

INSPECTION REPORT

COSTOCK C of E PRIMARY SCHOOL

Costock, Loughborough.

LEA area: Nottinghamshire

Unique reference number: 122756

Headteacher: Mr T Beale

Reporting inspector: Mr D Speakman
20086

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

Inspection number: 248390

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 |
| School category: | Voluntary controlled |
| Age range of pupils: | 5 to 11 |
| Gender of pupils: | Mixed |
| School address: | Main Street Costock Loughborough |
| Postcode: | LE12 6XD |
| Telephone number: | 01509 852084 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs K Owen |
| Date of previous inspection: | 19 th January 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|----------------|----------------------|--|---|
| 20086 | David Speakman | Registered inspector | Mathematics Science Art & design Design and technology ICT Special educational needs Educational inclusion | 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? |
| 9056 | Valerie Cain | Lay inspector | | How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 20003 | Susan Metcalfe | Team inspector | English Geography History Music Physical education Religious education Foundation Stage English as an additional language | Pupils' attitudes values and personal development. How good are the curricular and other opportunities offered to pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Costock in Nottinghamshire. It is a Voluntary Controlled Church of England School. It draws its pupils mainly from the local area, but about a quarter of the pupils come from outside the district. The home circumstances of the pupils are above average with no pupil receiving a free school meal. At the time of the inspection, there were 60 pupils on roll, 36 boys and 24 girls. This includes four pupils who attend full time in the Reception class. The school is much smaller than other primary schools and is arranged in three classes; one for Reception year children and Year 1 and 2 pupils, one for Year 3 and 4 pupils and one class for Year 5 and 6 pupils. All pupils currently in Year 6 are boys. Eight pupils are identified as having special educational needs, a slightly below average proportion. Special educational needs include moderate learning difficulties, emotional and behavioural difficulties, visual impairment and autism. No pupil has a statement of special educational need. Almost all pupils are of a White UK origin. No pupils speak English as an additional language. Since the previous inspection there has been some change in the staffing in the Infant class.

HOW GOOD THE SCHOOL IS

This is a good school with some very good and excellent features. Attainment on entry to the Reception year is broadly average. Pupils achieve well and attain above average standards by the time they leave the school at the end of Year 6. Pupils do well because of the good quality teaching, the rich and interesting curriculum and the excellent leadership and management of the headteacher, who receives good support from the staff and governing body. Pupils develop excellent attitudes to their learning, behaviour is very good and relationships between all members of the school community are also very good. The school provides good value for money.

What the school does well

- Good teaching and learning enable all pupils to achieve well.
- Standards in English, mathematics and science are above average. Standards in art and design, geography and history are above those expected for pupils of this age.
- Provision for pupils' personal development is very good and promotes pupils' excellent attitudes, very good behaviour and relationships.
- The leadership and management of the headteacher are excellent and underpin the high quality of education provided by the school.
- The curriculum is good. It is enriched through valuable links with the wider community and supports the interesting and stimulating learning environment that encourages pupils to enjoy school.
- The school cares very well for all pupils, including the monitoring of their personal and academic progress. This enables it to support very effectively the good progress of pupils at all levels of attainment.

What could be improved

- Accommodation for Years 5 and 6 pupils.
- Organisation of resources, particularly those for information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has shown a good level of improvement since it was last inspected in January 1998. It has made good progress in meeting the issues raised at the time of the previous inspection. Weaknesses in provision in Reception have been improved and children achieve standards that are above those expected for their age. Better provision for higher attaining pupils in the Infant class ensures they now make good progress. Using and applying pupils' knowledge and understanding in mathematics is now prominent in the curriculum and pupils' skills in this area are good. The time span of the school improvement planning process has been extended. Curriculum co-ordinators now have greater influence over standards in their subjects because their management role has been strengthened. Otherwise good standards have been maintained and have improved in English. The quality of teaching and learning has improved, particularly for children in the Reception year and pupils in Years 1 and 2. Leadership and management of the school

are now excellent.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | Similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | B | E | A | A |
| Mathematics | B | A | B | C |
| Science | A | C | A | B |

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

National Curriculum assessment test results should be interpreted with some caution because of the small number of pupils in each cohort and the high percentage each pupil represents within the results. In the National Curriculum assessment tests in 2002, Year 2 pupils achieved well above average results in reading and average in writing and mathematics when compared to all schools nationally. When compared to similar schools, results remained well above average in reading but were well below average in writing and below average in mathematics. Teacher assessments in science indicate below average standards. Results at the end of Year 2 have generally kept pace with the national trend of improvement since 1998, but dipped last year because a quarter of the pupils received school action plus support for their special educational needs. The school sets challenging targets for the proportion of pupils at the end of Year 6 to attain the nationally expected levels in the National Curriculum assessment tests in English and mathematics. These are set above the national average and last year the target for English and mathematics was met. In 2003 the school anticipates that all pupils will achieve the nationally expected level or above in English and mathematics, and it is likely that the school will meet their target.

Inspection evidence indicates that standards are above average for children in the Reception, and the majority of pupils exceed the national early learning goals for children of this age. Children in Reception achieve well. By the end of both Years 2 and 6, standards in English and mathematics are above average and pupils continue to achieve well throughout the school. In science, standards are average at the end of Year 2 and above average by the end of Year 6. Standards of literacy and numeracy in other subjects are good. Standards in art and design, geography and history are above national expectations throughout the school. In all other subjects, standards are as expected for pupils of this age. In religious education, standards meet the expectations of the locally agreed syllabus. The achievement of all pupils, including those with special educational needs, is good throughout the school because of the good quality support they receive.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils' attitudes toward school and their work are excellent. They enjoy school. In lessons they show high levels of interest and enjoyment in their tasks. Pupils make visitors very welcome and talk about their work with pride. |
| Behaviour, in and out of classrooms | Very good. Pupils behave very well in lessons, in assemblies and around the school. They are self-controlled and the very good behaviour enables teachers to get on with teaching, so that the pupils make good progress. |
| Personal development and relationships | Very good. Pupils show high levels of responsibility and initiative. Relationships between pupils, and between pupils and adults are very good throughout the school, and levels of pupils' co-operation with teachers and other adults in the school are very high. Pupils' respect for others' feelings is of a high quality. |

| | |
|------------|---|
| Attendance | Attendance is very good; it is well above the national average. |
|------------|---|

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.

The quality of teaching is good at all stages of the school and supports pupils' good learning. Teaching of English and mathematics is good across the school. Basic skills in literacy, numeracy and information and communication technology are also taught well, because teachers have a secure understanding of how to teach these skills. This provides a firm foundation on which pupils effectively build their future learning. The quality of teaching in over four-fifths of the lessons seen was judged to be good or better and in two fifths it was very good or excellent. Positive features of these lessons included an enthusiasm for what was being taught that was transferred to pupils and therefore stimulated their enthusiasm. Very brisk pace and the use of challenging questions to provoke pupils' thought and extend their learning resulted in a good quality of learning. Teachers have high expectations of their pupils and set challenging tasks. They know their pupils very well and their clear explanations ensure that all pupils understand what is expected of them, individually and collectively. Good use of praise and encouragement and interesting strategies motivate pupils and encourage them to work hard. Teachers are skilled in identifying where pupils have not understood and give sensitive support. As a result, pupils make good gains in their learning. The school meets the needs of all its pupils well. Tasks are planned to challenge pupils at all levels of attainment. Pupils are taught to use their learning very effectively in independent work to further their knowledge and understanding across a wide range of subjects. Teachers make up for the shortcoming of the building.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The quality and range of opportunities for learning provided by the school are good for children in the Foundation Stage and for pupils in Years 1 to 6. The breadth and richness of the curriculum is supported very well by the school's arrangements for effective and meaningful links between subjects. The curriculum is well balanced and achieves a high level of relevance through planned opportunities for pupils to use and apply their skills. Pupils at all levels of attainment are fully included in all activities. |
| Provision for pupils with special educational needs | Good. Clear procedures are in place to support the identification and assessment of pupils' needs from an early stage. Individual education plans are thoughtfully prepared. Targets clearly identify the main priorities, and teaching and assessment procedures are carefully arranged. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. It is very good for their moral and social development and good for the spiritual and cultural dimension. This provision supports the excellent attitudes, very good behaviour and the very high quality relationships and personal development of the pupils. |
| How well the school cares for its pupils | The school cares very well for its pupils. Arrangements for the welfare, health and safety of all its pupils are very good. Day to day personal support and guidance for pupils is of an exceptionally high quality. Effective assessment procedures are used very well to ensure all pupils are provided with work at an appropriate yet challenging level. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Excellent. The leadership of the headteacher is outstanding and he receives high quality support from the rest of the staff. Their work is highly effective and they have established an extremely clear vision regarding the development of the school. |
| How well the governors fulfil their responsibilities | This is good. Governors are fully involved in the school. They are conscientious, well organised and fulfil statutory responsibilities well. |
| The school's evaluation of its performance | Very good. The school's development is based in ongoing self-evaluation. The headteacher, staff and governors work very well together to identify the school's strengths and areas for development. The headteacher rigorously monitors teaching, learning and standards, and subject leaders make a highly valuable contribution to the school's drive for high standards through effective monitoring within their subjects. |
| The strategic use of resources | The financial management of the school is good. The school takes good care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards so good value is achieved. |

