

INSPECTION REPORT

ST LOYS CHURCH OF ENGLAND PRIMARY SCHOOL

Weedon Lois, Towcester

LEA area: Northamptonshire

Unique reference number: 122032

Headteacher: Mr R Hazelgrove

Reporting inspector: John Harris
19284

Dates of inspection: 03/03/03 – 06/03/03

Inspection number: 248318

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Milthorpe Road
Weedon Lois
Towcester
Northamptonshire

Postcode: NN12 8PP

Telephone number: 01327 860539

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Appropriate authority: Governing Body

Name of chair of governors: Mr J Gregory

Date of previous inspection: 04/11/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19284	John Harris	Registered inspector	Mathematics Information & Communication Technology History Religious Education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19578	Ted Worby	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
21526	Carole Green	Team inspector	English Geography Music Foundation Stage Special Educational Needs	
32307	Joanne Waterhouse	Team inspector	Science Art & Design Design & Technology Physical Education Educational Inclusion English as an Additional Language	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

The inspection contractor was:

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Loys Church of England Primary School is a small rural school for pupils from the ages of four to eleven. It serves the village of Weedon Lois and the surrounding villages, though some pupils come from further afield. There are 35 pupils on roll; numbers are expected to grow over the next few years. Parents are employed in a variety of manual, clerical and professional occupations; the percentage of pupils known to be eligible for free school meals is low. The attainment of children when they start school is typical of that found nationally. Approximately two fifths have special educational needs, which is above average, though none has a statement. There are currently no pupils from ethnic minority groups nor any who are in the early stages of learning English.

HOW GOOD THE SCHOOL IS

This is an enterprising and caring school, held in high regard by the community. It is ably led by the energetic headteacher and well supported by the governing body. Teaching is good throughout the school. Pupils enjoy their lessons and are strongly motivated to do their best. By the time they leave the school, they generally achieve standards which are better than those expected for their age.

Although, in common with most small schools, costs are relatively high, the school offers good value for money.

What the school does well

- The headteacher and governing body give a very clear sense of direction for the school.
- The children are responsible and very keen to learn. Their behaviour is exemplary.
- Eleven year-olds are attaining high standards in most aspects of their work.
- The teaching is good throughout the school. Teachers plan very carefully to meet the learning needs of children in their mixed-age classes.
- Relationships throughout the school are very good.
- Information and communication technology (ICT) is used in innovative and creative ways.
- Support from parents and the community is very strong.

What could be improved

- The suitability of the curriculum for the youngest children.
- The school's systems for judging how well it is doing.

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 November 1997. Since then, there have been major staffing changes, including the headteacher and the other full-time teacher. The headteacher has been in post for two and a half years and during this time there have been significant improvements in many areas of the school's performance. For example, there is now a better balance in the curriculum and a strong partnership has been established with parents. However, given the changes which have occurred, some of the issues identified at the time of the last inspection need to be revisited. These include developing better systems for

keeping a check on how well the school is doing, and planning the learning of pupils in the Foundation Stage. The school is well placed to ensure that these are tackled successfully.

STANDARDS

The standards achieved by seven and eleven year-olds in the 2002 National Curriculum tests are not published in this report because the number taking the tests was too small to make comparative data valid. Information kept by the school shows that, in the junior class, pupils are making good progress and are achieving well. This is borne out by the evidence gathered during the inspection.

By the time they are eleven, pupils attain standards in English, mathematics and science that are above those expected nationally. Standards of work in ICT, art and design, and design and technology are also high. Pupils with special educational needs are well supported and make good progress.

In the infant class, however, children's progress has been more sporadic and standards have not recently been as high as they could be. Seven year-olds are currently achieving standards which are similar to those which are normally found. There are signs that children in this class are now expected to do more and are making better progress as a result. Children in the Reception Year are likely to go beyond the learning goals described in the Foundation Stage curriculum.

The school has set targets for the Year 6 National Curriculum tests in 2003 and 2004 which, on the basis of evidence gathered during the inspection, are suitably challenging and likely to be achieved.

As is normal when cohorts are very small, there are wide fluctuations in test results between subjects and years but, taking all the core subjects together from 1998 to the present, it is clear that standards are rising at a rate higher than the national trend.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children are very keen and well motivated. They show high levels of interest in lessons and take great pride in their work.
Behaviour, in and out of classrooms	Children's behaviour is excellent, both in lessons and around the school. They are very polite, sensible and considerate.
Personal development and relationships	Relationships within the school are very good. Pupils co-operate well and readily help one another. They are confident and self-reliant. They show respect for different viewpoints and are sensitive to the feelings of others. They take their responsibilities very seriously.
Attendance	The attendance rate is above the national average and unauthorised absence is low.

Pupils contribute actively to the school community through the school council. This, at present, is restricted to the junior class, though there are plans to extend it to the infant class also. The way that older children look after the younger ones is a notable strength of the school.

TEACHING AND LEARNING

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

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

Teaching in English and mathematics, including instruction in basic literacy and numeracy skills, is mostly good and never less than satisfactory. Teachers have a good understanding of the requirements of different subjects and plan their lessons with care. They skilfully ensure that, within classes with a wide spread of age and ability, children are given work which is right for them. Teachers ensure that the children understand how their work could improve. Teaching assistants make a strong contribution to the quality of the teaching. Information and communication technology is used very well to enhance children's learning. Art and design, and design and technology, are particularly well taught in the junior class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad curriculum is taught; it conforms to national requirements and is well organised in order to ensure that children of different ages and abilities are both challenged and supported. It incorporates a variety of interesting and stimulating learning opportunities, including a range of additional activities outside the school day. Some aspects of the Foundation Stage curriculum for the youngest children are not given sufficient time.
Provision for pupils with special educational needs	The support for pupils with special educational needs is very carefully planned. The additional support they receive helps them to make good progress alongside other children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The family atmosphere of the school is very successful in promoting children's self-esteem and sense of belonging. Children are encouraged to be caring and responsible members of the school community. They learn about their own and other cultural traditions and are taught the values of respect and tolerance.
How well the school cares for its pupils	Children are valued as individuals and are cared for very well. There are good procedures for ensuring their health, safety and welfare. Effective systems have been established for keeping track of their academic progress and attendance.

