

INSPECTION REPORT

MORLEY CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

Morley

Wymondham

LEA area: Norfolk

Unique reference number: 121120

Headteacher: Mrs. J. D. Wells

Reporting inspector: Mike Capper
23239

Dates of inspection: March 31st – April 3rd 2003

Inspection number: 248226

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Deopham Road Morley St Botolph Wymondham
Postcode:	NR18 9TS
Telephone number:	01953 602397
Fax number:	01953 602397
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. M. Horn
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23239	Mike Capper	Registered inspector	Foundation Stage Mathematics ICT Geography History Physical Education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
1112	Peter Oldfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23609	Alison Cartlidge	Team inspector	English Science Art and Design Design and Technology Music Special Educational Needs Educational Inclusion	How well are pupils taught? How good are curricular opportunities?

The inspection contractor was:
Barron Educational Company Limited,
Hendre,
Loudwater Lane,
Rickmansworth,
Hertfordshire.
WD3 4AN

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Morley Church of England Voluntary Aided Primary School is situated in a small village near Wymondham in Norfolk. Pupils are admitted between the ages of 4 and 11. About 60 per cent of pupils come from outside the school's catchment area. There are 123 pupils on roll, and they are taught in five classes, three with mixed ages. Children in Year 1 are split between two classes: a reception and Year 1 class and a Year 1 and 2 class. Pupils come from generally favourable home backgrounds and the number eligible for free school meals is well below average. There are 16 pupils on the register of special educational needs. This is broadly average. The number with statements of special education need (2 pupils) is average for the size of school. Children's attainment on starting school in the reception year varies significantly from year to year, but has been broadly average for the last two years. There are no pupils with English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school, where pupils make good progress in English, mathematics and science. Members of staff work hard to ensure that there is a friendly and happy atmosphere and the quality of teaching is good overall. Pupils behave well and have good attitudes towards learning. The headteacher provides good leadership and there is a strong sense of teamwork amongst members of staff. This means that the school is in a good position to improve further. The school makes good use of available funds and provides good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science in Years 1 to 6.
- Skilful teaching helps pupils to attain well by the end of Year 2 in art and design, design and technology and information and communication technology (ICT).
- The headteacher has very effective procedures for monitoring and evaluating the work of the school and supporting the professional development of teachers and other members of staff.
- The quality of teaching is good in Years 1 to 6 and has a positive impact on pupils' learning.
- Pupils like school and are very enthusiastic about their work.
- There are strong links with parents and with the local community.
- The school gives pupils good opportunities to take responsibility outside lessons and to learn about their own and other cultures.

What could be improved

- The curriculum for children in the reception year.
- The development of skills and knowledge in physical education (PE) and geography.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1997. Standards are higher in English, mathematics and science and teaching has improved. There is more good teaching now and no unsatisfactory teaching. Teachers are more successful at meeting the differing needs of pupils. Most of the other issues from the last inspection have also been successfully addressed. Although the weakness in the curriculum for the reception year that were found at the time of the last inspection were addressed by the school, the introduction of a new Foundation Stage curriculum means that further work is needed now to meet fully current requirements. The recently appointed reception teacher has already started to improve provision for these children.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	B	C	E	well above average A above average B average C below average D well below average E
mathematics	D	D	C	D	
science	B	A	B	C	

Pupils' attainment varies from year to year due to the small size of year groups and the impact of the differing number of pupils with special educational needs in each year group.

Children in the reception year are on target to exceed the national expectations for the end of the year in creative development and knowledge and understanding of the world. They are on target to meet expectations in the other areas of learning. Reading skills are good, but there are weaknesses in children's listening skills and their levels of independence.

Pupils' attainment in the present Year 2 is above average in reading, writing, mathematics and science. Pupils are achieving well, although there are slightly fewer higher attaining pupils than last year. In 2002, National Curriculum test results in writing placed the school amongst the top five per cent of all schools in the country. In reading and mathematics, pupils' attainment was well above average when compared with all schools. When compared with similar schools, pupils' attainment was well above average in reading and writing and above average in mathematics.

In the current Year 6, pupils' attainment is slightly above average in mathematics and science. In science, pupils' factual knowledge is stronger than their ability to carry out investigations. In English, attainment is average overall, with standards being higher in reading than in writing. Pupils' attainment is higher than in 2002.

Throughout the school, pupils are making good progress in English, mathematics and science. Test data for pupils in Years 3, 4 and 5 confirm that the pupils in these year groups are on target to achieve very good test results by the end of Year 6.

Pupils' attainment by the end of Year 6 is satisfactory in art and design, design and technology, geography, history and ICT. However, in geography, pupils have only a limited recall of what they have been taught and some learning is too superficial.

There is insufficient evidence to make an overall judgement on pupils' attainment in PE or music by the end of Year 6. Standards were satisfactory in most PE lessons seen during the inspection. In the one music lesson timetabled during the inspection, the attainment of Year 3 pupils was good.

The school sets challenging targets for attainment by the end of Year 6 in English and mathematics. Targets set for the end of Year 6 in 2002 were exceeded comfortably.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils work hard and show very good levels of interest and involvement in all activities. This is less evident in Year 6 where pupils are not always as responsive in lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well both in and out of lessons. They are polite and courteous to members of staff and visitors.

Personal development and relationships	Good overall. Older and younger pupils get on well together. Pupils are keen to take responsibility outside lessons. Children in the reception year lack independence.
Attendance	Very good. Pupils are keen to come to school, and attendance rates are well above the national average.

TEACHING AND LEARNING

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

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

Teaching is good overall, with examples of good teaching in all classes, and three lessons that were very good.

Throughout the school, there are good relationships between teachers, teaching assistants and the pupils, and behaviour is managed effectively. Self-esteem is developed successfully and mutual respect and courtesy is shown. Teaching assistants provide invaluable and sensitive support for lower attaining pupils and for those with special educational needs.

In the reception and Year 1 class, members of staff are caring and patient. However, children in the reception year are given insufficient opportunity to learn through purposeful play activities. Teaching is most effective when the teacher or teaching assistant is working with one age group. When working with two age groups, the need to compromise over the activities provided means that differing needs are not always met effectively.

In Years 1 to 6, a good range of interesting practical activities is used to motivate the pupils and to reinforce learning effectively. ICT is integrated into other subjects well, especially in Year 2. Basic skills are taught well, enabling all pupils to learn quickly. Although the teaching of literacy is good in English lessons, there are too few opportunities for pupils to develop their writing skills further through other subjects, such as history and geography.

Teachers mark pupils' work regularly and written comments to help pupils improve their work are particularly good in English and mathematics. In other subjects, the quality of marking is variable and does not always provide sufficient advice on how pupils can improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. There is a good range of learning opportunities in lessons but there are important weaknesses in the reception year curriculum and in aspects of physical education and geography.
Provision for pupils with special educational needs	Good. Provision is well managed. Pupils are supported well and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Carefully planned assemblies make a good contribution towards pupils' spiritual and moral development and provide a calm and contemplative atmosphere for prayer and quiet reflection. There are good opportunities for pupils to learn about different cultures.
How well the school cares for its pupils	Good. The school provides good quality support and guidance for pupils. Assessment procedures are good overall.

The school has a good partnership with parents. There are good links with other local schools, and visits and visitors make a significant contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is a very clear, shared vision for the school that is based on a good understanding of how it could improve. The headteacher has enabled all members of staff to become involved in the management of the school, both in their developing roles as subject leaders and as class teachers.
How well the governors fulfil their responsibilities	Good. The governing body is supportive of the school's work and very committed to developing the school further. Governors have a good understanding of the school's strengths and weaknesses
The school's evaluation of its performance	Very good. The headteacher has established a climate where the rigorous monitoring and evaluation of teachers is accepted as an everyday part of life. There are thorough procedures for analysing test data to identify where improvement is necessary and to set targets.
The strategic use of resources	Good. The day-to-day management of finances by the headteacher, finance committee and school secretary is good. Careful forward planning has enabled the school to meet the demands of the increasing school roll. The school applies the principles of 'best value' well to its work, for example, by comparing its standards with other schools.

The school is staffed with an appropriate number of teachers and support staff. Teaching assistants make a good contribution to pupils' learning, particularly when working with pupils with special educational needs.

Accommodation has been improved significantly and is now good overall. The building is well maintained, and attractive displays help to make the school welcoming for pupils. The play areas and the environment around the school building are very attractive. Weaknesses in accommodation are the small hall, which makes it difficult to teach older pupils gymnastics, and the location of the outdoor area for children in the reception year.

Resources are satisfactory. There have been good improvements in resources for information and communication technology since the last inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school, are expected to work hard and behave well, and they learn to become mature and responsible. Teaching is good and the school is well led and managed. Members of staff are caring and approachable. 	<ul style="list-style-type: none"> Homework. The range of out-of-school activities, especially sporting clubs.

