

INSPECTION REPORT

**ASHWICKEN CHURCH OF ENGLAND
VOLUNTARY AIDED FIRST SCHOOL**

Ashwicken, King's Lynn

LEA area: Norfolk

Unique reference number: 121135

Headteacher: Mrs Susan Collison

Reporting inspector: Mr Adrian Simm
21138

Dates of inspection: 4 – 6 November 2002

Inspection number: 248228

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary aided
Age range of pupils:	4 – 8 years
Gender of pupils:	Mixed
School address:	East Winch Road Ashwicken King's Lynn Norfolk
Postcode:	PE32 1LY
Telephone number:	01553 630352
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Cherry Leeder
Date of previous inspection:	26 January – 6 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21138	Adrian Simm	Registered inspector	Mathematics Science Art and design Design and technology Geography History Special educational needs Education inclusion English as an additional language	What sort of school is it? Schools results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11437	Tony Anderson	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?
22522	Mary Warburton	Team inspector	English Information and communication technology Music Physical education Foundation stage	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ashwicken Church of England Voluntary Aided First School educates 60 boys and girls. The number of boys and girls is similar in the school although this fluctuates significantly within year groups. The number of pupils on roll makes the school smaller than other schools educating the same age range. The school is for pupils aged between four and eight years. It serves the village of Ashwicken and its surrounding area, which has a mixture of private and rented properties. Very few pupils are known to be eligible for free school meals, although some live in areas that are deprived. Eighteen per cent of pupils have special educational needs. This is broadly in line with the national average. These pupils require additional support for speech or communication, behaviour and general learning difficulties. No pupil has a Statement of Special Educational Need. Nearly all pupils are of white British or white other background. A very small number have English as an additional language. Most pupils attend pre-school provision before starting at the school. Attainment of pupils on entry to Reception is what would be expected in comparison with other schools. The school gained a national Achievement Award in 2001 for its improved standards. All of the teaching staff are new to the school since September 2001. The headteacher was appointed in January 2002. Six headteachers or acting headteachers have run the school in the four years since the last inspection. Due to the school's religious status, religious education is inspected separately and is, therefore, not reported here.

HOW GOOD THE SCHOOL IS

The school is effective. Good teaching and learning ensures regularly that all pupils by the end of Year 2 attain what is expected of them by this age. Standards are above the national average. On occasions, higher attaining pupils could attain more. The leadership and management of the school by the new headteacher are good. Very keen and knowledgeable staff, an effective governing body and very supportive parents are all part of the strong team. The school is clear about areas for improvement. The school provides good value for money.

What the school does well

- It ensures pupils' experiences throughout their year in the Foundation Stage are very good.
- It ensures all pupils attain what is expected for their age by the end of Year 2 in reading, writing, mathematics, science and information and communication technology (ICT).
- It provides good quality teaching and learning overall.
- It ensures staff are clear about how to improve pupils' learning. This is because the headteacher, who has the support of an effective governing body, leads the school well. Together, they are very clear about the school's strengths and areas for further development.
- It ensures parents are very effective members of the school's team approach to learning.

What could be improved

- How well the school uses the information collected from the assessment of pupils' work especially for older and higher attaining pupils and how it reports pupils' progress to parents.
- The level of support available for individual and group work in Years 1, 2 and 3 in ensuring all pupils benefit equally from the overall good quality of teaching.
- The school's accommodation which falls short in many areas.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998 and shows good improvement. Overall, pupils' achievement has improved, the quality of teaching and learning is now higher, curriculum planning has been improved and more recently, the governing body has become much more active in the life of the school. The school

took seriously the issues for development from the last inspection and worked hard on all of them. However, because of the continually changing leadership of the school and other staffing changes, some areas of development such as assessment and ensuring work was better matched to higher attaining pupils did not progress as smoothly and successfully as might otherwise have happened. These are areas where there is still work to do. Whilst the accommodation has been improved, it still offers poor provision in many ways.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	B	B
Mathematics	A	C	B	B
Science	C	B	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Overall, standards have been maintained at or above what is expected for pupils of their age by the end of Year 2. All pupils in 2002 attained the expected Level 2 or above in the national assessments by the end of Year 2 in reading, mathematics and in teacher assessment in science. For these subjects and at this level, the school was in the top five per cent of schools nationally. Standards in writing were above average. Standards have generally been stronger in reading than in writing and mathematics. However, the school focused on writing during 2002 and standards improved. From the Reception class onwards, pupils achieve well in their work. This is the same for both boys and girls, pupils with special educational needs and for those of different background. Higher attaining pupils do not always do as well as they might; for example, in writing in 2001 and in reading in 2002. Pupils achieve well in reading, writing, mathematics, science and ICT and satisfactorily in all other subjects. Any difference in attainment between boys and girls is specific to particular year groups. There is no trend in this year-on-year. The targets set by the school for improvement this year in English and mathematics were exceeded. Pupils' standards by the end of Year 3 are as expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils show a significant enthusiasm for school and an interest in their work.
Behaviour, in and out of classrooms	Pupils' behaviour is good in lessons and at break times and lunchtimes. They occupy themselves well on wet days when break times are inside.
Personal development and relationships	This is good. Pupils are at ease working with each other and carry out tasks around the school well. This is particularly the case when a pupil is 'star for the day' and has extra responsibilities.
Attendance	Pupils attendance is good and they turn up on time. They start back to work quickly after breaks.

The school has introduced recently lessons in personal, social, health and citizenship education

(PSHCE). Pupils are enthusiastic about these lessons. They are talk about their own experiences and express ideas and thoughts well about themselves and others.

TEACHING AND LEARNING

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

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

Overall, teaching and learning are good. They are very good in the Reception class. Teaching and learning in English, mathematics, science, ICT and in the recently introduced personal, social and health education are good. They are good also in design-work in design and technology although pupils' skills in turning their designs into objects are less strong. Literacy and numeracy skills are taught well across a broad range of subjects. Teaching and learning in physical education is sound. Judgements could not be made on art, geography, history and music because they were not taught during the inspection. Teaching and learning are stronger in the Reception class because planning for all pupils is excellent and ensures that the curriculum provided is stimulating, appropriate for pupils of this age and enables them to make good progress. The class is small in number and frequently well staffed, which allows more individual and small group work precisely matched to pupils' needs. This works very well for all pupils regardless of their level of attainment and those with English as an additional language. In Years 2 and 3, pupils have experienced the changes in staffing over the last few years and are coming to terms with the expectations of the new staff. Staff have good knowledge of their subjects and are self-critical and review their work to see how they could teach better. No unsatisfactory teaching was observed but there were weaknesses in some lessons. Where the teaching was satisfactory with Years 2 and 3, in the absence of staffing support, the organisation of the lesson did not always ensure that all pupils had their fair share of the teacher's attention. This led to some uncertainty for a small number of pupils in Year 2 about their learning. For higher attaining pupils, and some in Year 3, some time was spent on consolidating their learning, which could have been directed more to moving on quicker. However, beyond the Reception, other year groups are not as consistently well staffed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good overall. It is very good in the Foundation Stage where planning is excellent and ensures that the curriculum provided is stimulating and appropriate for the pupils' age and range of needs.
Provision for pupils with special educational needs	This is good overall and very good in the Foundation Stage where the good level of staffing is used very well for flexible individual support as necessary for pupils.
Provision for pupils with English as an additional language	The school deals with this well on an individual basis, particularly where the pupils are at the early stages of language development. Staff try hard to learn and use key words from the appropriate language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. The strengths are in the schools' good moral and social provision. Spiritual and cultural provision is satisfactory. Their place within the subjects of art, music, geography and history in particular are improving.
How well the school cares for its pupils	The school does well in looking after its pupils' welfare. Most staff are trained as emergency first-aiders. The school has an Internet policy in place for pupils' protection but parents have not yet been told about it.

The school works very well in partnership with parents. Although assessment was identified as an issue in the previous report, it is not yet satisfactory. Changes to the curriculum and staffing of the school make it necessary to address this area again. The school is aware of the need to develop a co-ordinated approach to assessment so that pupils' progress is monitored and information gained is used more effectively to inform targets, pupil groupings, the curriculum and reports to parents. Some lessons on the timetable are very long and others very short. These are not always used effectively at the moment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Under the good leadership and management of the new headteacher, staff have identified a clear set of very relevant priorities for development, realistic time scales for carrying them out and what they expect to have achieved upon completion.
How well the governors fulfil their responsibilities	The governors' contribution to the effectiveness of the school is good. Governors now have scheduled visits to the school in a monitoring role for the curriculum and pupils' learning, and with specific responsibilities in mind such as for special needs or for health and safety issues.
The school's evaluation of its performance	The school analyses and interprets the data it has in detail, sets targets for itself and compares its standards with other schools. The school is setting itself challenging but achievable goals to achieve in a broad range of areas. This is working well and is set for developing more.
The strategic use of resources	Staff are deployed effectively and good use is made of the available accommodation. Current developments are costed and all spending is monitored well. The school operated a system during 2001/2002, which did not lend itself to a clear analysis of the spending of specific grants received. This has now been improved. Also, during the same financial year, the school amassed a high carry-forward in its budget of around £25,000. This came about by income late into the school's budget, income retained to cover planned computer improvements and equipment costs for the expected new extension and to maintain or improve staffing levels. A good strategic plan is now in place for this.