The staff make very good use of the limited amount of teaching space available. The lack of space has a negative impact on the ease with which resources for information and communication technology are organised for lessons and on standards in design and technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Children like school and are making good progress. • Behaviour in school. • The quality of teaching is good. • They feel comfortable about approaching the school with questions or concerns. • The school's expectation on pupils to work hard and do their best. • The school's leadership and management. • The school is helping pupils to become mature and responsible. | <ul style="list-style-type: none"> • Homework. • Information on how their children are getting on. • Extra-curricular activities. |

The inspection team agrees with the parents' positive views of the school. However, they feel that homework effectively supports the work of the school. The quality of information provided for parents is very good, especially the pupils' annual written reports. For the size of the school, there is a satisfactory provision of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the National Curriculum tests at the end of Year 2 in 2002, results were well above average in reading and average in writing and in mathematics when compared to the national average. When compared to similar schools, results in reading remained well above average but were well below average in writing and below average in mathematics. Results over the last few years have kept pace with the national trend of improvement but dipped last year. This was because a quarter of the pupils in this group received school action plus support for their special educational needs. At the end of Year 6, results in English and science were well above average and above average in mathematics. When measured against similar schools, standards in English remained well above average, in mathematics they were average and in science were above average. Results have generally remained similar to this for the last three years, except for 2001, when again a quarter of the pupils were receiving significant special educational needs support. When the results of these Year 6 pupils are compared with their national test scores at the end of Year 2 in 1996, they have made very good progress in English and satisfactory progress in science. In mathematics progress is unsatisfactory. However, National Curriculum assessment test data should be interpreted with some caution because of the small number of pupils in each cohort and the consequent high percentage carried by each pupil in the data.
2. Children enter the school with standards in knowledge, understanding and skills that would normally be expected for children of this age in reading, letter knowledge and writing as well as in mathematical knowledge and language. Personal and social development also match expectations. Children make good progress in the reception year. Standards of work seen are good. On entry to Year 1, standards exceed expectations and most children are working above expected levels with most working within those expected for National Curriculum Level 1.
3. The inspection findings for the current pupils in Years 2 and 6 indicate that attainment in English and mathematics is above average. In science, standards are as expected nationally for pupils at the end of Year 2 and are above average by end of Year 6. Attainment is better than expected nationally at the end of Year 2 and Year 6 in art and design, geography and history. It is in line with national expectations in all other subjects. In religious education, standards match the expectations of the Locally Agreed Syllabus. The overall level of achievement is good throughout the school. There is no significant variation in the attainment of boys and girls. The progress of pupils with special educational needs is similar to that of other pupils and is good overall. They make similar progress to their peers and are well supported in class.
4. Speaking and listening skills are good. All pupils master a wide range of skills. They listen carefully and their responses show a clear understanding of the text, giving clear and appropriate reasons for their point of view. Pupils have well-developed vocabulary and discuss topics rather than repeating what others have said. Older pupils take different points of view and are able to debate from both sides of an argument. These opportunities effectively build and extend pupils' vocabulary. At the conclusion of most lessons pupils explain to others what they have done and learned. Pupils show an increasing awareness of their listener's needs as well as of themselves as speakers. In discussions they respond with care, thought and consideration for the opinions of each other. Standards in reading are good. Younger pupils make good progress in using their basic phonic skills to build up words. They read with good use of expression and intonation, reading a range of complex sentences with fluency and accuracy. Older pupils show a good command of higher order reading skills when they explore story plots, settings and characters with reference to the text. Pupils read with expression and in character, using punctuation to define their reading. Older pupils confidently use a contents page to find specific pages and headings and use alphabetical order to find subjects in the index. Standards in writing are good. Pupils write in

a range of styles, for example letters, stories, instructions, arguments, poems and reports. By the end of Year 6, pupils use a full range of grammar correctly, to add character and interest to their writing. The spelling of commonly used words is correct with younger pupils having a very good grasp of letter sounds. Older pupils demonstrate understanding of complex technical vocabulary in their factual writing drawn from such as their history work. Handwriting and presentation skills are good and match the high standards of other aspects of pupils' writing.

5. At the end of both Years 2 and 6, pupils' knowledge and understanding of number is good. All pupils deal with large numbers, decimals, fractions and percentages well and a strong feature is their ability to use and apply these skills effectively when solving problems. Their mental skills are very good. Pupils have a thorough understanding of shape and measure. Whilst working across the mathematics and numeracy curriculum, pupils show that they have very good skills in using and applying their knowledge and understanding to solve problems and work out strategies to answer questions.
6. In science, pupils of all ages show a satisfactory and increasing understanding of all aspects of science. They develop good investigation and observation skills from an early age. Standards at the end of Year 2 are as expected for pupils of this age and by the time they have reached Year 6, standards are above average because they are given further good opportunities to develop these skills throughout Years 3 to 6. Pupils understand how to plan a 'fair test', explaining, for example, that some aspects have to be kept constant, while they may change one. By the time they are in Year 6, pupils use a variety of methods to investigate situations. They generate their own questions to investigate and predict the outcomes appropriately.
7. Pupils' attainment throughout the school in information and communication technology is in line with the standard expected for their ages. Progress over time has generally been satisfactory in the parts of the curriculum studied. They are given opportunity to develop their skills in all areas of the information and communication technology curriculum. They are able to control operations and monitor sound using electronic sensors to capture data. They work well with spreadsheets and are able to enter data and put in hidden formulae to make calculations for them. Year 6 pupils have prepared a presentation for the work done in history and they have built in 'next' and 'back' commands to move between pages of their productions.
8. Attainment in religious education is in line with the expectations of the locally agreed syllabus for religious education. The pupils are given appropriate opportunities to explore different aspects of a good range of different faiths, focusing mainly on Christianity. They gain a sound knowledge and understanding of aspects such as festivals and symbolism. They know about the places of worship, sacred texts, key leaders and how the faith affects the lives of the followers. In all discussions, pupils show high levels of respect for the differences between the different faiths studied.
9. Standards in art and design are above national expectations. Pupils are given the opportunity to work with skilled artists and are exposed to the opportunity to learn a good range of high order skills, such as painting with watercolours and oils. These are clearly reflected in their work, which is of a good quality, in originality, flair and creativity. Standards in history and geography are also good. Pupils follow a themed approach and they develop good skills, knowledge and understanding of a good range of aspects of both subjects, including historical enquiry and the impact of location on lifestyle. They know about the order of different civilisations through time and are aware of the differences in aspects of cultures in the past, such as the Ancient Greeks, to their own lives today. They have good ideas about maps and how climate affects the way of life in different countries. They have good research skills in both history and geography and good links with art and design and design and technology enrich their work well.

Pupils' attitudes, values and personal development

10. At the time of the previous inspection the pupils were judged to have positive attitudes to school. Their behaviour in and around the school was good and relationships were very positive. The school has built upon these good findings. Pupil's attitudes are now excellent. Parents agree that their children are enthusiastic about coming to school and develop excellent attitudes to their learning. This makes a very strong contribution to the good progress they make and the standards they reach. Pupils show a great interest in the wide range of activities available. They are very tolerant towards others and value the achievements of all.
11. The pupils respond particularly well as the good teaching helps them to gain a clear understanding of their tasks. They respond very positively to the teachers' high expectations that they will try hard at all they are asked to do. Pupils work quickly and independently with high levels of concentration and are proud when they answer correctly during question and answer sessions. They willingly take opportunities, following written activities to discuss constructively their work with teachers and supporting adults. All pupils concentrate well and this enables them to stay on task for extended periods of time. Because teachers share lesson objectives, pupils know what they are learning and they respond in a positive and mature way, paying good attention to their work.
12. Children in the Reception year respond positively to the opportunities to learn, especially to express themselves creatively through art, music, writing, constructions and role-play. Their rate of learning and personal development is good. Children persevere well when working and are keen to learn. They work hard.
13. Pupils who have special educational needs are developing confidence and positive self-esteem as they follow the good role models of their classmates. They relate well to the teachers and support assistants, developing an enthusiasm for their work and an increasing ability to concentrate. The pupils with the most severe difficulties appreciate what is done for them, and they try to live up to the high expectations of the staff.
14. Pupils behave very well and are respectful and considerate towards all the adults who support them in and out of class as well as to each other. No pupils could recall any incidents of bullying or sexist behaviour, an excellent state of affairs, though all are aware of the school's strong stand in fair treatment and what they would be expected do if any incidents occurred. From the beginning, work in personal, social and emotional development of the Reception children, along with the supportive behaviour policy, ensures that pupils quickly learn that good behaviour is expected of them. The Christian values of the school are highlighted without being imposed. Pupils accept responsibility for their actions and parents confirm that tolerance, sharing and supporting each other is very well promoted across the school. As a result, pupils learn to take turns and share, and most resolve any differences calmly.
15. Relationships are very good overall. Pupils have very good relationships with all members of staff. They are polite and courteous and can be relied upon to carry out jobs without prompting. Younger pupils help tidy away at the end of lessons while older ones move tables and chairs for assembly and lunch and care for younger pupils at breaks, playing together well. All staff know the pupils very well and understand their needs. This results in pupils growing in confidence and developing self-assurance, taking personal responsibility and the initiative very well when they are given the opportunity. Pupils give great respect to the teachers' own resources, as was evident when the head teacher brought in his own archery equipment to support work in history. All items were handled with great care and respect and pupils withstood the temptation to pull the bowstring even though temptation was great. Pupils also give respect to the school building and take very good care of resources and school property. Pupils are aware of differences within their classes, differences of age, of gender and of ability, but they work happily together, learning naturally about each other's points of view and enjoying the companionship of everyone.
16. Levels of attendance are very good and remain above the national average. This has a positive