Inspection findings are that the school has satisfactory arrangements for homework. The range of clubs is less than is found in most schools of this size. However, the inspection team agrees with parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' attainment varies from year to year due to the small size of year groups and the impact of the differing number of pupils with special educational needs in each year group. This means that National Curriculum test results are unreliable indicators of overall standards in a subject or of trends over time. Nevertheless, there has been a general rise in standards in English, mathematics and science since the last inspection, with test scores now higher than they were at that time in both key stages.
2. Children's attainment on starting school in the reception year varies significantly from year to year, but has been broadly average for the last two years. Children in the reception year are on target to exceed expectations for their age in the 'early learning goals' of creative development and knowledge and understanding of the world. In personal, social and emotional development, communication, language and literacy and mathematical and physical development, children are on target to attain the standards expected by the end of the reception year. Reading skills are good. However, there are important weaknesses in children's levels of independence and concentration and their listening skills.
3. Inspection findings show that pupils' attainment in the present Year 2 is above average in writing, reading, mathematics and science. Pupils achieve well, reaching good standards in relation to their prior attainment, with most pupils on target to achieve at least the expected level for their age (Level 2) and many on target to achieve the higher Level 3 in English, mathematics and science.
4. The current Year 2 has fewer higher attaining pupils than in 2002. In that year, National Curriculum test results were very high in writing when compared with all schools. This placed the school amongst the top five per cent of schools in the country, with 27% of pupils reaching Level 3. In reading and mathematics, pupils' attainment was well above average when compared with all schools. When compared with similar schools, pupils' attainment was well above average in reading and writing and above average in mathematics.
5. By the end of Year 2, there are strengths in pupils' work in art and design, ICT and design and technology, with attainment exceeding national expectations. In Year 2, in particular, ICT is very effectively integrated into different subjects. This has a good impact on pupils' learning. In art and design and design and technology, many lessons are taken by subject specialists, who help pupils to acquire new skills quickly, leading to above average attainment. Pupils' attainment is in line with national expectations in other subjects by the end of Year 2.
6. In the current Year 6, pupils' attainment is slightly above average in mathematics and science. In science, pupils' factual knowledge is stronger than their ability to carry out investigations. In English, attainment is average overall, with standards higher in reading than in writing.
7. National Curriculum test results at the end of Year 6 are likely to be higher in 2003 than they were in 2002. This is because the Year 6 group in 2002 was not typical of the school, being less able overall. Test results in 2002 showed that their attainment was above average in science, and broadly average in English and mathematics when compared with all schools. When compared with similar schools, pupils' attainment was average in science, below average in mathematics and well below average in English.
8. Throughout the school, pupils are now achieving well in relation to their prior attainment in English, mathematics and science. There is no significant difference between the attainment and progress of boys or girls. Test data for pupils in Years 3, 4 and 5 confirm that this good rate of progress is consistent throughout the school, with pupils in these year groups on target to achieve very good test results by the end of Year 6.

9. In numeracy, pupils' ability to solve mathematical problems has improved significantly over the last two years because teachers are placing a far greater emphasis in lessons on the development of these skills. Pupils' mental mathematics skills are good. Pupils quickly gain confidence in working out calculations in their heads. In Year 2, pupils have a good knowledge of the 2, 3 and 5 times-tables and, by Years 5 and 6, they are confident about explaining clearly the strategies that they are using to solve a variety of mathematical problems.
10. By Year 6, in literacy, pupils are confident when expressing an opinion. Pupils listen to the teachers carefully when sharing texts at the start of a lesson. However, they are not always attentive when listening to instructions or the ideas of others. Most pupils read aloud clearly and expressively although lower attaining pupils do not always self-correct when what they have read does not make sense. Pupils know how to use the library, although they seldom use it for research work since it is not easily accessible to the older pupils who are taught in the mobile classrooms. In writing, pupils make good use of language to make their stories interesting for the reader but are careless in the way they use punctuation.
11. Pupils' attainment by the end of Year 6 is in line with national expectations in art and design, design and technology, geography, history and ICT. In geography, whilst standards are satisfactory, pupils have only a limited recall of what they have been taught. Weaknesses in the curriculum mean that some learning is too superficial. There is very little recorded work in geography in some classes and topics are not studied in sufficient detail. In history and geography, pupils often complete the same piece of work whatever their ability or age. As a result, opportunities to extend the knowledge and skills of more able pupils are sometimes missed.
12. There is insufficient evidence to make an overall judgement on pupils' attainment in physical education or music. Standards were satisfactory in most PE lessons seen during the inspection. In the one music lesson timetabled during the inspection, the attainment of Year 3 pupils was good.
13. Pupils who have been identified as having special educational needs receive good quality support from teaching assistants, and they make very good progress overall. The school does not yet have a policy for identifying and supporting gifted or talented pupils, although more able pupils are supported well in English and mathematics.
14. The school makes good use of assessments of pupils' work to help set statutory targets for achievement at the end of Year 6. These targets are based on a good knowledge of pupils' prior learning and are realistically challenging. Targets set for the end of Year 6 in 2002 were comfortably exceeded.

Pupils' attitudes, values and personal development

15. Pupils' attitudes, values and personal development are good. This is similar to the findings of the last inspection. The school's emphasis on developing children who care about each other is evident in all aspects of its work, and is fully understood by the pupils. The positive attitude to learning that is evident in most classes and the caring family atmosphere that has been established by the headteacher and members of staff make a good contribution to pupils' learning.
16. Pupils with special educational needs are fully included into all aspects of school life. Their good attitudes and behaviour and good relationships contribute to their full integration and good progress.
17. Children in the reception year behave well, and settle quickly into school, becoming happy and confident. They show respect for property, as well as care and concern for each other. They develop a good understanding of the difference between right and wrong. Children have good

relationships with adults in the class. However, they lack independence because they are given too few opportunities to make choices about what work they are going to do.

18. Most pupils have good attitudes to learning and they respond well to the work they are given. This keenness is not so evident in Year 6, where pupils are sometimes less well motivated and responsive in lessons. Nevertheless, most children are very enthusiastic about their work. They enjoy coming to school and settle well into the daily routine, ready to work hard at the start of each lesson. Children show interest and involvement in all activities and are very keen to contribute to discussions.
19. Behaviour is good throughout the school. Pupils are very clear about how they should behave and are polite and courteous both to each other and to visitors. They move sensibly around the building and respect school property. Class rules have been shared with pupils and school rules are carefully followed, such as the need to be aware of the dangers of the wildlife pond. Pupils are well supervised and play happily together. The high expectations of behaviour were very evident during inspection week, when pupils were able to choose between playing indoors or outdoors because of wet weather. Pupils made their choice with a minimum of fuss and little teacher direction.
20. There has been one recent exclusion. The headteacher and governing body handled this appropriately.
21. The good relationships that exist between pupils and their teachers help to make the school a happy place. Members of staff are good role models and give careful attention to pupils' needs. They work happily together in lessons, supporting each other with help and advice when necessary. For example, a pupil temporarily in a wheelchair was regularly given help by classmates. Lunchtimes are happy family occasions, with pupils sitting with their friends. They queue in a line for service and take back their trays after the meal. At all times, lunchtime supervisors are close to hand and enjoy friendly relationships with all pupils.
22. A small number of parents expressed worries about bullying at the school. The inspection team investigated this concern. There were no incidents of bullying seen during the inspection, although records show that there are some ongoing concerns. Nevertheless, the school has appropriate strategies for dealing with incidents if they arise. All members of staff are aware of the procedures to follow if they identify a problem, as are pupils. There is an appropriate anti-bullying policy, which has clear rewards and sanctions that are well understood by pupils. The school is aware of parental concerns and carefully monitors behaviour where there is a problem. These records are detailed and show very clearly that concerns are taken seriously and acted upon.
23. Pupils' personal development continues to be good. The school provides good opportunities for pupils to show initiative and take responsibility. They willingly act as monitors in helping to prepare assemblies. A rota has been agreed for the use of playground apparatus and for duties helping with jobs in the school. The pupils demonstrate that this trust is well placed. Of particular note is the formation of the school council, where elected representatives from each year meet to discuss or recommend matters. This 'voice of the pupils' has been much encouraged by the headteacher, and pupils have been keen to offer useful suggestions and report back to classes. All pupils are eager to be involved in fund raising for charities.
24. Attendance at the school is very good, with attendance rates being well above national averages. Pupils are pleased to come to school and there is very little lateness.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. The quality of teaching is good overall, with examples of very good teaching. Teaching has improved since the time of the last inspection when it was identified as an area needing improvement. There is now more good teaching than at that time and no unsatisfactory teaching. Teachers are more effective at meeting the differing needs of pupils.

26. The quality of teaching of the reception children is satisfactory. In the reception and Year 1 class, members of staff are caring and patient. However, as at the time of the last inspection, children in the foundation stage of their education are given insufficient opportunity to learn through purposeful play activities. Teaching is most effective when the teacher or teaching assistant is working with one age group. At other times, members of staff need to compromise over the activities provided and do not always meet the differing needs of pupils effectively.
27. In Years 1 to 6, a good range of interesting practical activities is used to motivate the pupils and to reinforce learning effectively. ICT is integrated into other subjects well, especially in Year 2. For example, pupils in Years 1 and 2 used a drawing programme on the computer to show the types of physical force they had observed during a gymnastics lesson.
28. Throughout the school, there are good relationships between teachers, teaching assistants and the pupils, and as at the time of the last inspection, behaviour is managed effectively. Self-esteem is developed successfully and mutual respect and courtesy is shown. Teaching assistants are used effectively, particularly in English, mathematics and science. They provide invaluable and sensitive support for lower attaining pupils and for those with special educational needs. The quality of support given to pupils with special educational needs enables them to make good progress towards the targets set in their individual education plans. Teaching of pupils with special educational needs has improved since the time of the last inspection when it was only satisfactory.
29. Basic skills are taught well, enabling all pupils to learn quickly. Teachers set individual targets for pupils in English and mathematics, and this system is effective in providing good levels of challenge. Although the teaching of literacy is good in English lessons, there are too few opportunities for pupils to develop their writing skills further through other subjects, such as history and geography. Teachers explain the purpose of each lesson clearly and use questioning effectively to consolidate and extend pupils' learning. Clear explanations of tasks enable pupils to start work without time being wasted. However, occasionally lesson plans are not precise enough about what pupils are expected to learn in a lesson.
30. Effective use is made of the specific skills and good subject knowledge of members of staff to teach subjects such as music, art and design and design and technology to classes other than their own. In these subjects, the quality of teaching has improved since the last inspection and is now good.
31. Whilst all lessons are never less than satisfactory, teachers do not always provide sufficient challenge for all pupils in their written work in science, geography and history. In these subjects, teachers' expectations of recorded work are not high enough and the pace of some discussions at the start of lessons is too slow, limiting time available for pupils to carry out other activities in sufficient depth.
32. Throughout the school, teachers mark pupils' work regularly, and their written comments to help pupils improve their work are particularly good in English and mathematics. In other subjects, the quality of marking is variable and does not always provide sufficient advice on how pupils can improve.
33. Some parents would like more homework. Inspection findings are that a suitable quantity of homework supports pupils' learning well. Most parents are happy with the quality of teaching, find teachers to be approachable and believe that pupils are expected to work hard.