Overall, the adequacy of staffing, accommodation and learning resources is satisfactory but this masks differences within provision. The match of teachers to the curriculum and pupils' needs is good. The team is enthusiastic and skilled. Support staff are experienced in their work and are an integral part of the good teamwork although the amount of this support for the demands of the curriculum and pupils' current needs falls short of what is needed. This has been recognised by the governing body. Accommodation is poor. The school checks on how well it is doing in comparison with other schools, sets out to improve pupils' standards, includes staff and parents in deciding what else needs to be done and tries hard to achieve this through the effective use of its finances. As such, the school applies well the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like the school; • Children are expected to work hard and achieve his or her best; 	<ul style="list-style-type: none"> • The amount of work pupils do at home; • The range of activities outside of lessons.

<ul style="list-style-type: none">• The school is well led and managed;• Children are becoming mature and responsible.	
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Inspectors agree with what pleases parents most about the school although the work for higher attaining pupils and Year 3 pupils is not yet fully matched to their needs. Inspectors judge that the amount of work that pupils are expected to do at home is a good match for their age. Also, that for the number of staff, the range of activities outside of lessons is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, children's attainment on entry to the Reception class in comparison with other schools is what would be expected in the early skills of speaking and listening, reading, writing and mathematics. This is the case also in personal and social development. Whilst the full range of attainment is represented, the balance varies considerably year-on-year and at times, is towards a low average. The school works hard in ensuring that pupils begin to work well together and get on. The school understands the value of giving pupils a good start to their education. Despite the school being small in numbers, and mostly working in mixed year groups, Reception pupils are taught as a separate year group and the class is well staffed. This contributes to pupils' good progress so that most achieve the skills, knowledge and understanding expected of them by the time they leave the Reception class. Some pupils achieve higher.
2. The overall trend in standards in the last few years is that pupils attain at or above what is expected of them for their age by the end of Year 2. All Year 2 pupils in 2002 attained the expected Level 2 in national assessments in reading, mathematics and in teacher assessment in science. For these subjects and at this level, the school was in the top five per cent of schools nationally. Standards in writing were above average and but for one pupil who very nearly achieved Level 2, overall standards in writing would also have been in the top five per cent nationally. Standards have generally been stronger in reading than in writing and mathematics. However, the school focused on writing during 2002 and standards improved.
3. From the Reception class onwards, pupils achieve well in their work. This is the same for both boys and girls, pupils with special educational needs and for those of different background. Any differences are particular to year groups and do not form any trends over time. Higher attaining pupils do not always do as well as they might in comparison with similar children in other schools by the end of Year 2; for example, in writing in 2001 and in reading in 2002. Once out of the Reception class, pupils are taught in mixed-age classes with little additional support for the teaching, including in literacy, numeracy and science. Pupils are not always fully focussed in group work and at times, this hinders their progress. This has been recognised by the school and additional support has already been scheduled.
4. In addition to reading, writing, mathematics and science, pupils achieve well in ICT. This means that in all of the areas that the staff have focussed in the short time that they have been together, achievement is good. In all other areas achievement is satisfactory but staff are clear how they want to progress. The targets set by the school for improvement this year in English and mathematics were exceeded. Pupils' standards by the end of Year 3 are as expected.
5. Pupils with special educational needs make good progress in the Reception class and throughout Years 1 and 2. Achievement is checked on by the headteacher who is the special educational needs co-ordinator. Where individual education plan (IEP) targets for pupils to attain are very clear, the progress is obvious. Where targets are less clear, individual ways of recording progress by staff add to the information, which shows also that good progress is being made. No procedures are in place to identify gifted and talented children and this is unsatisfactory. Staff's use of assessment has yet to support this issue. However, current staff have moved a long way on improving

assessment quickly and are clear on what else needs doing. They have begun to build up a picture of how individual pupils are progressing although this has not had time yet to build into an overall picture.

6. Pupils throughout the school are confident learners. Most have good attitudes to work, particularly in the parts of lessons where they are taught together as a class, which helps them to achieve at least as expected and often better. Group work is less effective unless an adult is working directly with the group or immediately nearby. Some pupils tend to dominate conversation in group work and to decide on approaches to be adopted. The school has recognised that all pupils will benefit from structured personal development. Circle time has been introduced as a wider focus on personal, social, health and citizenship education. Pupils' standards in this are satisfactory and showing good development in a short time. Pupils make independent use of the good selection of books in the school library but this is housed in the very small school hall. The lack of separate library provision means that pupils' development of library skills is restricted to times when the school hall is not being used for other purposes. Pupils make good use of their numeracy skills in lessons such as science and design and technology. The National Literacy Strategy is in place and serves the school well as a curriculum plan in reading and writing and which has encouraged teaching that results in pupils' good use of literacy skills in a broad range of subjects. Pupils' good discussion in Year 1 about whether light bouncing back off reflectors can be treated as an actual light source, is just one example of this.
7. Since the last inspection, standards in reading, writing and ICT have improved very well. Standards in mathematics, science and art have seen good improvement. Standards in all other subjects, which for time reasons have yet to have been a focus of development for the current staff, have been maintained at a satisfactory level. The progress made by pupils with special educational needs has improved although progress for higher attaining pupils remains an area for strengthening as it was at last inspection. This is already included in the school's current improvement plan. Despite staffing difficulties for much of the time since the last inspection, both at headteacher level and with teachers, overall improvement now is good.

Pupils' attitudes, values and personal development

8. Pupils' attitudes, behaviour, personal development and relationships are good. Pupils' are quick to return to lessons after break times. Attendance at the school is good. Pupils display good attitudes both in their work, to their fellow pupils and teachers. Pupils are also very respectful to visitors such as a visiting teacher and school governor who came to the school to lead assemblies, to the vicar who calls in from time to time and parents who help within the classrooms. However, some examples of pupils not working as hard as they might were observed in a few lessons, particularly when the classes had split into group work and the teacher's attention was focussed elsewhere on another group. There has been no recent fixed-term or permanent exclusions from the school. Most pupils display a significant enthusiasm for school and an interest in lessons. For example, pupils were enthusiastic and involved in a PSHCE lesson in which they were encouraged to talk about their own experiences and to express ideas and thoughts to their friends.
9. Pupils' behaviour in lessons and around school is good. They are well behaved during lunch breaks where those having a school lunch collect their own food and sit socially together to eat. During an indoor play session when the weather was too wet for them to play outside, pupils occupied themselves very well with a good range of activities.
10. The day-to-day relationships between pupils and teachers are good. Relationships

seen between pupils on the playground were consistently good. In group work in lessons, such as in literacy, numeracy, science or design and technology, pupils work together to discuss challenges set by the teacher. For example, they had to work co-operatively in making sure three boxes were fastened together as tightly as possible using a choice of fastenings in a Year 1 and 2 design and technology lesson. They worked together to decide upon the magnetic properties of objects in a Year 2 and 3 class science lesson. Whilst relationships are good, some pupils dominate discussion and group work at times to the detriment of the others. Pupils carry out a wide range of tasks for teachers such as taking attendance registers to the office, setting out chairs for assembly, tidying up classrooms and taking on the responsibility of 'star for a day', which help to promote their personal development. Pupils now enjoy a range of good range of activities outside of lessons, which further build relationships and knowledge.

11. Pupils' attendance at the school is good and is above the national average. The incidence of unauthorised absence is low and below the national average. The level of pupils arriving late for school is also low.

HOW WELL ARE PUPILS TAUGHT?

12. In nearly seven out of ten lessons seen during the inspection, teaching and learning were good or better. Over half of lessons were very good or excellent in the Reception class. This shows good improvement since the last inspection.
13. In the Reception class, effective teaching is always built very clearly on what the children know and understand. Staff have very good relationships with the children and the children respond enthusiastically. Lessons are fun. Children are encouraged to be independent and are regularly given opportunities to plan their own activities that are carefully monitored by staff to ensure they are learning. This includes use of the computers. All of this adds naturally to the opportunities for extending their personal development. The very good class routines also support this. For example, children put away the things they have been using sensibly and without much fuss. Pupils have opportunities to clean themselves up after painting or gluing work and know that this is the routine expected of them. Teaching emphasises the importance of listening carefully and taking time to work out the answers. Children know that their ideas are valued, which helps them to be open about their thinking and to try even harder. Much work is inter-linked so that it builds into something very meaningful such as their communication, language, literacy and creative work linked to bonfire night.
14. Across the school, teachers set out clearly at the beginning of lessons what they expect the pupils to learn and check on this as the lesson progresses. In very good lessons, this also includes very clear expectations on attitudes and routines within group work such as in the science lesson with Years 2 and 3 during the inspection. At times, pupils have need of reminders about this and not all teachers do this in the same effective way. However, teachers have good class control that is achieved without fuss and with good humour. Pupils generally respond well to this approach and behaviour is good. Pupils have no concerns at all about asking for help if they are unclear about something although at times, they choose not to ask. Relationships with teachers are good. In effective lessons, teachers start by ensuring the learning objectives are clear and set so that pupils can remind themselves at any time during the lesson. This is discussed and written on the white boards in the classrooms so either the teacher or the pupils can refer to them at any point. This was successfully used in a design and technology lesson with Years 2 and 3, where pupils had a series of tasks to work through to design a puppet of their choice. A range of styles and options for movement of the puppets' limbs had previously been discussed very well as a class. Notes and

specific names of different types such as glove, string, rod or shadow puppets were set out for ease of reference. This is a very useful technique. Groups are supported in their learning by teachers focusing on each group for short periods of time, although additional staff are rarely available to Years 1, 2 and 3 to support the effectiveness of the group work. This has been recognised by the school and the governing body are taking steps to review the situation with a view to improving the effectiveness of classroom support.