effect on learning and attainment. The main reasons for absence are illness and some holidays taken in term-time. Parents are fully aware of the need to inform of absence and do so. Unauthorised absence is very rare. Punctuality to school is very good and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is good. In lessons observed, teaching was always satisfactory or better, ranging from excellent to satisfactory. It was good in nine, very good in seven and in one lesson it was excellent. It is good at all stages in the school and this represents an improvement since the last inspection, when teaching was judged to be satisfactory for pupils in the infant class and good for junior pupils. This ensures consistency in the quality of learning for children In Reception through to Year 6. It is good in English, mathematics, science, art and design, history, geography and religious education. It is satisfactory in all other subjects.
18. The good quality of teaching is contributing significantly to the good achievement of pupils and the maintenance of high standards over the past three years. The characteristics of the good and better teaching include teachers' knowledge and understanding of the subjects they teach, their very good awareness of pupils' learning needs, the teaching of basic skills to support further learning, the management of pupils and high expectations of their behaviour. These factors create a calm, purposeful working atmosphere in classrooms, which in turn has a positive impact on pupils' attitudes to learning, making them keen proud of what they do and able to work independently. Excellent and very good lessons were characterised by an enthusiasm for what was being taught that effectively inspired pupils to want to learn; very good use of challenging questions to provoke pupils to think carefully and high expectations of what pupils can do. Where lessons were satisfactory, the pace slackened but was still adequate and supported satisfactory learning in these lessons.
19. The quality of teaching for children in the Reception year is good. All adults have good knowledge of what the children should be learning and work together well in planning to ensure all are clear about children's activities. They plan an interesting range of activities to give experiences and support matched to these learning needs. Work is planned that is appropriate to each individual's needs and draws effectively on assessment made on entry to the school and regularly thereafter. This enables children to achieve well in all areas. There is good teamwork between the adults to ensure that lessons meet the learning needs of all children. The teachers of the infant pupils have very good pupil management skills, grouping children with others of similar ability as well as matching work well to the age of pupils to fully develop basic skills and knowledge in the wider curriculum. This helps the pupils to settle down well and grow in confidence. The very clear tracking of individual children to identify any weaknesses or confusion and to further develop their knowledge and skills understanding is used effectively in planning sessions to ensure the curriculum matches individual and specific needs.
20. In Years 1 to 6, teachers question and challenge pupils skilfully, phrasing questions in different ways to ensure that pupils of all capabilities and different age groups within classes are fully involved in whole class discussions. These particular strategies were used well in a Year 5 and 6 mathematics lesson when the teacher jokingly informed Year 5 pupils that this task would be too difficult for them. They rose to the challenge and attained good results in this piece of work. These pupils were pleased with the high standards they reached and the amount they learned in this lesson. Higher attaining pupils are very well provided for. Where there is need, teachers are flexible in their organisation and Year 2 pupils, for example, work in the Year 3 and 4 class when appropriate and Year 5 pupils attempt Year 6 work. Teachers are very aware of these pupils and ensure they are making good progress, by often challenging them to think hard and explain their reasoning, fully involving them in class discussions. Likewise, lower attaining pupils gain confidence from being able to contribute successfully at their own level. Those pupils with special educational needs are supported well, either by teaching assistants or through full inclusion in all class activities. Good, well-focused learning opportunities are provided for pupils with special educational needs, allowing them to meet their individual targets, particularly those related to literacy and numeracy. Classroom assistants generally provide competent and confident support, carefully evaluating the sessions they take and recording the progress made. They make sure that all pupils are fully included in the lessons and have the same learning opportunities as other pupils.

Teachers' support assistants provide valuable levels of support in lessons for other groups of pupils to who they are attached.

21. Teachers' knowledge and understanding of the subjects is very good. This enables them to lead confidently and move pupils forward at a good pace. They pass their good subject knowledge and enthusiasm on to the pupils and support the good level of achievement. In some lessons, resources are used very well to support the activities. This was very evident, for example, in history, after a visit extending their work on Tudors, pupils compared weapons of the past to those of today. They safely investigated current day bows and arrows, and this exercise raised high levels of enthusiasm and curiosity, as well as promoting good historical enquiry skills. Pupils learned a lot from this experience, which also sparked their enthusiasm for history.
22. Basic skills are taught very well and this provides pupils with a secure base on which to progress. The development of literacy and numeracy skills plays an important part in the school and all adults promote this effectively. In information and communication technology these are well taught and this gives pupils confidence when working at the computers. Their good computer skills enable them to concentrate on new programs, rather than having to concern themselves with routine manipulation techniques. In science, planning places a clear focus on practising and improving key skills of experimenting and investigating. Independent learning skills are promoted from an early stage and teachers effectively build on these as pupils get older.
23. The management of pupils is very good. Teachers make their expectations of behaviour quite clear. Through a positive approach to behaviour management, teachers establish and maintain good standards of behaviour in lessons and very positive attitudes. Relationships between staff and pupils are very good and these also encourage good behaviour. Teachers are very committed to providing quality education for the pupils and they work very hard to overcome the significant difficulties created by the unsatisfactory accommodation, especially for those pupils in Years 5 and 6, and for computers and information and communication technology equipment. They are often found reorganising classrooms to enable pupils to meet as a school for daily acts of collective worship or to take lunch. They work very hard to ensure that by the time pupils return to the classroom after lunch, for example, the science lesson is fully prepared and set out or that computers have been re-organised for the following information and communication technology lesson. Limitations of the accommodation place unnecessary strain on the teachers, but through good will and hard work they ensure that standards are maintained and pupils make good progress.
24. Homework is set regularly and is used effectively to support and consolidate pupils' learning through regular practice of the basic skills of literacy and numeracy and this successfully consolidates their learning in lessons.

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

25. The school's curriculum meets all legal requirements. It covers the Foundation Stage for reception children in the infant class and the National Curriculum and religious education for all other pupils. The quality and range of learning opportunities are good for all pupils. This reflects an improvement made since the previous inspection where the curriculum was satisfactory for most children, but not for children under 5. Curriculum planning for the Reception year is appropriately matched to the Foundation Stage curriculum and provides a smooth transition into National Curriculum work when children are ready to take that step. The curriculum for older pupils is well balanced and relevant to their learning needs.
26. The curriculum is carefully planned for all children in the Reception year. The quality and range of learning experiences is good and an appropriate curriculum is fully in place. All activities are

planned to give children learning opportunities drawn from the early learning goals of the nationally recommended areas of learning. There is a good balance between teacher-focused activities and the opportunity for children to learn from planned play activities that effectively support learning in different areas of learning. The curriculum is linked to the themed approach of the other infant pupils but involving more investigation and practical experiences. English and mathematics are taught each morning and children work directly with the learning support assistant or class teacher on structured activities so that they are well prepared for Literacy and Numeracy in the Infant class. The Reception year curriculum also prepares the children in Reception well for work in other subjects in Year 1.

