

INSPECTION REPORT

**ALBURGH WITH DENTON C OF E (VC) FIRST
SCHOOL**

Harleston

LEA area: Norfolk

Unique reference number: 121025

Headteacher: Mrs. D. Lenton

Reporting inspector: Miss M. A. Warner
17288

Dates of inspection: 16th – 17th September 2002

Inspection number: 248212

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	4 to 8 years
Gender of pupils:	Mixed
School address:	School Road, Alburgh, Harleston. Norfolk
Postcode:	IP20 0BW
Telephone number:	01986 788 678
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. R. Dove
Date of previous inspection:	13 th . October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	M. A. Warner.	Registered inspector.	<p>Mathematics. Science. Information and communication technology. Geography. History. Religious education. Special educational needs.</p>	<p>Information about the school. The school's results and pupils' achievements. How well pupils are taught. Spiritual, moral, social and cultural provision. Assessment. How well the school is led and managed. What the school should do to improve further.</p>
1112	P. Oldfield.	Lay inspector.	<p>Educational inclusion.</p>	<p>Pupils' attitudes, values and personal development. How the school cares for its pupils. The school's partnership with parents.</p>
20003	S. Metcalfe.	Team inspector.	<p>English. Art. Design and technology. Music. Physical education. The Foundation Stage curriculum.</p>	<p>The curricular and other opportunities offered to pupils.</p>

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Alburgh with Denton is a very small, rural Church of England first school. There were 31 four to eight year-olds, on roll in 2001 and 34 at the time of the inspection. Pupils mainly come from the nearby villages with a few coming from outside the catchment area. Numbers have risen over the last few years and the school is to become a primary school in 2003. All pupils are from white, United Kingdom backgrounds. Six per cent of pupils are entitled to free school meals. Twenty-six per cent of pupils have been identified as having special educational needs, with one pupil having a formal statement of need. This small school benefits from having four teachers, three of whom are part time. Children's attainment on entry covers a wide range of ability and is at present average, but attainment varies from year to year because numbers are so small. The school has recently been involved in the Norfolk 'Thinking Schools, Action Research Project'.

HOW GOOD THE SCHOOL IS

Alburgh with Denton Church School is a very effective school. The excellent leadership and management of the school by the headteacher and the considerable expertise which part-time teachers bring to the school are very effective. The quality of teaching is very good across the school and, as a result, in 2002 almost all pupils reached the expected level 2 and many reached the higher level 3 in English and mathematics. Costs are high in this small school but the school gives good value for money.

What the school does well

- Staff and pupils have a very clear understanding of the philosophy which underpins all that the school does. The teaching of philosophy and thinking skills, and pupils' application of these to lessons and to the everyday life of the school, are exceptionally good.
- Standards in English and mathematics in the National Curriculum tests in 2002 were at least satisfactory and were often good.
- The teaching of science and religious education is very good and is sometimes excellent.
- Procedures for promoting very good behaviour through the class and school councils are excellent. As a result, pupils have an exceptionally mature attitude to each other and to learning.
- The school provides very well for pupils' spiritual, moral and social development.
- The leadership and management of the headteacher and staff are excellent. Teachers and support staff have shown a considerable ability to succeed. Their shared commitment to the school and its pupils are a particular strength at a time when the school faces substantial changes. Educational priorities are supported by excellent financial planning.
- The impact of parents' involvement on the work of the school and their children's progress is excellent. The quality of homework, especially for children of this age, is outstanding.

What could be improved

- Standards in numeracy and problem solving are lower than in other aspects of mathematics.
- Information and communication technology, as a separate lesson and across the curriculum, needs to be developed further.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Substantial improvements have been made since the last inspection in October 1997.

- Provision for the children in the reception class is now good in some areas. A new extension has been built, although outdoor play facilities are still limited. Work planned for these children enables them to meet all the national targets in language and literacy. Pupils use punctuation well. The governors monitor standards, observe lessons and are very involved in the life of the school. Legal requirements are being met with regard to performance management. A few legal requirements are still missing from the school prospectus and the governors' annual report to parents.

- There have been significant improvements in pupils' speaking and listening skills through the adoption of a philosophical approach to learning. Standards in science, design and technology and in religious education have improved.

STANDARDS

As the number of Year 2 pupils taking the National Curriculum tests in 2000/2001 was very small the table showing the standards achieved has been omitted and no comparison has been made between the results of boys and girls.

In 2001, the percentage of pupils reaching the expected level 2, compared with schools nationally, was high in reading, mathematics and science but below average in writing. Because few pupils achieved level 3, overall standards were above the national average in reading and in line with the national average in writing and mathematics.

In 2002, almost all pupils achieved the expected level 2 in English, mathematics and science and a substantial number achieved level 3. National comparisons are not yet available for this year group.

Standards have improved since the last inspection, but the small number of pupils taking the tests means that overall results may vary considerably from year to year, according to the particular group of pupils taking the tests. Pupils achieve very well compared with their attainment on entry, which is average, and a substantial number now reach level 3 by the end of Year 2.

The evidence from inspection is that there are particular strengths in science and religious education and in pupils' personal development, promoted through the teaching of philosophy, which involves a high level of discussion and debate. Standards are above those expected of pupils in Year 2 and 3 in science, design and technology and religious education. They are in line with what is expected of pupils of their age in all other subjects. Weaknesses are in pupils' spelling, and in their numeracy skills and their ability to solve problems in mathematics. There is some underachievement in information and communication technology. Pupils with special educational needs make good progress towards their individual educational targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have a very mature approach and positive attitudes to each other and to learning.
Behaviour, in and out of classrooms	Very good. Pupils are keen to learn and lunch times and breaks are enjoyable social occasions.
Personal development and relationships	Very good. The family ethos creates good, caring relationships throughout the school. The class and school councils are strong influences on pupils' personal development.
Attendance	Good. Levels of attendance are above the national average. An increasing numbers of pupils have one-hundred-per-cent attendance.

Particular strengths: Pupils' understanding of others' views and interests, and pupils' ability to debate rather than argue.

TEACHING AND LEARNING

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

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

Lessons in English, mathematics, science, design and technology, information and communication technology, and religious education were observed during the two days inspectors were in school. In

eleven out of the eighteen lessons observed, the quality of teaching was very good. There was no unsatisfactory teaching.

Strengths in teaching are:

- The number of adults in the school with different subject knowledge and expertise is very good for a very small school.
- There is inspirational teaching particularly in science, religious education and philosophy.
- The direct teaching of thinking skills and the implementation of these together with a philosophical approach to all lessons and the life of the school lead teachers to have high expectations of pupils' ability to think for themselves.
- The very good use of assessment to organise pupils into ability groups across the key stages.
- The staff's knowledge of the pupils and their needs leads to the effective management of pupils.
- The excellent use of homework enriches and develops what is learned in school.

The quality of teaching in English is good and in mathematics is satisfactory overall, with some good aspects such as the applying of mathematics. The teaching of literacy skills is good and the teaching of numeracy skills is satisfactory. The weakness in the teaching of numeracy lies in the teaching of three age groups together for the start and the end of the numeracy session.

Strengths in pupils' learning are:

- Pupils' very good acquisition of knowledge and understanding of what they learn.
- Pupils' considerable interest and their intellectual and creative effort.
- Pupils' excellent ability to think, debate and discuss.

Weaknesses in pupils' learning are:

- Pupils have few opportunities to become independent in a school where the adult/pupil ratio is so high.

In all lessons except mathematics, the school meets the needs of all pupils very well indeed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The whole curriculum is successfully underpinned by the school's philosophical approach to teaching and learning. The quality and range of learning opportunities, especially for a small school, are good.
Provision for pupils with special educational needs	Very good. Pupils are assessed at an early age and this small school provides well for their individual needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Religious education and collective worship, including grace before meals and prayers at the end of the day, contribute very well to pupils' spiritual development. The teaching of philosophy and thinking skills contribute very well to pupils' personal development. Many opportunities are given to provide for their cultural development.
How well the school cares for its pupils	Very good. The staff know pupils well and use assessment effectively to group them according to their particular needs.

The school's partnership with parents is very strong.

Strengths in curriculum provision and other opportunities offered to pupils:

- Equal opportunities for and inclusion for all pupils.
- Provision for pupils' personal and social development, for example the class and school councils.

Strengths in the school's care of pupils:

- Procedures for promoting excellent behaviour throughout the school – targets, class and school councils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The headteacher has given give clear educational direction to the work of the school since being appointed three years ago and is supported very well by the staff.
How well the governors fulfil their responsibilities	Very good. Governors are very involved in the life of the school and carry out most of their responsibilities very well. In a period of change the school has particularly strong links with the Diocesan Board.
The school's evaluation of its performance	Very good. Teachers are constantly evaluating their performance and the school keeps good records of pupils' achievements.
The strategic use of resources	Excellent. The school has a clear understanding of how it can best use resources for the benefit of pupils and has a clear strategic plan.

This small school is very well staffed and has a good range of learning resources. The very long-term commitment of support staff, especially the caretaker, the school secretary and the classroom assistant, is considerable and commendable. The building is well cared for, bright and clean and the day-to-day running of the office is very efficient.

The main strength is in the headteacher's clear philosophical vision for the school, her management of a small school and the teachers' subject expertise.

The school applies the principles of best value very well to all its work.

Legal requirements of what should be included in the school prospectus and the governors' annual report to parents are not always rigorously adhered to.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching is good. • Teachers have high expectations of their children. • The school helps their child to become mature and responsible. • They are comfortable in school if they have a question or a problem. 	<ul style="list-style-type: none"> • The lack of after-school clubs. • The right amount of homework.