15. How teachers find out within lessons if pupils have understood new points for learning or still need more support has improved since the last inspection. This was part of a key issue at the time. Staff are clear now as lessons proceed about pupils' level of understanding. They use carefully chosen questions to assess this, but without giving pupils any hint of the answers. This helps the teacher to find out if there are any misunderstandings that can be corrected immediately. This was particularly evident in a Year 1 and 2 mathematics lesson where the teacher ensured that pupils were coming to understand the difference between tens and units digits and how changing them around makes a difference such as 14 and 41.
16. Overall, pupils' independent work and research skills have developed well since the last inspection. They are supported by use of the school library and increasing access to information via the Internet or CD ROMs. Teachers' own subject knowledge and their commitment to ensuring pupils' develop independent research skills are developing well.
17. The National Numeracy Strategy has been introduced well and the teaching of skills is good throughout school. In lessons, learning is frequently given a practical, day-to-day scenario, which is good. The introduction of the National Literacy Strategy has been good and serves the school well as a curriculum plan for reading and writing. The subject supports the pupils' moral, social and own cultural development effectively and pupils' spiritual development as expected through creative use of language, the use of poetry, fiction and non-fiction and links with other subjects such as history.
18. Teachers know their pupils well and generally identify individual needs. Appropriate support is subsequently provided. This works well for pupils with special educational needs who are learning as well as the other pupils in their classes. It is not yet as effective for higher attaining pupils and those who may be gifted or talented. The school is aware of this and has set out steps in its development planning and thinking to rectify the issue. Homework is used successfully by teachers in literacy and numeracy and this provision has improved in the last four years.
19. Overall, the quality of teaching and learning are good, which is an improvement on that found at the time of the last inspection. However, assessment is only just coming into place effectively. Where staff are further on in this in subjects that have been priorities for development such as reading, writing and mathematics, good quality day-to-day teaching and learning is the norm. In other subjects, both the curriculum and assessment have to be developed more so that lessons build as effectively as possible week-on-week to ensure that improvements in all pupils' standards are planned for and achieved.
20. Teaching and learning are stronger in the reception class because planning for all pupils is excellent and ensures that the curriculum provided is stimulating, appropriate for pupils of this age and enables them to make good progress. The school has chosen for the reception class not to be a mixed-age class. As such, it is small in number and frequently well staffed, which allows more individual and small group work precisely

matched to pupils' needs. This works very well for all pupils regardless of their level of attainment and those with English as an additional language. In Years 2 and 3, pupils have experienced the changes in staffing over the last few years and are coming to terms with the expectations of the new staff. Despite this, because of very good lesson planning, the quality of learning improves. Staff have good knowledge of their subjects and are self-critical and review their work to see how they could teach better. No unsatisfactory teaching was observed. In the small number lessons where teaching and learning were satisfactory with Years 2 and 3, in the absence of staffing support, the organisation of the lesson did not always ensure that all pupils had their fair share of the teacher's attention. This led to some uncertainty for a small number of pupils in Year 2 about their learning. For higher attaining pupils, and some in Year 3, some time was spent on consolidating their learning, which could have been directed more to moving on quicker. However, beyond the reception class, other year groups are not as consistently well staffed. The school has plans to improve this.

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

21. The curriculum of the school is good. It is organised to cover all of the expected subjects and with sufficient time for each. It is planned to meet the needs of all pupils in the school. Shortcomings in the provision of ICT noted in the previous report have been addressed. The national strategies for literacy and numeracy have been successfully introduced and the school uses these, along with the National Curriculum guidance, as a basic framework.
22. Since the last inspection the school has developed a curriculum plan, which ensures that all subjects are appropriately taught and that lessons and topics build step-by-step to support pupils' learning. This has recently been introduced by the new headteacher and staff and is effective in ensuring all aspects of the subjects are taught. However, in turning planning into practice, because of its newness, it has not yet had a full impact on the progress made by higher attaining pupils and those in Year 3. The curriculum for the Reception class has been developed very well by the early years' co-ordinator and is very effective in meeting the needs of children. It clearly covers all areas of learning. The very good planning, staffing levels and staff expertise ensure that all aspects are taught in a coherent way. As a result, the pupils progress well. Some lessons on the timetable last two hours, which is very long; for example, lessons in science and design and technology for Years 1, 2 and 3. This time is not always used as effectively as it might be such as in using the time to improve pupils' making skills in design and technology. Also, the use of shorter lessons just before assembly, and immediately after lunch for the Year 2 and 3 class, is not as effective as it might be. The lessons before assembly do not always start on time and the 15-minute lessons after lunch do not always provide sufficient time to gain maximum value from the planned activities.
23. A two-year rolling programme has been established to support the teaching of mixed age classes and this is effective in ensuring that all areas are covered adequately. This organisation is made easier by having all Year 2 children together for science, geography, history and music. However, the school does not yet ensure that pupils in Year 3 build as well as they might on their learning from Year 2.
24. The school uses National Curriculum and commercial guidance to support half-termly planning and is in the process of checking to see that these meet the needs of all of the pupils in the school. There is a programme in place to review all policies and guidelines in turn. The next plans are to review the guidance for art and music.

25. The provision for PSHCE has recently been developed to provide weekly sessions and circle time where social and moral issues are discussed. This is appropriate in making a positive contribution to pupils' attitudes and values.
26. Provision for pupils who have special educational needs is good. They are given good support in lessons by teachers and where there is classroom assistant support. The current Years 1 and 2 class has a significant number of pupils with additional needs. Governors are currently considering how to improve the effectiveness of support for these pupils. Individual education plans ensure that pupils' needs are recognised and planned for. They generally set out precise targets and identify strategies for helping pupils overcome particular difficulties. The school makes good use of additional literacy support and early literacy support so that provision for all groups of pupils is good.
27. A good range of extra-curricular activities is provided and this enhances the curriculum. A visiting teacher takes a French club, older pupils attend a recorder club and the gardening and environmental club is very popular and contributes to the external surroundings. The school also offers a residential visit to an activity centre each year. All of these activities are very popular with the pupils. Topic-linked visits to places such as museums, a sea-life centre and visitors to the school such as the police, fire service and dental nurse all bring the curriculum to life for pupils. During the inspection, visitors to assembly to talk about Jonah and the Whale and the Hindu Festival of Diwali enhanced pupils' understanding of both their own and others' faiths.
28. There are good links with the local community. The school holds its Harvest Festival in the parish church. Children's artwork is displayed in the village hall and the school organises fairs and family picnics. The monthly community assembly is well attended by parents and friends of the school. Links with other schools are good. The local schools' cluster group meets regularly to work on collaborative projects such as ways of improving pupils' standards in ICT and physical education. This helps to broaden experiences for all pupils. No pupil is excluded from any activity and pupils who have English as an additional language are provided with good support.
29. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The spiritual development of pupils is satisfactory. All pupils are invited to attend a daily act of collective worship and this is usually part of regular assemblies. One assembly during the inspection included a very effective prayer read by two children and singing by pupils accompanied by a governor playing the piano. The school prayer is on display in the school and religious education displays include the story of Diwali. Spirituality is also evident through the school's ethos and by way of the curriculum in subjects such as art, music, history and geography.
30. The moral development of pupils is good. Teachers act as good role models for pupils in the way they present themselves in the classroom and around the school. The caring ethos of the school is used well to promote the difference between right and wrong. In the reception class, pupils are taught from an early age to take turns and to share toys and games with their fellow pupils. A kindness tree is displayed in the reception area and the school walls include displays on the safe use of fireworks.
31. The social development of pupils is good. For example, pupils practice their social skills in the school dining room and in the playground and there are also many other regular opportunities to develop these skills presented to pupils by the school. In the classroom, pupils are often encouraged to collaborate on various projects and the 'star of the day' provision allows pupils to develop their social skills with other pupils. In one observed circle time, pupils were presented with many opportunities to develop their

speaking and listening skills.