27. Planning across the school is good and ensures that lessons systematically develop knowledge and skills in all subjects. Subjects are linked together through common themes and topics, such as Music and Sound which supports work of different subjects that is connected, each term for each mixed year group. Information and communication technology is used throughout classes to support other subjects, including literacy and numeracy. The curriculum still continues to support a good breadth of study in English and Mathematics so National Curriculum are fully met. Because all classes are of mixed age, curriculum planning is based on a two-year rolling programme with the focus on developing skills as well as knowledge and understanding. All subjects have appropriate policies and schemes of work. Over a year an appropriate amount of time is given to each subject of the curriculum. Termly curriculum planning is very effective, including detailed work for pupils of different abilities. The planning contains appropriate opportunities for assessment of progress and standards, which are used well and are effective. Basic skills in information and communication technology are planned, such as developing researching skills using the Internet whilst supporting the development of knowledge in history and geography for example. The skills at the core of these subjects are systematically developed.
28. The effectiveness of the school's strategies for teaching literacy are very good and many opportunities are provided for pupils to speak, listen, read and write in a range of situations for instance in history and geography. Opportunities for writing at length are very good, including in subjects other than English. Arrangements for planning, teaching and practising numeracy skills are good. Pupils have many opportunities to use and develop their skills in other subjects such as information and communication technology, music, design technology, science and art and design.
29. Provision for pupils who have special educational needs is good. All the pupils' individual education plans are in place. The pupils' targets are clearly defined, work programmes are shown in detail and their progress is reviewed at regular intervals. The targets are precise. The review period shown on each plan reflects the good pace at which targets are achieved. The termly reviews themselves are valuable because they give quality time for a consideration of the pupils' overall progress, and parents value them.
30. Enrichment of the curriculum is good overall. A good range of visits and visitors supports pupils' education well. During the inspection, for instance, all junior pupils made a visit to a "Tudor Times" exhibition followed by a range of follow up activities back in school. The head teacher brought in his own archery equipment to enhance learning about Tudor bow men, enabling pupils to compare then with now. Year 6 pupils make a youth hostel residential visit, undertaking field studies linked to the geography and adventurous outdoor physical education curriculum. The annual school play involves all the school pupils, theatre trips into Nottingham take place as well as an annual road safety quiz. The school has good links with the church. Curriculum workshops, such as those in art and design, take place both in and out of school hours. These contribute well to the development of pupils' social skills and independence. The range of extra-curricular activities provided outside school hours is satisfactory and these are open to all Key Stage 2 pupils.
31. The arrangements for pupils' personal, social and health education are good. Pupils develop a good understanding of what being a member of a community means. Sex education and the

development of awareness of the danger of the misuse of drugs and medicines prepare pupils well for future life. Key messages are reinforced in science and health education work.

32. Provision for the pupils' personal development is very good overall. Very good provision is made for their moral and social development and good provision for their spiritual and cultural development. Central to the work in the school is the way it leads pupils towards a clear set of values based on its Christian commitment. Very good relationships, based on caring for all individuals equally, are at the heart of this provision. The pupils are taught to value themselves and each other and to understand and follow the rules that govern the school community. Pupils are involved in the drawing up of the rules for their classes, having to consider the opinions of others, seeing and evaluating different points of view. The school helps them to understand and aim towards high standards of behaviour and positive attitudes and relationships. All understand right and wrong and do their best to behave well and care for each other. Assemblies and class discussions place these ideas into a spiritual context. Opportunities are taken to encourage pupils to appreciate the wonders of the natural and man-made world, such as growing seeds and bulbs and in the geography of the outside area. In art and design and music, pupils have very good opportunities to develop aesthetic appreciation. The provision for pupils' cultural development includes not only the visits and visitors above but also a range of stories, poetry, art and music from around the world that they are introduced to in lessons. The school also prepares the pupils well for life in a more multicultural society than that represented by their immediate area, for example by a celebration of Chinese New Year, a study of Islam and the Diwali customs of Hinduism.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The quality of care provided for all pupils is very good and is a great strength of the school. As a result, pupils come to school enthusiastically, feel secure and are clearly very happy whilst there. They express confidence that staff will help them if the need arises.
34. High levels of attendance are positively encouraged and prevail. Registrations take place twice daily and are both prompt and efficient. The 'Early Bird Week' encourages attendance and punctuality with certificates awarded. Annual certificates are awarded for 100 per cent attendance. All staff monitor attendance carefully, with concerns quickly followed up.
35. Pupils are made aware of the school's expectations of them in respect to their behaviour. As a result, standards of behaviour are very good and pupils respond positively. There have been no exclusions. Pupils are rewarded for positive behaviour in the form of earning praise, stickers and other rewards. Bullying is positively discouraged and as a result, pupils confirm that there is none in school. Older pupils are encouraged to look after the younger ones carefully and this supports their very good social development. Staff know their pupils very well and keep detailed and informative records of personal development, with clear comments recorded on the pupils' annual written reports to parents.
36. Effective arrangements are in place to handle child protection issues, should they arise. All staff are trained and vigilant. Good use is made of the outside agencies for professional advice. The school is very clean and well maintained. There are regular risk assessments and presently no health and safety issues exist. Regular fire drills and electrical checks are undertaken. Pupils' medical needs are well met with sufficient trained First Aiders. Parents are quickly informed of any concerns. There is a well-established programme in place to ensure Year 6 pupils transfer confidently to their next school.
37. Educational support and guidance are very good. The school uses test results and other assessment information very effectively to monitor and raise standards in English, mathematics and science. These systems continue to be improved and developed into pupil profiles to enable a

full assessment picture to be gained. The school is continuing to refine systems so that the procedures are informative but not too time consuming. From an assessment of skills when children enter the school through to the statutory tasks and tests in Year 6, pupils are tested or assessed regularly in order to track individual progress. These good procedures enable the school to identify pupils with special gifts or talents as well as pupils with special educational needs so that all pupils are helped to make good progress relative to their prior attainment. From analysis of these assessments the school is able to draw up individual education plans with targets to help pupils learn. In other subjects, teachers have the use of informal whole class assessments to pitch lessons at the right level of challenge. More rigorous systems are now being considered enabling teachers to track the progress of individual pupils more effectively in every subject against the targets of the National Curriculum. These will be introduced in a measured and manageable way so that teachers have a workable system that supports their efforts to plan increasingly effective lessons. These systems also apply to those pupils with special educational needs.

38. Good procedures enable the teachers and teaching assistants to track effectively the development of children in the Reception year through the footsteps to learning and the early learning goals of the Foundation Stage curriculum. These ensure children make good progress. From the assessment of skills when children enter the school, adults plan work that helps children further develop their skills and learn successfully. At the end of activities children have the opportunity to talk about what they have learned with the staff as well as each other. Experiences are planned that include the right level of challenge and difficulty. Adults also effectively track the progress of individual children through the use of lesson evaluation sheets. These highlight any problems and achievements and are used when planning the next group of activities. At the end of the school year the school evaluates the children's progress from their initial assessments. This shows how well they have done over their first year in the school and helps adults plan to support future work in the Infant class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents are very supportive of the school and its work. Views given through parents' questionnaires, at the parents' meeting and through interviews are very positive. Parents particularly like the family atmosphere, that their children are expected to work and achieve their best, that their children like school, make good progress, that their behaviour is good and that teaching is good. The inspection team fully agrees with these views. A few parents expressed concern regarding extra-curricular activities and homework. The inspection team's findings are that there is a satisfactory range of clubs and a good range of visits and visitors. Homework increases as pupils get older, is regularly set and appropriate to support learning. Some parents would appreciate more information. Parents are kept well informed through a range of letters and newsletters. Additionally topic information is sent out each term and there is a parent' notice board. The prospectus and Governors' Annual Report to Parents are comprehensive and comply with requirements. New parents have a welcome pack detailing their children's progress at the end of the first term. Parents of Key Stage 1 pupils value the home/school book in which useful dialogue takes place with teachers. Views are sought through questionnaires and are taken into account in the school improvement planning process.
40. Reports to parents are very good and fully comply with statutory requirements. They give parents a very comprehensive picture of their children's progress. Comments are detailed and well focused, identifying strengths and weaknesses and areas for improvement. There are clear comments on personal development. Parents are invited to make comments and their views are taken into account.
41. The strong partnership between the school and parents begins from the time children enter the Reception year. Parents are pleased with the quality of provision for their children, the open door approach for making contact with their children's teachers and the friendliness of the staff. The

arrangements for settling children into school are flexible and very supportive. The teachers meet with parents before children start school and focus on promoting the partnership between home and school. Staff get to know the children and their parents quickly and a partnership is formed that continues through the years and encourages parents to take an effective role in supporting their children's education. Parents are welcome to see the many activities provided by the school. Parents are welcome to talk to the teachers and supporting adults and help their children to settle down in the class on a daily basis. Parents help at home with reading practice and support teaching by lending resources for the different themes in history, for instance family toys to build up a small class museum.