The school has established very strong relationships with parents. They are very supportive and there is an active 'Friends of the School' association.

There are very good opportunities for pupils to use ICT to extend their learning and enhance their work. The curriculum requirement for children in the Reception Year to select and

initiate their own activities is not fully met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives a strong personal lead through his own commitment and example. The values of the school are evident in all aspects of its work. All members of staff work well together towards a common purpose. There is not sufficient sharing of responsibility, to enable everyone to contribute to whole school development.
How well the governors fulfil their responsibilities	Governors are well-organised and well-informed, and are actively involved in the school. The chair is knowledgeable and committed, forming a strong partnership with the headteacher.
The school's evaluation of its performance	The school has a programme of review which is carefully planned. However, it does not yet result in sufficiently rigorous checking of how well the school is doing in order to identify the right priorities for improvement.
The strategic use of resources	The school makes very good use of its resources for the benefit of the children. Financial planning is secure.

The school is well staffed; teaching assistants are deployed particularly well to ensure that pupils have frequent opportunities to be instructed in small groups. Creative use is made of the school building, though the lack of a hall is a limiting factor, particularly with respect to physical education.

The school understands and applies the principles of Best Value, for instance, in its recent decision to augment resources for ICT. The high proportion of computers in the school is a very positive asset.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in the school is good. • They are confident about approaching the school with a problem. • The school expects children to work hard and do their best. • The school is well led and managed 	<ul style="list-style-type: none"> • Information about how their children are getting on. • The range of activities outside lessons.

For a school of this size, the range of activities offered outside lessons is good. The school keeps parents well informed, for example through frequent newsletters. Information about

children's achievements and targets for future learning is not included precisely enough in their annual reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the pupils start school in the Reception Year, their range of attainments generally reflect the national picture. The school draws from an area where socio-economic circumstances are comparatively favourable. However, a higher than average proportion of pupils have special educational needs. The current Reception pupils are confident and mature for their age and are likely to exceed the early learning goals by the end of the year.
2. The numbers of children taking the National Curriculum tests at the ages of seven and eleven are too small for valid comparisons to be made with other schools. It is similarly difficult to interpret data about trends, particularly in view of the variation in the proportion of pupils with special educational needs in different year groups. Information kept by the school, including assessments by teachers, shows that children are making good progress in the junior class, and that their achievements are generally high throughout the curriculum. Inspection evidence confirms that this is so in the core subjects of English, mathematics and science, and for other subjects where there was sufficient basis to make a judgement. This represents an improvement since the last inspection.
3. In the infant class, on the other hand, children have recently not been achieving as well as they should, and their progress has often been slow. The teacher's assessments show that many had gained little ground in the previous six months and this is confirmed by the evidence of the work they have been doing, particularly in writing. Currently, children in this class are beginning to make much more rapid progress. In all lessons observed the standards achieved are an accurate reflection of children's abilities. This is due to the expert teaching, especially in English, and the expectations set for the level and pace of work. Particular skill is shown in identifying individual children's current understanding and helping them to build on it.
4. In the junior class, pupils exceed the expected standards in art and design, and in design and technology. These subjects are taught with enthusiasm and flair, inspiring children to develop their creative ideas and hone their skills. They justifiably show great pride in their accomplishments.
5. A particular highlight of the school is the emphasis which is put on developing children's capability in information and communication technology (ICT). Children in the junior class use a wide variety of applications and programs with an unusual degree of confidence and expertise. They are adept at using ICT to support their work in other subjects, for example, using the Internet for historical research or spreadsheets in mathematics. Although the school is equipped to do so, it has not yet extended the benefits of this to the infant class, where standards in ICT are no more than average.
6. Throughout the school, children with special educational needs achieve well and make good progress because they are set appropriate goals and given additional help

to ensure that they reach them.

7. The school has set targets for pupils' attainment in the Key Stage 2 National Curriculum tests in English and mathematics for 2003 and 2004. Children's progress towards these targets is carefully monitored and additional help given to enable them to achieve them. The targets are sufficiently ambitious and are likely to be reached.

Pupils' attitudes, values and personal development

8. Very good attitudes and behaviour were evident in the school at the time of the last inspection. They have improved further and are now excellent. Children are very eager to come to school and actively enjoy their time there. They carry out instructions willingly and sustain very high levels of concentration. They collaborate skilfully, particularly when they are given practical work to complete in groups. They are very keen to contribute their ideas to discussions and persevere with aspects of their own work that they find difficult. The youngest children in the infant class settle into school rapidly and show interest in everything they do.
9. Children's behaviour, both in class and around the school, is exemplary. There are minimal disruptions in lessons, and playtimes and lunchtimes are happy and sociable occasions. The system of Golden Time, with its rewards and sanctions, ensures that children are constantly aware of the need to behave well. They show respect for school property and other people's belongings and look after the school environment. The 'buddy' system and the 'friendship stop' are just two ways that the school promotes its ethos of care for one another. Numerous examples were seen where older children looked after their younger friends, including during assembly and while walking to the village hall for lunch.
10. Children make good progress in their personal development. They take advantage of opportunities in lessons to explore feelings and get advice on how to deal with difficult issues, like keeping friends and respecting differences. They show a strong awareness of the needs of classmates who have particular problems and help them to become involved in activities. They particularly value the opportunities to work together; showing a considerable capacity for organising themselves. The school council, though in need of further development, also helps to extend children's citizenship skills. Members of the council take their responsibilities very seriously and use their initiative to bring about improvements to the school in general.
11. Relationships between staff and pupils are friendly and constructive. Pupils listen carefully to their teachers and to other adults. They respond in a positive, confident manner and are relaxed in their company.
12. The rate of attendance remains good and unauthorised absence is low. Punctuality is satisfactory, with the school working hard to encourage better time keeping. Registration takes place promptly and little time is wasted during the school day.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching is of good quality throughout the school, rarely falling below this level. In the junior class, information and communication technology (ICT), art and design, and design and technology are taught particularly well.
14. A key feature of the teaching is the very careful planning which ensures that children in Key Stages 1 and 2 are given work of the right level of difficulty. The school draws