32. Cultural development of pupils is satisfactory. As a contribution to cultural development the school arranged for a visitor to explain the Indian festival of Divali during the week of the inspection. Pupils were amazed when the fully robed visitor unfurled a brightly coloured Sari that stretched from one side of the hall to the other. A further contribution to the multicultural world in which we live was seen in a wide range of musical instruments on display. The regular French club extends this. However, the provision for pupils to study the rich diversity of cultures in British society today is not yet fully developed. Pupils have many opportunities to study local culture through curricular subjects such as English, history, geography and art. Most pupils at the school have at least one 'away day' from the school each year and Year 3 pupils are invited on an annual residential visit which is used to enhance their knowledge of local culture and traditions. The spiritual, moral, social and cultural development of pupils at the school has improved satisfactorily since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The procedures for child protection and pupils' welfare are good. Child protection procedures are in place and effective. The teaching staff are well supported by the classroom assistants and all know their pupils well. As a team, they provide a positive level of welfare support and guidance. On occasions when pupils receive minor bumps in the school playground, lunchtime and administrative staff are quick to offer an appropriate level of care. Detailed records are maintained of all accidents and parents are provided with a written note to keep them informed as required. The school conducts regular health and safety checks of the site and there is a regular fire drill. Written risk assessments are carried out in great detail and are updated regularly. Governors take site security seriously.
34. The present system of monitoring individual pupil's absence is satisfactory, mainly because high attendance levels do not demand much pursuit of absenteeism. Recording of attendance is consistently applied across the school. The school also maintains other relevant and helpful records linked to pupil absence and parents are discouraged from taking children on holiday during term time.
35. The school has developed appropriate ways for the monitoring and control of the occasional examples of misbehaviour in the classroom. Teaching and support staff act as good role models for children. The impact of approaches can be seen in the largely positive attitudes and behaviour that pupils have both in the classroom and across the whole school.
36. The school celebrates pupil's individual achievement through the praise given to them in the classroom and, more formally, during merit and reward assemblies to which parents are invited. The opportunities presented by the school to pupils in order to enhance their personal development through taking on responsibility for various tasks around the school are wide and include the 'star of the day' system. The school is currently considering the introduction of a school council to further enhance pupil's personal development.
37. Procedures for assessing pupils' attainment and progress are unsatisfactory because the school does not have a co-ordinated, planned approach. This is a priority for development. The school has begun to develop a more consistent approach but there is still more to be done. Assessment procedures in the reception class are very good. Attainment on entry to the reception class is assessed against the 'stepping stones'

which lead to the Early Learning Goals and this is on-going throughout the reception year. More detailed day-to-day assessment of progress within lessons is used to inform planning and this is very effective in ensuring that pupils make good progress. Classroom assistants are effective in assessing the groups and individuals they are working with.

38. In Years 2 and Year 3 standardised tests have been introduced in reading and spelling but it is too early to judge the impact on the standards and progress. The linking of assessment activities and opportunities to planning is not yet in place sufficiently. Some assessment is carried out through marking and recently the school has begun to set individual targets for pupils, which are recorded in pupils' books. The school is beginning to use the results of standardised tests to help plan better for spelling, reading and mathematics groups.
39. Although assessment was identified as an issue in the previous report, changes to the curriculum and staffing of the school make it necessary to address this area again. The school is aware of the need to develop a co-ordinated approach to assessment so that pupils' progress is monitored and information gained is used more effectively to inform targets, pupil groupings, the curriculum and reports to parents. This is an area for development already in the school improvement plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. Parents' views of the school are very good, as are the school's links with parents. The impact of parental involvement with the school is very good. The information provided to parents about pupils' progress is frequently good but, at times, in subjects other than English, mathematics and science, what the pupils have done is reported rather than their progress. A significant majority of parents who completed the questionnaire are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress. However, a few of parents felt that the levels of homework were not appropriate and that there was not an interesting range of activities for children outside lessons. However, inspectors judge both of these areas to be good.
41. The school's reports on pupils' progress provide a good level of information in terms of the general details of what their children have been studying over the past year. The depth of information about future targets for improvement is limited but the attendance information provided meets with statutory requirements. The school also sends out regular newsletters to keep parents informed and a curricular topic paper provides additional information to parents about the areas of study each term. The governors' report to parents is of a good standard and provides parents with detail of the school's progress and activities over the past 12 months.
42. A few parents are regular visitors to the school. Some help with classroom support, listen to pupils read and help with activities outside of lessons and school trips. The school operates an 'open door' policy and parents are always welcome to discuss any particular areas of concern in relation to the progress of their children. Teachers regularly make themselves available to parents at the end of school day in case of any particular concerns. The level of parental support to pupils both at school and at home is very good. There is a good level of additional support provided to the parents of pupils with special educational needs. The school's parents' association is effective and provides significant fundraising, academic and social input to the school. Recent adventure playground apparatus has been one benefit of this group. The day-to-day partnership with parents is a major factor in the life of this school and it has a very

positive impact on pupils' personal development and achievement. This continues to be a strength of the school as it was at the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. Since the last inspection in 1998, the governing body has experienced great difficulties in appointing and retaining a permanent headteacher. Up until the current headteacher was appointed in January 2002, five previous headteachers or acting headteachers had led the school in the previous four years. Also, changes in teaching staff mean that all staff are new to the school since September 2001, with one as recently as April 2002. These changes have hampered how the school has developed in a number of ways, for example:

- Long-term strategic planning has not been as effective as it might;
- Schemes of work have not been consistently reviewed and built upon as the school leadership has changed;
- The benefits of addressing the key issues for development from the last inspection have not been fully realised. For example, the collection and use of assessment information in English, mathematics and science so that staff can see individual pupils' and the school's strengths and areas that could be stronger are still not as effective as they should be. Gifted and talented pupils are not yet recognised and supported effectively and higher attaining pupils have work set at times that could be more stretching for them.

44. Despite this, those involved with the school through this unsettling time have 'kept things going' remarkably well. In the last three years, standards in reading and writing have been invariably good or better in comparison with other schools nationally. In mathematics, standards have never been less than they should have been. As teaching staff have come and gone, pupils attitudes, behaviour and personal development have not been overly affected by staff's different approaches and expectations although for teaching and learning to be effective, currently staff have to be very clear with pupils what they expect in their response to lessons. This is working well in the main. The staff have recognised that a structured programme for pupils PSHCE development is needed. This is in its early stages but is already showing signs of being effective.

45. The current staff only came together as a team in April 2002. In the short time since then, under the good leadership of the headteacher, they have identified a clear set of very relevant priorities for development, realistic time scales for carrying them out and what they expect to have achieved upon completion. The governing body has played a good part in this. Overall, the school has 'dusted itself down' and set itself firmly on the road to improvement. Improvements are happening at a pace and include:

- Further improving writing and spelling standards;
- Raising numeracy standards with a focus on higher attaining pupils;
- Developing the roles and effectiveness of subject co-ordinators in monitoring their areas of responsibility;
- Ensuring the governing body has more 'first-hand' knowledge of the quality of pupils' learning by scheduled visits for individual governors to classrooms. Co-ordinators are given time to meet with governors during these visits.

The school is aware that much remains to be done. The headteacher is leading this process well and is very clear what the school needs to do to improve further.

46. The governing body has also experienced significant changes in membership over the last four years. Governors were central to keeping parents informed of the staffing difficulties and what was being done to overcome them. This relationship has grown into a strong partnership with parents. Their contribution to the school is good. Governors visit the school frequently. At times, this is informal, and at other times, for example, in a monitoring role for the curriculum, as governor with responsibility for special educational needs or for health and safety issues. The governors are effective now in their monitoring of standards and the day-to-day financial control of the school. The school has not benefited from a full audit of its budget recently although it has put in place the recommendations from the last audit in 1998. Governors are clear about the importance of performance management and how this must link to school improvement planning, self-evaluation and continued professional development for the staff. The process has, however, suffered from the frustrations of constantly changing staff.
47. The school now analyses and interprets the data it has in detail, sets targets for itself and compares its standards with other schools. The school is setting itself challenging but achievable goals to achieve in a broad range of areas; such as pupils' attainment in comparison with other schools. It is beginning to know how well pupils are progressing individually including in much detail about pupils with special educational needs, and pupils as year-groups. The governors work to a strategy of ensuring that the current level of teaching staff can be maintained as far as possible, even when there are dips in the pupil population. For a small school, this has major budget implications. In:
- maintaining a contingency fund for this purpose;
 - setting aside money for computer replacements and for equipment and furnishings for the possible building of an office extension and;
 - the late receipt of income before the end of the 2001/2002 financial year.

These all contributed to a carry forward to this year's budget of around £25,000. This was high at just over 14 percent of budget. Plans are already in place to reduce this and to spend it effectively. Governors are increasingly taking comparative financial data into account in planning their own budget. Stemming from a local education authority visit in September 2002, governors are reviewing the levels of staff support to ensure effective group-work, particularly in literacy and numeracy, for pupils with SEN, English as an additional language and for full time support in the reception class. The school is setting out plans to deal with this, which will reduce their high contingency fund. The headteacher, governors and staff recognise what is working and what else needs to be done. They have sought parents' views about the strengths of the school and have acted on weaknesses such as the introduction of a range of activities outside of lessons. The school has the drive and commitment to develop further and the planning is coming into place to support this. The school applies now the principles of best value well.

48. The support of pupils with English as an additional language or those with additional learning difficulties is given high priority and this is reflected in the additional allocation from the school budget and the efficient use of specific funding for pupils with SEN. The headteacher is the co-ordinator for SEN and ensures day-to-day requirements are met. The organisation of support for pupils is effective and is fundamental to pupils' good progress. Extra support is directed to specific pupils and small groups based on needs discovered. Generally, IEPs for pupils are detailed and clear about the targets for improvement. One measure of the success of this work is that the school is very successful at ensuring that all pupils attain what is expected of them for their age in the national assessments at the end of Year 2. This is regardless of lower than average

attainment on entry for some pupils to the school.

49. Teachers' planning for lessons and how well it works in practice is checked closely by the headteacher. A newly qualified teacher has been monitored also as part of her induction process in the school. This was well organised. Staff work closely with teachers in other local schools in developing ideas for improving the curriculum and pupils' learning opportunities. This is continuing. The school has plans for subject leaders to be more fully involved in monitoring teaching in the classroom. This will happen in those subjects that become the next focus of the school's improvement plan. This is vital towards ensuring greater consistency.