42. The parents of pupils who have special educational needs value the commitment of the staff to the care of their children. They speak very highly of the school's support for pupils with significant special educational needs. The school has sought to build up a close relationship with the parents, who are all invited to the important review meetings. The parents are involved in the procedures at every stage.
43. The school strives hard to involve parents in their children's education and is effective in its endeavours. Parents' evening take place twice each year and these are very well attended. Additionally, during inspection many parents were observed informally talking to teachers at the beginning and end of the day, indicating teachers' willingness to communicate informally with parents. All parents sign a copy of the home/school agreement, indicating their approval of what the school is doing for their children. A few parents are able to provide valued help in school and volunteers are easily obtained for assistance with trips. A successful Parents' Association hosts a range of social and fundraising events throughout the year that are well supported. Monies raised are used to enhance resources and presently a substantial amount is earmarked to refurbish the planned new classroom.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher provides the school with excellent leadership, which supports the school's drive to maintain high levels of provision and attainment and to enable all pupils to achieve well. The headteacher's management skills are excellent and the systems for school development and improvement he has implemented and developed are focused firmly on effective teaching and learning. There is an extremely clear vision for the future of the school and all staff and the governing body share this. There is a high commitment to improve the school further and to endeavour to provide excellence in all it does. All staff feel it is important to maintain a very strong ethos, which will support improving standards, build on the school's many strengths and deal with any concerns. The school is successful in its aim to foster a caring, family atmosphere, in which all pupils have equal opportunities to develop to their full potential. The reflection of the school's aims in its work is excellent and has very good potential to improve even further. This represents and improvement in leadership and management found at the time of the previous inspection.
45. The monitoring of the school's work by the headteacher is thorough and rigorous. He is in a very good position to directly monitor the standards as he teaches Year 5 and 6 pupils for much of the week, and therefore is able to recognise quickly trends and identify strengths and areas for concern. Close links with the other teachers, who also know their pupils well, give a clear picture of the school. The monitoring and evaluation processes that take place within class are supported effectively through more formal procedures that clearly focus on raising standards. The headteacher and all staff look at planning, teaching and learning, samples of pupils' work and the analysis of national test data in order to complete the picture of pupils' achievements. The headteacher effectively monitors the performance of the school and of the teachers through the performance management cycle. He uses reliable criteria when making judgements on the quality of teaching and learning. Headteacher's lesson observations are discussed and targets are set in

identified areas for development. These are then re evaluated at a later stage. There is an improvement in the quality of teaching over the previous inspection, which indicates that the headteacher's monitoring has been effective.

46. Curriculum co-ordination is good and the curriculum co-ordinators contribute to the good quality curriculum and overall above average standards. Curriculum co-ordinators play an important part in the school's monitoring process, particularly in English, mathematics and science. The staff works very closely together and there are many effective, informal opportunities for co-ordinators to support colleagues and ensure that their subject knowledge is secure. The co-ordinator for special educational needs gives good support to staff. The co-ordinator plays an important part in assessing pupils' difficulty when they are first identified as needing additional help. The current school policy is detailed and reflects the school's current practice and the requirements of the Code of Practice.
47. The management of special educational needs is very good. The communication between co-ordinator, special needs assistants and teachers is very good and results in the good quality support that each pupils receives in class. The administration of paperwork is thorough and of good detail. The management overall promotes a strong spirit of teamwork and good progress.
48. There is a very good school improvement plan and the priorities are highly appropriate and relevant to move the school forward. There is a large number of priorities, which encompass a wide range of provision and focus mainly on ensuring that what the school provides leads to high standards and good achievement. Although there are many priorities, the effectiveness of the school improvement plan and its impact on standards is carefully monitored and assessed at appropriate intervals by staff and governors, who ensure that the targets are effectively met.
49. Governors make a good contribution to the leadership and management of the school. They visit the school regularly and go into class to make themselves aware of what is happening. Those responsible for specific areas, such as finance, health and safety and for special educational needs, are involved in monitoring and have a good awareness of the strengths and weaknesses of their areas of responsibility and how improvements will take place. Governors speak with knowledge and understanding about their role, responsibilities, and what they see in school.
50. The management structures within the governing body are well established and effective. In addition to governors' meetings, there are other committees that meet and report back to the full governing body. Governors' committees include those for personnel and pupils, finance, discipline and buildings. Because there are only a few staff with a lot of responsibility, governors are aware of the importance of their support for the leadership and management of the school. The chair of governors meets with the headteacher frequently and there is also much formal and informal contact between other governors and the school. Statutory requirements are fully met.
51. The school has maintained the effective and carefully monitored financial planning since the last inspection. The governing body ensures that the budget is clearly linked to the school's educational priorities through the school improvement plan and that spending decisions are for the benefit of all pupils. Governors are closely involved in checking the effectiveness of spending decisions and are kept fully informed of the status of the budget at regular intervals during the year. Careful consideration is given to the use of specific grants and other funding. Day to day administration is good. Governors take effective steps to ensure that the school receives best value from its spending decisions through its use of approved local education authority procedures.
52. The match of teachers and support staff to the demands of the curriculum is very good. The expertise of individual teachers is used well to support, both informally and formally, other teachers, and to develop their confidence in extending their own expertise. The school's approach to performance management is good. This enables clear priorities for professional development to be established which meet school needs effectively, and this contributes significantly to the above

average standards that the school achieves. The school has very good systems for welcoming all new staff, informing them of working procedures and setting out clearly the expectations that each can have of the other. This enables the work of the school to proceed smoothly as routines are maintained. The potential for training new teachers is very good. The high quality of relationships within the school makes induction of new staff very effective.

53. There are not enough classrooms but the school works well to minimise the problems created by the lack of space and to ensure that standards are not adversely affected. Pupils in Years 5 and 6 are taught in the hall and desks have to be put to one side at lunchtime or when the hall is needed for daily acts of collective worship. There is no space in which the school can arrange a bank of computers, permanently set up for use by groups of pupils and, consequently, only one computer has Internet access. Access to classrooms generally involves walking through other classrooms. Although both adults and children do this with the minimum of disturbance, there is inevitably some distraction on occasions. The school makes good use of the accommodation within the significant constraints of the building but overall the accommodation is unsatisfactory.
54. The Reception year children work in well-planned rooms. Within the extra space created in a room, Reception children have a carpeted base for work, equipped with tables, chairs, books and writing resources. Apart from the limited range of resources for information and communication technology caused by lack of space in which to put them, all other subjects have a sufficient range of resources to deliver the national curriculum. In areas such as English and mathematics and the foundation stage as a whole there is a good range of resources that are easily accessible and of good quality. In the main classroom they have space to work in the sand and water trays, paint, use the construction equipment or in the role-play area. Children have a good range of resources to support their good progress and this provision effectively meets the recommendations of the key issue of the previous report.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. To further improve the standards and the quality of education, the governing body, headteacher and staff, in conjunction with the local education authority, should now:
- (1) Seek ways to improve the accommodation for pupils in Years 5 and 6 to ensure a dedicated space for teaching and learning and to provide a permanent class base for these pupils.
(Paragraphs 23, 54, 68, 91, 96, 102)
 - (2) Improve the organisation of teaching and learning resources, particularly for information and communication technology:
 - to create better opportunity for teaching computer skills and making computers more accessible for group work.
 - to improve Internet access.(Paragraphs 96, 102)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 21 |
| Number of discussions with staff, governors, other adults and pupils | 9 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 7 | 9 | 4 | 0 | 0 | 0 |
| Percentage | 5 | 33 | 43 | 19 | 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 five percentage points.

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) | 4 | 56 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 0 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 0 |
| Number of pupils on the school's special educational needs register | 0 | 8 |

English as an additional language

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

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 2 |
| Pupils who left the school other than at the usual time of leaving | 4 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.7 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 3 | 5 | 8 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|--------------|--------------|--------------|
| Numbers of pupils at NC level 2 and above | Boys | Not reported | Not reported | Not reported |
| | Girls | Not reported | Not reported | Not reported |
| | Total | Not reported | Not reported | Not reported |
| Percentage of pupils at NC level 2 or above | School | 88 (100) | 88 (100) | 88 (100) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|--------------|--------------|--------------|
| Numbers of pupils at NC level 2 and above | Boys | Not reported | Not reported | Not reported |
| | Girls | Not reported | Not reported | Not reported |
| | Total | Not reported | Not reported | Not reported |
| Percentage of pupils at NC level 2 or above | School | 88 (100) | 88 (100) | 88 (100) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 7 | 5 | 12 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|--------------|--------------|--------------|
| Numbers of pupils at NC level 4 and above | Boys | Not reported | Not reported | Not reported |
| | Girls | Not reported | Not reported | Not reported |
| | Total | Not reported | Not reported | Not reported |
| Percentage of pupils at NC level 4 or above | School | 83 (75) | 83 (75) | 83 (100) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|--------------|--------------|--------------|
| Numbers of pupils at NC level 4 and above | Boys | Not reported | Not reported | Not reported |
| | Girls | Not reported | Not reported | Not reported |
| | Total | Not reported | Not reported | Not reported |
| Percentage of pupils at NC level 4 or above | School | 83 (50) | 83 (75) | 83 (100) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

The number of pupils at NC level 2 at Key Stage 1 and 4 and above at Key Stage 2 is not reported because the number of boys and girls is less than 10.