Parents' views of the school are all very positive, both in the questionnaires and in four parents' written comments. Inspectors agree with these views. Most parents felt that after-school clubs were not viable in such a small school and the inspectors judged that the provision made by the school to enrich the curriculum in other ways, through visits and visitors, is good. They judge that provision for homework is excellent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Strengths

- Standards in science, in Years 2 and 3, are above average.
- Pupils reach above average standards in 'investigating and applying' and 'shape, space and measuring' in mathematics.
- Standards in religious education are above average.
- Standards in pupils' personal and social education are good because of the teaching of philosophy and thinking skills.

Areas for improvement

- Numeracy and problem solving in mathematics.
- Spelling.

The schools results and other performance data

1. As the number of Year 2 pupils taking the National Curriculum tests in 2000 and 2001 was very small, the table showing the standards achieved has been omitted and no comparison has been made between the results of boys and girls.
2. In 2001, the percentage of pupils reaching the expected level 2, compared with schools nationally, was high in reading, mathematics and science but below average in writing. Standards, overall, were above the national average in reading, but in line with the national average in writing and mathematics where few pupils achieved level 3. Comparisons with similar schools are unreliable as the numbers on roll are too small for any comparison to be accurate.
3. In 2002, almost all pupils achieved the expected level 2 in English, mathematics and science and a substantial number achieved level 3. Pupils' achievement compared with their attainment on entry was very good. National comparisons are not yet available for this year group.

Trends and results over time

4. Standards have improved since the last inspection, but the small number of pupils taking the tests means that overall results may vary considerably from year to year, according to the particular group of pupils taking the tests. Pupils, including those with special educational needs, achieve well compared with their attainment on entry.

Standards of work seen during the inspection

5. On entry to the school, children's attainment is in line with the local average in most areas of the Foundation Stage curriculum, but some children show weaknesses in speaking and listening and in elements of mathematical development. A formal check at the end of the reception year shows that the majority of children enter Year 1 at the nationally expected levels in communication and mathematics, with all children having achieved the Early Learning Goals, which are the levels of attainment expected of the majority of children when they start statutory education. They attain above average and exceed these goals, working on a Year 1 curriculum, in the other four areas of learning:

knowledge and understanding of the world, creative and physical development, and in their personal, social and emotional development.

6. Standards are above those expected of pupils in Year 2 and 3 in science, design and technology and religious education and pupils achieve very well in these subjects. In mathematics, the higher attainers in Years 3 achieve very well. A further strength is in the promotion of pupils' personal development through philosophy lessons. As a result of these lessons, pupils ask searching questions and reach a high level of discussion and debate in other lessons as well. The pupils' question board in the classroom shows that pupils have inquiring minds and are searching for answers. Through this board and through listening to pupils debating, teachers find out what pupils really want to know about and then respond to these questions, often helping pupils to find the answers for themselves. They are in line with what is expected of pupils of their age in all other subjects. Weaknesses are in pupils' spelling, and in their numeracy skills and their ability to solve problems in mathematics. There is some underachievement in information and communication technology
7. Numbers are too few to compare standards of boys and girls and no pupils have been identified as gifted or talented, although the school provides well for pupils whose attainment is above average, as for all others including those with special educational needs. With such small numbers the individual needs of pupils are promoted well.

Pupils' attitudes, values and personal development

Strengths

- The family ethos creates very good relationships throughout the school.
- Pupils' ability to debate rather than argue shows a considerable level of maturity.
- Pupils' understanding of others' views and interests is a major strength.

Overall

- Pupils have very mature and positive attitudes to each other and to learning.

Pupils' attitudes to school.

8. All pupils have very positive attitudes to learning. The positive attitudes expressed in the last report have been maintained well. Pupils are keen to learn, and listen particularly well to the teachers. Generally all pupils enjoy coming to school and the school day starts on time. Class rules and school rules have been agreed after consultation with the pupils, with the clear acceptance that these are well known to all pupils and are followed. Provision for pupils' personal development; spiritual, moral, and social has a very positive effect on pupils' attitudes to their work and to each other.

Pupils' behaviour.

9. Behaviour throughout the school is very good. The close and friendly supervision of the many adults generates a spirit of support to all pupils so that they are confident with each other and with adults. School breaks and lunchtimes are enjoyed occasions, with pupils of all ages interacting very well with each other. The pupils respect the buildings and property and feel that the stated ethos of a friendly family atmosphere reflects the Christian life and work of the school. School lunchtimes are a very good example of the large 'family' atmosphere: pupils and teachers eat lunch in the same room and pupils sit with friends. The kindly supervision at lunch time leads to a relaxed period of time when pupils enjoy talking and playing between the exacting learning periods.

10. The behaviour policy has suitable rewards, with much emphasis placed upon a 'well done' remark from adults, leading to stickers and probably earning a much prized gold card. There have been no exclusions in living memory.

Pupils' personal development and relationships.

11. Before lessons, pupils meet with friends and enjoy each other's company. Relationships are very positive. With the relatively low numbers of pupils on roll, school is almost a family extension which allows pupils to enjoy close friendships across the age groups: they know each other very well. Pupils fully understand that their actions may affect other people and they behave considerately in their actions with other pupils, adults and visitors.
12. Pupils are skilled in debating and reasoning with each other, listening to others' views and then coming to a common agreement. This was particularly seen, at its best, when the school council was sitting. Here, quite young representatives from each class had been elected to sit on the council and debate events which effect school life. For example, they agreed that when there is any misuse of equipment, the culprit(s) should come into school to work. Issues are discussed at class council meetings first and as a consequence representatives to the school council are aware of the 'grassroots' views and then generate ideas or actions accordingly. The result of this debate was, when full agreement has been reached, not to leave toys out in the yard. The school council has also discussed 'friendship badges': a suggestion to further develop considered support to others. An understanding of how the class and school councils work contributes very well to pupils' growing understanding of citizenship.

Attendance.

13. Pupils' levels of attendance are good; with levels above the national average. Of special note is the increasing numbers of pupils who have one-hundred-per-cent attendance: eighteen out of the thirty on roll last term.

HOW WELL ARE PUPILS TAUGHT?

Strengths

Teaching

- The number of adults in the school with different subject knowledge and expertise is very good for a very small school.
- There is inspirational teaching particularly in science, religious education and philosophy.
- The direct teaching of thinking skills and the implementation of these together with a philosophical approach to all lessons and the life of the school lead teachers to have high expectations of pupils' ability to think for themselves.
- There is excellent use of assessment to organise pupils into ability groups across the key stages.
- The staff's knowledge of the pupils and their needs leads to the effective management of pupils.
- The excellent use of homework enriches and develops what is learned in school.

Learning

- Pupils' acquisition of knowledge and understanding.
- Pupils' interest and their intellectual and creative effort.
- Pupils' ability to think, debate and discuss.
- Personal and social education particularly through philosophy and thinking skills teaching.

Areas for improvement

- Opportunities for pupils to become independent.

14. Lessons in English, mathematics, science, design and technology, information and communication technology, and religious education were observed during the inspection. Geography, history, art, music and physical education were taught later in the week. From the evidence presented, teaching is judged to be at least satisfactory in these subjects and is sometimes good or very good.
15. The staff's underlying belief in the teaching of philosophy and thinking skills to pupils from a very young age underpins all that they do. This direct teaching of thinking skills and the implementation of these skills, together with a philosophical approach to all lessons and to the everyday life of the school, leads teachers to have high expectations of pupils' ability to think for themselves and results in pupils developing enquiring minds, asking questions and looking for answers themselves. As a result, pupils make good gains in knowledge and understanding not only of subjects but of each other and the way society works. Pupils are able to think, debate and discuss in a very mature way, as seen not only in lessons but in their class and a school council which have been excellently organised. As a result of this underlying philosophy pupils are interested in all that they do and put a considerable amount of effort into their learning.
16. The amount and quality of the homework pupils complete are exceptionally good for pupils of this age. Homework covers a wide range of subjects, supplements what is learned in class and is supported well supported by pupils' parents.
17. For a school with only thirty four pupils on roll the fact that pupils benefit from the expertise of four teachers, a nursery nurse and a support assistant is a considerable strength. Three of the four teachers are part-time. Not only do the pupils benefit from a wide range of adults teaching them but also from the fact that part-time teachers put additional time into preparing and attending staff meetings on their 'days off'. Almost all teaching was of good quality and in eleven out of the eighteen lessons observed it was very good or excellent. Inspirational teaching was observed in science in Key Stage 2 and religious education in Key Stage 1. In science this was because of the wide variety of activities and resources used during the lesson and the imaginative styles of teaching used. For example, a pupil curled up in the centre of the circle had been told not to move until others had mentioned the word muscle. The rest of the class had to suggest why he could not get up. This produced considerable debate about the functions of different parts of the body. In religious education the use of drama, carefully interwoven with discussion, gave pupils a real understanding of the story of the Lost Sheep and the lessons of care and concern that the parable teaches. A philosophy lesson, observed by a governor, was recorded as exceptionally good and this judgement is reflected in the overall work of the school and pupils' response to learning.
18. Teachers know the pupils and their families well in this rural setting, and this has a positive effect on the management of pupils and teachers' accountability to, and relationships with, parents. The amount of homework these young pupils complete is outstanding. They all have a large homework book in which work, mainly covering English, mathematics and science but also sometimes other subjects such as geography, history and design and technology at times, is completed. The work is of a high standard, completed regularly and marked well. However, the school has a policy that if work is not returned, no further work is given. This ensures that the school is supported by parents in the giving of homework.

19. Teachers have a clear understanding of what pupils can achieve and grouping, according to pupils' previous attainment, is well organised across year groups, as appropriate. Methods are then adapted well to meet the needs of different ability groups. As a result, pupils of all abilities, including those with special educational needs, achieve very well. The catch up programme, for which a support assistant has been specifically trained, also successfully support pupils who could achieve more with extra help. The only lesson where this was not so was in a science lesson where the lesson was the right length for older and more able pupils but was too long for younger and less able pupils.
20. The advantage of having a large number of adults also has its disadvantage: there are few opportunities for pupils to become independent, because of constant guidance and supervision. However, this is balanced by the fact they do think independently even if opportunities to work independently are few. In the Foundation Stage, however, pupils show, and are allowed, a good degree of independence from the time they enter the school. Children are given a positive start to school, with very good quality teaching ensuring that the quality of learning is very good.