50. Teaching and learning support staff are deployed effectively and although everyone is new to the school, the school has a good mix of subject trained and experienced staff. Pupils and staff look after the accommodation very well. Lively displays of pupils' work add much to the welcoming and hard-working feel. Well-stocked book shelves in the very small hall act as the school's library. Also, the hall accommodates the school's photocopier and some 'office' filing cabinets, which are 'over-spill' because one very small room is the school office, headteacher's room and staff room all rolled into one. The hall is too small for indoor physical education to be carried out safely. Classrooms are cramped, particularly when year groups join together such as for science, geography and history with Years 2 and 3. Toilet facilities are inadequate for the pupils in the Year 1 and 2 class. Some improvements have been made such as the exciting new adventure climbing apparatus in the school grounds bought by the parents association and new playground sheds achieved through grant-funding, which are the schools only effective provision for storage of resources. Everyone does his or her best with what is poor accommodation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school has managed well to improve standards through a period of much change in leadership and staffing. To build on this for the future, the school should:
- (1) Develop assessment further to include: (*)
 - i) improving assessment and record keeping systems to show more clearly how pupils are progressing from year-to-year;
 - ii) reaching agreed judgements with staff on the accuracy of their assessments;
 - iii) the monitoring and evaluation of pupils' progress to see if it is as good as it could be;
 - iv) ensure assessment information feeds into regular school self-evaluation to support continued improvement in the consistency of planning, teaching and provision for all pupils including higher attaining pupils, those who are gifted and talented and those in Year 3;
 - v) ensure assessment information feeds into pupils' annual reports to parents so that pupils' progress can be seen a little more clearly.
(Paragraphs 5, 19, 37, 38, 39, 43, 72, 77, 84, 87, 88, 93 and 97)
 - (2) Ensure that there are sufficient support staff to support group work effectively in literacy and numeracy and across broader areas of the curriculum where classes have particularly high levels of pupils with special educational needs: (*)
(Paragraphs 6, 20, 75, 80 and 86)
 - (3) Improve the accommodation further to include: (*)
 - i) good library facilities which can be readily accessed without interfering with other lessons that are taking place;
 - ii) improved office facilities for both the secretary and the headteacher, which will allow some confidentiality to their work;
 - iii) improved toilet facilities for Years 1 and 2 pupils not taught in the main building;
 - iv) good indoor storage facilities for resources;
improved indoor physical education provision.
(Paragraphs 50, 70 and 105)

Governors are asked to consider the inclusion of this less important issue in their action plan.

Review the effectiveness of timetabled time particularly where lessons are scheduled for two-hours such as in design and technology and science for Years 1, 2 and 3 and where shorter sessions are timetabled before assembly and immediately after lunchtime for the pupils in the Year 2/3 class. (Paragraphs 22 and 86)

(*) These indicate areas for development that are already noted in the school's development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	12	8	0	0	0
Percentage	4	16	48	32	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	60
Number of full-time pupils known to be eligible for free school meals	n/a	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	10

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.3

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	9	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	14	13	14
Percentage of pupils at NC level 2 or above	School	100 (93)	93 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
	Total	14	14	14
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (93)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	58	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	17.6
Average class size	20

Education support staff: YR – Y3

Total number of education support staff	1.4
Total aggregate hours worked per week	39

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

Financial information

Financial year	2001/2002
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	£
Total income	172,861
Total expenditure	157,258
Expenditure per pupil	2,967
Balance brought forward from previous year	9,781
Balance carried forward to next year	25,384

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	3.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	60
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	19	0	0	0
My child is making good progress in school.	55	42	0	0	3
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	39	39	23	0	0
The teaching is good.	68	26	0	0	6
I am kept well informed about how my child is getting on.	42	42	10	3	3
I would feel comfortable about approaching the school with questions or a problem.	90	6	3	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	39	55	6	0	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	74	26	0	0	0
The school provides an interesting range of activities outside lessons.	42	39	16	0	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

52. The school makes very good provision for pupils in the Foundation Stage. Whilst the majority start the Reception class with standards that are around what is expected for pupils of that age overall, the full range is represented including lower attaining children. They all make good progress so that by the end of the reception year most achieve the early learning goals for pupils aged five and some achieve higher.
53. At the time of the last inspection teaching for the under-fives was judged to be satisfactory. It is now very good in all areas of learning. Planning is excellent and ensures that the curriculum provided is stimulating, appropriate for pupils of this age and enables them to make good progress. One very good feature of this planning is the way in which adult-led and independent activities reflect the intended learning outcomes for each session. A very good example of this was seen in a lesson focussing on the development of language and literacy. The objective to retell a story in sequence was reinforced through drawings, role-play and letter recognition, developed through playing a game with the classroom assistant and through the use of an appropriate computer programme.
54. Relationships in the reception class are very good and help pupils to behave well and have very good attitudes. The teacher has high expectations of good behaviour, which are quietly but firmly reinforced. Adults make very good use of questioning to ensure pupils' understanding and develop language skills. Pupils are very well supported, praised and encouraged and this helps them to develop confidence and self-esteem. Sessions are very well organised and managed, with good resources readily available. Tasks are very appropriate and stimulate the pupils of this age, for example using a teddy bear puppet to help count along a number line. Time is used well, with an appropriate amount of teaching for individuals and groups, which is balanced by sufficient opportunities for pupils to work independently and explore things for themselves.
55. The classroom is very well organised with appropriate areas such as writing tables, construction area and role-play corner which enable pupils to make progress in all areas of learning. The lack of water and toilet facilities identified in the previous inspection report has been addressed. There is adequate space in which to teach pupils to learn, but this is because there are only 15 pupils in the class. The classroom would be too small if the class size increased significantly.

Personal, social and emotional development

56. At the time of the inspection pupils were well on target to meet the early learning goals by the end of the reception year. Their behaviour is very good. They co-operate very well with each other and with adults in the classroom. They share equipment, take turns and help one another. For example, when playing games and putting on aprons for artwork. They show interest and enthusiasm for the tasks and activities provided and concentrate well for their age on one task at a time. They are confident when trying new things, for example when feeling things in a sock as part of a topic on 'touch'. They understand if a class-mate is upset or unhappy and take this into account by

helping them or reporting it to the teacher. They are very well supported in personal and social development by the adults in the classroom, but occasionally this support inhibits the development of independence, for example when their name is written for them on their paper or book bags are put away for them. Most of the time, however, they are confident to access resources independently and to tidy up when asked.

Communication, language and literacy

57. Pupils' standards in communication, language and literacy are in line with expectation for their age. Pupils are well on target to meet the early learning goals by the end of the reception year. Most pupils talk enthusiastically about what they have done, for example when describing a fireworks display they have attended. They listen attentively to stories. Many retell a story they have heard in the correct sequence; lower-attaining pupils do this with support. Adults in the classroom make good use of opportunities to question pupils about what they are doing and this enables them to develop their language skills. Most pupils recognise some letters and identify the initial letter sound in a word. High attaining pupils make good attempts at spelling words such as 'cat' and writing this on a white-board. Some pupils choose to write independently when given the opportunity, to record what they are thinking. Most pupils enjoy looking at books and are making a good start in learning to read. Almost all talk with enthusiasm about stories and pictures, describe what is happening and some predict what might happen next. They are familiar with the characters in the books they have read. Higher attaining pupils identify familiar words and letters and know, for example, that 'k' and 'c' make the same sound.

Mathematical development

58. Pupils achieve standards that are in line with expectation for age in mathematics and they are on target to reach the early learning goals by the end of the reception year. Very good use is made of opportunities to develop mathematical understanding through a range of classroom activities such as counting how many pupils are present and developing an understanding of time through ordering the days of the week. Physical education lessons are used well to help pupils develop their understanding of shape and space. Most pupils count up to ten and higher-attaining pupils go beyond this. They understand the idea of 'one more than' a given number and use a number line to help them. They count a number of objects, most up to six but some higher than this, and record the numeral. They make good progress because of the good support they are given and their levels of concentration. They are familiar with number rhymes and songs and these make a good contribution to their mathematical understanding.

Knowledge and understanding of the world

59. Pupils make good progress in developing their knowledge and understanding of the world and are on target to reach the early learning goals by the end of the reception year. In work about 'ourselves' they have learned about their bodies, how they have changed over time and about their senses. In a very good lesson on 'touch' they identified a range of objects and described how they felt, using words such as 'wet', 'sticky', 'slimy' and 'prickly'. This activity made a very good contribution to developing vocabulary and language skills. They explore and describe a range of substances such as sand, play-dough and water. They have a good range of books and stories, which help them to develop an understanding of different places. The story "The Bear Hunt" was used effectively to promote understanding of woods, rivers and long grass. They learn about the seasons, how the weather changes and about seasonal events such as bonfire night. Most pupils use the computer confidently and control a game that

tells a story and helps them to understand direction. They also use computer activities that help them to identify letters and numbers and this supports their learning in other areas of the curriculum.

Physical development

60. Standards in physical development are higher than would be expected for pupils of this age in the reception class. They are well on target to meet the early learning goals and many pupils are likely to exceed this. Pupils have a very good awareness of space and move around the hall in dance lessons and the outdoor areas with good control. In a good dance lesson, use was made of markers on the floor to introduce the idea of pathways. This enabled pupils to make good use of the space available and to move around without bumping into anyone else. The teacher's good instructions and demonstration in this lesson helped pupils to make good progress in making stretched and curled shapes and to work at different levels and speeds. Pupils use the outdoor area well to develop physical skills such as jumping, hopping and handling apparatus, and to further develop their awareness of space and variety in movement.

