils develop an understanding of how their actions affect others. The pupils are taught how to tell right from wrong from an early age. The pupils are encouraged to think of others less fortunate than themselves and they respond by working hard to raise money for charitable causes.
21. The school promotes the pupils' social development satisfactorily. From an early age the pupils carry out classroom jobs and as they grow older take on responsibilities that help the school to run smoothly. The pupils are involved in a 'Buddy Scheme' so that pupils who find it difficult to make friends are befriended. They help to look after plants and to water the seeds that they have planted and to clear up after lessons. The school has consciously decided not to plan residential visits but plan visits to the local area of towns such as Newark to enhance the pupils learning in subjects such as history and geography.
22. The school does not provide enough or give sufficient attention to teaching the pupils about the wide diversity and richness of the cultural backgrounds of people in modern Britain today. The cultural development of the pupils is unsatisfactory. The small amount of work done in subjects such as religious education and topics covered in geography or history or art and design does not fully take into account the diversity of cultures that exist outside the area the pupils come from. Not enough is being done to visit places of worship, learn about different life styles, examine different clothes, listen to different styles of music and sample a range of foods. Cultural development is enhanced through music and the arts but is very much related to Western European cultures with little that embodies or takes account of Asian or African influences that affects our society today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

23. The school's procedures for pastoral care are satisfactory. The small size of the school means that staff know the pupils well and are able to give them good informal support and

guidance. This is especially noticeable at lunchtimes. The school's midday supervisors are also classroom assistants and so they are able to provide the pupils with a continuity and consistency of care throughout the day. This means that lunchtimes are pleasant and sociable occasions.

24. The school has appropriate systems for ensuring the pupils' welfare. It complies with requirements for child protection and is attentive to health and safety matters. Absences are routinely monitored and followed up, and parents are made aware that they need to inform the school immediately if their child is away. Staff maintain discipline effectively throughout the school, though rewards are often understated and sanctions sometimes unrelated to the offence. Any instances of bullying are taken seriously and handled firmly by the school in consultation with parents.
25. The school has successfully responded to a key issue from the previous inspection and assessment procedures and practices have improved. The pupils complete national tests at the end of Years 2 and 6. Voluntary national tests are also completed at the end of Years 3,4, and 5. Data from these tests is collated and used to set targets for the pupils. Progress towards these targets is tracked and is readily accessible. Day-to-day assessments of the pupils' performance is used to adjust teachers' plans. These decisions are influenced by informal assessments, based on the teachers' very good knowledge and understanding of their pupils. End of unit tests in some subjects are also used to assess progress. The assessment of the pupils' progress in the foundation subjects (those subjects other than English, mathematics and science) is not yet sufficiently well developed and is adversely affected by a curriculum which does not accurately match the pupils' stages of development. The school needs to analyse the teaching objectives of their schemes of work, in order to provide learning objectives appropriate to each pupil's ability.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

26. Most parents have positive views of the school and are satisfied with what it offers them and their children. Those parents who visited the school during the inspection, particularly in the infant class and at the office, appeared to feel at ease and get on well with staff. There are some parents, however, who find it difficult to approach staff or governors when they have concerns and find it hard to resolve their worries.
27. The school's links with parents are satisfactory. Staff in the infant class in particular are readily accessible to parents at the beginning and the end of the day. Parents are encouraged to bring their children into this class and settle them in the morning, so there are plenty of opportunities to talk to staff and build up a positive working relationship with them. It is sometimes difficult for parents to communicate with the school by phone, as the office is not staffed in the afternoon and messages have to be left on the answer phone until the end of the day. This can be frustrating, especially if it is an emergency.
28. Information for parents is satisfactory overall. The prospectus is good, because it is well presented, easy to use and full of detail. There has been a good improvement in the information provided for parents about the curriculum since the time of the last inspection. Comprehensive sheets go out from each class teacher each term, so that parents know exactly what their children will be covering. This means they can support them at home more easily. General information is more limited. Apart from a list of dates at the beginning of term, there is no regular school newsletter. Instead, letters about individual matters are sent home as and when required. This means that parents do not know when to expect to hear

from the school, and are more likely to miss letters or feel that they might have missed them. It also means that there is no regular forum to let parents know what is going on at school or to celebrate the school's successes. The governors' annual report to parents does not contain all the information set down by law and this is due for review by the governors.

29. Reports to parents are satisfactory. They meet statutory requirements, but they do not give parents a clear picture of how well their children are doing and what they need to do to improve. They list what children can do, but do not explain the significance of this, and the targets given are too vague to be helpful. Some parents expressed concerns about the information they receive on their children's progress, both at this inspection and the last one.
30. The contribution made by parents to the work of the school and to their children's learning is satisfactory. Some parents are very keen to be involved, as governors, members of the Parents, Friends and Teachers Association, and as helpers in class or with activities. Parents have run the Bikewise initiative, for example, and are hoping to promote the Healthy Schools project. Most support their children's learning by hearing them read at home and ensuring that homework is completed. Some parents, though, find it hard to communicate openly with the school when they have a problem, and this makes it difficult for the school to put things right.

HOW WELL IS THE SCHOOL LED AND MANAGED?