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

The quality and range of opportunities for learning provided by the school for all pupils.

Strengths

- Provision for pupils with special educational needs is very good.
- Provision for equal opportunities and the inclusion of all pupils is very good.
- Provision for pupils' personal and social development, for example the class and school council are very good.
- Personal and social education are developed very well through the teaching of philosophy and promotion of thinking skills.

Areas for improvement

- Provision for teaching numeracy skills.

21. The whole curriculum is successfully underpinned by the school's philosophical approach to teaching and learning and this is especially evident in the positive programme of personal, social and health education. The quality and range of learning opportunities, especially for a small school, are good.
22. The curriculum covers the Foundation Stage for pupils in their early years and the revised National Curriculum in full. All statutory requirements are met. The curriculum is well planned and this ensures that the appropriate amount of time is spent on each subject. Lessons generally start promptly and finish on time. Good policies and schemes of work are in place for subjects. These enable the progressive and systematic development of knowledge and skills in each area of the curriculum. Teachers provide pupils with a good range of activities that are planned to be enjoyed, add to their knowledge and skills and challenge them to learn. The headteacher has a good overview of the whole curriculum. Subject co-ordinators offer specialist teaching and support adults within classes. They attend courses and share information with their colleagues.
23. Cross-curricular links are actively made. For instance, when the history theme is the Vikings, pupils also study art, music and stories from the Saga's. Children design longboats and write, using the letter shapes from runes. Experiments in science are

recorded in charts and graphs using information and communication technology and mathematical skills. Science is carefully matched to work in design and technology when, for instance, pupils consider levers to move puppets in the puppet theatre. Food technology is likewise carefully matched to science and physical education with pupils thinking about healthy diets and keeping the body fit and the personal, social and health education work within the school. Although there is no monitoring of lessons by subject co-ordinators, they do keep track of lesson plans and match these to the scheme of work. The overall curriculum grid is regularly reviewed and updated.

24. Educational visits and residential opportunities, such as the 'sleep in' at the school, contribute to curriculum knowledge and understanding as well as the development of pupils' social skills and independence. There is a full range of sports and arts activities within the curriculum, but nothing extra to the curriculum outside school hours at present, although the headteacher is investigating the possibility of running sports skill coaching and a music club. The school is too small to have sporting teams to play in area and local leagues.
25. The quality of the curriculum for pupils in their early years, the Foundation Stage, is very good. Curriculum opportunities are planned to move children into National Curriculum work by the time they are five. The strategies for teaching literacy skills are good with the development of speaking and listening skills well supported by the philosophical approach to learning. Literacy skills are effectively developed and support all the work within the school though handwriting and spelling skills are weaker. Strategies for teaching Numeracy skills are satisfactory though the development of pupils' recall of number needs further development. Number skills are used in geography, science and design and technology appropriately. Information and communication technology is used across the curriculum, not just as a separate subject but also to support problem solving in mathematics and design and technology. The digital camera and word processing programmes support literacy work appropriately while the digital camera is used to record significant moments in each area of school life.
26. The school makes sure that all pupils have equality of access and opportunity regardless of gender, ethnicity or ability. Pupils with special educational needs are given very good support to access the full curriculum.
27. The arrangements for pupils' personal, social and health education are very good. A well-planned and structured scheme develops pupils' understanding that they can help support and resolve problems and conflicts. A regular 'circle time' session within the class, when pupils sit in a circle and take turns to speak, enables pupils to share concerns and contributes to a feeling of being a member of a community. Sex education and the development of an awareness of the misuse of drugs and medicines prepare pupils well for future life, work reinforced under the science policy. The system of each class electing pupils to become the class council's representative on the school council and their regular meeting together helps pupils see that adults value their role in contributing to the life of the school: they take their responsibilities seriously.
28. The school has good relationships with nearby schools and very good relationships with the pre-school playgroup on the same site. Nearly all the children from the playgroup come to the school and the group is invited to school events as well as to share some facilities, especially those within the reception class. Records of pupils' progress and achievements are shared with the local schools and ensure a smooth transfer for pupils when they are eight years old.

29. The community contributes to pupils' learning very well. The local vicar comes into the school regularly and the school uses the church for special festivals and events. The local medical services come to the school to undertake health checks and contribute to personal development programmes as necessary. The Friends Association raises money for specific projects and supports social events as well as providing parental support to accompany pupils on visits and with sporting and other community events.
30. Pupils are assessed at an early age and this small school provides well for the individual needs of pupils with special educational needs.

How well the school provides for pupils' personal - including their spiritual, moral, social and cultural – development.

Strengths

- The quality of collective worship, including grace before meals and prayers at the end of the day, contributes very well to pupils' spiritual development.
- Pupils' ability to empathise with others, both in the school and through lessons such as geography and history contributes well to pupils' moral and social development.
- Philosophy and thinking skills contributes well to pupils' personal development.
- Religious education contributes well to pupils' spiritual development.

31. Provision for pupils' spiritual, moral social and cultural development is very good indeed. The teaching of philosophy and thinking skills underpins the whole ethos of the school and contributes extensively to pupils' personal development. For example, the depth of discussion in philosophy lessons, which includes questions about the nature of God, is exceptional for such young pupils. Religious education and collective worship, including grace before meals and prayers at the end of the day also contribute very well to pupils' spiritual development. Pupils are able to discuss and debate with each other in a very mature way and show that they can empathise thoughtfully with others, both in the school and through lessons such as geography and history. This contributes very well indeed to pupils' moral and social development. In the playground pupils, including those with special educational needs, mix very well across the age groups in this 'family' atmosphere. Many opportunities are given to provide for their cultural development, through music, art and literature. Although the pupils are all from white, United Kingdom backgrounds they have a good understanding of other cultures through religious education and geography and through visits from people of different religious backgrounds.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Strengths

- Procedures for promoting excellent behaviour throughout the school, such as individual target setting and the class and school councils, are very effective.
- Staff know the pupils and their family backgrounds well and this results in close liaison with regard to the care of pupils.
- The use of assessment, to group pupils according to their previous attainment across key stages, results in work being set at the right level for individual pupils.

Overall

- The school provides very good care for all of its pupils.

The steps taken to ensure pupils' welfare, health and safety.

32. The very strong positive ethos and very good relationships ensure that close support is provided for all pupils. The teachers and support staff know the pupils and their families very well. Pupils' development is promoted through friendship, guidance and support. Of particular note has been the very strong support given by everyone at the school to those pupils who had particularly long periods of absence last year, through illnesses. In this small school the care of pupils with special educational needs is very good. This also extends to all pupils within the school. There are very good procedures in place for child protection, well understood by the head teacher who is the named person.
33. Staff and governors are very aware of health and safety requirements. Risk audits have been completed, all electrical and fire-fighting equipment have been regularly checked and termly fire drills have been carried out. The headteacher has appropriate training for this task. There are two trained first-aiders and appropriate procedures are in place to record minor accidents. The roadway outside the school has been of some concern to the school but, when observed, drivers of cars and pedestrians behaved in a responsible manner so that the narrow lane was not too congested and no problems seemed to exist. Plans, related to the new phase of the school's development, include a car park and this will help address the perceived problems. The school has appropriate procedures and safeguards in place to protect pupils when they use the Internet.

The effectiveness of the school's assessment and monitoring of pupils' academic performance and monitoring of personal development and attendance.

34. Teachers monitor pupils' academic performance well. This can be seen by the very good grouping of pupils across year groups, in a number of subjects, so that work can be matched to their particular needs. Assessment data is well recorded and the school tracks pupils' progress as they move through the school. Teachers ensure that pupils have targets set which pupils know about and aim towards. The school's procedures for monitoring behaviour are very good, based upon the close, friendly support of adults and the very strong relationships that exist in the school. As the pupils initiated the class and school rules and fully understand the very strong ethos of the school there are very few occasions when teachers or other adults have to intervene. There was no oppressive behaviour seen, nor did pupils believe it did exist as they work and play happily together. Behaviour is excellent in this school.
35. The very good monitoring of attendance begins when the day starts: each pupil places their name in a box and if any names left are not accounted for, the school secretary may contact homes if their absence has not been previously explained. Generally, parents respond well and let the school know about absences: there are thus no unauthorised absences.

The effectiveness of the school's educational and personal support and guidance in raising pupils' achievements.

36. Educational support and guidance are very effective because of the large adult/pupil ratio and the way in which adults continually evaluate all that they do. Pupils' personal development is monitored to a high standard, with the strong emphasis upon adults knowing pupils well. Very good opportunities exist to build upon this knowledge, with elements of a strong personal and social provision and culminating upon the ideas

generated through the school council. The effects of the school council and of the pupils' ability to debate and think for themselves are beginning to raise standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Strengths

- Parents' involvement in the life and work of the school is very strong.
- Parents are very supportive of pupils' homework.

Parents and carer's views of the school

37. A number of parents had concerns about the range of activities after school. The school is aware of these concerns and is seeking to develop a music club. The curricular development of sports skills does go a long way in this regard, but the rural location and the fact that some pupils travel by coach, make such an increased provision more difficult.

The effectiveness of the school's links with parents and carers.