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

34. The range of learning opportunities provided is good overall and the curriculum meets statutory requirements, including the provision for religious education. As at the time of the last inspection, the curriculum is broad and balanced overall, although there are some weaknesses

in geography and physical education which limit pupils' progress. There are satisfactory schemes of work for all subjects and effective use is made of information on pupils' progress in subjects such as English and mathematics to develop the curriculum.

35. The curriculum for reception children in the foundation stage is unsatisfactory. This aspect of the curriculum was also found to be weak at the time of the last inspection. Children are taught in a mixed age class and lesson planning does not take sufficient account of their differing needs. There are too few opportunities for purposeful play and children who attend school part-time do not have sufficient access to the whole curriculum. Year 1 pupils in the mixed reception/Year 1 class do not always study the same topics that are being studied by pupils in the Year 1 and 2 class. This is an area of provision that concerns some parents and requires careful monitoring by the school to ensure that there is equality of opportunity for Year 1 pupils.
36. The school's strategies for literacy and numeracy are good overall and they have an effective impact on pupils' progress. However, whilst pupils have good opportunities to increase skills in English lessons, there are insufficient opportunities for pupils to develop their writing skills in other subjects such as history, geography and science.
37. The provision for pupils with special educational needs is good and pupils with learning difficulties are given equal access to all parts of school life. Teaching assistants are successful in providing unobtrusive support during lessons. The quality of individual education plans is satisfactory overall, with most having clear targets that are easy to measure for success. Parents are pleased with the way pupils with special educational needs are integrated into school life and provision has improved since the time of the last inspection.
38. Links with the local community are good and visits and visitors make a significant contribution to pupils' learning. For example, there are a number of exciting residential visits for pupils in Years 4 to 6, including recent visits to the Isle of Wight, Yorkshire and France. Good links have been made with the local special school, and the two schools work together effectively to meet the specific needs of one of the statemented pupils.
39. Many parents are unhappy with the school's provision for activities outside lessons. The inspection team agrees that there are relatively few opportunities for pupils to take part in clubs, and the school provides fewer additional activities than most schools of its size. Two out of the three clubs on offer during the inspection were fee-paying clubs, organised by commercial organisations, with only a netball club run by a teacher.
40. The provision for pupils' personal development, including spiritual, moral, social and cultural development, is good. This aspect of the curriculum was also well catered for at the time of the last inspection. Carefully planned assemblies make a good contribution towards pupils' spiritual and moral development and provide a calm and contemplative atmosphere for worship. For example, in one assembly pupils had the opportunity to reflect on the emotions Jesus might have felt prior to his crucifixion. Quiet music and a lit candle add reverence to assemblies and help pupils to focus on spiritual matters. There are many opportunities throughout the school day for pupils to appreciate natural wonders. For example, in a science lesson in Years 1 and 2, pupils were delighted and amazed by the size of some of the seeds found in exotic fruits.
41. Personal, social and health education (PSHE) lessons include sex education and provide good opportunities for pupils to learn about citizenship and various issues including the dangers of drug misuse. For example, in a history lesson in Years 5 and 6, pupils found out about the impact of Martin Luther King and Nelson Mandela on human rights. Parents are pleased with the attitudes and values promoted by the school.
42. Members of staff provide good role models and set high standards for moral values. The teachers' expectations for pupils' behaviour are clear and are well understood by the pupils. Pupils are encouraged to work collaboratively during lessons. For example, in a science lesson in Year 3, pupils worked in small groups sensibly and took turns to time and measure their absorption experiment. The inclusive nature of the school means that pupils learn to appreciate

the differing needs of individuals.

43. The school gives pupils good opportunities to take responsibility for a wide range of tasks, such as being monitors or serving on the school council. Pupils who stay for school lunch take responsibility for paying for their own meal, which gives them additional practice at handling money. Pupils are able to share their ideas and views during discussions with a work partner or with the whole class. In PSHE lessons, pupils explore topics such as 'emotions' and show sensitive responses to each other's ideas and feelings. There are good opportunities for pupils to enjoy different cultures by taking part in musical activities, such as a celebration of Christmas around the world. Parents are happy with the opportunities their children are given to learn about other faiths and countries. Pupils learn about their own history by visiting local historic sites.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school is a caring community where all pupils are valued and well supported. There is a high regard given to all aspects of pupils' welfare. Teachers know the pupils well and show a good level of care for them.
45. The procedures for monitoring pupils' attendance are good. The very high attendance figures are indicative of the expectations of parents, who respond very well and provide full explanations should any absences occur. The registers are well marked by teachers at the beginning of each session and weekly statistics are carefully collected and analysed.
46. All members of staff continue to promote good standards of behaviour. Pupils have a good understanding of what sort of behaviour is expected and most try hard to achieve this. School, class and playground rules are well displayed and fully understood by all pupils, who respond very well to all requirements. Members of staff are always on hand to ensure a good atmosphere of respect and care. Pupils respond well to this approach. Oppressive behaviour, such as bullying, is monitored carefully, although records still show that the school has some ongoing issues in this area. Nevertheless, the majority of pupils report that they are happy at the school.
47. The school has good procedures for child protection, which carefully follow local authority guidelines. Good links exist with local agencies such as social services. Members of staff have a good awareness of requirements, and give careful attention to child protection issues if they arise.
48. Members of staff and the governing body carefully monitor health and safety issues. Appropriate risk assessments have been carried out and acted on, where necessary. There are several well-qualified first aiders in the school, and careful attention is given to pupils who suffer a minor accident. Accidents are carefully recorded.
49. There are good procedures for monitoring pupils' personal development, meaning that needs are quickly recognised and support is given, as appropriate. The school council is now well established. Opportunities are presented in lessons for pupils to share personal opinions, and the comprehensive personal and social, health education programme adds to the good knowledge the school has of each pupil, allowing it to respond very effectively to any needs. Pupils with special educational needs are well supported and their progress is monitored effectively.
50. The school has improved its assessment procedures since the last inspection, and they are now good. Assessments made when children start school are satisfactory, and this information is beginning to be used effectively to identify what individual children need to learn next. The teacher keeps satisfactory records of children's progress.
51. In Years 2 to 6, effective use is made of test data to track pupils' attainment and progress over time in reading, writing and mathematics. The analysis of this data is helpful in identifying trends as well as strengths and weaknesses in particular subjects. Teachers also set useful

targets in literacy and numeracy to help pupils understand how they can improve their work. This helps to keep pupils involved in their learning. Teachers assess and record progress at the end of topics in subjects such as ICT, science, and history. Such assessments provide appropriate information on relative achievement and are beginning to be used by teachers to help them decide what needs to be taught next.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 52. There is a good partnership between home and school. The school recognised the need to develop the partnership, which was not strong at the last inspection, and responded positively to concerns raised at that time. Parents report that their children enjoy coming to school and that teachers are approachable and willing to listen to their concerns.
- 53. The school values its good links with parents. There is an effective open-door policy that is encouraged by the headteacher. During the inspection, teachers were freely available at the end of the school day to deal with minor concerns if parents had them. Parents are kept well informed through regular newsletters. ICT is beginning to be used to aid communication, with some parents signing up for email updates. Parents are provided with regular information about the curriculum and are kept well informed about their children's progress. Mid-term written reports are especially helpful to parents. End of year reports meet statutory requirements but do not always include written comments on each area of the curriculum, although pupils' effort is graded. This is an area of weakness in reporting on children's progress. The school brochure and governing body's annual report are very well presented and give a detailed record of the life and work of the school. Information about special educational needs, which was identified as a weakness at the time of the last inspection, is now very good. Parents are kept well informed and are involved in any major decisions.
- 54. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. These activities help them to settle into school quickly.
- 55. The school values the support of parents and has worked hard to encourage them to visit the school and take part in the activities on offer. There is a very active parent teacher association, which provides excellent support, including social gatherings for pupils and adults as well as raising money for major projects. Parents and other members of the local community help the school in a number of ways, for example by helping with clubs, hearing readers and supervising children on visits. This support makes a good contribution to pupils' learning.
- 56. A few parents expressed concerns about homework and the range of out-of-school activities provided for pupils. Inspection findings are that arrangements for providing homework are satisfactory. However, the inspection team agrees with parental concerns about the relatively small number of out-of-school activities provided by the school, especially in the area of sport.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 57. As at the time of the last inspection, the headteacher provides good leadership for the work of the school. Parents are very happy with the quality of leadership of the headteacher and feel that she manages the school well. Inspection findings support that view.
- 58. There is a very clear, shared vision for the future of the school that is based on a good understanding of how the school could improve. The headteacher has maintained the caring ethos that was evident at the time of the last inspection, and has successfully addressed most of the weaknesses identified at that time. She has empowered all members of staff to become more involved in the management of the school, both in their developing roles as subject leaders and as class teachers. The teamwork and shared sense of purpose that is apparent throughout the school is a significant feature of its work, with all members of staff having their pupils' well being and education at the forefront of their planning. This means that the school is in a good position to improve further in the future.