31. The headteacher provides satisfactory leadership. He teaches for a substantial amount of time and, given the size and nature of the school, he balances this time well to provide enough time to carry out administrative and organisational duties. His teaching is of good quality and parents think well of his style of leadership and know that he will always make himself available to them. Since the last inspection, raising standards has been the main focus for development. This, together with the requirement to improve the effectiveness and involvement of the Governing Body, has been achieved and this is reflected in a rising trend in standards by the end of Year 6. Governors are now much more involved in the work of the school and they make formal monitoring visits to gauge the impact of the improvements. There is now more work to do to improve the way the school communicates with parents and, through training for the teaching and support staff, to improve the quality of the teaching further.
32. Given the small size of the school, the management of the curriculum is satisfactory. Due to staffing changes in the last two years the headteacher has taken on the responsibility for the core subjects of English, mathematics, science and information and communication technology. Part-time staff take on responsibility for other subjects but it is unclear how these subjects are being monitored and how staff are being supported. This has led to a 'one size fits all' type of planning in the foundation subjects which does not meet the needs of pupils across the ability range. The audit of resources and staff training needs are identified by the headteacher, who shares this with governors. This informs the school development plan which is used as a guide to checking how well the school is doing. The absence of a long-term plan makes it difficult for the headteacher, staff and governors to plan ahead or to predict funding limitations. This is a general weakness in the way the school monitors its work and leads to some reactive management.
33. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. They provide satisfactory support and help the headteacher to manage the school. The governors are kept well informed by the headteacher and they visit the school regularly. Reports of these visits are presented at governors' meetings and each governor is

linked to a curriculum area which enables them to be kept fully informed. The school secretary makes good use of information and communication technology (ICT) to manage and support the school's organisation, finances and administration. However, ICT is a weak subject of the curriculum and this is a significant area for further staff development if standards are to be raised.

34. The management of special educational needs is satisfactory but more could be done to communicate regularly with parents who have pupils identified with learning needs in order to allay any concerns they have about their progress and to reassure parents that the pupils are making enough progress. Communication is an issue for the school. The difficulties of managing a small school make it all the more important to have well organised and systematic procedures in place to enable parents to communicate with the school. The governors, headteacher and staff do not provide enough information about the work of the school that will help parents become more involved in their children's learning at home and in school.
35. The school has a suitable number of teachers and support staff to match the needs of the pupils. Appropriate arrangements for performance management and for the induction of new teachers are in place. The school's finances are satisfactorily managed. There are appropriate procedures in place to track spending and determine priorities for resources in the school's management plan although in the long term the lack of a management plan for the years ahead make it difficult for governors and the headteacher to allocate funds or predict what might be needed. The governors work closely with the headteacher to establish best value when committing school funds. This is evident in the good range of resources and the use of accommodation and the major building work to improve the school's facilities. The village outdoor play area is well equipped and is likely to extend the range of physical education provided by the school. The accommodation, recently refurbished to a good quality, provides a good learning environment. Access is difficult for people with mobility problems as the school is on three levels.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

36. In order to improve the education provided by the school, the governing body, headteacher and staff should:

* **Improve the quality of teaching by:**

- planning work that is better matched to the needs of the pupils;
- using models of best practice to ensure that more lessons are of good quality or better. This should focus on providing greater challenge for more able pupils and planning lessons that build on what has been covered before to avoid repetition of work for the pupils;
- regularly assessing what the pupils have learned and setting targets that help them to improve further.

(Paragraphs: 1-2; 6; 11-14; 37; 39; 52; 55; 61; 78)

* **Raise standards and improve the teaching of information and communication technology by:**

- developing a programme of staff development and training that will improve teachers' subject knowledge;
- providing more opportunities for the pupils to use computer skills and apply these in all subjects of the curriculum.

(Paragraphs: 5; 13; 33; 63; 67; 72-76)

* **Improve curriculum planning so there is better continuity and progression for the pupils in the foundation subjects of art and design, design and technology, geography, history and music. The school should also incorporate into its curriculum, opportunities for the pupils to experience and appreciate cultures other than their own in order to prepare them better for life in multi-cultural Britain.**

(Paragraphs: 15-19; 22; 32; 67; 68; 79)

* **Improve the way the school communicates with parents by:**

- putting in place further steps to ensure that parents are well informed about school events and the achievements of their children;
- putting in place appropriate procedures to ensure that parents can always contact the school during the school day.

(Paragraphs: 18; 26-30; 31; 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	4	12	1	0	0
Percentage	0	0	24	71	6	0	0

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

50

Number of full-time pupils known to be eligible for free school meals

6

FTE means full-time equivalent.

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

15

English as an additional language

No of pupils

Number of pupils with English as an additional language

0

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

1

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

3

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.3
National comparative data	5.4

School data	0
National comparative data	0.5

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

The number of pupils is not included in the tables below if they are below ten.

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			

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	75 (50)	88 (50)	88 (50)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	63 (50)	75 (50)	100 (50)
	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			

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	100 (88)	100 (88)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	100 (75)	100 (75)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	50	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.9
Number of pupils per qualified teacher	17
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	33

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	164,250
Total expenditure	145,633
Expenditure per pupil	2,913
Balance brought forward from previous year	-6,307
Balance carried forward to next year	12,310

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
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	50
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	42	5	5	0
My child is making good progress in school.	37	49	7	5	2
Behaviour in the school is good.	37	46	12	5	0
My child gets the right amount of work to do at home.	24	33	14	19	10
The teaching is good.	28	42	7	14	9
I am kept well informed about how my child is getting on.	30	49	7	14	0
I would feel comfortable about approaching the school with questions or a problem.	44	49	5	2	0
The school expects my child to work hard and achieve his or her best.	37	58	2	0	2
The school works closely with parents.	26	51	14	5	5
The school is well led and managed.	42	49	2	2	5
The school is helping my child become mature and responsible.	31	60	5	5	0
The school provides an interesting range of activities outside lessons.	5	48	30	18	0

Other issues raised by parents

Parents are pleased overall with the way the school supports their children and the progress they make but some would like to be better informed about their children's progress and, in particular, some parents are concerned about the way the school deals with special educational needs.