38. The very good relationships with parents and the community stated in the last report have been continued. The school values these very strong links and encourages parents in many ways to support their children.
39. In the reception class good links have already been established through successful links with the pre-school playgroup and the fact that the school is seen as at the heart of a small, family community. Children settle quickly into a relaxed but stimulating atmosphere and parents and carers have ample opportunities to share queries and concerns with the headteacher or nursery nurse. Parents are kept well informed about the curriculum and how they can help at home.
40. Regular newsletters and letters are sent to parents, sharing the life and work of the school. This is supplemented by a parents' notice board and a separate entrance for parents to bring and collect pupils, which also serves as a way of developing community contacts and relationships. The parish news contains a regular column from pupils at the school, which fosters community awareness and support.
41. In the past, very low numbers on roll did mean that the school had to develop contacts and promote its valuable work in the community. It has been rewarded by increasing numbers on roll and a decision to double the number of places as the school adjusts to life as a primary school. This increase in numbers of pupils wishing to join the school is much deserved.
42. Homework is regularly set and full information provided about pupils' progress. Parents' evenings are well attended. Because of the strong community relationships, parents frequently see teachers upon any day to discuss any problems or development. This close contact is appreciated by parents. Pupils' annual reports of progress contain appropriate test results by which parents can compare with national results and are comprehensive.
43. The Friends of the school are a natural extension of the very strong community involvement and they raise excellent monies for their considerable support to the school. The Friends have provided equipment and furniture and software for computers as one part of this considerable support.

44. Generally parents at the school attend meetings and events in large numbers. This very strong support is a good feature of this rural school.
45. The headteacher is the special needs co-ordinator and legal requirements are met. The school works closely with parents of pupils with special educational needs and with others.

The impact of the parents' and carers' involvement with the work of the school.

46. Parent governors also give added support to the school and develop close working relationships between the community and the school. The impact parents and carers have on the work of the school is excellent.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Strengths

- The vision and leadership of the headteacher are excellent and ensure clear educational direction. The philosophical approach to teaching and learning and the thinking skills programme were introduced by the headteacher and have been promoted successfully by staff.
- The shared commitment of staff to the school and its pupils is excellent and ensures that they have the capacity to succeed and continue to raise pupils' achievement.
- The aims and values of the school are excellently reflected in all its work.
- Educational priorities are supported very well indeed through the school's financial planning. For example, the appointment of part-time teachers, the new Foundation Stage extension and the plans to become a primary school.
- The match of teachers and support staff to the demands of the curriculum are excellent for a small school. Part-time teachers have particular subject expertise.

The leadership and management of the headteacher and key staff

47. The leadership and management of the headteacher are excellent. She has given clear educational direction to the work of the school since being appointed three years ago and is supported enthusiastically by the staff. On appointment she analysed areas which needed to be improved and as a result introduced the philosophical approach to teaching and learning which now underpins all that the school does. She found, on arrival, that pupils lacked confidence and tended to turn to an adult for approval before giving answers to questions. Pupils have now gained confidence and willingly discuss and debate together and demonstrate a sense of responsibility for themselves and their actions. The headteacher's long term vision for the school is based on principles which are well thought through. She manages a mainly part-time teaching staff very well indeed. Subject leaders have developed as specialists and are mainly responsible for teaching their own subjects. They lead their curriculum areas very well. The classroom assistant has gained specific expertise in delivering the 'catch up' programme. The appointing and timetabling of these staff ensure that pupils in this small school gain from the specific expertise of as many adults as possible. The match of teachers and support staff to the demands of the curriculum are, therefore, excellent. All teachers and support staff have a strong commitment to the school and their continual self-evaluation ensures that they succeed in what they do. The very long-term commitment of some support staff, especially the caretaker/kitchen assistant, who also serves the school meals, the school secretary, and the classroom assistant is considerable and commendable. The building is well cared for, bright and clean and the day-to-day running of the office is not only very efficient but also ensures a warm welcome to visitors. The aims and values of this church school are reflected excellently in all that it does.

The responsibilities of governors

48. The school has a strong governing body who are very involved in the life of the school and community. Their involvement in the life of the school and in planning strategically is excellent. The governing body carries out most of its statutory responsibilities very well, although there are some minor omissions in publications. Governors are fully committed to the school and bring a variety of expertise to the job. They have a strategic view for the future of the school, with the knowledge that it is to become a primary school from 2003. From a roll of 16 they have ensured that the school has stayed open, has grown and is to expand further. Governors monitor the cost effectiveness of spending thoroughly and the recent opening of an extension for reception children has proved very successful. Governors are also involved on a day-to-day level in the life of the school; for example, they have observed lessons and reported back at meetings on their findings. The chair of governors assists with design and technology lessons, the vicar takes assembly weekly and one governor has tracked a cohort of pupils across the school. Governors are heavily involved in most aspects of school life and also act as critical friends. They make a valuable contribution to the school and much has been achieved by them for the local community.

The monitoring and evaluation of the school's performance

49. This aspect is very good. Teachers are constantly evaluating their performance and the school keeps good records of pupils' achievements. Governors are also involved in the monitoring of pupils' performance.

The strategic use of resources

50. This is excellent. The finance officer keeps very good records and regularly updates governors on expenditure. She is also clerk to the governing body and ensures that governors are fully informed of initiatives and developments. Governors keep a close watch on expenditure and take a full part in monitoring the school development plan, which is an annotated, working document. Priorities are evaluated and the impact of decisions on the work of pupils is recorded. The governors managed a high 'carry forward' when numbers were low and now that numbers are rising this is being prudently spent. Most recently money has been made available to build an extension to the school, providing a well equipped classroom area for pupils in their reception year, the official opening of which, by the Bishop, took place just before the inspection. The governors have a clear understanding of how resources can be best used for the benefit of pupils and the appointing of part-time staff is one of the ways they have enabled pupils to gain from a wider range of expertise than might otherwise be available in a small school. They have long term plans for the school's future.

The principles of best value.

51. The school applies the principles of best value very well to all its work. Parents and pupils are regularly consulted, test results are compared with previous standards and with other small schools locally and staff and governors challenge present standards with the aim of raising them. There is strong support from the diocesan board, members of whom have met with parents and governors. The school buys into the Local Education Authority's small school financial advice to ensure that competitive prices are used. The school is well supported during this period of change. This small school is very well staffed and has a good range of learning resources. In spite of the high cost, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to continue to raise standards and maintain the very good quality of education that the school provides, the headteacher, governors and staff should:

- (1) Raise standards in numeracy by teaching two separate groups for the whole of numeracy hour. (Paragraph 74)
- (2) Continue to develop information and communication technology as a separate subject and across the curriculum. (Paragraphs 6, 81, 91, 94.)

They should also consider the following weakness and omissions:

- Find ways to raise standards in spelling by alerting pupils to incorrect spellings in the words they use in different subjects. (Paragraphs 93)
- Meet statutory requirements in the school prospectus and the annual report to parents. (Paragraphs 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	5	2	0	0	0
Percentage	11	50	28	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR- Y3
Number of pupils on the school's roll (FTE for part-time pupils)	31
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR - Y3
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	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	2

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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	34	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 – Y3

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	15
Average class size	30

Education support staff: YR – Y3

Total number of education support staff	1.4
Total aggregate hours worked per week	51

FTE means full-time equivalent.

Financial information

Financial year	2001– 2002
	£
Total income	153,488
Total expenditure	153,690
Expenditure per pupil	4958
Balance brought forward from previous year	8,844
Balance carried forward to next year	8642

Recruitment of teachers

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 73.3%

Number of questionnaires sent out	30
Number of questionnaires returned	22

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	41	55	0	0	5
My child gets the right amount of work to do at home.	55	32	9	0	5
The teaching is good.	86	14	0	0	0
I am kept well informed about how my child is getting on.	82	18	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	86	14	0	0	0
The school works closely with parents.	59	41	0	0	0
The school is well led and managed.	68	32	0	0	0
The school is helping my child become mature and responsible.	86	14	0	0	0
The school provides an interesting range of activities outside lessons.	27	9	23	0	32

Other issues raised by parents

Although parents disagreed that the school provides an interesting range of activities outside lessons most felt that this was to be expected when numbers on roll are so small and many children go home on a bus straight after school. Inspectors judge that the school provides a satisfactory range of opportunities to enrich the curriculum in other ways, through visits and visitors.

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

53. The arrangements for children in the reception class are good. Children begin school during the term after their fourth birthday in co-operation with the local, on-site pre-school playgroup. During the inspection, eight children were on roll, with two of these children attending full time. Nearly all of the children have had nursery or pre-school playgroup experience.
54. The curriculum is good and covers the Foundation Stage six areas of learning well. All adults working in the reception class, especially the nursery nurse, monitor children's learning well. Assessments of their progress are made against the lesson objectives drawn from the Early Learning Goals. These assessments enable the careful matching of work to children's levels of attainment: they support and challenge their learning well. A particularly good balance between adult-focused and child-selected activities enables all children to make good progress. The school has adopted the National Literacy and Numeracy Strategies for reception classes, which help promote the children's communication, language and literacy, and mathematical development. The work in the reception class is fully focused upon including all children in all activities. The school identifies children with special educational needs early and teachers carefully match the programmes they follow to meet their specific needs. All children, therefore, make very good progress. A record of children's achievement, including samples of work, is passed on through the school and is a profile of their progress from the time they begin school.
55. The classroom is stimulating and safe with learning resources that are appropriate and used well. The space is carefully organised to provide a language-rich environment that supports each area of the Foundation Stage curriculum. Children see their work valued through careful displays. These include their printed and painted fish in the book corner with a collage 'octopus' and photographs of themselves when babies on the 'knowledge and understanding of the world' board. Children have a good range of imaginatively and creatively planned space within the classroom. Areas to support learning include the opportunity to 'work' in the home corner, to experiment with water and sand and to use a 'quiet corner' to talk quietly, share a book or listen to music or a taped story. Children also have room to use paints and collage materials and to construct, for example, roads and tracks for cars and trains to go along or use blocks that lock together to make buildings. Resources for learning are good. Children do not, however, have access to an outdoor area specifically designed for them. The small number of children and the size of the grounds, however, mean that children can run and jump, use balls and other sports equipment, dig, plant and grow in safety, developing their co-ordination and physical skills well.
56. The quality of teaching is very good overall, generating an enjoyment and enthusiasm for learning. Staff have been trained in the Foundation Stage curriculum. The teachers and nursery nurse know the children well and plan a curriculum that provides opportunities to develop knowledge and skills in each area of learning. They also have a very good knowledge and understanding of the curriculum for older pupils and, because of this, ensure that activities support and give a good foundation for future work. Adults focus upon giving the children a full range of language and social skills. No subject is taught in isolation. Rather, the focus of each session also supports and develops skills and understanding in other curriculum areas, especially in developing children's speaking and listening skills. Staff have high expectations of the children.