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 | 59 | 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 | 0 | 0 | 0 |
| Black or Black British – any other Black background | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 |
| Any other ethnic group | 0 | 0 | 0 |
| No ethnic group recorded | 0 | 0 | 0 |

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

| | |
|--|------|
| Total number of qualified teachers (FTE) | 3.6 |
| Number of pupils per qualified teacher | 16.7 |
| Average class size | 20 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 32 |

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

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 | 2002/03 |
|----------------|---------|

| | |
|--|--------|
| | £ |
| Total income | 223859 |
| Total expenditure | 225199 |
| Expenditure per pupil | 3753 |
| Balance brought forward from previous year | 15387 |
| Balance carried forward to next year | 14047 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 60 |
| Number of questionnaires returned | 30 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 77 | 20 | 3 | 0 | 0 |
| My child is making good progress in school. | 57 | 40 | 3 | 0 | 0 |
| Behaviour in the school is good. | 33 | 53 | 0 | 0 | 14 |
| My child gets the right amount of work to do at home. | 17 | 40 | 33 | 7 | 3 |
| The teaching is good. | 47 | 50 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 16 | 45 | 33 | 3 | 3 |
| I would feel comfortable about approaching the school with questions or a problem. | 53 | 40 | 7 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 55 | 45 | 0 | 0 | 0 |
| The school works closely with parents. | 13 | 71 | 13 | 0 | 3 |
| The school is well led and managed. | 30 | 64 | 3 | 0 | 3 |
| The school is helping my child become mature and responsible. | 27 | 66 | 0 | 0 | 7 |
| The school provides an interesting range of activities outside lessons. | 16 | 20 | 53 | 11 | 0 |

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

56. At the time of the previous inspection provision for pupils under five was judged to be unsatisfactory although the children were judged to have made a sound start to their education in all areas. Since then a new curriculum for Foundation Stage children has been introduced, which matches national recommendations, and the school has adopted this fully and the high quality provision gives children a very secured basis for future learning. Although standards are as expected upon entry to the school, children attain the early learning goals in each area and by the time they move into Year 1, most are well into Level 1 work from the National Curriculum, especially in English and Mathematics. The children thus make good progress in their Reception year. There are no significant differences in the standards between boys and girls. Those who have special educational needs are identified early and are well provided for, through activities appropriately matched to their individual needs as are those who have particular gifts and are higher attainers.
57. The teacher provides a very good range of interesting and relevant activities to enable these children to make good progress. Planning is integrated with the planning for the infants as a whole. Except for English and mathematics, where children work directly with the learning support assistant or class teacher, all in the infant class start a lesson together before the reception children move into independent activities drawn from the early learning goals. The quality of teaching is good. Lessons have good pace and challenge but do not go on for too long thereby maintaining the children's interest.

Personal, social and emotional development

58. Children's personal, social and emotional development is good and they have positive attitudes to work. Planning to support children's personal, social and emotional developments is particularly well developed and is carefully linked with the development of communication skills to support the other five areas of learning. Children enjoy coming to school and form good relationships with the staff and each other. Routines are well established so children know what is expected of them and feel secure. As a result behaviour is very good overall. In classes children work hard and play happily together with a very high degree of independence and increasing confidence. They concentrate well in group and class periods. They listen to each other and are learning how to take turns in speaking. Children persevere and stay on task. Although occasionally they prefer solitary play activities such as making models, for the majority of time children are happy to cooperate and to play together, showing their growing maturity.

Communication, language and literacy and Mathematical development

59. Communication, language and literacy and mathematical skills are well developed and children make good progress in these areas and achieve well. Children enter the school with an appropriate range of communication skills. All adults are good linguistic role models, speaking clearly and with good diction to help the development of listening and writing skills. They encourage children to use the correct technical vocabulary, especially in English and mathematics. Teachers make use of every opportunity to encourage children to count, to recognise numerals and to do simple addition and subtraction as they play. Children are happy to speak in class discussions and are learning to listen and take turns in conversations. They have regular chances to share their news and to talk about their experiences. They enjoy listening to stories and sit and listen well for some length of time. Early reading skills are developing well. All read and write their names and are learning to spell the words they use frequently. Children know a range of well-known stories following the print in books as adults read them. They have begun to read simple texts and instructions. They make sense of unknown words using the initial sounds, the

letter sounds and picture clues. Children explain what is happening in stories read to them and use their own pictures to predict what might happen next. Children are aware of the words 'author' and 'illustrator' and know the difference between the two. Writing skills are being well developed. They write their names on the back of their work and are beginning to construct sentences using known words. All are aware that sentences start with a capital letter and end with a stop, though this is not always used accurately. Children are introduced to a wide range of books to stimulate their interest. They take books home to share with their parents, which helps to develop children's interest and skills. Displays of children's writing including stories in the classrooms reinforce the message that speaking, listening, reading and writing skills are important and valued.

60. Children have a wide range of mathematical ability and skills when they enter the school with standards in line with the local authority average in number and mathematical language. Through well-planned activities, including play, children develop an understanding of number, pattern, shape and measurement. They understand well the mathematical vocabulary such as 'adding one more' or 'taking one away' to make numbers bigger or smaller. Children learn to write numbers correctly and have made a start on number stories using standard notation including the + sign for adding on and = for the total number. They learn about two and three-dimensional shapes through a range of activities, using shapes in their construction work and capacity through water and sand investigations. Good use is made of a range of computer programmes to reinforce learning in areas of English and mathematics and children use these independently.

Knowledge and understanding of the world

61. Children's knowledge and understanding of the world is good, their natural curiosity is nurtured by effective teaching that gives plenty of opportunities for them to explore the natural and man-made environment. Good planning ensures that the children are encouraged to explore and apply what they have learned through activities of their choice. For example, using the topic of toys they investigate the effects of time on different materials and chronology in history by the type of materials used. They know that as they grow up they will change and that they are younger than their parents but babies are younger than they are. Children use construction materials to build recognisable structures and vehicles. Computers regularly reinforce work on other areas of learning, with children using the mouse and keyboard with high levels of confidence. They know their way round the building, to the office, the village hall; their portable classroom and the outside play areas and can draw simple plan maps. Staff-led activities are used well to teach and establish new vocabulary related to the topic.

Physical and Creative development

62. Children's physical and creative abilities are well developed. They are provided with a wide range of relevant opportunities to develop creative and physical skills. They control a range of equipment with skill and confidence and show a good awareness of space. In the classrooms they show good co-ordination and control as they travel round the room. They listen well to instructions and learn the routines, such as those physical education lessons, paying good attention to safety. Finer physical skills are developed well as good teaching ensures that pupils hold tools such as scissors, pencils and paintbrushes correctly. Activities are well chosen to develop fine motor skills. For example, in mathematics children play a range of number games, manipulating equipment such as dice and cubes. They cut round pictures and colour in, keeping within the shapes, ordering them by size. Assessment is used well to identify children who need extra support in developing control with hand-held tools and equipment. Opportunities are given for children to express their ideas through a range of media and materials as well experiment to develop their fine physical skills. Examples of artwork seen on display in the classrooms, such as paintings and collages are outcomes of structured activities as well as free painting and drawing. Children know a range of songs and rhymes and sing together with real enjoyment. Their response to music and rhythm is good. Through the sensitive oversight and intervention of adults,

children learn to play together imaginatively in the role-play area, imagining they are in a shop or acting out parts of the story of the Gingerbread boy in their English sessions.

ENGLISH

63. At the time of the previous inspection, standards were judged to be average for reading and writing at the end of both key stages with speaking and listening both well developed at all ages. Progress was satisfactory. Low numbers of pupils eligible for the tests each year make it difficult to analyse trends in the school's performance over time, especially with the variable number of special needs' pupils in some year cohorts. Since the previous inspection, however, there have been good improvements in all areas. This is reflected in the standard of work seen as well as in the school's results in national tests at the end of Years 2 and 6. Pupils now make good progress and achieve well to reach above average standards overall by the end of Year 6. Speaking and listening skills are above those expected for the pupils' ages and abilities. The school has worked well, building on average standards upon entry. Extra opportunities are provided for individual and group reading, spelling and handwriting practice and pupils are challenged with interesting and thought-provoking fiction and non-fiction texts. The range of writing opportunities has increased significantly, especially writing in a range of poetry styles, play-scripts, extended and serial stories, letters, information leaflets, note-taking, persuasive arguments and book reviews over and above those in the national literacy strategy guidance. Higher-attaining pupils in particular have benefited from this focus while pupils with special educational needs are supported to extend learning well.
64. Throughout the school, pupils' speaking and listening skills are good. All pupils, including those who learn more quickly and those who have special educational needs, demonstrate a wide range of skills. The school makes particularly effective use of discussions about a range of issues to extend pupils' skills. For example, they listen to stories as a stimulus and form their own ideas about why characters act as they do, giving clear and appropriate reasons for their point of view. Younger pupils use the question to provide part of the answer, think about what others have to say and discuss a topic rather than repeating what others have said. Older pupils take different points of view, debating from both sides of an argument using resources and experiences such as a history visit and their background knowledge and research to support their opinions, building and extending their vocabulary appropriately. They also enjoyed 'being' policemen delivering a report of a motor accident in court. Younger pupils had fun reading in the style of the different characters in the Gingerbread Boy while lower juniors shared their performance poems with the rest of the class. Pupils are confident in speaking to a large group as well as with a partner or with the teacher. Most lessons end with a period of reflection when pupils explain what they have done and learned. These sessions show that pupils are becoming increasingly aware of their listener's needs as well as of themselves as speakers. They listen carefully to the teacher and each other and respond with care, thought and consideration for the opinions of each other.
65. Standards in reading are good. Younger pupils make good progress in using their knowledge of sounds and letter patterns to build up words. Many show a good knowledge of higher order reading skills. They understand clearly the difference between 'author' and 'illustrator'. Older pupils confidently use a contents page to find specific pages and headings and use alphabetical order to find subjects in the index. Younger pupils read with good use of expression and intonation, reading a range of complex sentences with fluency and accuracy. Older pupils explore plot, the settings and characters with reference to the text, giving their preference for different genre and authors. Even the least confident of older readers skim their way down a text to find their favourite characters. When led by teachers to read together in the literacy hour, pupils read with expression and in character, using punctuation to define their reading. All pupils are encouraged to take books home so that their parents can help them to improve. The school has a good range of reading materials and a good range of group reading books to enable pupils to experience the enjoyment of reading with others.
66. Standards in writing are above average. Pupils write in a range of styles, for example letters, stories, instructions, arguments, poems and reports. Recently every pupil in the school contributed to the production of a poetry book "Animal Parade" and all were proud to share theirs with the inspectors. By the end of Year 6, pupils use a full range of grammar to add character and interest