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

37. The Reception children are taught alongside pupils in Years 1 and 2 in the same class. The curriculum for children in the Reception year is based on the appropriate areas of learning and overall provides the children with a satisfactory range of learning opportunities. The class teacher has responsibility for the Foundation Stage curriculum and works with a Nursery Nurse who is deployed to work with all the pupils in the infant class. At the time of the inspection there were nine Reception children. The quality of teaching is satisfactory and provides a range of appropriate activities to enable the Reception children to work towards the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. There has been satisfactory improvement in the teaching and provision for children throughout the Foundation Stage since the last inspection but more attention needs to be given to provide more opportunities for the Reception children to have specific tasks that better match their abilities.
38. The attainment of most children when they first start the Reception year is in line with that expected of children of this age. By the time they start Year 1, the children have made significant gains in their learning and their attainment is in line with that expected of pupils of this age in all of the areas of learning.

Personal, social and emotional development

39. The children's personal, social and emotional development is good. This ensures that the children make good progress and are on target to reach the early learning goals before the end of the Reception year. Relationships are positive, the children enjoy coming to school and happily work with their parents and carers every morning before the first session, immediately becoming involved in the range of activities available to them. They are eager to learn new skills and put effort and concentration into their tasks. Emphasis is placed on helping the children to develop an understanding of appropriate behaviour and what is right and wrong and the children respond well to simple class rules and routines. The children are learning to share and work together in a variety of situations, such as role-play and outdoor play. Activities are made interesting, for example, when investigating how best to make seed packets using paper, scissors and glue. The children learn to co-operate and wait their turn when working with others. However, in some lessons the tasks are set for older pupils in Years 1 and 2 and the Reception children find it difficult to sustain their concentration and interest at these times. In the lessons seen when the Reception children are provided with a particular activity or are taught separately by the teacher or Nursery Nurse, the children respond more purposefully and are better engaged in their learning. There has been satisfactory improvement since the last inspection in this area of learning.

Communication, language and literacy

40. The teaching of communication, language and literacy is satisfactory, although there are some unsatisfactory aspects to the teaching which affects how well the children learn. The majority of children will achieve the early learning goals by the beginning of Year 1. Although

appropriate emphasis is placed on listening carefully to adults in order to extend their skills, knowledge and understanding, Reception children find it difficult to participate in whole class activities alongside Year 1 and 2 pupils if the tasks are not specifically matched or appropriate to their abilities. The children listen attentively and follow the teacher's instructions as she explains how to read hard and soft sounds by pointing out the differences in letter sounds. However, some children become restless if the questions being asked are not specifically aimed at their ability. The children enjoy listening to well-told stories and rhymes and join in familiar ones with enthusiasm but whole class discussion sessions are not always appropriate if Reception children are working with older pupils. At other times, good adult interaction encourages the children to make choices. For example, when using coloured dough or crafting plasticene to make shapes and then sort these with a friend into larger, smaller, fatter or thinner. During these groups sessions the questions asked are much more focussed and appropriate for the children. When, for example, the children work with the teacher to discuss characters in a story or to emphasise initial letter sounds.

41. Clearly labelled displays, alphabet and sound friezes and individual name cards help to develop early reading and writing skills. Most children can recognise their names and make good attempts to write letter shapes and words. The children are encouraged to make marks on paper after reading a story together and the children explore sounds, letters and early writing when working together on the writing table. They draw detailed pictures and are beginning to write simple sentences and make books about family events and topics using familiar letters, sounds and words. Emphasis is placed on the learning of sounds and the sound of the week with the effective use of visual prompts, magnetic letters and jigsaws to develop the children's understanding of sounds and the recognition of common words. Structured reading and writing activities develop the children's early reading and writing skills. These are used effectively in other areas of learning but the organisation of the infant class does not always allow the Reception children enough opportunities to use imaginative play to extend their understanding further. Some higher attaining children are learning to recognise rhyming words and can successfully build their own three and four letter words. There has been satisfactory progress in this area of learning since the last inspection but more could be done to organise specific tasks for Reception children at the start of lessons.

Mathematical development

42. The teaching of mathematics is satisfactory and the majority of children will achieve the early learning goals by the beginning of Year 1. The children learn to use mathematical ideas and skills in real situations, such as when sorting and counting small coloured objects into sets and then adding them up. The children enjoy using sorting shapes, comparing objects and distinguishing key attributes such as colour, size and thickness. The staff use number rhymes well to reinforce the children's understanding. These effectively develop children's ideas of early addition and subtraction. Problem solving is developed as the children work out directions and positions when making models.
43. The children have satisfactory opportunities to compare, match, sort, order, sequence and count using a range of games, routines and experiences. They are becoming competent with numbers up to 50 and beyond. The children respond positively to tasks involving 'big' numbers and higher attaining children take great pride in being able to count in fives and tens. The children consider size, shape and position when playing with two and three-dimensional shapes, small toys or emptying and filling containers in the water play area. There are good opportunities for the children to choose activities for themselves which extend knowledge and

understanding in mathematics even further. There has been satisfactory progress in this area of learning since the last inspection.

Knowledge and understanding of the world

44. The teaching is satisfactory. The majority of children will achieve the early learning goals by the beginning of Year 1. The natural curiosity of young children is enhanced as staff encourage them to talk about their discoveries and experiences. Early scientific skills and knowledge are developed as children explore how plants grow and what conditions are best suited to helping them to grow. They enjoy comparing how well their cress seeds have grown or observing the roots of beans that have been growing in jar for some time. The children's observational skills are developed further as they carefully plan an experiment to identify which conditions are best suited to helping their cress seeds grow but the questioning is sometimes aimed at older pupils in Year 2 which makes it difficult for the Reception children to follow the lesson. The celebration of festivals such as Christmas, Easter and Divali help the children to develop an understanding of their own culture and those of other faith systems. However, the school does not reinforce the multi-cultural aspects of this work further through the use of visits or visitors to demonstrate how people in Britain today celebrate their faith and culture. The children learn about the passage of time through celebrating birthdays, talking about the days of the week and the changing seasons and weather.
45. Reception children have made good attempts at creating their own pictures using computers. They have also learned to use 'Roamer', a programmable toy, to predict how far it goes and how many turns it must make in order to guide it through obstacles. However, computer work is limited given the range of abilities in the infant class and some of the software is not appropriate for very young children. Consequently, the children have not gained sufficient confidence and skills to start to combine text and pictures and are not confident in using simple editing and re-drafting skills as part of the school's information and communication technology programme in the early years. The children work independently to cut, fold and join a range of materials. Construction toys are used well to encourage children to design and make their own models and to discover how things work and how to improve on their work. There has been satisfactory improvement since the last inspection but more could be done to reinforce basic information and communication technology skills.