They expect them to behave well, think for themselves and listen carefully, as well as work hard at all they are asked to do. All staff ensure that children enjoy their tasks, concentrate and persevere. Adults form a strong and supportive team and manage the children very well. Children are encouraged to be independent, while being supported to develop confidence to be so. Children are actively involved with their learning, especially learning from play activities designed to give them practice in working together. Each session starts with adults sharing what is to be learned. Children thus have good knowledge of their own learning, make very good progress in acquiring skills, knowledge and understanding across a wide curriculum and put some considerable effort into their work. Staff put considerable time and thought into writing the Foundation Stage policy to ensure that the school's philosophy of 'Thinking Schools, Thinking Children' is fully supported.

Personal, social and emotional development

57. Very good teaching in this area ensures that children achieve particularly well and exceed the Early Learning Goals at the end of the Foundation Stage. Staff work hard to provide an environment where respect, understanding and the recognition and appreciation that we are all different and have something to contribute underpin all the work. As a result, the children settle quickly into class routines and develop a sense of belonging to the school community. The staff are good role models. Children see them relate to each other, to themselves, and to others such as visitors and their parents with care, consideration and politeness. As a result children develop positive self-images. Teachers encourage children to listen to other's opinions and think things through for themselves. Children clearly enjoy their work and co-operate happily with each other and with adults. Staff consistently reinforce good habits. They make sure that children put up their hands to answer questions or to make a comment, take turns and tidy up after activities. They very rarely do things for children, although they will tidy with them to show good practice especially when the equipment is difficult to manage. Adults encourage children to select activities thoughtfully and work with care of and with consideration for others. Independence is encouraged when children get out and tidy away, help each other with fastenings, hang up coats and bags and move round the building.

Communication, language and literacy

58. The development of communication, language and literacy skills is good. Due to the high quality of teaching most children make good progress and achieve the Early Learning Goals at the end of the reception year. Children follow the National Literacy Strategy for younger children. They know that pictures and printed words have meaning, that books have an order and that the words can be a story, a poem or give information. Children learn a range of words that they use regularly, as well as learning to combine letters and sounds in their reading and own writing. Children take a book to share with their parents at home and have a record book in which parents are encouraged to record reading experiences. All children are readers, in that they frequently tell the story from the initial letter, the key vocabulary and the illustrations. The teacher uses the literacy strategy well to meet the developing needs of these young readers and this, along with the school's philosophical approach, effectively enhances their listening, speaking and reading skills. The formal teaching of phonics with the sounding of the phonemes (groups of letters), the identification of syllables and the match of developing handwriting skills to their phonic work, all encourage children to develop their early writing skills. Children are encouraged to let their own spelling and writing skills develop while learning the formal letter patterns and sounds of standard English. Adults try to use precise and clear diction to assist children's speech and

encourage them to reply in clear sentences. Children use their emergent writing skills for a number of purposes. They record their news and stories in literacy sessions and in child-directed activities. Where a topic has a specific and distinct vocabulary, children are encouraged to listen to and use correctly the technical language. This was especially well seen in creative activities when children investigated materials to make the backdrop of a puppet theatre and used words and phrases such as 'tissue' for leaves and "if you put small 'nicks' in the base of a tube it helps a tree stand up". Children use language with confidence in play activities, listening and speaking on the telephone while writing notes about the imaginary telephone call.

Mathematical development

59. Very good teaching and a good range of activities promote children's learning and mathematical development well. As a result the children achieve the Early Learning Goals at the end of the Foundation Stage. Children consolidate and develop their number skills because of very effective teaching. The use of the National Numeracy Strategy is supported by other number activities across the curriculum. For example, children count groups of blocks and other resources, they know that first comes before next, they can sing and count various counting rhymes and can add by counting on 1 more. Nearly all children count up to 10 and back from five. Children name simple shapes such as squares, triangles and circles as well as balls and cones. They use them to make patterns and pictures. Children learn about capacity and measurement, for example, when using water and sand trays as well as scales when making the backdrop to the puppet theatre.

Knowledge and understanding of the world

60. The school provides a good range of opportunities for children to develop their knowledge and understanding of the world. Children are on course to meet the goals set for the end of the Foundation Stage. Teaching is very good and adults provide many exciting activities to promote this area of development. Children explore the natural and manufactured world in the development of their scientific skills, identifying the differences between, for example, plants and animals or plastic, wood and metal. They learn about change and growth by comparing photographs of themselves as babies. Parts of the human body feature in posters linked to growth and exercise. The home corner is an animal hospital where children 'care' for injured creatures in the form of toy animals, learning that living creatures need food, warmth and shelter. This is reinforced by observations of the school rabbits. All these, and many other activities, not only encourage them to ask questions about the world they live in but also give the children a sense of wonder. Children develop their design and making skills well through building, for instance using interlocking plastic bricks and other construction toys as well as joining with Year 1 pupils in making and decorating a puppet theatre. They use the computer with confidence and independence and handle the mouse with increasing dexterity to select items on the screen. They know the way round the school and how they come to school. Children know that they have relatives who are older and younger than they are, that parents are older than they are, but that their baby brother or sister is younger. Children understand that personal hygiene, in the form of cleaning their teeth and washing their hands after visits to the toilet and before meals, is part of learning how to keep healthy.

Physical development

61. Children's physical development is good and most will reach the goals set for this area of learning. Teaching is good. Skills are taught well. Children have access to a wide range of tools such as pencils, crayons, scissors and glue to write, make pictures and models. They use all the tools accurately and carefully. They develop their physical skills indoors in lessons such as dance and outdoors when using the indoor climbing frame. They are well co-ordinated and agile. Children use a range of construction equipment, for example, fitting blocks together to make buildings, cars and furniture. They move carefully round the classroom without bumping into each other or knocking things over. In physical education work they are developing the eye/hand co-ordination necessary for teams games work further up the school through using balls, bats, beanbags and hoops. They share such resources very well and there is no problem when they change from using one piece of apparatus to another. Children manipulate the mouse and keyboard of a computer carefully to control programmes and complete jigsaw puzzles and games.

Creative development

62. Children's creative development is good because the quality of teaching is good. Children are likely to achieve the expectations for this area by the time they begin Year 1. Children have access to a wide range of materials and their physical skills develop well, enabling them to use them to produce pictures and models. Children sing, draw, paint and crayon, cut, stick and make models and collage both big and small. They use small models and construction toys imaginatively, with small figures, dolls and puppets acting out their stories. Children hold brushes correctly and apply paint to paper with confidence, accuracy and with good awareness of shape, pattern and colour. They make collages, such as the puppet theatre backdrop, using a range of papers, cards and plastics and different joins using glues and tapes. In role-play they imagine that they are in an animal hospital, while in literacy lessons and when working as a group with the nursery nurse they appreciate rhymes, poems and imaginative stories.

ENGLISH

63. At the time of the previous inspection, standards were in line with national expectations for seven-year-olds and Year 3 pupils. Pupils made good progress in reading and in most aspects of writing, and satisfactory progress in speaking and listening. The findings of this inspection show that the school has been able to maintain standards, overall, although because each cohort of pupils is small, variations in the numbers of pupils with different prior attainment can greatly affect the results of statutory tasks and tests. Over the past year pupils' speaking and listening skills have improved significantly because the school has adopted a philosophical approach to learning. This is beginning to raise pupils' attainment. The school has successfully adapted the literacy strategy format when teaching reading and writing. Teachers now provide more opportunities for pupils to write at length and read individually and in groups. They plan to develop these opportunities further and match planning to pupils' very specific individual needs, which they now identify well. Reading standards for seven-year-olds and those in Year 3 are improving further and previous weaknesses in writing are being overcome. Within each year group a growing number of pupils now read and write well and higher-attaining pupils are challenged with interesting and thought-provoking work. The early development of spelling strategies is now the only area of the English curriculum that requires further investigation. Teachers encourage children to use their

knowledge of phonics to write independently but an inability to rapidly spell a core vocabulary of high frequency words affects the quality of their writing.