59. Strategies for monitoring the work of the school are very good. The headteacher has established thorough procedures for analysing test data to identify where improvement is necessary. Detailed records of pupils' individual test scores are kept and used very effectively to set targets.
60. The headteacher has established a climate where the monitoring and evaluation of teachers is accepted as an everyday part of life. Teachers are regularly observed at work in the classroom. The information gained from this is used successfully to set individual targets for improvement, to acknowledge strengths in teaching, and to identify priorities for personal and professional development. Training for teachers and other members of staff has been given a clear priority and has helped to develop teachers' confidence. New members of staff are given good support, helping them to quickly become valuable members of the teaching team. Taken together, these strategies have had a very good impact on the quality of teaching throughout the school and have led to teachers becoming more reflective about the effectiveness of their own teaching.
61. The role of subject co-ordinators has improved since the last inspection. They are now more involved in monitoring teaching and learning in their subjects, although some are relatively new to their roles and have not yet been in a position to observe other teachers at work in their classrooms. Nevertheless, useful action plans, written by co-ordinators, set a clear agenda for developing different subjects.
62. The involvement of governors has increased significantly since the last inspection and is now good. The headteacher and governors have developed the school's long-term planning, with governors now taking a very active role in deciding priorities for the future. The school improvement plan is good. It is detailed and sets a clear and appropriate agenda for school improvement.
63. The governing body fulfils its statutory responsibilities well. It is supportive of the school's work and very committed to developing the school further. There are several committees that meet regularly and perform useful roles. Governors have a good understanding of the school's strengths and weaknesses, based on regular visits to school as well as the information that is provided by the headteacher in her very detailed reports. Governors are given helpful feedback on test results, and use this data effectively to gain an understanding of what could be improved. Individual governors also have responsibility for curriculum areas such as literacy. This is effective in helping governors to gain a wider perspective on the school's work.
64. The day-to-day management of finances by the headteacher, finance committee and school secretary is good. Financial planning is very thorough, with spending clearly targeted on raising standards. The school development plan includes appropriate detail of how improvements are to be funded. Careful forward planning has enabled the school to meet the demands of the increasing school roll, with the decision to appoint an additional teacher carefully considered and implemented.
65. The school successfully seeks additional funding from a range of sources, and these grants are used effectively so that they have a positive impact on learning. The school applies the principles of 'best value' well to its work, for example, by comparing its standards with other schools and giving parents and other members of the school community opportunities to express their views on how the school could improve.
66. Parents make a significant contribution to the financial security of the school. The money they raise is spent well to improve resources or accommodation. Parental contributions recently paid for new books and equipment.
67. The school is staffed with an appropriate number of teachers and support staff. Teaching assistants make a good contribution to pupils' learning, particularly when working with pupils with special educational needs. The school does not now have a deputy headteacher, but the impact of this change has been limited by the fact that for the first time the headteacher has no day-to-day teaching responsibility. This means she is able to carry out a wider range of

responsibilities than in the past.

68. Accommodation has been improved significantly and is now good overall. The building is well maintained, and attractive displays help to make the school welcoming for pupils. The play areas and the environment around the school are very attractive. Weaknesses in accommodation are the small hall, which makes it difficult to teach older pupils gymnastic skills and the location of the outdoor area for children in the reception year. The outside area is close to the road, which means that children cannot work outside unless they are supervised. This means that children get less opportunity to develop physical skills through play than are found in most reception classes, where access to the outside area is available at all times.
69. Resources are satisfactory. There have been good improvements in resources for information and communication technology since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. To improve the school further the governors, headteacher and staff should –

- ❖ Improve provision for children in the reception year by:
 - Ensuring that there is appropriate planning in place for both year groups in the class that clearly identifies expectations of what pupils should achieve, with planning for reception year children more closely linked to nationally recommended guidelines; *
 - Reviewing the curriculum so that all children get a balance of experiences each week;
 - Making more use of structured play and giving children more opportunities to make informed choices about where they are going to work so that independence is more effectively developed;
 - Developing the use of the outdoor area. *

(Paragraphs 2, 17, 26, 35, 68, 71, 72, 73, 74, 79, 91)

- ❖ Improve provision in geography by
 - Giving pupils more opportunities to write about what they have learnt;
 - Reviewing the timing and balance of topics so that skills, knowledge and understanding are developed in a more closely structured sequence;
 - Ensuring that topics are covered in sufficient detail and that there is consistent challenge for more able pupils.

(Paragraphs 11, 136, 137, 138, 139)

- ❖ Improve provision in physical education by
 - Ensuring that lessons are long enough for skills to be fully developed;
 - Teaching older pupils all aspects of the curriculum, including gymnastics;
 - Reviewing the range of competitive opportunities and out-of-school clubs to see if they can be further extended.

(Paragraphs 39, 56, 159, 161, 162, 163)

In addition, the following areas for improvement should be considered for inclusion in the action plan:

- Ensure that reports to parents include written comments on all areas of the curriculum. (Paragraph 53)
- Develop the use of literacy skills in subjects such as science, history and geography. * (Paragraph 29, 31, 36, 104)
- Ensure that there is sufficient challenge in history lessons for more able pupils. (Paragraphs 17, 142, 146)
- Develop the use of the library. * (Paragraph 99)

*Items marked with * have already been identified in the school improvement plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	22	9	0	0	0
Percentage	0	9	65	26	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 about three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	123
Number of full-time pupils known to be eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	16
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	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	9	10	10
	Total	20	21	21
Percentage of pupils at NC level 2 or above	School	91 (100)	95 (100)	95 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	10	10	10
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	95 (100)	95 (100)	95 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	11	2	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	9	9	11
Percentage of pupils at NC level 4 or above	School	69 (86)	69 (68)	85 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	9	9	12
Percentage of pupils at NC level 4 or above	School	69 (91)	69 (77)	92 (91)
	National	73 (72)	74 (74)	82 (82)

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

Test results for Key Stage 2 have not been broken down by gender because of the small number of pupils taking the tests.

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	122	2	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.7
Number of pupils per qualified teacher	18.35
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
----------------	-----------

	£
Total income	322339
Total expenditure	330059
Expenditure per pupil	2620
Balance brought forward from previous year	34470
Balance carried forward to next year	26750

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	123
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	7	0	0
My child is making good progress in school.	45	45	8	2	0
Behaviour in the school is good.	24	66	5	3	2
My child gets the right amount of work to do at home.	32	53	13	0	2
The teaching is good.	49	46	2	3	0
I am kept well informed about how my child is getting on.	40	52	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	46	41	13	0	0
The school expects my child to work hard and achieve his or her best.	47	47	4	0	2
The school works closely with parents.	34	55	9	2	0
The school is well led and managed.	43	43	12	2	0
The school is helping my child become mature and responsible.	49	44	2	3	2
The school provides an interesting range of activities outside lessons.	28	31	33	6	2

Other issues raised by parents

- Parents would like pupils to be given more opportunities to take part in sporting activities.

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

71. Children in the foundation stage (the reception year) are taught in a mixed reception/Year 1 class. At the time of the inspection, 6 children were attending for mornings only. The recently appointed reception teacher has identified weaknesses in provision and has begun to improve the curriculum. Some of the weaknesses currently evident were also found at the time of the last inspection, when there was no scheme of work clearly identifying progression for reception children, they spent too long in class lessons and had too few opportunities to learn through structured play. Although these weaknesses were addressed by the school after the last inspection, the introduction of a new Foundation Stage curriculum means that further work is needed now to meet fully current requirements.
72. Children's attainment on starting school in the reception year varies significantly from year to year, but has been broadly average for the last two years. Children in the reception year are on target to exceed expectations for their age in the 'early learning goals' of creative development and knowledge and understanding of the world. In personal, social and emotional development, communication, language and literacy and mathematical and physical development, children are on target to attain the standards expected by the end of the reception year. Their reading skills are good but there are important weaknesses in children's levels of independence and concentration and their ability to listen to others.
73. Whilst children are making satisfactory progress overall, learning is hindered by limitations in the curriculum. Planning is not yet linked closely enough to the objective and activities identified in the national 'early learning goals', which form a major part of the reception year curriculum. This has the greatest impact on the learning of less able children who would benefit from access to a wider range of practical activities. Until very recently, the school had no separate planning format for children in the reception year, with planning based almost entirely on the curriculum framework for children in Years 1 and 2. The teacher has started to develop an appropriate scheme of work, but this has not yet been fully implemented. At the moment, children get few opportunities to make choices about where they are going to work, with most activities initiated by the teacher rather than the children. Role-play activities such as the well thought out 'garden centre' are not fully utilised because the noise from children working in these areas might be distracting for older pupils.
74. There is also a weakness in the equality of provision for full and part-time children. Most of each morning is taken up with literacy or numeracy teaching, often following the nationally recommended format. Many practical activities are timetabled for the afternoon. This means that children who only attend part-time in the morning do not get a fully balanced curriculum, and they miss many of the more hands-on activities that are planned for the afternoons. For example, part-time children do not get the opportunity to benefit from the very good specialised teaching of designing and making skills that take place in the afternoon.
75. Assessment of children's attainment and progress is satisfactory. Assessments are made when children start school, and this information is beginning to be used effectively to identify what individual children need to learn next. The teacher keeps appropriate records of children's progress, and uses this information to ensure that activities largely build on children's previous learning.
76. There is good liaison between the school and home when children start school. Parents are welcomed into school at any time to discuss concerns, and new children spend time in the class before they are due to start. The teacher has established strong links with the local playgroup, including working together to develop a consistent approach to the introduction of key skills. As a result of all of these factors, children settle into school quickly.

Personal, social and emotional development

- 77. Overall, children make satisfactory progress in this area of learning, although there are some important weaknesses. The teacher is calm, caring and patient and has a good knowledge of both the social and educational needs of individual children. Children with special educational needs are involved in all activities and quickly improve their confidence and their social skills.
- 78. Children's behaviour is well managed, with good use made of praise to develop self-esteem. Children are enthusiastic about school and try hard in all their activities. They show respect for property, as well as care and concern for each other, and develop a good understanding of the difference between right and wrong.
- 79. However, the organisation of activities does not support children sufficiently in becoming independent. Throughout the school day, too many activities are teacher directed, with children given fewer opportunities than are normally found in the reception year to make informed choices about where they are going to work. Children are not sufficiently encouraged to take responsibility for their own learning, for example by getting out resources for themselves or by sharing with their classmates what they plan to do in a particular lesson. As a result, levels of independence are lower than they should be. The teacher has already identified this as an important area of provision that requires improvement.