Physical development

46. The majority of children will meet the early learning goals by Year 1. The teaching is satisfactory and there are good arrangements in place to ensure that the children are provided with a balanced programme of physical education. The children would benefit from more opportunities each day to explore larger spaces and to engage in climbing activities. The school has begun to address this by increasing the resources available to the children, such as wheeled toys and attractive play equipment for outdoor use and has plans to extend the range of resources further so this can be adopted on a daily basis. Confidence and skill are exhibited as the children use wheeled toys to manoeuvre by avoiding other children and obstacles. A topic about themselves and their bodies helps the children develop an understanding of the importance of exercise to ensure good health. Structured physical education lessons for Reception children promote their further development. In the outdoor lesson observed, the children were developing good spatial awareness, control and imagination as they respond well

to their teacher. Most children display a suppleness and agility as they become more aware of their own bodies. They learn to dodge around coloured markers, balance a bean bag on a bat as they race against each other and are developing good ball control as they bounce a ball and aim it when throwing. Emphasis is placed on developing children's independence and skill when handling tools and malleable materials and they are becoming competent as they handle a variety of tools and materials safely and with care. There has been satisfactory improvement in this area of learning since the last inspection.

Creative development

47. The teaching is satisfactory and the children will achieve the early learning goals by the beginning of Year 1. The children enjoy an appropriate range of experiences in art, music, story and imaginative play, although there are few opportunities for Reception children to participate in sustained role play, or dressing up to take on a range of different roles of familiar characters in stories and nursery rhymes. Structured music lessons are provided for the children alongside Year 1 and 2 pupils. These help to develop the children's understanding of sound, rhythm and pattern. During free-choice times, the Reception children develop their senses through investigating texture, shape and colour. The staff provide materials with interesting textures from which children can choose to create their own designs, pictures, models and collages. Their understanding of colour is developed well as the children mix their own shades of paint to create pictures of houses, vehicles and family members. Malleable materials such as play dough, sand and water are available for children to explore on a daily basis. Good quality support from the Nursery Nurse enables the children to choose their own materials and develop further their independent creative skills. There has been satisfactory improvement since the last inspection.

ENGLISH

48. Standards in English are in line with those expected by the end of Year 2 and are above average by the end of Year 6. Reading standards are above average by the end of Year 2 but standards in speaking, listening and writing are average. The school has made good progress in implementing the National Literacy Strategy. This is supported by the current organisation, when the junior class is split into two groups, one of Year 3 and 4 pupils and one of Year 5 and 6 pupils. Most of the pupils, including those with special educational needs, make good progress by the time they are eleven. There is no marked difference in the work produced by girls and boys. The rate of progress accelerates in Years 5 and 6, because the teaching is often good.
49. The pupils enter the school with average speaking and listening skills. They make satisfactory progress in the infant class, in spite of the difficulties imposed by the wide age range. By careful questioning, the teacher includes all the pupils in whole-class lessons and discussions. The pupils listen well to the teacher, and show admirable patience when the focus is on a different age group. However, there are times when the older pupils need greater stimulus and challenge. The pupils at all levels enter enthusiastically into discussions. Literacy lessons foster the development of speaking skills and other subjects make a valuable contribution. Standards and progress in speaking and listening in the juniors remain average. The pupils are encouraged to discuss their ideas and express their opinions. They are sometimes reluctant to express these in whole-class situations, but are willing to enter into small group conversations, where the oldest, higher achieving pupils share imaginative and ingenious ideas, for instance, when discussing imagery. They respond with interest to challenging questions, such as, 'How many sides has a circle?' related to, 'What is an imaginary number?' and, 'Can you describe

infinity?’ In the lower junior class, pupils enjoy learning about calligrams, express their opinions willingly, but are reluctant to give reasons for them. This suggests a need to explore their thoughts more deeply. The pupils benefit from the good examples of spoken language given by their teachers.