to their writing. The youngest in Reception and Year 1 are aware of the need for full stops and capital letters to build accurate sentences. The spelling of commonly used words is correct with younger pupils having a very good grasp of letter sounds. Older pupils demonstrate understanding of complex technical vocabulary in their factual writing drawn from such as their history work. Higher-attaining pupils write imaginative, extended stories and poems and develop their ideas logically. With support pupils with special educational needs use inverted commas for speech and are beginning to use commas to shape increasingly complex sentences. Handwriting and presentation skills are good, matching the high standards of other aspects of pupils' writing.

67. The quality of teaching and learning is good across the school. Teachers use their very good knowledge and understanding of National Literacy Strategy to plan well-structured lessons. They share lesson objectives with pupils and use review time at the end to check what has been learned. They work effectively with pupils, listen carefully to them and help them order their ideas. As a result pupils make good gains in learning. Teachers effectively question pupils both to make them think and to assess what they know and understand. They provide good visual prompts by displaying lists of frequently used words to reinforce spelling and reading. In the literacy hour teachers choose interesting texts, many from different subjects including history and geography. These stimulate pupils' interest and have a positive impact on their response to literature and their own creative writing. Teachers use assessments of pupils' work effectively to help plan future lessons. Marking is helpful to the pupils. Pupils are told what they have done well and have guidance to improve. Younger pupils' work is generally ticked and praise given with some guidance, but adults talk to them about the quality of their work and how to improve. Teachers use reading and spellings as homework to reinforce and extend pupils' learning. Pupils respond very positively to the good teaching. They enjoy lessons, take part with confidence and work hard. Pupils with special educational needs respond well to the good quality of provision made for them and make very good progress towards the targets in their individual education plans. Booster work such as additional literacy support helps pupils extend and develop skills using a very structured format.
68. English is very well led and is in a good position to continue to improve. The co-ordinator, the headteacher, has worked hard with the staff to raise standards, especially in writing across the school, through providing a rich curriculum, checking the quality of teaching and leading staff in training. The very good tracking of pupils' progress through the school and the setting of individual targets for improvement are having a positive impact on standards. Resources for English are good with many books, including information texts, purchased to enrich the curriculum. The library is limited by lack of space, sharing a corner of the hall with the computers, the upper junior classroom, the dining hall and physical education facilities! The school is well poised to raise standards even higher than at present.

MATHEMATICS

69. By the time pupils enter Year 1, they have achieved the early learning goals for children in the Foundation Stage and are working within the National Curriculum. During Years 1 and 2, all pupils, including those with special educational needs, make good progress in both gaining new knowledge and understanding and in consolidating early learning in mathematics. At the end of Year 2, standards are above those expected from seven-year-olds. This is consistent with the year-on-year pattern of results in the National Curriculum assessment tests. All pupils continue to make good progress and by the time they reach the end of Year 6, standards remain above those expected for pupils of this age. Again this is consistent with National Curriculum assessment test results. This represents maintenance of the good levels attained in mathematics at the time of the previous inspection. Progress against prior attainment in mathematics for last year's Year 6 pupils was unsatisfactory based on the National Curriculum assessment test results. This was because a quarter of the pupils were receiving significant levels of special educational needs support.

70. By the end of Year 2, pupils have a good knowledge and understanding of all aspects of mathematics. Their numeracy skills are good and most pupils have a quick and accurate recall of more simple multiplication bonds. Pupils are beginning to relate these to division of numbers and this is a skill that might be expected from older or more able pupils of this age. They recognise odd and even numbers and quickly work out whether larger numbers are odd or even by looking at the last digit. They accurately work out sequences of numbers when counting in tens starting with any unit. This illustrates their good understanding of place value in numbers up to 1000. They use addition and subtraction competently, and, when solving problems, are beginning to calculate using multiplication. Pupils generally develop a good knowledge of shapes when developing early ideas of fractions. All pupils have good ideas of measuring lengths and weight and have moved beyond directly comparing two quantities to measuring using non-standard units. Pupils develop good skills in using and applying their knowledge and understanding of number for example and use this well in recognising patterns in number and finding out more about numbers. For example, pupils competently placed tiles into correct regions in a large diagram as to whether the numbers divided by 2, 5 or neither number. They were quick to use their results to find out that if a number divided by 5 and 2, then it also divided by 10. They further recognised the fact that all numbers that divided by ten ended in zero.
71. By Year 6, pupils' knowledge and understanding of number is good and they further develop good skills in using and applying their knowledge and understanding in a good range of different mathematical situations. Pupils calculate accurately, using all four operations with numbers to two and three decimal places and they apply these skills well when solving problems. They also apply this knowledge to work effectively within the metric units and show secure skills in converting accurately from centimetres to metres and millimetres, for example. All pupils demonstrate very secure knowledge and understanding of place value in number, including decimal fractions, and use this to good effect. Their understanding of decimal fractions is good and when given a number such as 4325.26, they give the number rounded to the nearest tenth, unit, ten or hundred. Their very secure understanding of numbers is also seen when estimating a number to three decimal places through a position indicated on a number stick, ranging between 0.05 and 0.06, for example.
72. Pupils have a thorough understanding of shape and angle. They accurately draw and measure angles to the nearest degree and have a very good knowledge of the properties of different triangles and quadrilaterals. Their knowledge of shape is also extended into measuring and calculating diameters and circumferences of circles, and this confirms that pupils are working at high levels for their age. Pupils are able to find the areas of irregular shapes by splitting into quadrilaterals, working out the measurements from information given and then calculating the area of each part and then the whole shape. Their experience also includes using a formula to calculate areas of triangles, a skill normally expected of older pupils. All pupils are able to construct graphs, which use class intervals or ranges rather than simple groupings of data. Whilst working across the mathematics and numeracy curriculum, pupils show that they have very good skills in using and applying their knowledge and understanding to solve problems and work out strategies to answer questions.
73. Pupils work hard at mathematics throughout the school. They enjoy the challenges set by their teachers and find mathematics stimulating and enjoyable. They behave very well in lessons and pay full attention to their teachers at all times. Even when the pace of the lesson is rapid and new ideas are being introduced at a quick pace, their levels of concentration enable them to keep up with the teacher. This has a positive impact on the quality of learning. Pupils work well together and share ideas to good effect.
74. The quality of teaching is good throughout the school. The quality of teaching seen during the week of the inspection was consistently good. This is an improvement on judgements made at the time of the previous inspection for pupils in the Infant class, when teaching there was satisfactory with some weaknesses. Good teaching has been maintained in the junior classes.

75. Opening activities are effective at focusing in on the main learning objectives of lessons and in directing pupils' attention appropriately. Lesson planning is good and teachers plan effective opportunities for pupils to use what they have learned and thereby consolidate learning. Teachers' very good use of day to day assessment ensures that activities successfully meet the requirements of the full ability range in each class. Their very good knowledge of their children enables teachers to plan appropriately challenging tasks and questions for all pupils, which also shows the high expectations that teachers have of their pupils. They move pupils on at a quick pace whilst ensuring that pupils are capable of taking the next step. This ensures that all pupils achieve well. A wide variety of methods, such as whole class discussion, group work and individual tasks are used to suit the different activity at different parts in the lesson. A good balance between teachers' input and pupils' participation is achieved and pupils have a good amount of time to practise and consolidate what they have learned. Teachers have good subject knowledge and confidently and clearly explain procedures and how to solve questions. Their good knowledge in problem solving techniques, for example, is also used effectively to extend learning. Behaviour management techniques are very good. Teachers settle classes before talking to them and pupils are kept working at a very good pace.
76. Curriculum co-ordination is good. The curriculum subject leader has a clear determination to maintain high standards. She has good skills and provides good levels of informal support for other staff. Assessment procedures provide very good information about the progress that pupils are making and this data, together with teachers' extensive informal knowledge of their pupils' progress is used very well to ensure that all achieve highly. This is supported by the small classes, enabling teachers to know their pupils well.