64. Throughout the school, pupils' achievements in speaking and listening are satisfactory. For a number of pupils these achievements have improved substantially over the past year. All pupils, including those who learn more quickly and those who have special educational needs, demonstrate a wider range of skills than at the time of the last inspection. This is because of the school's effective implementation of both the National Literacy Strategy and a philosophical approach to providing a wider range of speaking and listening opportunities. For example, pupils listen to stories such as 'I'll always love you' as the stimulus for their discussions. In small groups they compose questions for discussions and as a class, vote to make a final selection. In pairs they discuss the question selected, agreeing or disagreeing with each other, giving reasons for their points of view. Along the way pupils learn how to use a question to provide a framework for the answer, how to consider others' opinions and word a counter-argument without resorting to physical action. Pupils are confident enough to use these taught skills in planning pieces of extended writing, especially when writing a persuasive argument. Pupils gain confidence in speaking to a larger audience when they contribute to assemblies and take part in activities for parents and friends. Throughout the school most lessons end with a period of reflection, when pupils explain what they have done and learned. This ensures that they demonstrate that they are becoming increasingly aware of the needs of the listener as well as of themselves as speakers.
65. Throughout the school, attainment in reading is satisfactory, with many pupils making good progress in using their knowledge of sounds and letter patterns effectively to decipher words. Even the youngest pupils use words such as 'author' and 'illustrator' confidently and all pupils scan the illustrations for clues about the story. Older pupils express their opinions about the major events in stories with confidence. Pupils' research skills are being developed well and they refer confidently to the contents and index pages in non-fiction and reference books. They also use simple dictionaries confidently. By the time they are in Year 3, pupils use a growing range of strategies to get meaning from print. They break words into syllables and consider the context to gain meaning from texts. When they are led by teachers to read together in the literacy hour, pupils read with expression, but the less confident can forget to do so when they read aloud at other times. Higher attaining pupils read in a lively and intelligent way, with fluency and expression. Most pupils read accurately and their reading includes non-fiction, play scripts and contemporary children's literature. They look for rhyming words, examine the way punctuation is used and talk confidently about the characters and the plot. Lower-attaining pupils gain confidence and enthusiasm for reading through the well-focused support. All pupils take books home for parents to help their children to improve. There is no difference in the performance of boys and girls. The school has a good range of reading materials, including a structured reading scheme and a range of group reading texts to enable pupils to experience the enjoyment of reading with others.
66. There are two ways in which the school has set out to improve writing, so that pupils can now write about various topics in a range of styles. Firstly, pupils have the chance to do extended pieces of writing each week, and secondly teachers focus on the development of writing skills during the literacy lesson. Standards are improving faster than the national trend as a result, although the small numbers of pupils in each cohort still result in fluctuations in the levels achieved. By the time they are seven, most pupils use full stops and capital letters to separate sentences. The quality of pupils' handwriting is variable and they do not always present their written work well. Specific

handwriting sessions, however, help pupils to develop a fluent, cursive script. The spelling of commonly used words is usually correct and pupils have a good grasp of letter sounds by the end of Year 2. Many pupils in Year 1 are not fully confident with their spelling and writing and rely upon their teacher's reassurance before producing work of any complexity and length. A small but significant number of them do not hold their pencils correctly and this hampers their progress. Higher-attaining pupils in Year 2 write thoughtful and imaginative stories and poems often using imagery. By the time they are in Year 3, most pupils are beginning to write a sequence of sentences and develop their ideas logically. In story writing, higher attaining pupils use inverted commas correctly for speech and begin to use complex sentences, extending meaning using commas. Higher-ability pupils show a clear sense of narrative and use a growing vocabulary to write stories and accounts. Their stories are imaginative and pupils add interest and tension to their work by using dramatic phrases such as 'The day began....' Handwriting is evenly sized in practice exercises, with increasing use of appropriate joins and the development of a fluent style. Many pupils, however, do not transfer this practice to their other work. Although handwriting remains consistent, the spelling of commonly used words remains inconsistent. Teachers present pupils' word-processed work attractively and they use computers effectively to help pupils to learn letter patterns and improve their spelling. Throughout the school, many pupils are not sufficiently productive in lessons. They share ideas for writing and know what they are expected to do, but many of them write very little, even after extensive discussion designed to help them.

67. Pupils generally enjoy lessons and take part confidently. Most behave well, respond positively to the teachers and form good relationships with adults and each other. Pupils work hard, concentrate and sit well upon the carpet, putting up their hands to answer questions. Younger pupils, in particular, are very interested in their literacy work, can explain what they have to do and work hard to complete tasks. Pupils with special educational needs respond well to the good quality of provision made for them and make good progress towards the targets in their individual education plans.
68. Literacy is promoted effectively in other curriculum areas. In all subjects, pupils develop an appropriate and specific vocabulary to express their opinions and understanding, both orally and in writing. In design and technology, pupils make lists, write instructions and label diagrams. In science, they record their observations and investigations and in history they record their work, such as on the Victorians.
69. The quality of teaching and learning is good overall with examples of very good teaching for the development of speaking and listening skills. Because of effective professional training to meet the requirements of the National Literacy Strategy, teachers have a good knowledge and understanding of the content and teaching methods of the daily literacy session. This shows through well in the carefully structured lessons. Teachers work effectively with pupils, listen well to them and help them to sort out their ideas. As a result pupils make good gains in their learning. Teachers question pupils effectively both to challenge thinking and assess what they know and understand. Lesson planning is clear and in line with the National Literacy Strategy so that pupils are working at the right level for their age. When teachers provide good visual support for pupils by displaying lists of frequently used words and rhyming words to reinforce spelling and reading then pupils make good progress. In the literacy hour, teachers choose interesting texts that stimulate pupils' interest. This has a very positive impact on pupils' response to literature and their own creative writing. Teachers use assessments of individual pupils' work and of whole-class progress effectively to help them plan future lessons. Marking of work usually tells pupils what they have done well and provides clear guidelines for pupils on how they can improve their performance and

the corrections to be done. Teachers make use of reading and spellings as homework to reinforce and extend pupils' learning. Homework is given and marked regularly and completed well.

70. English is well led and is in a good position to continue to improve. The subject coordinators have worked hard to raise standards especially in speaking, listening and writing across the school. Besides attending training they have lead staff training, especially philosophy to support speaking and listening developments and extended writing opportunities. Procedures for assessing pupils' work are effective. The monitoring of pupils' progress through the school and the setting of individual targets for improvement are having a positive impact on standards. Resources for English are good with many new group reading books and information texts purchased to enrich the curriculum.

MATHEMATICS

71. Compared with schools nationally, the percentage of pupils reaching the expected level 2, in the National Curriculum tests in 2001, was high. Overall, however, standards were in line with the national average because few pupils achieved level 3. At level 2, the school's performance was high in all aspects of mathematics. At level 3, however, it was below average in number and algebra.
72. In 2002, almost all pupils achieved the expected level 2 and a substantial number achieved level 3. National comparisons are not yet available for this year group. The small number of pupils taking the tests means that results are likely to vary from year to year according to the particular group of pupils taking the tests. Pupils make good progress and achieve well and sometimes very well when results are compared with the assessment made of their numeracy skills when they started school. Pupils with special educational needs achieve well.
73. The evidence from inspection is that pupils' numeracy skills and their ability to solve problems are the main weaknesses. By the end of Year 2 pupils are able to see patterns of numbers, make predictions and deductions about numbers and interpret charts and graphs. They can recognise coins, add money and give correct change. They understand that an angle is made by turning. By the end of Year 3 they can use simple fractions and work out simple money problems. There are examples of numeracy being used across the curriculum, such as in design and technology when pupils measure or they make a number machine, but this aspect of the subject is not well developed.
74. Teaching and learning are generally good but the organisation of the numeracy hour, with Years 1, 2 and 3 taught all together for the beginning and end of the lesson, is not successful. There is too wide a range of attainment for the time to be used well to promote numeracy skills at levels appropriate for pupils' different ages and abilities. For example, some pupils need practice in the quick recall of number bonds to ten while others need to practise number skills at a much higher level. The group sessions where pupils across the three years are grouped according to their present attainment are very successful. Pupils' difficulty with solving problems may well relate to the fact that they do not quickly recall number facts and therefore find solving problems difficult. Pupils' attitudes are good and were particularly noticeable when they were taking the National Curriculum test, when they were keen to get on with their work. Homework is used very effectively to enrich what pupils learn at school. Special homework text books have been bought.

75. The subject is well resourced and satisfactorily managed. Teachers have been observed teaching and written feedback given. Problem solving has been identified as the main area for development and planning now ensures that teaching of this specific skill is taught for a longer amount of time than before. This shows a good amount of improvement on the last inspection.

SCIENCE

76. In the teacher assessments in 2001, the percentage of pupils in Year 2 reaching the expected level 2 was high compared with schools nationally, but was well below average at the higher level 3. By the time these pupils left the school in Year 3 they were reaching level 3. In 2002, all pupils achieved the expected level 2. None achieved level 3 in all attainment targets, although in some attainment targets they did achieve a level 3. Pupils, including those with special educational needs, attained well in all aspects of science at level 2. National comparisons are not yet available for this year group. The small number of pupils taking the tests means that overall results vary from year to year according to the particular group of pupils taking the tests. Pupils generally achieve very well compared with their prior attainment.
77. The evidence from inspection is that standards of recording are above average in both Years 2 and 3. In these years, pupils' understanding is well above average and some pupils reach high levels of understanding because of inspirational teaching. Teaching in the Year 2/3 lesson observed, for example, was excellent. Pupils have covered a wide range of topics. They report in writing and in drawings about the gliders they make. They record in pictures what their five senses can do. The parts of plants such as the stalk and roots are labelled. They understand what a 'fair test' is and have grown plants inside and outside the classroom under different conditions. They have covered a wide range of work about their bodies, learning about their teeth, the skeleton and which are healthy foods and which are not. A large number of lessons were spent studying the brain when the school was introducing the Thinking Skills project. A local vet showed pupils what the inside of an animal's brain looked like. Detailed work on the brain was recorded. They carry out investigations to find out whether their legs or arms are the stronger, by pushing something and measuring in centimetres how far the object moved. Higher attainers in Year 3 made parachutes and tested them to see how they work. They wrote about how different music affects them, learning about beta brain waves.
78. The quality of teaching and pupils' attitudes to learning in Years 2 and 3 are both excellent and as a result pupils make very good progress. For example, a pupil curled up in the centre of the circle had been told not to move until others had mentioned the word muscle. The rest of the class had to suggest why he could not get up. This produced considerable debate about the functions of different parts of the body. The subject is based on an investigative approach to learning and pupils, especially in Year 3, write up the investigations very well indeed. Their work is very well marked by teachers, with helpful comments telling them how they can improve. The teacher's subject knowledge and very good use of a wide variety of resources capture pupils' imagination and ensure that pupils gain knowledge and understanding about a variety of scientific facts. In Year 1, teaching and learning are satisfactory and pupils' attitudes are good. The main difference between the two groups lies in the appropriateness of the length of the lesson for each age group. Whilst the long lesson is successful for the older pupils it is too long for the younger pupils who lose speed half way through and tend to mark time for the second half of the lesson. However, imaginative ways are found to break up the time, with pupils using the environmental garden area outside, looking for snails, spiders and worms. However, when they return to the task in hand

they work at quite a low pace. Homework is used well to develop what has been learned in school.