from an extensive range of learning resources, and computers are frequently used in the junior class to enhance learning. Pupils are often divided into groups which take account of their starting points as well as their ages. As a result, children are challenged but can still enjoy success. Small class sizes and generous staffing mean that children have regular opportunities to receive instruction in this way. Teaching assistants are experienced and well directed; they make a particularly strong contribution to the quality of the teaching.

15. The benefits of good curriculum planning are not currently felt by the children in the Foundation Stage, however. Here, activities are too closely linked to those followed by the older pupils in the class. Consequently, the youngest children are not getting sufficient opportunities to pursue elements of the curriculum relating to their personal, social, creative and physical development. The school is aware of this deficiency but, at the time of the inspection, the measures to rectify it had not had time to take effect.
16. Teachers make good use of their expertise to make learning relevant and interesting. They communicate, for example, their own love of literature or art, or their own enthusiasm for the power of ICT. They keep lessons moving and, through their skilful questioning, ensure that all children are involved. They listen carefully to children's contributions to lessons, acting on the information they gather to modify subsequent lessons. They praise, encourage and reassure; children respond by concentrating hard and sustaining a productive pace of work. Children with special educational needs are included in all activities and are given strong but unobtrusive support.
17. Older children in the class often share their skills and understanding with the younger ones. They, in turn, seek to emulate older pupils and, in so doing, absorb their good work habits. This helps to sustain a very strong culture of achievement which is constantly reinforced by the teacher. Relationships are relaxed and behaviour excellent. Through the individual targets which they are set, children gain an understanding of some of the ways that they can improve their work. However, the benefits of this are sometimes limited by the insufficiency of opportunities for the children to evaluate their work, in pairs, in groups or as a class.
18. In the junior class the amount of work which is planned for a lesson is sometimes too ambitious for the time available. When this happens, there is too little opportunity for pupils to share their understanding or reflect on their work in order to deepen and consolidate their learning. More time for thoughtful discussion would improve the teaching even further.

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

19. The school provides a curriculum which is carefully planned and which fosters both the academic achievement and the personal development of all pupils. Since the last inspection the time allocated to subjects for pupils in Key Stages 1 and 2 has been reviewed and a better balance has been established. Subjects are taught separately but cross-curricular links are strong. The school makes successful use of the strategies for teaching literacy and numeracy, and basic skills are taught well. There is still an imbalance in the curriculum for pupils in the Foundation Stage; here there are not enough activities designed to develop skills in some areas of learning, and too few opportunities for children to initiate their own activities. Overall, however, the quality and range of learning opportunities provided for pupils are satisfactory and the improvements in planning substantial. The requirements to comply with all aspects of the National Curriculum and the locally agreed syllabus for religious education have

been met. Provision for pupils' personal, social and health education is good, as they were at the time of the last inspection.

20. The school demonstrates a strong commitment to the use of information and communication technology (ICT) to enhance learning across the curriculum. Provision includes video conferencing equipment and an interactive whiteboard. Pupils in the junior class have frequent opportunities for the use of ICT in a range of other subjects in addition to time allocated specifically for the development of ICT skills.
21. The teachers plan meticulously to ensure that work is matched to pupil ability. This enables all pupils to succeed, whatever their starting points. There are detailed schemes of work for every subject and curriculum policies are reviewed regularly. There is good provision for pupils with special educational needs. They receive the right support to ensure that they make progress alongside the others in the class. Resources in most subjects are good, but are not adequate for the teaching of gymnastics to older pupils.
22. The school's provision for pupils' personal development is good overall, and in some respects is very good. The school is strongly committed to an inclusive approach that recognises the worth of each child and the need to provide equal opportunities for all. It is highly successful in building children's self-confidence and increasing their self-esteem. Pupils themselves are clear that the school cares for them and helps them to succeed. For instance, they described how the 'friendship stop' encourages them to watch out for each other and ensure that other children are able to make friends. They related how they could expect and obtain help from teachers and other adults in the school when they were stuck with their work. The school's 'buddy' system is a particularly effective strategy to encourage the social development of the children. It provides a sense of companionship and belonging for both younger and older pupils. Parents say how well prepared children are for the move to a large secondary school.
23. The school actively promotes the understanding of the principles which distinguish right from wrong. The children demonstrate keen insight into their own and others' values and beliefs. All pupils, including the youngest, listen well to the contribution of other children. They show respect for one another and a marked consideration for others' feelings. The children have participated in fund-raising activities for a range of charities and institutions, including Euro-Aid, a hospital for sick children in Jerusalem and the National Children's Home.
24. There are good opportunities for pupils to learn about different cultures and world religions and there is a high expectation that pupils should be tolerant and respectful of others. Pupils demonstrate a good understanding of the variety of their own and others' traditions.
25. The school is an uplifting place to be in and provides a good basis for pupils' spiritual development. Children demonstrate flexibility and creativity. They frequently show intense concentration and a marked absorption in their work. They are positive in outlook, cheerful and patient, and willing to share and involve others. Overall, provision for spiritual development in the school is good. Creating more opportunities for reflective and deep discussion would make it even better.
26. Extra-curricular provision is good for a school of this size. Activities beyond the school day include a computer club, chess, cricket, football, netball and French. These activities are popular with both pupils and parents. The school makes