Communication, language and literacy

- 80. Teaching is satisfactory overall in this area of learning. It is most effective when the teacher is able to concentrate solely on working with reception year children. For example, children learned well in a lesson where they ordered previous pieces of writing about mini-beasts. The lesson was well organised and differing needs were met well, with skills successfully reinforced. Children were supported effectively by the teacher and ICT was successfully integrated into the lesson. However, at other times, when Year 1 pupils are being taught alongside reception year children, not all needs are met effectively, with too much emphasis placed on meeting the needs of the older pupils.
- 81. Children have weak listening skills. They do not listen well to each other and lack concentration when being taught in a large group. In contrast, speaking skills are satisfactory. The teacher gives children many opportunities to talk and listen in structured situations, but these are mainly in large groups. At these times, less able children do not participate well and opportunities to extend their learning are missed.
- 82. Reading skills are taught effectively, with elements of the literacy hour used appropriately to ensure that there is sufficient challenge for higher attaining children. An appropriate range of strategies is used to teach children letter sounds. Stories are read well, and children enjoy listening to them. They respond appropriately, joining in with the teacher when they recognise a text. Teachers make good use of questioning when reading with the children. For example, after reading from a book about 'Snails and Slugs', the teacher asked a range of questions to encourage children to explain what they had learnt from the story. More able children are already beginning to read simple texts and can talk accurately about the events in the story. Children recognise the majority of 'initial' letter sounds (the single sounds at the start of words). They know how to hold a book and recognise different words on the page.
- 83. Children make sound progress in developing writing skills. They are encouraged to write for a range of purposes, and more able children do so confidently. For example, they write simple sentences about creatures that they found on a walk in the school grounds. These children are always willing to record their ideas on paper, often using recognisable words or letters. However, less able children have weaker skills and they get insufficient opportunity to write purposefully in play activities, for example as part of a role-play. Although supplies of paper, pens and pencils are always available, less able children do not readily use them.

84. Homework makes a good contribution to children's learning, especially in the development of reading. Children regularly take reading books home and they are very well supported by parents in developing reading skills.

Mathematical development

85. Children make sound progress in extending mathematical skills and understanding. Many children recognise numbers to ten, with some more able children recognising higher numbers. When working orally, higher attaining children can work out 'one more than' a given number. Children enjoy playing simple number games on the computer and use appropriate mathematical language such as 'bigger than' and 'smaller than'.
86. The teaching of mathematics is satisfactory. Learning is slower than it should be when Year 1 pupils and reception children are taught together. At these times, the teacher struggles to meet the different needs of each year group, and learning is hindered. On occasions, work is not sufficiently matched to the needs of all children, being either too hard or too easy for higher or lower attaining children. As a result, children do not always acquire new skills as quickly as they should.
87. As at the time of the last inspection, there are too few opportunities for children to learn through play, with too many teacher-directed activities. Children are over-reliant on adult help, which means that when they finish work they often wait to be told what to do next. This means that time is wasted.

Knowledge and understanding of the world

88. Children make good progress in this area of learning, developing a good range of skills and knowledge. The quality of teaching is good, with a greater range of practical activities planned for this area of learning. This helps children to acquire new skills quickly. They know how things change over time, distinguishing between old and new toys. They understand that plants will die if they are not looked after carefully. They have looked at different sorts of mini-beasts and can describe their habitats, often explaining what they eat and how they move. Children identify the parts of a flower and understand what a force is. For example, they explain what happens when a ball hits a wall.
89. Children show good skills when using the computer. They read simple text on the computer and confidently use the keyboard and 'mouse' to write out words or draw pictures. The teacher encourages this effectively by making sure that the computer is readily available for everyday use in the classroom.
90. The teacher plans a wide range of exciting and practical activities, including good use of the local environment. This was seen to good effect in a lesson where children looked at worms that they had collected after a walk around the grounds. Children showed great enthusiasm as they looked at how the worms moved, using accurate terminology to describe the slithering movement. The teacher and teaching assistant successfully supported the development of knowledge by asking challenging questions, for example asking them to think about how the worm mixed together leaves and soil. This practical approach to learning meant that new ideas are quickly assimilated.

Physical development

91. Children develop a satisfactory range of physical skills. However, their progress is limited because the location of the outside area is close to the road, which means that children cannot work outside unless they are supervised. This means that children get less opportunity to develop physical skills through play than are found in most reception classes, where access to the outside area is available at all times. This has a negative impact on learning, especially for less able children who would benefit from more opportunities to work outside so as to develop

their self-confidence and improve their co-ordination.

92. Nevertheless, children are given suitable planned opportunities to work outside, and their learning is also enhanced by regularly timetabled physical education lessons. In a good PE lesson, the teacher made good use of a taped dance programme and there was a good pace to learning, with children showing appropriate physical skills. Children behaved well and were very enthusiastic. The teacher gave children appropriate opportunities to experiment with their own ideas as well as to share their work with the rest of the class. This meant that the children were well motivated and that new skills developed quickly.

Creative development

93. Teaching in this area of learning is good and children make good progress. Activities are carefully planned and the practical focus of tasks means that learning is made purposeful and fun. Children respond well to this and concentrate well in lessons. An imaginative range of resources is used to stimulate interest and promote good learning. Members of staff successfully encourage children to work independently, with specialised teaching having a good impact on learning. Children produce interesting pictures using different techniques or materials, such as paint, sand, paper or fabric. They make good quality models using clay and they colour pictures carefully using crayons.
94. The quality of children's designing and making is good, being supported by very good teaching. They make interesting models of vehicles, with key skills such as how to join different materials taught very well. Children participate enthusiastically and made good suggestions about how to improve their work.

ENGLISH

95. By the end of Year 2, pupils' attainment is above the national averages in reading and writing, with good attainment in speaking and satisfactory attainment in listening. By the end of Year 6, pupils' attainment is broadly average overall, with good attainment in reading and satisfactory attainment in writing. Pupils' speaking and listening are satisfactory overall. The present Year 6 is weaker than other year groups in the school. Nevertheless, throughout the school, all pupils, including those with special educational needs, make good progress. Parents are particularly pleased with the challenge given to higher attaining pupils.
96. Standards of attainment have improved since the time of the last inspection when pupils made satisfactory progress and attainment was in line with the national averages at the end of Year 2 and Year 6.
97. National Curriculum test results at the end of Year 2 and Year 6 vary from year to year depending on the number of pupils with special educational needs in each year group. In 2002, pupils in Year 2 were well above the national averages in reading when compared with all and similar schools, and in the top five per cent nationally in writing. At the end of Year 6, attainment was average overall, with reading being stronger than writing. Taking test results for the last three years together, attainment has exceeded the national averages at the end of Year 2 and Year 6.
98. By the end of Year 2, pupils speak clearly using a wide vocabulary and Year 6 pupils are confident when expressing an opinion. Pupils are keen to share their own ideas with a partner or the rest of the class when planning stories or poems or discussing stories. They listen to the teachers carefully when sharing texts at the start of a lesson. However, in Year 6, they are not always attentive when listening to instructions or the ideas of others.
99. Pupils in Year 2 are confident, fluent readers who observe punctuation and use good expression when reading aloud. Lower attaining pupils are beginning to use their knowledge of the sounds different groups of letters make when tackling unfamiliar words. Higher attaining pupils have a good understanding of the characters and main parts of a story and make sensible predictions

about what might happen later in the book. Higher attaining pupils choose their own books to read. However, a narrow scheme used when pupils first learn to read means that pupils have limited knowledge of or preferences for a range of authors. By Year 6, though, higher attaining pupils have developed a love of books and can talk about the likely feelings of characters in the books they have read. Most read aloud clearly and expressively although lower attaining pupils do not always self-correct when what they have read does not make sense. Pupils know how to use the library, although they seldom use it for research work since it is not easily accessible to the older pupils who are taught in the mobile classrooms.

100. A strength in pupils' writing is the way they use language to make their stories interesting for the reader. This has been a recent focus throughout the school and the teachers' hard work in encouraging the use of powerful verbs and more interesting descriptions has been successful. However, pupils are careless in the way they use punctuation and often forget to include simple punctuation, such as full stops, even though they know in theory how to use a range of punctuation. When inspired, lower attaining pupils in Year 6 produce some good quality work, such as a mock interview held with a favourite footballer. Girls tend to take more care over the presentation of their work than the boys. The correct use of grammar is not strong, with a number of pupils changing tense in the middle of a piece of work. By the end of Year 2, pupils write for a range of purposes and construct simple pieces of work with a clear structure.
101. The school sets realistic but challenging targets for test results in English. Members of staff are determined that all pupils will achieve their best. Individual short-term targets for all pupils, including those with special educational needs, are appropriate.
102. The quality of teaching is good overall, with an example of very good teaching in one lesson for Years 5 and 6. In the very good lesson, the shared text was carefully chosen to support pupils in their individual tasks. The teacher helped pupils to identify the contrasts shown by the author, before discussing possible beginnings for the pupils' own stories. A very quick pace was established as pupils were given a short time to complete the task before sharing their work with the class. Throughout the school, teachers share the purpose of work with pupils at the start of the lesson, explain tasks clearly and ensure that resources are prepared well. In most lessons, teachers use a range of methods to maintain pupils' interest. Pupils are given a choice in their writing tasks and this helps to increase their initiative and enthusiasm. Teachers have high expectations for behaviour and very good relationships with the class, helping pupils to respond well. New vocabulary is discussed effectively and questioning is used well to involve pupils in their learning. For example, in a lesson for pupils in Years 1 and 2, the teacher asked pupils to predict what might happen next in the story. Teachers have a good knowledge of the subject and they mark pupils work thoroughly, showing them how to improve. Teaching assistants make a good contribution to lessons, supporting lower attaining pupils and those with special educational needs effectively. Teachers provide a suitable quantity of homework and parents support their children effectively at home. However, the home/school reading record provides little guidance on what pupils need to do next in order to improve. Teaching has improved since the time of the last inspection when it was satisfactory overall.
103. The new subject co-ordinator has a good understanding of general weaknesses in attainment based on an analysis of test data and a scrutiny of a sample of pupils' work. Members of staff have been successful in improving the quality of pupils' writing in literacy lessons and are aware that this needs to be extended when pupils are writing in support of other subjects.
104. The curriculum for English and the school's literacy strategy is good overall. Pupils of differing abilities are challenged well during English lessons. However, there are insufficient opportunities for pupils to develop their writing skills in subjects such as history and geography. Effective use is made of stories from other countries and these make a good contribution towards pupils' moral and cultural development. For example, in Years 1 and 2, the teacher shared a story set in Tibet, about the dangers of greed. A recent newspaper project helped older pupils to learn about writing to a deadline.
105. There are good procedures for monitoring pupils' progress and this information is used