50. Infant pupils achieve above average standards in reading. By the time pupils leave the school, standards in reading are above the national average. Overall progress in reading, therefore, is good. The majority of infant pupils enjoy books and read regularly at school and at home. Each pupil’s progress is recorded in a home/school record book. The younger pupils use a variety of strategies to support their reading, including sounding out words and seeking clues in pictures. Higher attaining pupils use a wide range of strategies and are prepared to predict what might happen next, often imaginatively. This shows a good understanding of the underlying meaning of the text and the possibilities raised by the characters and plot. They recall previous reading matter well, and discuss their favourite authors. When reading aloud, they observe punctuation and are expressive and fluent. Average seven-year-olds are less fluent, because they often have to pause to sound out new words. Their occasional inaccuracies in word building, adversely affects their understanding. Eleven-year-old pupils discuss their likes and dislikes freely. They have firm opinions about what makes a good book, and include subject, characters and plot as important factors. Higher achieving junior pupils enjoy sophisticated reading materials and benefit from a shared interest with their parents. They recount previous events in the story, and draw inferences from the text, for instance the ‘dilemma’ in the storyline of a book by Anthony Horowitz. They read confidently and expressively, creating a mood and atmosphere, which makes listening a pleasure. This follows the very good example they hear from the junior teacher in the regular shared reading sessions. Below average pupils are well versed in word building techniques, but a lack of real interest in reading, except for particular specialised books, impairs their progress.
51. Progress in writing is similar to that found in reading, although standards are average by the end of Year 2 and above average by Year 6. Consequently the pupils make good progress overall by Year 6 but only satisfactory progress in the infant years. A scrutiny of completed work shows that all the pupils follow a thorough and systematic programme of basic skills throughout the school. Consequently, standards in handwriting, spelling, punctuation, grammar and sentence structure range from satisfactory to good. The pupils are systematically taught the writing process, so they are able to plan, draft, revise and present their work well. Infant pupils write for a range of purposes and in a variety of formats. They recount stories and information involving changing tenses. Sentences become more complex, as specific instructions are observed, for example, ‘I like....., because.....’ and ‘They were happy, except.....’. Descriptive writing leads to extended pieces, and these are written with enthusiasm. However, as a result of this eagerness to write, a loss of control in punctuation and sentence structure occurs. By the end of the juniors, pupils organise their writing in a variety of styles, including play-scripts, newspaper reports, letter writing, both formal and informal, instructions, interviews and pamphlets. Extended writing for different audiences, is enthusiastically carried out, and demonstrates their good understanding of the writing process. They plan in different ways, according to the demands of the subject. Hence, they will use flow diagrams, paragraph analysis, or model structures. Stories, such as ‘The Birdman’, based on Michael Morpurgo’s work of that name, or legends, based on traditional tales, allow the pupils to use increasingly sophisticated punctuation, sentence structure, paragraphs and imagery. Writing netball reports, pamphlets against animal cruelty, or evaluations of work in design and technology make the experience relevant and purposeful, which the pupils enjoy.

52. The quality of teaching and learning during the inspection was satisfactory. A scrutiny of books shows that over time, teaching is often good. A problem faced by teachers is the wide age and ability range in each class. The infant teacher plans for this, but organisational difficulties can result in the pupils occasionally marking time. This situation is improved when the classroom assistant is given greater responsibility to share planning and teaching. For instance, when the focus of shared reading is with the Reception children, older pupils need to be challenged in their own right. This situation is helped, by withdrawing Year 1 pupils, but this emphasises the gulf between the Reception children and Year 2. The teacher employs strategies to include all the pupils, and they respond to her questioning and remain involved with the lesson. The junior class is split into two groups as a way of addressing the wide age and ability range. This is effective, and pupils adapt well and make good progress. In a Year 3 and 4 lesson, for instance, the pupils enjoyed the teacher's reading of humorous verse. Although the pupils entered into discussion enthusiastically, they showed a reluctance to enlarge upon their ideas. However, written outcomes were satisfactory, and sometimes very good. Year 5 and 6 pupils responded well to the teacher's reading of 'Owl', by Pie Corbett. They discussed the imagery and, in response to perceptive questioning, made the correct connections between particular words and phrases. They were able to recognise the first verse as description, and the second as imagery. However, the pupils were reticent when analysing the grammar of the text, and the identification of adjectives and adverbs was somewhat confused. Finished writing showed that pupils had benefited from the teacher's input, as they produced poetry based on 'Owl', and using good phraseology, such as, 'blends with the sea-floor, glides through the sea,' and 'predator prowling round its prey.' The pupils with special educational needs are well supported in lessons and respond well, both in class and when withdrawn for a particular focus. Although some work is written on a word processing program, opportunities are missed to develop the use of, for instance, desktop publishing skills such as combining text and graphics using computers.
53. The subject is well managed by the headteacher. He has overseen an effective introduction and implementation of the National Literacy Strategy, and has ensured that teachers are well prepared. Resources are good. Works of fiction are plentiful and readily available to the pupils. Non-fiction is housed in the school library. There is a good supply of books, which are in good condition. The library itself is small, and is not conducive to private study and research. Although teachers foster a love of literature by reading so well, the way books are displayed does not reflect this.

MATHEMATICS

54. Standards by the end of Year 6 have improved since the last inspection and are above those expected. Standards by the end of Year 2 are similar to those found at the time of the last inspection and are in line with those expected. The headteacher has ensured that the National Numeracy Strategy has been implemented but the effectiveness of the teaching varies in that the work does not always match the needs of the pupils, particularly in the infant class where there is a very wide range of abilities and age groups. The teaching is satisfactory overall, but taken as a whole there is not enough high quality or good teaching to ensure that the pupils, particularly more able pupils up to Year 4, make the progress of which they are capable. The teaching in Years 5 and 6 is more effective and challenging so that standards improve significantly. The pace of learning quickens markedly in the Year 5 and 6 class, where good teaching by the headteacher demands a lot of the pupils.
55. In the infant class, Year 1 and 2 pupils can count in fives and tens with confidence. They can start from different points on a number line and add on or subtract mentally. The teacher

ensures that the pupils learn to recognise patterns on a number square but the activities do not extend beyond this sufficiently to enable more able pupils in Year 2 to investigate similar patterns in larger numbers. Good questioning at the start of the lesson helped the pupils to explain why some numbers always end with an odd or even number. However, the worksheet activity provided for the pupils afterwards did not challenge many of the pupils.

56. The teaching in the Year 3 and 4 class improves the pupils' knowledge of numbers further. Lessons are well organised and run smoothly and the pupils complete the work set for them. Evidence from their workbooks confirms, however, that activities are not always challenging enough so that more able pupils are held back. There is still a tendency to rely too heavily on worksheets and on finding the answers to sums with fewer opportunities provided for the pupils to find their own ways of solving problems. In Years 5 and 6, the teaching is more effective as it tests the pupils' understanding by asking pupils to explain their thinking. The teaching for Years 5 and 6 is consistently good and this ensures that the pupils make good progress. In the lesson observed and evidence from the scrutiny of the pupils' previous work, tasks are organised to challenge and to look for connections. For example, when investigating equivalent fractions, the pupils are asked to explain how to convert these into decimal fractions by using their understanding of tenths and hundredths and their secure knowledge of counting in tens and hundreds. In this way the pupils use familiar number operations and apply these to more complex numbers such as fractions and decimals. In the lesson observed the pupils were then asked to reduce fractions using common factors and most were able to do this and found some of the work quite challenging.
57. The pupils who have special educational needs make steady progress. In Years 1 and 2, the pupils are given the extra help they need by the teaching assistant. This pattern of support continues through to Year 4 to ensure that progress remains satisfactory. The headteacher co-ordinates mathematics. He tries to lead by example but there are few opportunities for him to monitor other lessons or to demonstrate best practice.