imaginative use of volunteers and visitors, and the curriculum is significantly enriched as a result. Children have the opportunity to learn stringed instruments through the county music service and sports sessions are run by qualified coaches. Curriculum visits include trips to museums, galleries, theatres and concerts. Year 6 pupils have the opportunity for a residential visit to North Wales, organised in collaboration with other nearby primary schools, for adventurous activities.

27. The school makes good use of its local community. It is building up a network of contacts with people and organisations within and beyond its immediate locality. Links with the partner secondary school are strong and include participation in carol, dance and music festivals.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The last inspection found that the procedures for keeping a check on pupils' progress were insufficiently rigorous and consistent. This has improved and there are now very good systems. Regular assessments of pupils' attainment in reading, spelling, writing, mathematics and science are analysed and used to plan subsequent work. End of year assessment information is kept so that the progress of each year group can be monitored.
29. All the adults in the school have a depth of knowledge of the children that helps them, for example, to frame questions to move their learning forward. Full account is taken of the needs of individuals. Members of staff listen carefully to pupils' contributions to lessons and respond quickly to their requests for help. This helps children to maintain their interest and concentration.
30. Very good teamwork among the staff ensures that the time children spend in school is safe, happy and enjoyable. Particularly good care is taken of pupils with special educational needs. Their individual education plans closely reflect pupils' particular needs. Parents, teachers and teaching assistants regularly review the progress pupils are making in meeting their targets. This enables children with special educational needs to participate fully in every aspect of school life.
31. Accurate targets are set for the school's performance in statutory tests in English and mathematics, based on teacher's predictions about what individual pupils are likely to achieve. Children in the junior class are set their own individual targets for literacy and numeracy and these are discussed and reviewed with parents as well as with the children themselves. The school plans to extend this system to younger children in the near future. Relationships among all members of the school community are very good and systems to encourage favourable attitudes and good behaviour are very effective.
32. Procedures for monitoring and improving attendance are satisfactory. There are few incidents of unauthorised absence and communication between school and parents is good. There is no consistent system to follow up an unexplained absence immediately.
33. All members of staff are familiar with health and safety procedures. Health and safety audits and risk assessments are carried out termly. This is an improvement since the time of the last inspection. Formal policies and procedures are now established to ensure the health, safety and well-being of staff and pupils. Members of staff have completed specialist first aid training and appropriate written records are made of all

accidents.

34. Systems to ensure child protection, which were not fully understood at the time of the last inspection, are now established.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The school has established a very strong partnership with parents; this is a marked improvement over the situation found at the time of the last inspection. The school sees a close partnership with parents as fundamental to its work; it is very keen to take parents' views into account. Parents are made to feel very welcome in school and are encouraged to discuss matters informally with staff. The headteacher regularly meets parents at the school gate at the beginning and end of the day; this is greatly valued by them.
36. Much of the information provided for parents is of good quality. The school brochure is detailed, informative and very well presented. Frequent newsletters keep parents up to date with ongoing and special events. There are regular opportunities for parents to consult with teachers about their children's progress. Meetings are arranged to help parents keep abreast of what their children are learning. Such events are greatly appreciated by parents. Some parents feel, however, that there should be better ways of keeping them in touch with their children's progress. The school is responding to this by reviewing its procedures. Children's attainment and progress targets for their learning are not set out clearly enough in the children's annual reports.
37. Parents show a high degree of loyalty to the school. Their help and encouragement motivates the pupils to do as well as they can in their work. The 'Friends of the School' is a very active group and provides strong support in a variety of ways. Successful fundraising events occur throughout the year and involve not just the parents but the whole community. There are many regular volunteers who offer their skills to enrich school life, including those who run clubs such as those for chess, cricket, netball and French.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The school has a clear set of values which are outlined in the prospectus and evident in all aspects of the school's work. The warm and cohesive family atmosphere encourages pupils' self-confidence and sense of worth. Children are consequently highly motivated and determined to do their best. The school is a happy, calm and purposeful place.
39. The headteacher has been in post for two and a half years, and has effected radical improvements during this time. He provides a strong personal lead through his own commitment and example. He is reflective and supportive and is very receptive to new ideas and opportunities for further change and improvement. He has been particularly successful in raising the standing of the school in the community. The governing body is well-organised and well-informed, and supports the school actively. Governors are aware of their responsibilities and carry them out conscientiously. The chair is especially knowledgeable, and works productively in partnership with the headteacher. His commitment is of great benefit to the school.