Creative development

61. Standards in creative development are in line with expectation for age and pupils are on target to reach the early learning goals by the end of the reception year. Very good use is made of role-play to develop pupils' imagination. Following the story of "The Bear Hunt", pupils used the role play area, which had been set up so that they could act out the story, very effectively. They incorporated elements of the story into their play and showed emotions such as surprise and fear, working well together and responding to each other's words and actions. This activity was very effective in enabling a pupil whose first language is not English to develop language and vocabulary skills. Pupils use and explore materials such as play-dough and use a range of tools and techniques to produce pictures and drawings; for example, using fluorescent paint and shiny materials such as glitter and foil to make firework pictures. Pupils are developing an awareness of how to mix colours for effect such as when painting autumn leaves. They used a computer program well to make pattern and shape pictures.

ENGLISH

62. In the 2002 national tests taken by pupils at the end of Year 2, standards in reading and writing were above the average for all schools and for similar schools. This represents an improvement in writing from the previous year although a slight decline in reading. Even so, almost all pupils reached the level expected for their age in reading. At this level, the school's results were in the top five percent of all schools nationally. It was at the higher Level 3 where standards were lower. In writing the percentage of pupils achieving the expected standard and above was above the national average and also at Level 3.
63. Results in the national tests have fluctuated over the past four years. This is because of the small size of each cohort of pupils, where one pupil represents around seven per cent of the school's results. For this reason, the national comparisons should be interpreted carefully. However, the overall trend of improvement has been similar to the national trend. The recent improvement in writing can be explained by the school's recent focus on improving pupils' writing, which has resulted in more pupils attaining both the expected Level 2 and the higher Level 3.

64. Standards of work during the inspection are judged to be above what would be expected because almost all boys and girls are achieving in line with expectation for age. However, few achieve more highly. Standards achieved in speaking and listening are good throughout the school. Most pupils listen carefully to their teachers and to each other and respond appropriately to questions and instructions. They speak confidently. In a lesson with pupils in the Year 1 and 2 class, pupils confidently volunteered to tell the story of "The Three Bears" and did so clearly and with expression. Pupils in Year 3 discuss and express opinions and ideas, for example when saying why they like or dislike a particular poem. They discuss books they have read in detail, referring to plot, characters and how it relates to their own experiences.
65. In writing almost all pupils achieve standards expected for their age, but few achieve more highly. Pupils in Year 1 write sentences, which are punctuated by capital letters and full stops. Most form their letters neatly and spell simple words correctly making reasonable attempts at those they do not know, for example "wont" for "want". By the end of Year 2, most pupils write a short story based on a story they know or an event they have experienced. They write some sentences of two phrases using connecting words such as "because" and "but". They are beginning to use speech marks and to choose interesting vocabulary for effect such as in a poem, "My Mum". One pupil wrote, "Mum, you're like a beautiful butterfly". Higher-attaining pupils write using a joined script. They use captions and change the layout of their writing for effect. Most pupils write for different purposes, for example, information, instructions and poetry.
66. By the end of Year 3 higher-attaining pupils write using a joined script and spell most words correctly. Most pupils write for a range of purposes, such as letters, accounts, book reviews and instructions. They do exercises to develop understanding of grammar and punctuation such as finding verbs or using speech bubbles. They identify characters, settings and themes in stories they have read and use some descriptive language and rhyming words when writing poetry. There is little evidence of higher attaining pupils achieving beyond the level expected for their age, particularly in writing at length or imaginatively.
67. Almost all pupils achieve standards in reading that are in line with expectation for age and the highest-attaining pupils achieve above. Pupils in Year 1 identify the differences between fiction and non-fiction books, retrieve information, read known words and use pictures and context clues to help them when they are unsure. In Year 2, higher-attaining pupils read accurately and fluently and use phonic knowledge to read unfamiliar words. Those of lower attainment read simple texts with some accuracy but do not readily use context clues. Pupils in Year 3 talk about what they have read, identify their favourite poems and stories and say why they like them. The highest-attaining pupils read very fluently with expression and understanding. They achieve levels well above expectation for age and have read a good range of authors.
68. Overall, pupils achieve well in English in Years 1 and 2. However, the achievement of some higher-attaining pupils is not as good as it could be because there is sometimes insufficient challenge in the work they are expected to do. In one lesson, for example, Year 2 pupils were asked to write one sentence when some could do more. In another lesson the independent task was to copy out a poem and although this enabled them to practise their handwriting, it did not encourage the development of the use of vocabulary. In Year 3 pupils make satisfactory progress, but this could be better if expectations were higher and pupils were made more aware of what they were expected to achieve by the end of the lesson.
69. Teaching in English is good with Years 1 and 2 and satisfactory with Year 3. With

Years 1 and 2, learning is good because teachers explain things clearly and questioning is used well to further understanding. Lessons are well planned and organised, with clear intended learning outcomes, which are shared with pupils. The use of individual whiteboards is effective in ensuring that all pupils join in, for example in spelling. Year 3 pupils' learning is satisfactory because explanations are clear and tasks are planned to build on prior knowledge. However, learning would be better if expectations were higher, particularly for higher-attaining pupils. Some of these pupils are not always challenged to produce work of better quality and at a higher level.

70. The co-ordinator for English is new to the role and has made a very good start in identifying strengths and areas for development in the subject. She is fully aware of the need to improve standards achieved by higher-attaining pupils and that lower-attaining pupils are supported well to achieve the levels expected for age. She has carefully analysed the data available and has produced an action plan for the subject, which includes plans to implement an approach to monitoring the subject more systematically. Resources for learning are satisfactory but the lack of a separate library means that opportunities to develop library skills are restricted to times when the school hall is not being used for other purposes. Under the good leadership and management provided by the co-ordinator the school is in a good position to address the areas identified for further development.

MATHEMATICS

71. The attainment of boys and girls was average in comparison with schools nationally and with similar schools at Year 2 in 2002. This is where standards have been for most of the last four years apart from in 2001 when they were above the national average. Because of small year groups, care should be taken when interpreting comparisons year-on-year as each pupil represents over seven percentage points. Accurate trends are difficult to identify. What is very clear is how well the school does in enabling all pupils, including those with special educational needs, to achieve the national expectations. In this respect, the school's standards are very high in comparison with other schools. Because pupils' attainment on entry to the school is average overall, but with some pupils below, this shows that the pupils as a cohort make good progress in their work by the end of Year 2. In Year 3, pupils' achievement is sound. The strengths of the school's approaches are in getting all pupils to the expected Level 2 by the end of Year 2. The school's area for development is to maintain this whilst ensuring that higher attaining pupils and those in Year 3 push on with their work as far as they can. Standards are similar to those at the last inspection.
72. Rightly, mathematics is a priority for development in the school. The standards of work seen during the inspection were similar to those achieved in 2002. Improvement planned for 2002/2003 include:
- raising standards in all areas of numeracy especially for the higher attaining pupils;
 - relevant staff development to support more precise sampling of pupils' work to find out how well they are progressing;
 - the use of information from assessment to target areas of learning in which pupils are unsure;
 - sampling the quality of teaching and learning during lessons to praise good practice and to see how it can be improved.
73. Teaching is generally good for Years 1 and 2 so that by the end of Year 2, pupils show

an increasing knowledge and understanding of basic number facts. Over time, they achieve well. Early in Year 1, for example, pupils carry out simple addition and subtraction with single digit numbers, understanding the concept of longer and shorter with non-standard measures and learn about very basic graph work. By the end of Year 2, they have a sound understanding of place value of tens and units and add and subtract up to at least twenty. Higher attaining pupils are clear about addition to 100 with two digit numbers and use accurate metric measurement in length and capacity using centimetres and millilitres. Whilst they can divide two digit numbers by a single digit number, they have some uncertainty in this when numbers do not divide equally. All pupils are beginning to use their knowledge well in solving day-to-day 'problems'.

74. In a well planned opening to a lesson using the National Numeracy Strategy, Year 1 and Year 2 pupils recognised the numbers written on their tens or units cards. They changed partners, made new numbers by holding their cards together and with adult help in some circumstances, recognised the new tens and unit numbers. This required much concentration and a sensible approach to moving around in a tight space. Most pupils were successful. In a Year 2 and Year 3 lesson, pupils were grouped appropriately around the 'white board'. They warmed up by counting accurately in tens beyond 100 and then back again and played related number games with cards. This was a planned precursor to checking on their knowledge of relevant vocabulary such as 'times', 'multiply', 'multiplication' and 'lots of' before going on to understand that, for example, 3×10 , 10×3 and $10 + 10 + 10$ would produce the same answer. Pupils were eager to respond. One or two pupils were very quick in answering correctly but the teacher ensured that they did not dominate the session. Questioning is pitched at different levels to match the pupils' abilities to succeed when given 'a bit of thought'.
75. The group work within lessons is less effective when support staff or parent-helpers are not present. On these occasions, the organisation of the lesson does not always ensure that all pupils have their fair share of the teacher's attention. During the inspection, this led to some uncertainty for a small number of pupils in Year 2 and Year 3 about how to set out their work to show the links between 8×4 , 4×8 , 32 divide by 8 and 32 divide by 4 . For a small number of higher attaining pupils, their understanding was beyond the expectations of the lesson in that they did not need the number cubes to work out their answers or were much further on in their times table understanding than ' $\times 4$ '. Equally, some pupils chose not to immediately ask for help, which left them unsupported for short periods and reduced the effectiveness of their learning.
76. Overall, teachers are very clear what they want the children to learn and go through a step-by-step process using discussion, demonstration and question and answer sessions so that the pupils understand what is expected of them. The style of approach of the National Numeracy Strategy is used effectively. The plenary session at times is short and does not always pick up fully on pupils' uncertainties. Information and communications technology is beginning to be used well to support pupils' work.
77. Overall, improvement in mathematics since the last inspection is good. Pupils' achievement has been maintained through a difficult staffing period. The information given to parents for them to know how well their children are doing is satisfactory overall, but doesn't fully differentiate between the different attainment levels of the pupils. Comments are generalised at times. However, the school has recently introduced individual targets for pupils to achieve and these are set out clearly in the front of their books. This is part of the improvements in assessment, target setting and tracking of pupils' progress that the school is introducing. It is too early yet for the impact of this to be showing clearly. The school has correctly set itself the task of increasing the number of pupils who achieve higher than the nationally recognised

average of Level 2. Pupils make good use of their mathematical knowledge in other lessons such as counting and measuring in design and technology and sorting by a given characteristic in science.