appropriately to determine where additional support is needed. The school has satisfactory resources for the subject overall. However, the subject co-ordinator has identified the need to increase the variety of fiction for younger pupils. There are good opportunities for pupils to use their ICT skills to support learning in the subject by word processing.

MATHEMATICS

106. Standards of pupils' attainment vary from year to year due to the relatively small size of year groups and the varying number of pupils with special educational needs in each year group. This means that National Curriculum test results are unreliable indicators of overall standards. Nevertheless, inspection findings show that attainment is now higher than at the time of the last inspection by the end of Year 2 and Year 6. Better quality teaching has had a good impact on the rate at which pupils acquire new skills.
107. The current Year 2 is acknowledged by the school to be a slightly weaker group than in 2002, when National Curriculum test results were well above average compared with all schools and above average compared with similar schools. Nevertheless, inspection findings confirm that pupils in the current Year 2 are making good progress, with pupils' attainment above average by the end of Year 2. Most pupils are on target to achieve the expected Level 2 in the National Curriculum tests, and a good percentage are on target to achieve the higher Level 3. The needs of more able pupils are being met well in class, and the teacher and teaching assistant give good quality support to less able pupils or those identified as having special educational needs.
108. In Year 2, pupils are developing a good understanding of basic number concepts. They count forwards and back in ones and twos, and add and subtract using small numbers. When handling money, most pupils add together small sums using pence and solve simple shopping problems. Pupils can halve shapes and numbers, and sort objects into sets according to colour, shape and size. They successfully identify the line of symmetry in a shape and can halve and quarter numbers. They measure accurately using everyday objects, and are developing an awareness of the need for 'standardised' units of measure.
109. Inspection findings show that the current Year 6 is achieving standards that are slightly above average. Pupils are on target to achieve higher test scores than in 2002, when they showed that pupils' attainment was average compared with all schools but below average compared with similar schools. Nevertheless, test data show that, in 2002, pupils achieved well in relation to their attainment at the end of Year 2. Targets set for the end of Year 6 were comfortably exceeded, and the trend of gradual improvement that was started in 2001 was maintained. This trend is being continued in 2003, with progress continuing to be good.
110. In Year 6, pupils have begun to work confidently with larger numbers. They have a sound understanding of multiplication and division, and estimate accurately with numbers up to 1000. Higher attaining pupils accurately identify the value of different digits in large numbers over 1000. Pupils recognise equivalence in decimals and tell the time accurately. When looking at fractions, they identify numerators and denominators. They correctly identify different 3-D shapes, as well as understanding rotational and reflective symmetry. They accurately interpret bar and line graphs and measure angles.
111. Throughout the school, pupils' ability to solve mathematical problems has improved significantly over the last two years, with teachers giving a far greater emphasis to the development of these skills in lessons since the last inspection. Pupils' mental mathematics skills are good. They quickly gain confidence in working out calculations in their heads. Pupils in Year 2 have a good knowledge of the 2, 3 and 5 times-tables and by Years 5 and 6 they are confident about explaining clearly the strategies that they are using to solve a variety of mathematical problems.
112. The quality of teaching is good overall. This represents a very good improvement since the last inspection, when teaching was often unsatisfactory in Years 1 and 2. This is no longer the case. Teachers' subject knowledge has improved significantly, and their planning clearly identifies how the needs of differing groups of pupils are to be met. As a result, individual needs

are met well.

113. Throughout the school, teachers prepare well for lessons, with strengths in the way that tasks are explained. Learning is made interesting and purposeful and this helps to motivate the pupils. For example, in a good lesson in Year 3, the teacher provided an interesting range of practical problems that helped pupils identify the different strategies that they needed to solve them. In this lesson, work was carefully planned to differing levels of ability and both more able and less able pupils were supported well. This good attention to meeting the needs of different ability levels was also evident in a good Year 4 lesson. In this lesson, more able pupils were carefully enabled to extend their knowledge of mathematical terms such as 'mean', 'mode' and 'range', whilst less able pupils worked on sorting objects using a Venn diagram.
114. Throughout the school, teachers have good relationships with pupils. This helps pupils to feel secure and means that they are not scared to have a go at answering questions. Where teaching is less successful, it is because pupils, especially in Year 6, do not concentrate as well as they should. This very occasionally slows the pace of learning.
115. There are good procedures for monitoring pupils' attainment, showing pupils' progress at each stage of the numeracy strategy. The school makes effective use of National Curriculum tests and other assessments to measure progress throughout the school and to group pupils. Work is regularly marked, and this is most effective where teachers add written comments to identify how pupils could improve.
116. The mathematics curriculum is broad and balanced. The numeracy strategy is now firmly embedded in school practice and is having a good impact on standards. Pupils are encouraged to use their numeracy skills across the curriculum. For example, they use measurements in design and technology and measure or count in science lessons.
117. Pupils are given appropriate opportunities to use ICT to support their learning, for example, by using data-handling programmes to present their findings in different ways.
118. Management of the subject is good. Both the current and former co-ordinator have set clear agendas for improvement based on a good understanding of what is needed to improve provision. Teaching and learning are regularly monitored and, where weaknesses are identified, support is given to rectify the problem. Good use is made of test data to look at the progress of different groups. Test answers are analysed in detail to identify any weaknesses that are evident. This has led to a focus being given to developing pupils' problems solving skills, resulting in good improvements in standards in this aspect of the curriculum.

SCIENCE

119. Pupils' attainment is above the national averages at the end of Year 2 and slightly above at the end of Year 6. All pupils, including those with special educational needs, make good progress overall. Attainment and progress have remained broadly the same as at the time of the last inspection. Pupils' factual knowledge is stronger than their ability to carry out investigations.
120. In the 2002 National Curriculum assessments at the end of Year 2, the number of pupils achieving the expected level (Level 2) was average compared with all schools and below average compared with similar schools. However, the number of pupils achieving the higher level (Level 3) was well above average compared with all and similar schools. At the end of Year 6, attainment in 2002 was above average overall compared with all schools, with the number achieving the higher level (Level 5) being well above average compared with all and similar schools. Test results have been rising over the last few years and have been above average overall.
121. Despite pupils having good subject knowledge, making good observations and being able to make sensible predictions during whole class investigations, pupils' written work and their ability to carry out their own tests are of a lower standard and are only satisfactory overall. In Years 5

and 6, pupils carry out practical investigations sensibly and have a good awareness of how their findings can be affected when the test is not carried out carefully. For example, pupils in Year 6 knew that their test was unreliable because some of the substance they were pouring went over the top of the filter. However, they are less well motivated when asked to record their findings. Pupils in Years 3 and 4 are developing a good understanding of the need for fair testing, and make some careful observations. For example, they time each stage of an investigation carefully and record how far water is absorbed into each material. However, pupils throughout the school do not consider sufficiently what their findings show.

122. The quality of teaching is good in all classes. Teachers prepare well for lessons, explain tasks clearly and are good at using the correct scientific vocabulary. They ask effective questions to encourage pupils to think about what they have learnt. For example, pupils in Years 5 and 6 were asked to explain how they might speed up evaporation. Teachers manage pupils' behaviour successfully, enabling pupils to enjoy lessons and to take part in practical activities in safety. Pupils enjoy talking about what they have observed. However, they occasionally become restless when the teacher talks for too long at the start of a lesson. Teaching assistants support pupils with special educational needs effectively, enabling them to take a full and active part in lessons. Teachers' lesson planning does not show clearly enough what they expect pupils of differing abilities to achieve and marking does not show how pupils can improve their scientific skills. Nevertheless, the quality of teaching has improved since the last inspection when it was satisfactory overall.
123. The subject co-ordinator is new to the role but has a clear understanding of weaknesses shown by older pupils and how the subject needs to be developed. However, there has been little opportunity to monitor teaching and learning to understand attainment and progress across the school. The subject has not been an area for development recently but members of staff are aware of the need to improve the opportunities for investigative work. The headteacher has noticed an improvement in provision since the appointment of the new co-ordinator. There are satisfactory procedures for collecting information on pupils' progress.
124. The curriculum is satisfactory overall. Whilst the scheme of work provides helpful support with teachers' lesson planning, similar tasks are often planned for pupils of different ages and abilities and this means that at times there is insufficient challenge for all pupils. The subject co-ordinator has identified the need to provide greater opportunities for pupils to extend their numeracy skills by showing information in graphs and to improve their investigative skills. Pupils are given appropriate opportunities to carry out measurements, such as measuring the height of beans in centimetres and the force exerted on a Newton meter.
125. Resources for the subject are broadly satisfactory. ICT is used effectively to support learning. For example, pupils in Years 1 and 2 use the computers to make graphs showing what pets they own in their class, and pupils in Years 5 and 6 use a probe to investigate the falling temperature inside a melting snowman. The school grounds provide good opportunities for pupils to learn about various types of habitat.