40. The school has a well-planned development cycle to ensure that all areas of its work are reviewed in turn. The results of statutory national tests are carefully analysed in order to identify areas for future action. However, present systems for monitoring are not sufficiently wide-ranging, and do not always get to the heart of what is happening. The school consequently does not know precisely enough what areas require improvement. There needs to be a sharper focus on the quality of children's learning and how well they are making progress. Nearly all the responsibility for checking effectiveness is currently vested in the headteacher. Other members of the school staff are too little involved. In view of the significant turnover of staff in recent years, this is understandable. However, in order to make the best use of staff expertise and extend their influence, there is a need to gain everyone's perspective. Action to address these issues will help ensure consistency of practice throughout the school.
41. The school is well placed to do this, since there is now a very evident sense of common purpose in the school. The staff is dedicated and hard-working. It is deployed very well, giving children frequent opportunities to work in small groups under adult direction. Communications are good, and there is a strong commitment to performance management. The school has recently been awarded 'Investors in People' status and the assessment report notes the good opportunities for all members of staff to further their professional development. The induction plan for the recently appointed teacher, for example, included individual interviews with children in her new class and visits to neighbouring small schools with mixed-age classes.
42. Financial planning is very secure; prudent spending has allowed it to allocate money to future building plans. The school makes good use of its resources, particularly the high quality information and communication technology equipment. The building is used flexibly and creatively; the lack of a hall is a limiting factor, particularly for the physical education curriculum, though the village hall is used to compensate. The school understands and applies the principles of Best Value. For example, before entering into the recent computer leasing contract, governors questioned the degree to which it would help the school fulfil its aims. Several alternatives were considered in detail, in order to ensure that the school secured the best deal.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. The headteacher and governors should now:
1. Improve provision for pupils in the Foundation Stage by ensuring that
 - ◆ more time is allocated to supporting their creative, physical and personal development;
 - ◆ more opportunities are found for children to initiate their own activities, select their own resources and explore their own ideas and interests;
 - ◆ more account is taken of the stepping stones and early learning goals within the Foundation Stage curriculum in determining the objectives for the activities planned. (Paragraphs 15, 46, 47, 48, 51)
 2. Refine procedures for planning improvements by
 - ◆ ensuring that judgements about effectiveness are focused on the learning and achievements of children by, for example, arranging lesson observations and looking at children's work;
 - ◆ sharing monitoring responsibilities in order to ensure a wider perspective on how well the school is doing;

- ◆ using the information gained to identify development priorities and training needs;
- ◆ creating better opportunities for all members of staff to influence whole school development. (Paragraph 40)

44. The following issue should also be considered by the school:

- ensuring that children's annual reports include more information about children's attainment and targets for future progress. (Paragraph 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	16	6	0	0	0
Percentage	0	21	57	21	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. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		35
Number of full-time pupils known to be eligible for free school meals		

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		14

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

The standards achieved by eleven year-olds in 2002 national tests are not published in this report, as there were fewer than ten pupils in the cohort.

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	33		
White – Irish			
White – any other White background	2		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.3
Number of pupils per qualified teacher	17.5:1
Average class size	17.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	49

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	154560
Total expenditure	128244.25
Expenditure per pupil	4007.60
Balance brought forward from previous year	10000
Balance carried forward to next year	26315

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	35
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	64	28	0	0	8
Behaviour in the school is good.	80	20	0	0	0
My child gets the right amount of work to do at home.	40	40	8	12	0
The teaching is good.	60	28	0	0	12
I am kept well informed about how my child is getting on.	52	24	24	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	68	20	12	0	0
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	80	12	8	0	0
The school provides an interesting range of activities outside lessons.	36	40	16	4	4

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

45. Children start school at the beginning of the academic year in which they reach their fifth birthday. They attend part time for the first half term and full time thereafter. The majority of children attend the village playgroup before starting school and, although attainment on entry varies from year to year, it is generally similar to that expected for children of this age. Children in the Reception Year work in the infant class, alongside the six and seven year-olds.
46. The quality of teaching in the Foundation Stage is good overall but the planned activities for Reception children are too closely linked to the timetable for older children in the class. Consequently there is an imbalance in their curriculum. Not enough time is given to developing their physical, creative and social skills. There are also too few opportunities for them to initiate their own activities.
47. The class teacher has very recently been appointed and has already developed a very trusting relationship with the children. Daily routines have been quickly established. She works very closely with two teaching assistants whose skills are used well to support the children's learning and to assess their day to day progress. In the most successful lessons children are actively involved and tasks build carefully on what they know already. They are encouraged to experiment and make decisions for themselves. Their learning is slower when planned activities are too directed by the adult and there are insufficient opportunities for children to explore their own ideas and interests.

Personal, social and emotional development

48. Children make sound progress and are likely to exceed the early learning goals for this area of learning by the end of the Reception Year. There are currently too few planned activities to support this area of learning, especially those that give children the opportunity to make choices, work independently and select their own resources. However, children are keen to learn and concentrate well, especially when they are working in a small group. They co-operate well, share equipment fairly and behave sensibly. Their self-confidence and self-esteem are carefully nurtured. For example, in a whole class circle time the teacher emphasised that everyone has a special talent and encouraged the children to identify their own individual strengths and be proud of their achievements.

Communication, language and literacy

49. Children make good progress in this area of learning and are likely to meet the early learning goals before the end of the Reception Year. Most children speak confidently and listen carefully both to adults and to one another. They are beginning to learn initial letter sounds and use their knowledge well when attempting to write simple words; some are also becoming aware of the need for punctuation in writing. Early reading skills are developing well. Children can recognise, read and match simple words from a story they have just shared. They enjoy looking at books and talking about the pictures.

Mathematical development

50. Children make good progress in this area of learning, especially when tasks actively involve them and build on their own ideas. They are therefore likely to exceed the early learning goals in this area by the end of the year. Children can recognise numbers up to five and the most able can count and recognise numbers up to ten. Children are beginning to use mathematical language confidently, for example, correctly naming a range of two-dimensional shapes. They use their knowledge well to identify objects in the playground that are of a similar shape. Some go further and suggest ways of sorting shapes by different attributes.

Knowledge and understanding of the world, physical development and creative development.