SCIENCE

78. In the National Curriculum teacher assessments in 2002, the attainment in science for all Year 2 pupils was judged to be at the expected level for their age. This level of success for all of the pupils placed the school in the top five percent of schools nationally. Twenty nine percent of the pupils were assessed as having reached the next higher level. Overall, these results were good. Staff teaching Year 2 pupils, check each others' results in order to be as accurate as they can with their assessments. Scrutiny of pupils' work in the this school year indicates standards for Year 2 pupils are around national expectations. Because pupils' attainment on entry to the reception class is what would be expected overall, but with some below, the progress pupils have made from their time in reception is good. This is because all of the class achieved the expected standards including those who had received additional support because of their special educational needs. This is a slight improvement from the results of 2001 and good improvement from the last inspection.
79. From lesson observations, a detailed scrutiny of a selection of work and teacher assessments of their levels, it is clear that the majority of Year 2 pupils achieve well. They know how to predict, sort and test materials into those that are magnetic and those that are not. In class sessions, they are eager to join in and give their views, which are usually well thought-out and based in evidence from previous lessons. Also, they are eager to work in smaller groups in practical work but frequently here, some pupils tend to dominate what is happening unless an adult intervenes. From the earliest age, pupils experience a broad range of topics that help them to build up a good range of knowledge. During the inspection, pupils in Year 1 had an interesting discussion about light sources and whether reflected light can be included as one such source. Scrutiny of Year 2 pupils' work shows good understanding of how animals grow, in comparing animals' ears and hearing with that of humans and offering reasons for the differences and why animals live in different habitats. Year 2 pupils reach a level where they test materials, predict outcomes and record their findings clearly. Assessments point to boys and girls usually achieving equally well and whilst lower attaining pupils need adult support with some of their work, their resultant achievement is good. Year 3 pupils work in with the Year 2 pupils. Whilst the older pupils frequently write more in recording their work, this is more to do with the amount of content than with extending their knowledge and understanding. Year 3 pupils achieve satisfactorily.
80. The quality of teaching and learning are good. These are characterised by questions used effectively to prompt pupils' thinking and to probe their understanding. Teachers know what they want the pupils to get out of the lessons. They have good technical competence and vocabulary. Pupils pick-up on this consistently and use the vocabulary themselves. Teachers re-focus the lessons from time-to-time to re-generate pupils' concentration and to pick up on the strengths and weaknesses of their understanding. This was particularly evident in a Year 2 and 3 lesson where the teacher was very conscious of noise levels rising from time to time during the group work. Well-understood routines known by the pupils were effective in reducing the noise and refocusing the lesson. The amount of classroom assistant time available in the school means that science lessons are not usually supported. In group-work, this means from time to time, that pupils are not as involved in pushing on with their work as they might otherwise be. This affects particularly how higher attaining pupils and those in Year 3 are stretched. However, overall, pupils' attitudes and behaviour are good and as a

result, most pupils learn effectively. This includes boys and girls and pupils with special educational needs.

81. The school recognises what else needs to be done in moving the subject forward and the co-ordinator is clear on the steps for development. The curriculum has been strengthened in the last 12 months and ensures that pupils working in with other year groups do not repeat work the following year. Through group work, research and for example, understanding what is needed for plants, animals and humans to grow healthily, the subject contributes well to pupils' spiritual, moral and social and cultural development. Pupils' amazement was clearly sensed 'in their lesson on magnetism, as ring magnets 'bounced up and down' around a pencil but without touching. Other improvements since the last inspection include that of more independent research, introduction of the Friday lunchtime environmental club and the very effective cataloguing and boxing of resources to match the topics of work. Work in science is used in a number of ways to promote literacy well such as through discussion, independent investigation and recording their fair tests. Also numeracy skills in particular are developed well through drawing graphs and making calculations related to experimental work. Some lessons are overly long, which the school is already considering.

ART AND DESIGN

82. Art and design was not timetabled during the inspection so it was not possible to observe teaching and learning. It is taught during the first half of each term and alternates on the timetable with design and technology. However, scrutiny of teacher's planning, discussion with the co-ordinator and a small amount of work displayed in the classrooms would indicate that the standards attained by pupils are what would be expected for their age.
83. Pupils' sound standards are seen in the use of an appropriate range of materials, techniques and tools. When they begin in the school, most pupils have little idea of how to mix colour to obtain a particular effect, but they quickly learn how to do this with a range of media such as watercolours, crayons and pastels. They draw and paint many things from life, including recollections of current festivities such as bonfire night. By Year 2, their work creating portraits in the styles of other artists such as Picasso is good. They accompany this with different styles of portraits exploring two-dimensional and three-dimensional effects. Also, pupils use different techniques such as line and pattern or shading and smudging to achieve sound 'portraits of our friends'. However, the work is not yet developed and built on from practice notes in sketchbooks, which is an area for improvement. With few skills in folding or cutting paper when they begin, pupils build their skills satisfactorily making basic paper sculptures. Pupils achieve satisfactorily, which is an improvement from the last inspection when their progress was unsatisfactory.
84. Staff follow nationally recognised guidelines as a scheme of work. This ensures that all aspects of the art and design curriculum are taught. The scheme supports teachers in their planning, provides clear learning objectives and is used throughout the school. Art and design has not yet been the focus for school development in the short time that the staff have been together at the school. As such, the curriculum has not yet been reviewed in the light of experience and adapted to further meet the needs of all pupils. Time for the co-ordinator to check on resource needs has been available and checking on the quality of pupils' learning has just started by the governors. Assessment is a further area for development; the scheme includes some assessment opportunities but they have not been carried out yet.

DESIGN AND TECHNOLOGY

85. The previous report said that standards were in line with national expectations and that achievement was satisfactory. The picture has improved in pupils' design skills although their practical skills in turning their designs into a finished product remain as would be expected. Overall, attainment both by the end of Year 2 and when the pupils leave at the end of Year 3 to go to the junior school is typical for this age group. Pupils achieve appropriately. Both boys and girls are equally clear and successful with their designs. They are very open to discussion and to re-thinking design problems such as how to join the arms, legs and body of a puppet being made out of wood. At times, a lack of knowledge of the tools available restricts their thinking. Only in the Year 1 and 2 class were pupils seen turning their ideas into a finished product. The standards that the pupils reached when they were using different jointing methods such as tape, glue, pins or string were appropriate. This was also the case with their cutting skills as they moved on to making 'window frames' from card. The pupils learned well about the strengths and weaknesses of different types of joining technique.
86. In the two lessons seen, teaching and learning were good. As pupils become more knowledgeable about the properties of materials and how they can be used, their plans for making models become more sophisticated. The pupils with special educational needs make sound progress and receive good quality support from the teachers and when available, parent-helpers, to help them to achieve success. Lessons open with well-focussed discussion that allows pupils to consider the designing and making needs of their activity. In the lesson for Year 1 and younger Year 2 pupils, this was followed by paired work in which pupils discussed different ways of joining together firmly three different sized boxes. The teacher and parent helper circulated the groups to aid discussion and the use of different techniques. Good support was offered by careful questioning that led to further thinking but without giving any answers. The pupils had to think for themselves. This worked well in the main although the specifically targeted needs of a small number of pupils with individual education plans for their special educational needs were not always taken fully into account. This led to one pupil being very passive within a pairing where the other pupil did much of the work. For another pairing, one of the pupils did not focus sufficiently on the work because he was keener to see what everyone else was doing. The lack of a knowledgeable class assistant, able to support the teacher and build up a strong knowledge of the pupils' needs, was a drawback to otherwise good teaching with a class where nearly half of the Year 1 pupils have additional learning difficulties. As a result, pupils' learning was satisfactory but did not fully match the good quality planning put into the lesson. In the case of the lesson with the older Year 2 and Year 3 pupils, the teacher and pupils' parents had provided an excellent range of different types of puppets for pupils to study and discuss. The cultural background of these different puppets was a good focus. This was extended well by the use of a video programme in which pupils laughed at 'Punch and Judy' and were intrigued by both rod and shadow puppets. This was a good technique by the teacher, which brought the pupils' thinking alive in preparation for their own designs. The subject contributes well to the pupils' personal development and social skills as a result of being given good opportunities to develop their own ideas whilst working and sharing equipment with other pupils in their groups. Lessons are timetabled for two hours. Whilst teachers work hard to maintain pupils' concentration by offering a range of activities, it is a long time for pupils to remain focused. It also reduces the flexibility of offering pupils short bursts of learning relevant purely to their making skills such as cutting, stapling, pinning or gluing, which would enhance the turning of designs into good quality products.