SCIENCE

58. Standards in science are above those expected by the end of Year 2 and Year 6. Standards have improved steadily over the last few years because teachers have improved the way that science is planned and this has provided greater consistency than that found in the last inspection. The pupils make satisfactory progress and the National Curriculum test results confirm that standards are rising in line with the national trend although the small numbers taking the tests each year makes it difficult to draw too many conclusions about trends in standards.
59. Standards by the end of Year 2, as measured by teacher assessments, are above those expected, although the teaching at times can be mundane and unchallenging. Good work is provided to develop the pupils' investigative and observational skills, but infant pupils do not draw conclusions from these independently. Teachers' assessments demonstrate that by the end of Year 2, most pupils are likely to achieve the standards expected for their age, and in relation to their prior attainment on entry to Year 1, they have made satisfactory progress. Increased emphasis on the development of investigative approaches to learning since the last inspection has lifted the pupils' achievement. In the infant class, for example, good opportunities were provided for the pupils to observe changes to the growth of plants and to identify how best to make cress seeds grow.

60. Standards by the end of Year 6 are above those expected. In Years 5 and 6, the pupils achieve well in science and this is very much related to the good standard of teaching. In Years 3 to 4 there is steady but sustained progress. By the end of Year 3, the pupils are secure in their understanding of electric circuits and how electricity can be both a useful aid to everyday living and also a hazard. In Years 5 and 6, the pupils make good progress as they are provided with thought-provoking and interesting challenges in their investigations. For example, after collecting a wide range of natural grasses in the surrounding area, the pupils were required to classify these by researching different types of grasses using reference books and the Internet.
61. The teaching is satisfactory overall but more could be done to target more able pupils to enable them to reach their full potential in the infant class and by the end of Year 4. From the evidence in the pupils' workbooks, some of the teaching lacks challenge and it is common for worksheets to be provided that are similar for all ages and abilities. Some of the teaching, particularly in the junior years, and in particular, for Years 5 and 6, is well planned with clear learning objectives. It provides good opportunities for the pupils to observe, predict and draw conclusions from their findings.
62. A good feature of the science curriculum is the use of the local environment to support and enhance the pupils' understanding. For instance, when Year 3 and 4 pupils were questioned about the way that plants take in water through the stem, good use was made of familiar plants taken from the local area so that the pupils could draw upon their own experience of plant growth. A weaker feature of the teaching however, is that it does not make enough demands of all the pupils. Initial questions and hypotheses set by the teachers do not extend or stimulate independent work and the scrutiny of pupils' work shows that the completion of worksheets become an end in themselves rather than a means to further lines of enquiry. The pupils with special educational needs are supported well as there is often a teaching assistant on hand to guide and support them.
63. Leadership of the subject is satisfactory, leading to consistent lesson planning. However, enquiry approaches to learning could be better planned with more opportunities for the pupils to draw their own conclusions after making predictions and then following these up with their investigations. The tendency is to provide the hypotheses for the pupils without enough work being done to extend their thinking further by challenging what the pupils observe in order that they can make sensible deductions. For example, in the work being done on plant growth provides enough detail about the growth process, the water cycle and the concept of capillary attraction in liquids, but the pupils have not sufficiently explored these in previous work to be able to draw conclusions from their observations. With the exception of the work being done to research types of grass using the Internet, the use of computers is limited. There is little or no use of control technology, for example, the use of sensors and graphics to demonstrate changes to materials or weather patterns.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

64. Standards in art and design and design and technology are in line with those expected by the end of Year 2 and Year 6. Evidence is based on the scrutiny of the pupils' previous work and teachers' planning. The teaching is satisfactory in both subjects as it is planned consistently to take account of the development of key skills. However, more needs to be done to ensure that the pupils are provided with work that is better matched to their abilities. Although the planning takes account of mixed age classes in that topics are covered on a two year cycle for

infant pupils and a four year cycle for juniors, the work that pupils do does not fully take account of the progress they make or their attainment.

65. In art and design, the pupils experience a range of activities and use a wide variety of media and materials. Good use is made of sketchbooks for them to try out different techniques, for example sketching plants and buildings using pencil and crayon. Infant pupils have investigated different materials and some of this work is linked to their science topic. They have also collected natural materials from around the school to produce simple sculptures and collages. The pupils are developing a good sense of pattern and colour through colour mixing and blending to produce different shades of the same colour. Junior pupils have studied the work of established artists and used similar techniques to draw and paint scenery, people and places. During a visit to Newark, the pupils drew sketches of buildings and locations and these are displayed alongside photographs as part of their history topic. Previous work covered shows that the pupils experiment well with techniques, including using flat brushes in the style of Mondrian and colour mixing. Work in art and design makes a positive contribution to the pupils' spiritual, moral, social and cultural development, but this could be extended further to include cultures other than their own. The use of computers to support art and design is satisfactory but could be extended further.
66. Design and technology work is linked to topics so that the infant pupils have designed 'Joseph's' coat of many colours and the juniors have made model houses representing the style of houses during the English Civil War as part of their history topic. They enjoy creating detailed and achievable plans, often presenting more than one possibility, that show for example how they will keep the axles level on their wheeled models. Work displayed by the junior classroom shows that the pupils practise and experiment to find ways of joining materials. They develop their skills of measuring and cutting accurately and confidently when using the junior hacksaw. There is some evidence from teachers' planning that the pupils evaluate their efforts as, for example, when considering how sounds can be altered by changing the materials used. Junior pupils evaluate mechanisms, for example by labelling the main parts of a vehicle.
67. The teaching is satisfactory in both subjects. Lessons are planned so that it is clear what the pupils will learn but there is no specific assessment made to ensure that the pupils build on what they have learned. Good use is made of natural materials and of visits to the surrounding area as a stimulus to learning. Teachers have a good knowledge of these subjects and through the use of interesting topics, make relevant links to other subjects. However, more could be done to utilise information and communication technology in art and design and design and technology, for example, by linking graphic modelling to the design process.