51. There are currently too few opportunities on the weekly timetable for children to develop fully in these important areas and there are insufficient records within the school to make a judgement on how well children are progressing. Teachers are beginning to identify opportunities across the curriculum for using the outdoor area. There are, however, too few resources, such as wheeled toys and large apparatus, for children's physical development. There are some stimulating resources for children's creative development, such as a doctor's surgery, but too few opportunities are made available in the day for children to play and work together here.

ENGLISH

52. Standards in English for pupils aged seven and eleven at the last inspection were average. There has been an improvement since that time for older pupils who now reach above average standards. The requirement for teachers to provide more opportunities for higher attaining pupils to extend their speaking skills has been met.
53. Evidence from this inspection shows that by the time they are seven pupils' speaking and listening skills reach the expected standard. Children in the infant class express themselves clearly. For example, they enjoy discussing a book's illustrations in a whole class reading session. They ask speculative questions like, "I wonder how they get letters to a ship?" They listen carefully to the teacher's instructions and questions, responding keenly and thoughtfully. By the time they reach the age of eleven, pupils' standards in speaking and listening are better than normally found, at times markedly so. They listen very thoughtfully to the teacher and to one another. They present their ideas clearly and give reasons for thinking as they do. When activities are stimulating and catch their imagination, discussion is both reflective and animated. Younger pupils in the class make particularly good progress when they have the opportunity to interact with the older ones.
54. In reading, children in the infant class make steady progress and seven year-olds reach average standards. By this age they confidently tackle books they have not met before. They use the illustrations and their phonic knowledge to decode simple, unknown words. More able children discuss their favourite characters, predict what might happen next, and are beginning to form an opinion of their favourite books and authors. Children are less proficient in locating a non-fiction book in the library or in using the contents and index pages to find information quickly. They make good progress in reading in the junior class; by the time they are eleven their standards are

above average. Eleven year-olds read with considerable enjoyment and very good expression. The most able confidently compare the writing of different authors. They swiftly extract from a text the information which is relevant to their purposes.

55. Standards in writing are similar to those expected nationally for pupils aged seven and eleven. By the time they are seven children are beginning to use capital letters and full stops accurately in their own stories. They use their knowledge of initial letter sounds well to make attempts at spelling unknown words. The most able pupils' writing is lively and holds the reader's attention. However, the recent progress of many children in this class has been slow. Work has not been sufficiently demanding; in particular there have not been sufficient opportunities for children to write for a range of different purposes. In the junior class, pupils are making sound progress in their writing skills, in other subjects as well as in their English lessons. By the time they are eleven they confidently plan the details of a long story, for example. The most able skilfully engage the reader's interest through a well-developed story line and the creation of imaginative characters. Their work is carefully organised and presented, with correct punctuation and spelling. In this class pupils are encouraged to identify areas where they could improve their writing skills. This is a useful device which helps them think about how well they are doing. However, they do not do it as well as they might because there are insufficient opportunities during lessons for them to read and evaluate each other's work.
56. The quality of teaching in English is good in both classes; often for the older pupils it is very good. Lessons are well planned and activities are interesting; they are carefully tailored to the wide range of ages and abilities in both classes. Teachers are very clear about precisely what they want pupils to learn and usually share this with pupils at the beginning of the lesson. This helps children understand the progress they have made, particularly when the lesson's main points are reviewed at the end. Teachers generally have high expectations of their pupils and ask them probing questions to extend their thinking and gauge their understanding. They skilfully use the information they gain to set tasks which are demanding but achievable. Children respond with sustained effort and concentration. Assessment in reading is not always accurate. The most able pupils in the infant class are not reading sufficiently demanding books. In the best lessons the teaching is very lively. Pupils are encouraged to generate their own ideas in discussion. All contributions are valued and this encourages the more reticent to offer their thoughts. Teaching assistants are deployed very well in both classes to enable pupils to work purposefully in small groups; they make a strong contribution to the effectiveness of the teaching. Resources are good and information and communication technology is used well in the junior class.

MATHEMATICS

57. The school makes effective use of the planning guidelines for the National Numeracy Strategy, and has adapted it for use with children of a wide range of ages and abilities. Members of staff have had the benefit of regular advice from a numeracy consultant working for the local education authority. Mathematics is now taught better than at the time of the last inspection, and standards, at least for the older children, are higher.
58. Seven year-olds are attaining standards which are typical for their age. They know, for example, what each digit in a two-digit number represents, and can reliably recall simple addition and subtraction facts. They are familiar with the mathematical names for a variety of two-dimensional shapes, and can describe their properties. They understand the concept of a fraction and the more able recognise when two simple

fractions are equivalent.

59. The current eleven year-olds are attaining standards which are better than those expected for their age. For example, they recognise that division is the inverse of multiplication and can use this knowledge to help them check the accuracy of their calculations. They can make up their own "word problems" to illustrate multiplication and division sums. They can use their knowledge of place value to multiply or divide whole numbers and decimals by 10 or 100.
60. Pupils of all ages are making good progress. They are prepared to work hard; they concentrate well and persevere to overcome difficulties. They are keen to answer the teacher's questions in class discussions, and they undertake individual tasks with confidence and a strong sense of purpose. They respond particularly well to the opportunity to consolidate and increase their understanding by discussing problems in pairs or in small groups.
61. The teaching of mathematics is good in both classes. Teachers make it clear that they expect the most of pupils by constantly encouraging and challenging them. By their skilful questioning they make sure that all children are fully involved. Children are encouraged to explain their thinking in response to such questions as, "How do we know it's a square?" or, "What's the best way of doing it, do you think?" Teaching assistants are used skilfully to give pupils frequent opportunities for work to be explained in smaller groups. Effective use is made of a variety of resources, such as individual whiteboards, to help the teacher assess children's levels of understanding.
62. Teachers keep lessons interesting by ensuring variety and a brisk pace. Thorough planning ensures that very careful attention is paid to everyone's learning needs. However, lessons in the junior class sometimes lack a clear focus shared by pupils of all ages. There are too many activities and not enough time to practice skills before moving on to something new. This renders less effective the final part of lessons where pupils are invited to reflect together on what they have learnt.
63. Older pupils make good use of information and communication technology to develop their mathematical understanding. For example, they use a database program to investigate what kind of graphs are suitable for different purposes, or a spreadsheet program to model a problem involving pocket money. An interactive whiteboard is used well to help the teacher explain and illustrate more complex ideas. Pupils make effective use of their mathematical skills in other subjects, for example, making accurate measurements in design and technology or plotting graphs in science.