79. The subject is very well led by the co-coordinator. The progress of pupils is tracked well using National Curriculum record sheets which highlight completed work and show up any gaps. Individual records are also kept. The initiative to develop thinking skills has resulted in teachers recording the questions pupils ask. In this way they try to address the questions pupils really want answered in their lessons. Assessment is ongoing through lessons but sometimes a short assessment takes place through a particular activity. A number of visitors have contributed to the subject, such as a dog warden and farmer with lambs and someone to do with recycling materials. The subject is well resourced and very well managed and there have been considerable improvements since the last inspection, not least in pupils' ability to ask scientific questions.

ART AND DESIGN

80. Standards in art and design meet the national expectations of seven-year-olds. Eight-year-olds achieve as expected for their ages. The well-planned curriculum is based on units of a nationally published scheme of work specifically adapted to meet the needs of all pupils on a two-year, rolling programme of skills development and allows pupils with particular talents in art and design to achieve well. The long-term programme ensures all areas of the curriculum are covered effectively.
81. During the inspection no lessons were seen, but evidence was gained from a study of the policy, the scheme of work, photographs, displays and discussions. Pupils of all abilities make good progress in developing skills and awareness of art as they move through the school and art gives good support to other curriculum areas such as history, literacy, science and religious education. Pupils work in a range of media; fabrics, paint and pastels, printing (including screen-printing), malleable materials (including plasticine) and other suitable materials including natural resources such as leaves, twigs and flowers. Their creative efforts are celebrated in attractive frames for everyone to view, or as part of a larger display linked to a topic focus. Pupils are taught to explore and consider a range of ideas and designs before selecting materials and working strategy to reproduce their designs. Pupils also have the opportunity to work co-operatively as a group member, with a partner or individually, learning from watching each other and supporting adults. They also have an opportunity to appreciate and evaluate the work of a range of artists from their own and other cultures including Viking art, the techniques of such as Van Gogh and Jean Miro and impressionists such as Monet and Aegistini.
82. Teaching is at least satisfactory overall and much is good. Pupils learn colour blending and mixing skills in the Foundation Stage and continue to develop and apply these as they work through the school. Teachers place good emphasis on looking at and interpreting, investigating shape, texture and movement as well as direct copying from a natural source or their imagination. Teachers demonstrate techniques clearly and help pupils evaluate their own work. Pupils respond very well to the subject, working with interest and enthusiasm. They are confident and articulate, sharing their ideas well and working with sustained concentration.
83. The subject is well resourced and lead by an experienced co-ordinator who has continued to update her skills on appropriate training courses and is using such to expand the range of learning opportunities given to pupils. The co-ordinator monitors pupils' progress, to ensure the progressive development of skills, and adapts the

curriculum appropriately to incorporate changes and experiences that would have a beneficial effect upon standards and progress. The subject is very well managed.

DESIGN AND TECHNOLOGY

84. At the time of the previous inspection standards for pupils aged seven were in line with nationally expected levels. Pupils in Year 3 attained appropriate levels for their age. Since then the subject co-ordinator has revised the curriculum by incorporating units of a national published scheme of work and provided pupils with the opportunity to work with a local joiner to develop more fully their designing skills and ensure that pupils use tools and equipment correctly and safely to construct and evaluate using a range of media. These efforts are bearing fruit, as now standards are judged to be good overall. Pupils' designing and making skills are good. Their skills of evaluating products to improve or alter them and the concept of 'fit for purpose' are now firmly established, taking the subject away from 'craft'. Photographs and reports show pupils have also had experience of working with a range of tools and construction equipment. They have designed bridges and testing them for strength and stability. They have made a model village using a range of boxes, card and papers to give a sense of scale, shape and size, and 'testing' by consuming their products in food technology, linked to their work on the body and keeping healthy.
85. Pupils respond positively to design and technology work as a result of the good and often very good teaching supporting their learning. Adults prepare well, choose appropriate resources and structure tasks to enable pupils to use a range of previously taught skills in new situations. Thus during the inspection pupils in Year 1 were constructing a puppet theatre from a range of boxes, card and papers, investigating size and scale to ensure that their puppets would fit and could move. Year 3 pupils, working with the joiner, were designing and constructing a new rabbit enclosure, drawing and labelling their plans, considering different designs to fulfil their brief and accurately measuring materials such as wood before using saws, nails and screws to make the school pets a new home. Because of the quality of the adults' preparation, especially their good regard for pupils' health and safety, questions and organisation, the pupils were interested, worked hard, took care with the quality of the work they produced and concentrated for some considerable time.
86. Resources are plentiful and well organised, but because the school is small, it has a problem accommodating the full range. It is also difficult to give children and adults easy access to the resources. The headteacher, as co-ordinator, monitors teaching and progress appropriately and has a good collection of plans and photographic evidence to check pupils are working to sufficiently high standards. The subject is very well managed.

GEOGRAPHY

87. Pupils in Years 2 to 3 reach standards that are expected for pupils of their ages. By Year 3 they know the names of the capital cities in the British Isles, have studied land use, colouring in how different land is used in a small town, and have studied a contrasting place such as Tenby. They know what different climatic words mean such as tropical, polar and desert. Years 2 pupils show that they understand what has been taught. They can form and express an opinion as to whether they like or dislike something or something is good or bad. For example, they write about what they like and dislike about a place such as Baffin Island and what they would like about Tunisia. Year 3 express their opinions more fully, writing in more depth. They are able to imagine themselves in another place and can write from that perspective. For

example, they imagine living in a different kind of home and learn to empathise with others who have little access to water. Year 1 pupils record their work in larger books and sometime write under the teacher's writing whilst pupils in Years 2 and 3 show a gradually deepening understanding of the subject and improving recording skills.

88. No lesson was observed, but from the work seen teaching is at least satisfactory. Pupils are introduced to a good range of geographical concepts, knowledge and vocabulary. However, marking is limited and is not used enough, especially with Year 3 pupils, to help them improve their work. Good use is made of the locality and questionnaires, such as what people like and don't like about the village, are publicised in the parish magazine and tallied, analysed and entered onto computers by the pupils. Good records are kept of which pupils met the learning objectives planned and assessment includes assessment of pupils' contributions to role-play and verbal responses as well as recorded work. The subject is well managed and improvements have been satisfactory since the last inspection.

HISTORY

89. Pupils in Years 2 to 3 reach standards that are expected of pupils of their ages. They study a good range of topics in a reasonable amount of depth. They have gained a good sense of time, by studying, for example, transport through the ages, the Romans and the Victorians. Their written work shows that they are able to empathise with children in the past and say what was not good for children in those times. For example, some Years 3 pupils wrote a page about a little girl living 100 years ago. Year 3 pupils complete research of their own and their writing shows that they have understood a number of facts. For example, pupils know that children in the past had to pull wagons and clean chimneys and were given the cane at school and that other people were put in the stocks. They know that a yoke was used to help carry a bucket of water back to the house from a well. They have learned about the Wright brothers when studying transport and have made fact files about the Roman and the Celts.
90. No lessons were observed but the evidence from inspection is that teaching appears to be at least satisfactory. A good range of teaching and learning styles is used. For example, drama was used when pupils learned about 'A Slave's Day' in Roman times and a large collection of documents and photographs about the history of the school were used when pupils were studying local history. Pupils record their work in a variety of ways and worksheets are used well, especially with younger pupils, to supplement pupils' own recording. Pupils are taught 'how to be a history detective' by looking for clues, such as in old photographs or in non-fiction books. There is a class museum where pupils have made illustrations of the artefacts such as a bowl, spoon or kettle. Years 3 pupils are expected to write with a cursive hand and work is marked, sometimes with a comment, and spellings occasionally corrected. The correcting of spellings or the giving of the correct spelling of key words at the start of lessons would help raise standards of literacy further. Teachers assess pupils' knowledge and understanding through short tests, discussions and through observations in lessons. A good range of teaching styles are used and pupils can therefore learn in different ways, for example, through drama, creative writing and factual recording, research and through homework. Pupils study the history of the school, village and church. Expectations are well matched to the different age groups. For example, Year 3 pupils are given questions to ask at home, Year 2 pupils are expected to ask the questions of each other first and then at home while Year 1, studying relationships, find out what their relationships with different members of the family are, such as grand-son, son, nephew, older brother or younger brother. Support staff are deployed well and complete written evaluations at the end of a lesson. Teachers keep good records of

the pupils' progress. These show which pupils meet the learning objectives planned and include the results of assessments made of pupils' contributions to role-play and their verbal responses as well as of their recorded work. The subject is very well managed and improvements have been satisfactory since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