GEOGRAPHY AND HISTORY

68. Standards in geography and history are in line with those expected by the end of Year 2 and Year 6. Only one history lesson was observed, so judgements are based on a scrutiny of the pupils' work and school documentation, and discussions with pupils and teachers. Standards have been maintained since the previous inspection. The use of the local environment is a strong feature in teaching both subjects, and is instrumental in making the subjects relevant to the pupils. All the pupils, including those pupils with special educational needs, have access to the subjects, but the planning does not allow access at a level appropriate to all the pupils' stages of development or attainment. In order to cater for the wide age range in each class, the curriculum is organised on a two-year cycle for infants, and a four-year cycle for juniors. Consequently, topics are planned to be taught every two or four years. Planning is carefully

carried out to ensure that overall coverage of the curriculum is secure. However, because all the pupils complete and record the same work, the progressive development of subject specific skills is unsatisfactory. For example, in geography, when locating places using latitude and longitude, junior pupils of all ages use advanced map references, and record the same readings. In history, recorded work on the English Civil War is based on identical photocopied worksheets, with identical script. This means that the pupils are not learning historical skills at levels appropriate to their ability, and are not developing their own methods of presentation and communication. Hence, although pupils are achieving satisfactory standards, they could be higher.

69. Year 2 pupils talk enthusiastically about the subjects. They enjoy studying the immediate locality and make sensible suggestions for improving the village, like developing the site of the old village hall. They also understand the differences between a village and a town. The pupils have a satisfactory recall of information relevant to their study of the Isle of Struay. They know what an island is, although their definitions are not entirely specific, for example, 'in the middle of nowhere', 'it has short roads', or, 'it looks tiny on a map.' However, they show an awareness of the essential components of island life, for example, transport, occupations and housing. When discussing the Fire of London, they present a satisfactory knowledge and understanding of the cause and consequences of the fire, and its impact on subsequent town planning.
70. Year 6 pupils describe the use of the local area in developing both geographical and historical skills, knowledge and understanding. Higher attaining pupils have a good knowledge of the origin of place names. They refer to visits to Newark, each with a different focus. In the satisfactory lesson observed, they, along with all junior pupils, responded well to the teacher's relevant introduction, before they were launched on designing their own tourist leaflet about Newark's Civil War links. In this lesson, the pupils demonstrated their ability to research a number of sources, including the Internet. Being organised into differing ability groups was of help to the less advanced pupils. The teacher circulated amongst the pupils giving guidance and relevant contextual information. Although the pupils remained focused on their task and persevered willingly, they lacked certain skills, such as the ability to enlarge or reduce on the photocopier, or the ability to use the computer effectively, by combining text and graphics. Consequently, opportunities were missed to produce a convincing leaflet, as presentation often hinged on tracing or copying skills, although some information was printed from the Internet.
71. Both subjects are led by the same co-ordinator. She is enthusiastic and committed and works hard. At infant level, the subjects are co-ordinated by the teacher of the infant class. She, too, is committed and liaises with the junior teacher to provide continuity. It is important that, to develop the subject further, the scheme of work is analysed, in order to provide a progressive curriculum, which builds systematically upon the required skills at levels appropriate to all abilities. By setting out what the learning outcomes of each unit of work the teachers will be able to assess the pupils' progress. They will then be able to build on knowledge and understanding year on year. Resources in both subjects are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

72. Standards in information and communications technology (ICT) are below those expected by the end of Year 2 and Year 6 and should be higher. The teaching is unsatisfactory as it does not improve the pupils' knowledge and understanding sufficiently to enable them to make best use of ICT in other subjects. ICT remains unsatisfactory and there has not been enough improvement since the last inspection. Staff development and training has been patchy and

the headteacher has not done enough to keep the staff informed about developments to the ICT curriculum or kept pace with necessary improvements to resources that provide an appropriate curriculum for the pupils.

73. The pupils, including those with special educational needs make unsatisfactory progress, especially in the use of computers to improve basic ICT skills. Some limited work has been done to develop word processing and graphics skills but evidence from lessons shows that there are missed opportunities to fully utilise the computers as an aid to learning.
74. By the end of Year 2, the pupils can use the keyboard and mouse with confidence to operate drawing programs and to write brief extracts or stories using a word processor. However, they have limited knowledge of how to access information or to independently enter data to produce graphs that can be investigated further. They have some understanding of how to control programmable toys such as the 'Roamer' and make them move in different directions. The pupils find working with computers exciting and stimulating but the opportunities are very limited and usually used as add-on activities in some lessons. Infant pupils can draw pictures using a graphics program but this is too complex for this age group and by the end of Year 2 they do not have a good understanding of the techniques used to combine text and graphics.
75. By the end of Year 6, the pupils have refined their ICT skills and can search the Internet for relevant information on a specific topic and also retrieve information from CD-ROMs. Older pupils have used a database program to refine and present information for a presentation as spreadsheets or graphs. This was linked to the pupils' science topic and the teacher incorporated some challenging tasks for the pupils, but it is not clear to the pupils how to categorise and apply these skills in order to set up their own database. Consequently, the pupils have little understanding of how to organise fields and categories into specific groups so that the information entered could be interrogated after saving the file. The pupils enjoy the challenges that ICT can offer and many draw on their own home experiences of using computers. However, their knowledge is patchy and disorganised with little being provided in school to develop control technology, graphic modelling or the more advanced word processing techniques involving desktop publishing.
76. Training for staff has been ineffective in developing and improving their confidence in using ICT to support the pupils' learning across a range of subjects. It has not enabled teachers to teach the subject specific skills of ICT. The headteacher has taken up the co-ordination of the subject because of the lack of subject expertise of the staff. The national scheme of work is being used to guide the teachers' planning but this is not enough to raise standards. Much more needs to be done to train staff if standards are to improve further.