SCIENCE

64. By the age of seven, pupils' standards in science are comparable to those found nationally. Children talk about their work, making accurate observations and using the correct language. They draw on their previous experience and knowledge to make predictions and explain what is happening. They record carefully what they have found out; sometimes they use information and communication technology, for example, a digital camera or a computer art program, to help them do so. They are not good at carrying out detailed investigations since they have not had enough practice in this area.
65. By the time they are eleven, pupils' knowledge and understanding are better than normally found. They talk confidently about the work that they have completed and

are very good at making sense of new ideas and vocabulary. Junior pupils concentrate hard, for example, when learning about reversible and irreversible change. They readily absorb new information through listening, watching an animated screen display and reading. They then select key facts to record, using new terminology with understanding. They present their work with accuracy and care. They are familiar with the principles of scientific enquiry and know about hypothesising and fair testing. As with the infants, they do not get enough opportunity to practise these essential skills which remain less developed than their knowledge and understanding.

66. Pupils throughout the school enjoy their science lessons. They listen with interest and are keen to ask questions, for example, about the meaning of new words. In a lesson about the way that materials can change when heated or cooled, younger pupils were heard asking, "What is a powder?", "Why are you doing that?" and, "Where has that gone?" This confidence and thirst for knowledge ensures that they make good progress.
67. Science is taught well throughout the school. Planning is detailed and teachers are clear about what they want the pupils to learn. Knowledge of the previous attainments of individual children is used to ensure that, within the mixed-age classes, they are all given work at the right level of difficulty. As a result they demonstrate sustained concentration and effort. Teachers are very skilled at asking stimulating questions and they make good use of pupils' responses to adjust the pace and content of a lesson. Teaching assistants offer strong support, for example, talking with individual children to ensure that they are making sense of what they are seeing and doing.
68. There has been a marked improvement in standards since the time of the last inspection, though there is still a need for a greater emphasis on active scientific enquiry. The level of pupils' knowledge and understanding, and their evident enthusiasm, provide a very strong basis for doing so.

ART AND DESIGN

69. By the age of eleven, pupils are working at a high standard in art and design. They select from a range of media to complete their artwork and demonstrate a very good understanding of a wide range of techniques to achieve effects they desire, such as blending and shading. They approach their work with thought and care, for example, in their choice of artefacts to arrange into a composition for observational drawing. The collages displayed in the junior classroom at the time of the inspection were of good quality, being both detailed and well-crafted. Pupils were able to talk about the techniques they had used and explain the ideas for their designs, making good use of a variety of cultural and historical sources. They show a strong interest in all aspects of art and design; they are proud of their work and are eager to have it displayed.
70. Seven year-old pupils are reaching the expected standard. They are able to mix and blend colours. They have a secure grounding in the use of pencils, paint brushes, chinks and crayons and they use the materials with care and concentration. They are very keen to paint and draw; the abstract pictures they created using a computer program, for example, were meticulously drawn with good control of the mouse. Their application and confidence enables them to make good progress. Because of the improved planning and assessment now evident in the infant classroom, there are good opportunities to channel this enthusiasm and effort to ensure a higher level of success.

71. Computer programs and the digital camera are used throughout the school to enhance and develop pupils' art and design skills. Pictures completed by older children on the computer were displayed in frames on the stairway and reflected the high value placed by the school on pupils' work. Links are also made to other curriculum areas, such as geography and history. Children are thus helped to make good sense of new knowledge and skills, and their artwork is used effectively to illustrate their other studies.
72. The art co-ordinator has very good subject knowledge and an evident enthusiasm and interest that is conveyed effectively to the children. Her influence and leadership should be extended beyond the junior classroom to enhance the good teaching now in place throughout the school.

DESIGN AND TECHNOLOGY

73. Standards in design and technology are high. Children throughout the school were observed making models and using their designs as a reference. Older pupils can describe their work in progress and give detailed explanations for their choice of materials and their plans for construction. For example, one pupil was clear about the choice of stitching and method of folding material needed to make a shoe conform to the original design. Others explained why they had altered their designs as a result of investigations they had made during the course of their work. The slippers that they were creating were carefully crafted, using tools and materials sensibly and independently. Resources are extensive and well-organised.
74. In the junior class the teachers' expertise is very strong. They use the right technical vocabulary and emphasise the importance of designing, creating models and evaluating the work in progress. A wall display of children's evolving products explained and clarified the design process and was used very effectively to increase children's knowledge and understanding. The tasks and level of support is very well matched to the pupils' ability and experience, ensuring that everyone is able to achieve success. Children in the infant class are likewise making good progress. For example, they design and create puppets using a range of skills and materials appropriate to their experience and understanding. Teaching assistants are used very well to give individual encouragement and instruction when necessary.
75. Pupils' attitudes and behaviour in design and technology lessons are very good. They are absorbed and interested. They work co-operatively and help one another, giving advice or sharing equipment as necessary. They pay careful regard to safety.
76. There has been improvement since the last inspection when standards in design and technology were judged to be similar to those expected nationally and progress satisfactory. Now, as a result of the highly effective teaching, standards and progress are better than this.