91. Information and communication technology (ICT) is a subject that the school is still developing. Although there have been some improvements and overall they have been satisfactory the resources for the subject are, at present, unsatisfactory. However, the school is aware of this and has made it a high priority on the school development plan. The school does not have enough up-to-date computers or floor roamers for all pupils to be usefully employed in a class lesson. As a result, some pupils make little progress while other progress well. Pupils come to school with varying skills and the school makes some provision for this. For example, in the lesson observed, one pupil, showing an interest in logo, was shown how to record on a computer what others were demonstrating on the programmable floor roamer. Two of the pupils working with the roamer consulted with one another well and could program it to turn and move forward, sideways and backwards a given number of paces, gaining confidence as they practiced. Others in the group found this more difficult. Pupils with limited computer skills, on the other hand, were not always fully occupied either at computers or with the floor roamer and needed more support at a basic level. Although the school has carried out a survey of which pupils have computers at home, an assessment of pupils' computer skills has not been made and work is not therefore sufficiently planned to match their individual needs. The length of the lesson observed was long, giving time for pupils to take turns but causing some to become bored when not actively engaged. Pupils record what they have learned but this sometimes reflects the coverage of a lesson rather than the fact that they have really taken part in and understood a new activity or skill.
92. National Curriculum requirements by the end of Year 2 are met. Pupils compose music on a music box program, learn word-processing skills and handle data in different ways. Year 3 pupils use Power Point and have prepared presentation for assemblies and on their 'sleep-over' at the school. Software is not always compatible on different computers and Year 1 computers are outdated. As a result ICT does not play a great part across subjects.
93. Teaching is good overall, with three adults supporting pupils. The school makes good use of a parent volunteer and the technician who is bought in to maintain the computers, but who also helps support pupils in lessons. Teachers share learning objectives with pupils, although these are not always matched well to pupils' different levels of attainment. Staff have all undergone training and as a result are much more confident, which is reflected in their planning. This is beginning to be reflected, particularly by higher attainers, in the confidence that pupils are gaining. In the lesson observed the majority of pupils made good progress, having learned new skills during the lesson, although a small number could have been better supported. However, opportunities are missed to improve pupils' spelling by making sure that pupils correct spellings which are highlighted as incorrect, not necessarily by using the spell-check at this age. The Internet is accessible from both classrooms although the school sometimes has difficulty in accessing it.
94. The co-ordinator has a clear vision of how to develop the subject. There is a very detailed subject development plan although this has not always been implemented

according to the time planned. With plans to expand the school to primary status, the matter of resourcing the subject is one of the school's main priorities.

MUSIC

95. The evidence from inspection is that pupils make good progress across the school and that standards are in line with national expectations by the end of Years 2 and 3. This reflects the findings of the previous inspection. In spite of strategies such as the National Literacy and Numeracy Strategies affecting curriculum times and staff training, the school has been able to maintain standards and skills. Pupils are provided with a range of opportunities to develop their musical skills across a wide front. Pupils' singing is good: they all sing with care, attempt to be accurately in tune and maintain the rhythm and tempo well. Pupils have the opportunity to play a range of tuned and untuned percussion instruments and all pupils from Year 1 upwards learn the recorder. With the co-ordinator as a pianist, singing practices have a spontaneity that gives pupils a wide range of songs to sing from memory as well as developing control of breathing, dynamics, pitch and rhythm. Pupils have the opportunity to focus on specific parts of a song and work on particular bars to improve their performance. Pupils explore a range of different instrumental and vocal sounds to create special effects, especially to support their work in science, art and design or literacy. Thus, when 'animals' was the topic, pupils had the opportunity to create jungle music. Their success in doing this indicates that pupils have a good knowledge of a range of instruments, how they are played and the sounds they are capable of making. Pupils have made good progress in their learning about notation, with pupils considering standard notation and note values, counting beats in a bar and following a score when clapping and singing music of different structures from their recorder lessons.
96. Because the quality of teaching and learning is very good, pupils' response to lessons is also very good. The co-ordinator has an enthusiasm for music and chooses lessons from the scheme of work that will challenge pupils to develop skills, knowledge and understanding. She provides a high quality range of resources, maintains a good pace and pupils demonstrate very good personal performance skills. Pupils respond with high levels of self-control and discipline. In group activities, they work well in teams and carefully evaluate their own and others' work, making constructive comments and positive improvements.
97. Music is very well led by an experienced and skilled musical practitioner. She has implemented a scheme of work that covers all areas of the music curriculum. When pupils have lessons outside school they are encouraged to share their skills with others in school. Musicians are also invited into the school to share their skills and perform to pupils. The school has an appropriate range of resources to support the curriculum and these are updated and regularly maintained. At present the school has few opportunities for pupils to make music outside the school but is actively seeking links with other schools to extend the range of opportunities for pupils to make music together.

PHYSICAL EDUCATION

98. Standards in the subject meet the national expectations of seven-year-olds. Year 3 pupils achieve as expected for their ages. The well-planned curriculum allows those pupils with particular talents in this subject to achieve well. The long-term programme ensures that all areas of the curriculum are covered effectively, although pupils do not have opportunities to climb ropes or use other large, indoors equipment. Plans are in place in the school development plan to extend the provision in this area.

99. Older pupils meet the expectations in swimming as pupils have good opportunities to develop their skills throughout the year in the local secondary school pool. Because of regular lessons and the expertise of instructors and staff, the quality of learning is good as is pupils' achievement. This reflects the finding of the previous inspection. All pupils have a satisfactory understanding of water safety and most can swim the required 25 metres unaided by the age of eight. Standards in games, particularly ball skills training, are good as a result of regular sessions with a physical education specialist teacher and the opportunity to practice using a range of equipment at lunchtimes. Pupils control a ball using both feet and hands. They dribble round obstacles, throw and catch and use a range of bats and racquets. Pupils watch and learn from each other and improve their performance following good practice identified and shared by adults. Although pupil numbers are small, they have the opportunity to play against each other in team games, co-operating with each other, learning to take turns and improve strategies and techniques via gentle, healthy competition. Using the parachute, pupils have fun and also enhance their co-ordination and co-operative skills. Physical skills are likewise developed in athletic opportunities. Pupils use the field to run and jump, as well as using a range of resources. Gymnastic development is somewhat restricted as the school currently has no large covered accommodation. Benches and mats outside enable pupils to explore space and move but pupils have no access at present to large climbing equipment. Standards in dance are satisfactory. Photographs show pupils use their bodies to make movements that match the mood of a range of music; telling a story or reacting to music with skill and expertise, making up short sequences using a range of movements appropriately. Again, a larger space than can be obtained at present within the classroom will enable pupils to develop skills further. Pupils also have the opportunity to learn more traditional country-dances and share their enjoyment of such with the community in local performances. Examples of lesson planning show pupils developing the skills of evaluating their own and others' performances. They make suggestions for improvement and identify and praise those that are particularly appropriate. Pupils take others' ideas into their own work.
100. Although no teaching was seen during the inspection, the quality of teaching is at least good, as a result of a combination of a subject specialist and a high quality scheme of work. Good knowledge of the curriculum and planned activities, based upon the skills that need developing from assessment of progress from previous sessions, leads to good teaching. Good relationships with pupils ensure they are managed well. Pupils are particularly focused on the need for healthy, vigorous exercise as part of the personal, social and health education work through the school. Good role models ensure that adults extend and encourage pupils to practice and develop confidence. Safety is reinforced, with pupils taught how to move equipment correctly.
101. There has been satisfactory progress since the last inspection. This is due to the vigorous efforts of the current co-ordinator and the specialist teacher. The curriculum is drawn from a published scheme of work and over the year pupils cover the requirements of the National Curriculum. The school has plentiful resources to enable the curriculum to be taught although there is a lack of large climbing equipment. The building of a new school hall as the school expands to become a primary school is in the school development plan and includes the provision of such equipment. Replacements and renewals of equipment are bought on a rolling programme according to priorities.

RELIGIOUS EDUCATION

102. Pupils reach above average standards, particularly in their understanding of the subject. Much of the work is oral and the school's philosophical approach to teaching enables pupils to discuss concepts and issues well. For example, pupils have discussed matters of right and wrong, of saying 'sorry' and forgiving and of what saying 'sorry' and forgiving actually means. Pupils suggest it means, "I still like you". They discuss what would happen if you did not say 'sorry': "You wouldn't have any friend any more". In the lesson seen Year 2 and 3 pupils considered who Jesus was: God's son, a healer, a story teller, a helper and a teacher. They sorted out facts that they thought were true or false and drew a picture to illustrate the facts that they considered to be true; for example that Jesus was a sailor because he went in a boat or that he was a healer because he healed the paralysed man. Year 3 pupils find the work set for them challenging as they are expected to give examples to illustrate their decisions but take much of the lesson understanding the task. Once understood, however, they set to work willingly. Pupils with special education needs are supported well by the support assistant who also develops their literacy skills well. Work is very well matched to different age and ability groups.
103. The teaching of religious education is very good and pupils achieve very well. Pupils show enjoyment of the subject and take part in all aspects of lessons with interest. Their attitudes are very good and learning is therefore very good. Lessons are planned with Year 3 in mind and are adapted for the younger pupils. After an introduction pupils divide into Year 1 and Year 2 and 3 groups. The teaching of Year 1 was excellent. The acting out of the parable of the Lost Sheep in the lesson observed was carefully crafted to include continual discussion about how the shepherd might have felt at different stages of the story. The teacher led the drama for the first part of the lesson and then a pupil led the drama. The whole session shown an inspired approach to teaching and how children learn. The subject is taught in a variety of ways in both age groups through, for example, drama, art, writing, philosophy and debate. Short excerpts from videos are used well, especially when teaching about Judaism and Islam.
104. All three strands of the locally Agreed Syllabus are covered: community, belief and behaviour, and language and symbols. Fifty per cent of time is spent on Christianity, with Jesus as the central figure. Judaism and Islam are taught in blocks of time so that pupils gain an understanding of them as a 'way of life' rather than disjointed aspects, such as festivals or symbols to be compared with Christianity. The school has a satisfactory range of artefacts for the different religions. The range of books is better for Year 3 than Years 1 and 2. The Internet is used as a resource for the subject and pupils visit the local church. Christians, Jews and Buddhists have visited the school and there are plans to visit the synagogue in Norwich. The subject is very well managed and there have been considerable improvements since the last inspection when no lesson was observed.