MUSIC

77. Standards in music are in line with those expected by the end of Year 2 and Year 6. They have been maintained since the previous inspection. All the pupils have access to the subject and the teachers plan lessons which challenge all levels of ability. By the end of Year 2, the pupils are able to sing in tune and can hold quite complicated tunes, for example, 'Spring Isn't Coming,' based on the Oscar Wilde story, 'The Selfish Giant.' This was sung in hymn practice, and Reception children as well as Year 1 and 2 pupils were supported by the older pupils in the school, who also held the tune and timing well. Encouraging pupils to choose hymns to practise is a good way of maintaining interest. Year 2 pupils are also able to play a wide range of instruments to demonstrate high and low sounds. They are also developing their understanding of graphic notation. Older pupils are able to maintain two-part singing. They

can copy and maintain complicated rhythms. The composing of accompaniments takes place on tuned and untuned instruments and is of a satisfactory standard.

78. Two lessons were observed during the inspection and the quality of teaching and learning in both was satisfactory. A good teaching method led the infant pupils to be able to differentiate the pitch between different sounds, and to be able to respond to changes in pitch. A very good link between literature and music encouraged the pupils to choose the instruments they thought would reflect particular sounds in a story. The challenge was raised as pupils were required to devise symbols denoting each instrument. All of the pupils responded well to this and enjoyed making the sound effects as they followed the story, although this part of the lesson became rushed as time ran out. In the junior lesson, good activities had been designed to meet the needs of all the pupils as they developed strategies for keeping in tune. Holding notes and keeping time helped them in their interpretation of songs. The pupils developed repeating patterns of varied complexity using the pentatonic scale. Individuals combined to give a satisfactory performance. Unfortunately, the poor behaviour of a significant number of the oldest pupils during the lesson meant that they did not benefit fully from the opportunities available. Time spent on behaviour management resulted in the planned activities not being completed. Progress has also been impeded by interruptions to the series of lessons; this was only the second lesson this term. Consideration needs to be given to adjusting the timetable when lessons have to be missed.
79. Peripatetic lessons are provided in woodwind and brass instruments. This is of benefit to the few pupils who take them up. Recorder clubs enhance the musical education of those who take part. Concerts are performed in the village hall, which allow the pupils to demonstrate the fruits of their combined efforts and help foster a community spirit. The co-ordinator is a very capable musician. She has a secure knowledge and understanding of the subject and is capable of taking the subject forward. However, long-term plans lack detail and need further development, in order to define specific learning objectives in each unit. Resources in the subject are adequate.

PHYSICAL EDUCATION

80. Despite the constraints of the building, by the time pupils leave the school, overall standards in physical education are in line with national expectations and progress is satisfactory. Standards have, therefore, been maintained. All the pupils have access to the curriculum, but the lack of a school hall means that access to gymnastic activities is limited. The school compensates for this by using the secondary school's facilities when they are available. The Village Hall is also well used and this makes a positive contribution to dance and some gymnastic activities, which do not require large apparatus. Other aspects of the National Curriculum are systematically taught throughout the year. Consequently, the pupils experience dance, games, athletics, swimming and orienteering. All the pupils achieve the required standard in swimming, and progress is good. Some pupils perform to a high standard because of involvement in out-of-school clubs, for example, gymnastics. The school's equal opportunity policy is effectively applied, as teams are open to both girls and boys. The school has been supportive in fundraising for village outdoor multi-use games area, which has been opened recently. This will provide further opportunities for the development of physical education.
81. Only one junior lesson was observed during the inspection. The quality of teaching and learning in this lesson was satisfactory overall, with some good features. All the pupils were suitably dressed for the lesson. The four year-groups were divided into Years 3 and 4 and

Years 5 and 6 and shared between two teachers. Thus when Years 3 and 4 practised Kwik-cricket skills, Years 5 and 6 developed their skills of long jumping. The pupils in both sections of the lesson practised systematically and built up the required skills so that the younger pupils improved in hitting, throwing and catching, while the older pupils progressed from standing jumps to phased run-ups and jumps into a sandpit. Years 3 and 4 finished with a game of Kwik-cricket, during which they demonstrated their improved skills. They fielded well and threw the ball with commendable accuracy, when returning it to the bowler. Unfortunately, there was limited opportunity provided for them to practise their bowling skills. The improvement in the Years 5 and 6 jumping was evident by the end of the session, as they concentrated on improving the important elements of a good jump. Although distances did not improve in all cases, style certainly did. This is because the pupils listened very well to the clear instructions given by the teacher and practised earnestly. Half way through the lesson, the groups exchanged, but the balance of time became skewed. However, the pupils experienced a busy and purposeful series of activities.

82. The school takes part in a number of out-of-school team events, and has done well recently in netball and football tournaments. The Kwik-cricket league is about to start, which will engage the pupils in more direct competition. The facilities, with the exception of the hall, are good. The playground is spacious, as is the field. Resources are good, and the new all-weather facility will be of tremendous benefit. The headteacher co-ordinates the subject, along with his many other responsibilities. He has a good knowledge and understanding of the subject and commands the respect of the pupils in his care.