ART AND DESIGN

126. Pupils' attainment is above national expectations at the end of Year 2 and in line with national expectations by the end of Year 6. Throughout the school, pupils have good drawing skills. Attainment has improved by the end of Year 2 since the time of the last inspection, and pupils now make good progress in lessons. By the end of Year 2, pupils make detailed sketches of bicycles and show peel, seeds, stalks and segments clearly when drawing the insides of fruit. They are beginning to evaluate their own work and can discuss what aspects were difficult and why. Pupils in Year 4 show line and perspective well when sketching chairs. In Year 6, pupils show effective use of shading in their pencil drawings taken from photographs, and their colour drawings of plants show movement in the direction of the leaves and stems.
127. The quality of teaching is good throughout the school. Effective use is made of the specific skills of the subject co-ordinator to work with all pupils in Years 1 and 2 and this teacher has

very good subject knowledge. Teachers provide effective guidance with new skills and in how to look more closely and draw what is actually seen. Pupils enjoy art lessons and concentrate well when making observational drawings. They are confident when handling various media and use a variety of techniques. For example, pupils in Year 2 used the side of chalks to cover large areas and smudged the edges to create a different effect. The quality of teaching has improved since the time of the last inspection when it was satisfactory overall and sometimes good.

128. The curriculum is broad and balanced and pupils learn a good range of techniques during their time at the school. For example, pupils in Year 6 used wire and modelling material to make interesting sculptures of sportsmen, and pupils in Years 1 and 2 used rollers, knives, spoons, scrapers, brushes and fingers when making pictures in the style of Van Gogh's sunflowers. There are good opportunities for pupils to extend their cultural development by studying the work of famous artists such as Van Gogh and by drawing patterns found in artwork from around the world, such as patterns on a tablecloth from Romania. There are suitable procedures for monitoring pupils' progress. ICT is used effectively to support learning in the subject. For example, pupils in Year 2 use digital cameras to plan compositions for their action pictures of their friends.
129. The new subject co-ordinator has clear plans for improving provision in the subject. A new scheme of work supports teachers in their lesson planning effectively. Whilst resources are broadly satisfactory, a shortage of storage space limits the choices available at any time. There is no running water in the classrooms for pupils in Years 1 and 2 and this makes some aspects of the subject more difficult to implement.

DESIGN AND TECHNOLOGY

130. Pupils' attainment is above national expectations by the end of Year 2 and in line with national expectations by the end of Year 6. All pupils, including those with special educational needs, make good progress overall. In Years 5 and 6, pupils enjoy making their own models of shoes out of card, making interesting use of shape, colour and decoration to create original ideas. However, they are less well motivated when planning designs and tend to work slowly at these times. Pupils in Years 1 and 2, demonstrate a good range of making skills. They look closely at commercially produced toys to see how they are powered and use tools safely when making their own models of 'Incy Wincy Spider' climbing up the water spout. Higher attaining pupils make detailed plans for their models showing the materials they intend using. All pupils carry out appropriate evaluations of what they have made, with younger pupils drawing faces to show what aspects of the work were successful and older pupils writing short comments. For example, pupils in Year 4 commented on the difficulties encountered in ensuring that their pneumatic models received sufficient air to power them successfully. Pupils' attainment is similar to that found at the time of the last inspection at the end of Year 2 and Year 6. However, with pupils now making good progress overall, attainment up to the end of Year 4 is now good.
131. The quality of teaching is good overall, with an example of very good teaching in Years 1 and 2. Teaching has improved since the last inspection when it varied from very good to unsatisfactory. In the very good lesson, the subject co-ordinator demonstrated very good subject knowledge and enabled pupils to talk about their own solutions to problems and to share their good ideas with each other. Throughout the school, teachers demonstrate making skills effectively, helping pupils to identify possible difficulties they might encounter. For example, in Years 5 and 6 the teacher discussed how to use a paper pattern correctly when cutting out fabric to make a novelty waistcoat. Pupils are encouraged to carry out some tasks for homework. Pupils in Years 3 and 4 made superb chair models from designs they had made at school. Their models showed a wide range of joining skills and were finished to a very high standard.
132. A food technology specialist teacher works with groups of pupils in Years 1, 3 and 5. Lesson planning and samples of pupils' work show that this aspect of the subject is covered very thoroughly and there are effective links with other subjects such as science. For example, pupils in Year 3 consider healthy alternatives when devising packed lunches, and pupils in Year

5 investigate the use of yeast in the bread-making process.

133. The subject co-ordinator provides effective leadership for the subject and provision has improved since the last inspection. The curriculum for design and technology is broad and balanced and a new scheme of work supports teachers successfully in their lesson planning. There are good opportunities for pupils to use their numeracy and literacy skills in support of the subject. For example, pupils in Year 3 followed written instructions when making pop-up mechanisms for the books they were making.
134. The subject makes a good contribution towards pupils' social and cultural development. For example, pupils in Year 4 study the designs of bead necklaces worn by Masai women, and pupils in Year 5 develop effective links with the local community when they design and make party food for local senior citizens at Christmas. There are satisfactory arrangements for monitoring pupils' progress. Whilst resources for the subject are satisfactory overall, a lack of storage space in the school means that pupils do not always have a wide choice of materials and sometimes need to share tools such as fabric scissors.

GEOGRAPHY

135. No geography lessons were timetabled during the inspection. Inspection judgements on attainment and progress have been made by looking at pupils' previous work and by examining teachers' planning.
136. Pupils' attainment is in line with national expectations by the end of both Year 2 and Year 6, and they make satisfactory progress. This was also the case at the time of the last inspection. However, important weaknesses in the quality of the curriculum are limiting pupils' overall achievement. Pupils produce too little recorded work in Years 3 to 6 and the organisation of the curriculum means that there are big gaps between topics. Inspection findings show that some topics are not covered in sufficient detail, leading to superficial learning.
137. In Years 1 and 2, pupils develop a sound knowledge of the local area and begin to understand that not all places are the same. They draw simple maps of the school grounds and can talk about the features of where they live. The journeys of 'Barnaby Bear' help pupils to learn about countries other than their own. By the end of Year 6, pupils have increased their knowledge of their own and other countries. They understand some of the factors that contribute to the development of rivers. However, much of their knowledge is insecure. In discussions, some Year 6 pupils were unclear what is meant by the 'water cycle' and they do not know how valleys are formed. They get confused when asked to name the countries that make up the United Kingdom and are uncertain of the names of the different continents. They have a limited recall of work previously completed on countries outside the United Kingdom.
138. There is insufficient evidence to make a judgement on the quality of teaching. A scrutiny of pupils' work shows that they have few opportunities to write independently; with too much work consisting of copying out, completing worksheets or answering closed questions. This means that pupils get very few opportunities to develop their writing skills through geography lessons or to develop their thinking, for instance about environmental issues. In addition, the needs of more able pupils are not always successfully met because they often do the same work as less able pupils. Consequently, the work that they are given is not always sufficiently challenging, meaning that the achievement of these pupils could be higher. There is little evidence of these pupils working at higher levels than others in their class.
139. The curriculum for geography meets statutory requirements, but some topics are not covered in sufficient depth. A recommended scheme of work and a thorough policy document form a suitable basis for teachers' planning. However, as at the time of the last inspection, there is no school document that clearly shows how skills are to be developed from year group to year group. Assessments of pupils' learning are satisfactory. Teachers assess learning in lessons and record pupils' attainment at the end of each topic.

140. Residential visits for pupils in Years 3 to 6 make a valuable contribution to pupils' learning about contrasting locations, environmental issues and map-work. There are good resource packs for residential visits to places such as Devon and the Isle of Wight.
141. The subject has not been a recent priority for development. The subject co-ordinator provides satisfactory leadership. There has been some helpful monitoring of teaching and learning, and good support is given to teachers especially in the preparation of resources.