INFORMATION AND COMMUNICATION TECHNOLOGY

77. At the time of the last inspection, standards in information and communication technology (ICT) were average, though the amount of time given to the use of computers was limited. Since then the new headteacher's expertise and enthusiasm

has had a decisive impact on improving the school's provision. There is now a computer for every three pupils in the school, as well as additional equipment, such as an interactive whiteboard. Older children in the school use computers extensively and on a daily basis, and greatly appreciate the opportunities which they afford to enhance and extend their learning. Standards are now well above those expected nationally.

78. Seven year-olds use computers confidently and purposefully, though their experience of using them at school is not as extensive as that of older pupils. They know how to save and retrieve their work, and control the mouse accurately to move the cursor on-screen. They can use different applications, such as a drawing program to create a variety of images. They are adept at selecting the correct icon to enable them, for example, to change the colour or the thickness of the lines they draw.
79. Eleven year-olds have a detailed knowledge of a wide range of computer applications. They can use simple databases and the basic features of a spreadsheet. They confidently use the Internet as a resource for research and make effective use of control technology. They correspond by email with children from a school in Texas. They know how to create, edit and format text, and understand how the use of ICT can enhance the presentation of their work. They import images from a digital camera and modify them to give the effect they desire. They create original artwork of high quality, carefully crafting it through successive versions.
80. The teaching of ICT is good; it is sometimes very good in the junior class. The teacher carefully demonstrates techniques and responds to children's questions. A brisk pace is maintained, with the teacher offering lively explanations and supporting those who are uncertain what to do next. Children are encouraged to experiment, practice and refine their skills. High expectations are created through the challenging nature of the tasks set.
81. Children enjoy using ICT and often become deeply engrossed in what they are doing. Pupils in the junior class talk knowledgeably about their intentions, share their skills and help one another when problems arise. Younger pupils in this class rapidly develop their capability through working alongside the older ones. The sense of excitement and pride in personal achievement is high.
82. During the week of the inspection, pupils in Years 4, 5 and 6 took part in an extended computer simulation of a search for two missing children. They successfully responded to a rapid series of email messages, skilfully extracting, interpreting and re-presenting information in order to help them solve the mystery. They also demonstrated very good collaborative and problem-solving skills, sharing tasks in their groups and developing hypotheses through animated discussion.
83. There are very good opportunities for older children to develop their ICT skills further in the before-school computer art club and, for Year 6 pupils, the after-school homework club.

MUSIC

84. Music is taught in both classes by a specialist teacher, and a lesson was observed in each. Pupils throughout the school perform well but there are too few opportunities for them to review and refine their work. They are attaining average standards. Children in the infant class sing familiar songs tunefully and show a good sense of

rhythm when clapping and tapping. They express their feelings well when moving to music, or when playing a range of different percussion instruments. Pupils in the junior class sing rounds very capably and accompany themselves well with tuned percussion instruments. They have some difficulty in analysing the mood of musical examples so that they can use similar techniques in their own compositions.

85. The quality of teaching is satisfactory overall, with some good elements. The teacher is expert at encouraging and developing pupils' performing skills; this is a real strength. Lesson plans specify a number of distinct activities to be covered. However, it is not clear what pupils are expected to learn through their work or how the tasks are linked. Some elements cannot be covered properly in the time available. Consequently pupils' learning is disjointed and frequently rushed; they need more time in order to consolidate and deepen their learning.
86. There are good opportunities for junior pupils to learn to play the recorder. They respond to these well and perform with verve and style.

OTHER CURRICULUM SUBJECTS

87. It was not possible during the inspection to observe any lessons for history, physical education and religious education, and only one for geography. The following points were noted, arising from an examination of work in exercise books and folders, and on display, and from discussions with older pupils and consideration of teachers' planning:

- Planning for all four subjects meets the requirements of the National Curriculum or, in the case of religious education, the locally agreed syllabus.
- By the time they are seven children reach the expected standard in geography. When studying a map, infant children can identify key features such as volcanoes and rivers. They are beginning to have an understanding of the lifestyle of those who live in a contrasting location to their own.
- Geography teaching is satisfactory in the infant class. There is a good use of questioning, for example to encourage children to analyse and deduce information from photographs and maps. Although the importance of introducing geographical vocabulary is recognised, opportunities to reinforce this during lessons are sometimes missed.
- Older children in the junior class showed familiarity and confidence in using a map key during an English and information and communication technology lesson.
- Pupils in Year 6 have an appropriate breadth of knowledge about the historical period they have recently been studying. They know, for example, some key facts about the Ancient Egyptian boy king, Tutankhamen, about hieroglyphics and about the life of common people at that time.
- Children enjoy history lessons, particularly when they have the opportunity to conduct their own research. They can describe some of the ways that we find out about the past, for example, through paintings and written records or the work of archaeologists.
- Physical education takes place in the village hall, on the large field adjoining the school and on the playground. Resources on the school site are sufficient. The village hall, and the resources available there, are inadequate for gymnastics skills, particularly for the older children.
- Qualified coaches are used on occasion for football, cricket and netball, and the school participates in district athletics. Older children have a good opportunity to undertake outdoor and adventurous activities during an annual residential visit.

- In their religious education lessons children learn about Christianity and other major world faiths, developing, for example, an increasingly mature understanding of religious concepts and symbolism.
- Pupils in Year 6 have a good understanding of some of the distinctive features of the traditions of various religions, such as Hinduism. They can use the appropriate terminology to explain aspects of belief and practice.