87. Lesson planning follows nationally recognised guidelines. This provides clear learning objectives that ensure the curriculum covers what it should for the pupils. As with most subjects other than the core subjects of English, mathematics and science, design and technology has not yet been the focus for school development in the short time that the co-ordinator has been in charge of the subject. Time for the co-ordinator to check on resource needs has been made available and used appropriately. The quality and quantity of resources are unsatisfactory but improvement is currently hindered by the lack of storage space. This has been highlighted by the school as an area for development, which has been built into plans for improving the accommodation. Checking on the quality of pupils' learning has begun to take place by the governors on a regular schedule. Assessment is a further area for development.

GEOGRAPHY

88. Geography was not timetabled during the inspection so it was not possible to observe teaching and learning. It is taught during the first half of each term and alternates on the timetable with history. Because the school rightly places great emphasis on discussion and the development of pupils' speaking and listening skills, little written evidence was available of prior work. Assessment and recording procedures have not yet been worked out. From scrutiny of teacher's planning, pupils' work displayed in school, details of work covered reported to parents in pupils' annual reports and discussion with the co-ordinator and pupils would indicate that pupils' standards by the end of Year 2 and Year 3 are what would be expected for their age. Higher and lower attaining pupils achieve appropriately in their learning and make sound progress. This is similar to the last inspection.
89. Pupils in Years 1 and 2 are confident in finding their way around the school. They have carried out simple investigations and map-work that have added to their sound understanding of their immediate surroundings. Some work has been done on the geography of the local area through trips, for example, to the local church. In Year 2, pupils have a basic understanding of how life might be different living on an island to living on the mainland. Pupils have studied differences in transport, housing and how people live and work. Achievement in Year 3 is also sound. Postcards written as part of their work extend their literacy skills appropriately. Basic map skills add to pupils' understanding of how numeracy skills are appropriate to a range of situations.
90. Staff follow nationally recognised guidelines as a scheme of work. This supports teachers in their planning and provides clear learning objectives, which are used throughout the school. Geography has not yet been the focus for school development in the short time that the co-ordinator has been at the school. She co-ordinates a number of other subjects including science, which has been correctly a higher priority for development. As such, the curriculum for geography has not yet been reviewed in the light of experience and adapted to further meet the needs of all pupils. Time for the co-ordinator to check on resource needs has been available and checking on the quality of pupils' learning is scheduled to take place soon by the governors. Assessment is a further area for development; the scheme includes some assessment opportunities but they have not been carried out yet. An environmental club has started to run on Friday lunchtimes for pupils. Bulb planting, litter collection and re-cycling are beginning to link well in improving pupils' knowledge and understanding in geography and science.

HISTORY

91. History was not timetabled on the days of the inspection so it was not possible to

observe teaching and learning. However, scrutiny of teacher's planning and a minimal amount of written work and discussion with the co-ordinator and pupils indicate that the standards attained by pupils are what would be expected for their age. The school's previous inspection judged standards to be in line with national expectations by the time pupils left the school at the end of Year 3. In this inspection, standards are similar. Improvement in the quality of the curriculum offered to the pupils and the resources used to enthuse pupils in their lessons about the 'Victorians' means that sound progress has been made in developing the subject. The potential for improvement and the capacity to raise standards even higher are clear.

92. It is clear that pupils throughout the school are given a series of worthwhile experiences. They develop a sound understanding of differences between their own lives and those of people in the past. Pupils in Year 1 enjoy role-play as they experience what it was like to use the utensils in a Victorian kitchen. From samples of pupils' work, it is clear that learning is built upon in Years 2 and 3 and that pupils have a sound understanding by the time that they move to the junior school. This includes knowing about how the Romans invaded and settled in this country and how their life compared with the Celts at the time and our own lives today. Older and higher attaining pupils use their literacy skills to greater effect when writing accounts and comparing for example, Roman Villas and Celtic Round Houses.
93. Lesson planning follows nationally recognised guidelines. This provides clear learning objectives that ensure the curriculum covers what it should for the pupils. As with geography, history has not yet been the focus for school development in the short time that the co-ordinator has been at the school. The teacher co-ordinates a number of other subjects including science and PSHCE, which have been correctly given a higher priority for development. Time for the co-ordinator to check on resource needs has been made available and used appropriately. Checking on the quality of pupils' learning is scheduled to take place soon by the governors. Assessment is a further area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

94. Standards in ICT are above expectation for age overall throughout the school. When using word processing and art packages pupils achieve standards that are higher than would be expected. When using control technology standards are in line with the expected levels. When pupils enter Year 1 they are attaining standards that would be expected for their age. Pupils continue to make good progress so that given their prior attainment, their achievement is good.
95. In Year 1 and Year 2 pupils load the programme they need, use CD ROMs to find information, use an art package to produce pictures and have developed basic word processing skills. They are confident in using a mouse to move things around the screen. In a Year 2 lesson pupils loaded an art programme, moved images around the screen by controlling them with the mouse, changed colour and used tools such as a pencil and brush and spray to achieve the desired effect when creating a fireworks picture. They learned how to save their work in a file. They have experience of recording and listening to stories and rhymes using a tape recorder. By Year 3 pupils have improved their skills so that they show more detail in their work and have used a graphics package to explore different fonts and captions. They work well independently, experimenting with different designs and selecting the most appropriate for a card they have designed. In this project pupils developed an understanding of the use of ICT in producing commercial greetings cards. Higher attaining pupils demonstrate their skills confidently to the class and give help to younger pupils.

96. Teaching in ICT is good overall, because teachers are well-prepared, give clear explanations and demonstrations and use pupils' own expertise and prior learning effectively. Pupils respond very well to this and enjoy the responsibility and independence they are given. They are motivated and concentrate well and this enables them to make good progress in their learning.
97. The co-ordinator for ICT is new to the role, has carried out some informal monitoring and identified the need to improve resources, although this is difficult due to the constraints of the accommodation. There is some good use of ICT across the curriculum, for example in art and English, but work to identify and plan for further opportunities has not yet taken place. A structured system for monitoring the subject has been planned but not yet implemented. Assessment procedures are informal and inconsistent across the school. The co-ordinator is aware of what needs to be done to further develop ICT and is fully committed to improving provision.

MUSIC

98. It was not possible to observe the teaching of music during the inspection so no judgement could be made on the quality of teaching and learning. However, scrutiny of teacher's planning and discussion with the co-ordinator would indicate that standards are in line with expectations for the pupils' age. In assemblies pupils sing hymns tunefully and with enjoyment.
99. The commercial scheme of work used by the school ensures that all aspects of the music curriculum are taught and that pupils make satisfactory progress. The scheme supports teachers in their planning, provides clear learning objectives and is used throughout the school. However, it has not yet been reviewed or adapted to meet the needs of all pupils and this is an area for development. The co-ordinator is new to the school and at the time of the inspection had been in post for half a term. She is aware that the subject needs development. Time for monitoring has been allocated, although precise activities are not yet planned. Assessment is a further area for development. The scheme includes some assessment opportunities but they have not been carried out.
100. At Christmas and harvest time, pupils give performances, which include elements of music such as singing and playing percussion instruments. Some older pupils are learning to play the recorder at the new recorder club. The subject makes a positive contribution to pupils' cultural development through listening to music from their own and different countries and learning songs from other cultures. The school has a good display of percussion instruments from around the world. The good range of hymns in assembly contributes to spiritual and moral development.
101. The new co-ordinator is very enthusiastic and keen to carry out the necessary review and development of the subject. However, in the short time that the current staffing has been at the school, the core subjects of English, mathematics and science have been their priority. Music is yet to be the focus of development. As such, the co-ordinator and other staff have not yet had training and support in order to make progress in improving provision. Resources are satisfactory but little use is made of visits or visitors to the school to enhance the curriculum.

PHYSICAL EDUCATION

102. Pupils' attainment in physical education is in line with expectations for their age

throughout the school. Achievement is satisfactory. At the time of the inspection it was only possible to observe lessons in games skills, so judgements of the other areas are based on discussion with the co-ordinator and scrutiny of the scheme of work.

103. In Years 1 and 2, pupils practise and refine their throwing, catching and bowling skills using a range of small apparatus including balls, bean-bags and quoits. Most pupils in Year 2 throw, bounce and catch a ball accurately, developing good control. This is in line with what would be expected for their age. They make good use of available space and can work with a partner successfully. In Year 3 pupils jog at different paces and skip, catch and throw at an appropriate level. They move around a hoop to catch a ball successfully that they have bounced.
104. Although it was not possible to observe the teaching of dance and gymnastics during the inspection, teachers' planning and the scheme of work indicate that all areas are addressed at an appropriate level. The school uses a commercial scheme of work, which provides detailed lesson plans that ensure pupils make enough progress. The teaching of skills in games activities during the inspection was good in with Years 1 and 2 and satisfactory at Year 3.
105. The co-ordinator for physical education is new to the role and has made a good start in leading the subject, reviewing and adapting the scheme of work and auditing resources available. This has led to an improvement in resources with more equipment such as balls and markers being purchased and storage re-organised. However, the accommodation available is unsatisfactory. The school hall is too small for class lessons so all games activities have to take place outside and this is often affected by the weather. The school makes good use of a local sports centre for gymnastics and swimming. Gymnastics coaches are used to help teach their speciality. Dance lessons have to take place in the school hall and the limited space restricts the movement that pupils can make.