HISTORY

142. Pupils' attainment is broadly in line with national expectations by the end of Year 2 and Year 6. This is similar to the findings of the last inspection. All pupils, including those with special educational needs, develop a sound factual knowledge and are beginning to carry out their own research into topics that they are studying. Standards of attainment are similar to those found at the time of the last inspection. However, there are missed opportunities to extend the learning of more able pupils. Pupils are taught in mixed age and ability classes but generally complete the same piece of work, whatever their age or prior attainment. This means that the needs of differing pupils are not always met. There is sometimes insufficient challenge for more able pupils and this limits their progress.
143. Nevertheless, by the end of Year 2 and Year 6, pupils are developing a satisfactory understanding of how life has changed over time. In Years 1 and 2, pupils know about the lives of famous people such as Florence Nightingale and they compare modern toys with toys from the past. In Years 3 to 6, pupils study historical topics such as 'The Victorians' and 'World War II' in more detail. At the time of the inspection, pupils in Years 3 and 4 were learning about the Anglo-Saxons. They accurately placed important events onto a timeline, showing an appropriate awareness of the passage of time. They know where the Anglo-Saxons came from and why they travelled to Britain. In Years 5 and 6, pupils are able to describe key features of life in Victorian Britain. They understand how life has changed since then, especially for children. In Years 3 to 6, pupils have a sound knowledge of how to find out about the past, although they are not yet skilled at drawing historical conclusions from their observations. For example, the conclusions they draw from looking at photographs tend to lack a historical focus, merely observing what they can see rather than explaining it in historical terms.
144. The quality of teaching is good, although a scrutiny of pupils' previous work shows that there is not always enough challenge for more able pupils. This was not evident during the week of inspection, with teachers planning activities that enabled pupils to consolidate and reinforce skills at a good rate. Good use is made of resources to bring the subject alive. Pupils are very enthusiastic in lessons, for example when talking about a recent visit to an Anglo-Saxon village. Teachers make good use of such visits to extend learning in lessons. This was seen to good effect in a good lesson in Year 4, where the teacher had taken digital photographs of Anglo-Saxon homes after a recent visit. These photographs were used well to prompt pupils to consider the changes in housing that have occurred over time. The lesson was especially successful when the teacher encouraged pupils to explain what they could see rather than merely describing the picture. At such times, pupils extend their historical skills well.
145. Overall the curriculum is satisfactory. Good use is made of visits, especially residential visits for pupils in Years 3 to 6, which include a large element of historical study. These activities have a good impact on pupils' learning. Procedures for assessing pupils' attainment and progress are satisfactory. Teachers assess learning in lessons, and record pupils' attainment at the end of each topic.
146. The subject co-ordinator has only recently taken over the role and provides satisfactory leadership. Opportunities for monitoring have been relatively limited, although the co-ordinator has identified the need to ensure that there is challenge for all pupils in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. Pupils' standards of attainment are above national expectations by the end of Year 2 and in line with national expectations by the end of Year 6. Standards have improved since the last inspection, with pupils benefiting from improved resources and the good use of ICT across the curriculum. Progress is especially good in Years 1 and 2, where the teacher, who is also the subject leader, is particularly adept at integrating ICT into everyday learning. Standards of attainment are comparatively higher amongst younger pupils, with some older pupils still lacking basic skills due to gaps in their previous learning.
148. Throughout the school, pupils are becoming confident about using their computing skills for a range of practical purposes. By the end of Year 2, pupils are very familiar with the layout of a keyboard and confidently type simple texts. They successfully add text to pictures and produce simple graphs. They use ICT for a range of purposes, making graphs, drawing pictures to show science experiments and writing stories, labels and poems. By the end of Year 6, pupils use word-processing skills to present their work in a way that is attractive to an audience. In their writing, they use different colours and font styles to make it more exciting. They use techniques such as 'cut and paste' and 'find and replace' to help them edit their work. They understand how computers can be used to present information in different ways. They successfully use clip-art to make their writing interesting, and use the computers to present data in a variety of forms.
149. Pupils have a good knowledge of the many applications of ICT and understand that it involves more than just working on the computer. For example, they know how to use a digital camera and are given appropriate opportunities to use programmable toys. They understand that the internet can be used to find information, and they do this confidently both in lessons and at home.
150. There is insufficient evidence to make an overall judgement on the quality of teaching. However, teachers make good use of ICT across the curriculum, especially in Years 1 and 2, where pupils are given many opportunities to use ICT skills in different curriculum areas. During the inspection, pupils were observed developing their skills in a range of subjects, including literacy, numeracy, history and science. This gives pupils good opportunities to practise new skills and helps to reinforce learning and to make their work purposeful. Pupils are very well motivated and are keen to use their skills. They work hard, either independently or in pairs, sharing skills where necessary and offering each other support. In a good lesson in Years 3, the teacher introduced the new skill of 'finding and replacing' in an interesting way. Learning was made relevant as the teacher closely linked the ICT skills with work in literacy, helping pupils to understand how ICT can be a useful tool when producing a piece of writing. By the end of the lesson, all pupils had a good understanding of how to apply the skill and they knew when it would be helpful to use the skill in other subjects.
151. The school teaches all aspects of the subject required in the National Curriculum and the provision is broad and balanced. Good use is made of the new scheme of work to identify what pupils should be learning from year to year. Arrangements for assessing pupils' learning are satisfactory, with progress assessed and recorded at the end of each unit. This means that needs are met well.
152. The subject is well led by the subject leader, who is a very good role model for his colleagues. All members of staff are provided with good quality support and an 'ICT action plan' identifies clearly how provision is to be improved further. For example, the subject leader is aware that although most pupils have access to computers at home, some do not. He has identified that these are the group of pupils who make slowest progress and is working hard to introduce strategies that will address this issue. Nevertheless, where a pupil does not have access to a computer at home, teachers try to ensure that the pupil is not disadvantaged. For example, in Year 3 the teacher gave pupils homework that involved editing a piece of writing at home. The small number of pupils who did not have a computer at home were given extra time to complete this piece of work at school.
153. Good quality displays of pupils' work show how skills are used in different subjects. These

displays help to make learning purposeful to the pupils and show the progression of skills across the school.

MUSIC

154. There was one lesson only on the timetable during the inspection. It is not possible to make a judgement on attainment and progress by the end of Year 2 and Year 6. All pupils, including those with special educational needs, made good progress in the lesson observed in Year 3. The attainment of pupils in this year group is above national expectations. These pupils sing sweetly with clear diction and keep in time with a simple guitar accompaniment. They are good at copying rhythmical patterns and follow simple forms of notation carefully. Higher attaining pupils identify the difference between two lines of music and are beginning to make comparisons between sounds such as 'the longer the instrument the lower the sounds it can make'.
155. The quality of teaching in the lesson observed in Year 3 was good. The music co-ordinator has very good subject knowledge and uses it well in teaching all pupils from the reception year to Year 4. In the lesson observed, the teacher managed pupils' behaviour effectively by choosing humorous songs to sing and by encouraging pupils to join in enthusiastically with all activities. Subject specific vocabulary was taught effectively and good resources were made available during the lesson. A good variety of activities made the lesson interesting and questioning was used well to encourage pupils to think about the music they were performing. Pupils with special educational needs were successfully encouraged to take part in all activities. Whilst lesson planning shows the activities pupils are going to take part in, what the pupils will learn from these activities is insufficiently explicit. The quality of teaching observed was better than at the time of the last inspection when it was satisfactory with weaknesses in teachers' subject knowledge.
156. There is a good scheme of work to support lesson planning and satisfactory procedures for assessing pupils' progress. The subject co-ordinator has a clear understanding of the provision in the school, and has been developing the subject since joining the staff almost two years ago.
157. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. There are several concerts and productions each year, some in association with other schools and some held in local churches or for the benefit of senior citizens. There are no regular music clubs, although clubs for the recorder and choir are held in the run up to performances. The school is successful in including a multicultural dimension to the subject. For example, at Christmas the school production included Bhangra, line dancing and African music. Several older pupils take additional lessons in brass, clarinet and piano. These activities are much appreciated by the parents, and they have helped purchase new instruments, making resources for the subject satisfactory.

PHYSICAL EDUCATION

158. During the inspection, only games and dance lessons were timetabled. This means that it is not possible to judge attainment in all aspects of the physical education curriculum. Pupils showed generally satisfactory skills in the small number of lessons seen during the inspection, with attainment that meets national expectations. This is broadly similar to the findings of the last inspection.
159. All pupils, including those with special educational needs, make sound progress throughout the school. However, there are weaknesses in provision, which mean that pupils' achievements could be higher, given their levels of interest and enthusiasm for the subject. The curriculum lacks balance, with some lessons being too short to allow for a full development of skills. The small size of the hall means that pupils in Years 5 and 6 do not get opportunities to enhance their gymnastic skills. In addition, the school offers only a limited range of extra-curricular activities, and there are fewer chances than are found in most schools for pupils to take part in competitive activities.

160. In dance, pupils try hard and, by Year 6, are beginning to develop a range of movements, showing an awareness of rhythm and responding appropriately to different pieces of music. Pupils work together well in small groups, following the teacher's instructions and devising simple dances, making good use of available space. Pupils sensibly evaluate each other's work, and are able to sustain energetic activity for a reasonable length of time. In games, pupils in Year 2 have appropriate catching and throwing skills. However, pupils in Year 4 showed limited skills when expected to dribble and control a football.
161. The quality of teaching is satisfactory, with an example of good teaching in Years 5 and 6. In the good lesson, the teacher had good subject knowledge and used the available time well. Music from different periods was used effectively to stimulate the pupils' imagination. Pupils were expected to work co-operatively and to devise their own dances. They did this sensibly, with both boys and girls doing their best. Pupils were given some opportunities to perform and to evaluate each other's work. However, the relatively short time available for the lesson meant that pupils were not able to respond to the suggestions made so that they improved their work. The short length of lessons is an important weakness that has a negative impact on learning. In a Year 2 lesson, the teacher had planned an interesting range of activities to develop throwing and catching skills, but there was not enough time for pupils to extend their skills sufficiently. Some pupils spent much of the lesson waiting for their turn on an activity, which meant that the development of skills was not as quick as it could have been.
162. The curriculum includes all aspects of the National Curriculum, with a suitable scheme of work to guide teachers' lesson planning. However, the hall is very small and is an awkward shape. This means that it is not possible to teach gymnastics to older pupils. For other lessons, the school copes well with the weaknesses of the accommodation. Good use is made of the school field and, for many lessons, classes are split into two smaller groups so that the hall can be used. This is effective. Older pupils have the opportunity to extend their skills on residential trips. Pupils in Years 3 and 4 are able to learn to swim at a local leisure centre, and the school reports that by the end of Year 6 most are able to swim at least 25 metres. Teachers assess learning in lessons, and report overall attainment at the end of each year on annual reports to parents. These arrangements are satisfactory, although some reports include only an 'effort grade' rather than written comments on attainment.
163. There have been recent improvements in the range of extra-curricular activities, with both a netball club and a commercial football club now available to pupils. Both of these clubs enrich learning opportunities and are well attended. However, nearly 40% of parents are unhappy about the range of sporting opportunities offered to pupils. The inspection team agrees that, whilst recent improvements go some way to meeting these concerns, there are fewer out of school sporting activities than are found in most schools of a similar size. In addition, there are only limited opportunities to take part in competitive sport. There have been recent football matches or tournaments for boys and girls but there is little else currently on offer. This is an area of school life that should be developed further in order to improve provision for sport and to raise the achievements of all pupils.