SCIENCE

77. Inspection evidence confirms that standards are in line with national expectations at the end of Year 2. Although pupils start in Year 1 already working within the National Curriculum, good progress is made in consolidating skills and furthering pupils' knowledge and understanding. By the end of Year 6, standards are above average. The achievement of all infant pupils is satisfactory and it is good for pupils in Years 3 to 6. This is reflected in the results of National Curriculum assessment tests and assessments. Standards remain similar to those at the last inspection. All pupils, including those with special educational needs, make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6.
78. By the end of Year 2, pupils have a satisfactory knowledge and understanding of forces. They know about different forces and how they affect movement. This is built effectively through early opportunities to experiment and investigate. For example, pupils test different ramps and the speed and distance vehicles travel down them. Through setting up different ramps, they start to build an early understanding of the conditions of fair testing. Through their testing of different materials' capacity to block sound, they develop a satisfactory knowledge and understanding of the sources and simple properties of sound. Pupils use appropriate scientific language to describe their work and are beginning to use simple diagrams and written accounts to record it. They show a basic understanding of what makes a fair test; however, their skills in identifying hypotheses, questioning and evaluating outcomes are less developed.
79. In Years 3 and 4, pupils further develop their investigative skills well. When presented with circuits that did not work, they used their knowledge of circuits and good trial and error methods, to identify accurately whether the bulb was faulty, the wire broken or the battery was flat, for example. They developed their experimental and investigative skills well and this contributed well to the good progress pupils make through their junior years. In Years 5 and 6, pupils continue to make good progress. When they were working with solutions and how different conditions affected the rate at which solids dissolved, pupils asked their own questions and based their

investigations on their own enquiry. They developed reliable fair tests and made and recorded accurately timed observations, carrying out tests carefully and safely. These good investigative skills are also represented in work with electricity, where they build complicated circuits to make an electronic game board they have designed or to investigate the effect of exercise on their body. They record results on charts, diagrams, line graphs and flow charts and written accounts accurately reflect pupils' good levels of learning.

80. Pupils' attitudes to science are good. They talk enthusiastically about the subject and are keen to answer questions. They listen to each other, take turns and work very well co-operatively within groups. Work is often well presented with consideration given to accuracy. In practical lessons pupils are very well behaved so that all pupils can work in safety.
81. Teaching and learning is good overall. Teachers have a secure knowledge of the subject and present concepts and information in ways to stimulate the interest of the pupils. The strongest aspect of teaching in science is the teachers' planning. Teachers plan activities that provide good learning opportunities for pupils to develop good experimental and investigative skills such as asking enquiring questions, observing and recording their findings compared to initial thoughts. Activities are also interesting because there are very good links with other subjects, such as design and technology and physical education. Teaching is effective because teachers clearly explain the learning objective and the challenges for investigation. Pupils' knowledge and understanding are well developed through questioning. The pace of lessons is brisk and good use is made of time to support good learning. The use of computers is underdeveloped to support the science curriculum.
82. The co-ordinator has a good knowledge of the subject and is enthusiastic about it. There is a good policy statement and scheme of work and guidelines to support teaching. The curriculum is based on a two-year programme that reflects the age range in classes so that all pupils experience the full National Curriculum. The co-ordinator has developed an assessment record to track pupils' progress in the subject in line with a whole school initiative, ensuring pupils' steady progress through activities that build on previous learning.

ART AND DESIGN

83. By the end of Years 2 and 6, pupils attain above expected standards for their age, an improvement on standards reported in the previous inspection. All pupils, including those with special educational needs, achieve well as they learn a range of techniques and styles often using the work of other artists to inspire them. They employ appropriate techniques to communicate their ideas. The majority of pupils use their sketchbooks and other resources well to gather ideas and test particular techniques. Art carries a high profile in the school and is considered to be important in both the development of skills and in using art to enrich the presentation of their work in a good range of other subjects. Consequently pupils enjoy their artwork and take pride in what they do.
84. In Years 1 and 2, pupils experience a good variety of materials and develop a good range of skills in producing both large and small-scale artefacts. Pupils use colour well and combine different colours and tones to give different effects such as warmth and coldness. Drawing skills develop well and their sketches show that they are able to accurately represent in drawing, what they observe. When pupils make hand puppets, they initially design their finished puppet, including sketches of what they thought the finished product would look like and then carefully choose from a wide range of fabrics and papers to produce a collage puppet. This exercise illustrates their thought and consideration in blending texture and colour to good effect. Pupils contribute well to larger scale projects and they use a good range of techniques such as painting, printing, collage and three-dimensional work to produce an effective 'Spring Scene'.
85. Skills develop well in the junior classes and are reflected in work of a good quality that employs a wide range of high level skills. This quality comes partly from pupils working with professional

artists and then using and applying what they have in their work in school. Pupils paint in oils and they use Monet's 'Water Lilies' as inspiration, which they interpret creatively rather than copy. Watercolour paintings based on Turner's paintings are very effective. In this work they record accurately their observation of a castle in Wales and use colour very effectively to create mood. Pupils are taught the skills used by professional artists in this work and they use them to good effect to produce high quality paintings. High level techniques are used when they paint still life on silk, using specialist paints, which have to be used properly and carefully to give the desired effect. Pupils produce realistic and well-proportioned drawings using sensitively mixed paint and well observed detail.

86. The quality of teaching is good and represents an improvement since the previous inspection, when it was judged to be satisfactory. Although few lessons were seen during the inspection, the judgement on teaching is based on scrutiny of pupils work and the standards achieved. Teaching seen during the inspection was of a good quality. Lessons are effectively introduced and exposition is used well to focus pupils' attention on key ideas and skills. Good use is made of demonstrating specific skills. Interventions are used to stimulate pupils' thinking and are well focused to meet individual needs. Monitoring of pupils' progress is often used to ensure that pupils are working at least to expectations. Teaching assistants are effectively briefed and contribute well to pupils' learning, evident when pupils received individual attention on the sewing machine. Teachers' expectations of standards are clearly high and, as pupils recognise this, this makes a significant contribution to standards achieved.
87. The art curriculum is enhanced through work with professional artists, who teach specialist skills and encourage high standards. There are also very good links with other subjects and a good cultural element to the work. These aspects add richness to the curriculum, which inspire pupils and which they clearly enjoy. There are some good examples of the use of information and communication technology in producing computer-generated artwork. This adds another effective dimension to pupils' work in this subject.

DESIGN AND TECHNOLOGY

88. Standards in design and technology are as expected nationally for pupils at the end of Years 2 and 6. All pupils, including those with special educational needs are making satisfactory progress in designing, making and evaluating their own and others' work in a constructive way. This reflects maintenance of standards from the previous inspection. Design and technology supports learning in other subjects well through good cross-curricular links with the Ancient Greeks topic history for example. Standards are compromised by the unsatisfactory accommodation in Year 5 and 6. Pupils show good potential and high levels of interest, but there is little opportunity for on-going work or to display artefacts to their full effect.
89. Younger pupils are developing good skills in designing and making moving models. For example, Year 1 pupils make moving vehicles related to their work on forces in science. They use pieces of doweling rod, axles and wheels to make vehicles that they then test for movement down ramps of different gradients. This activity effectively promotes pupils' designing and making skills. Pupils are given good opportunity to discuss, describe and record how they proposed to make their mechanism, such as when they plan and make a 'leaping frog' card. This process involves pupils creating ordered and illustrated instructions for making the card, which they evidently follow and develop sound early designing and making skills.
90. Throughout Years 3 to 6, pupils are given a variety of opportunities linked to other subjects, to design and make. They use various methods of joining, improve their skills in using tools, such as scissors and other cutting tools accurately. Notable is their attention to detail and accuracy. Year 5 and 6 are currently making models of Greek temples linked to their work in history. Each model is based on accurate historical research and reflects the care that pupils take over their work. In

each all of the pillars are carefully made so that each is of the same height and diameter. As they make their models, pupils evaluate them and consider how they may be improved. Their good knowledge and understanding is evident in the systems they devise when designing and making The Maze of Theseus for example. This activity provides interesting links between design and technology and science through using magnets to guide a toy around a maze. Models are finished to a satisfactory standard using paint and other media.

91. Although no design and technology lessons were seen during the inspection, the quality of teaching is satisfactory. This judgement is based on teachers' planning, photographic evidence and a scrutiny of work on display. Lessons are well planned and links with other subjects are strong, adding interest and relevance to the tasks. Opportunity for both designing and making are included in the work and pupils get the opportunity to develop skills in the complete design process. Pupils are encouraged to choose materials and methods for their practical activity. This makes a good contribution to pupils' personal development. From the scrutiny of models in all classes, the degree of challenge is high and work is well matched to ability. Pupils respond well by taking care, paying good attention to their work and striving for improvement. The multiple use of the accommodation for Years 5 and 6 means that models and equipment have to be constantly cleared away and limits the opportunity for extended work or pupils continuing their design and technology projects through the lunchtime for example, should they wish to do so.

HUMANITIES (GEOGRAPHY, HISTORY AND RELIGIOUS EDUCATION)

92. In geography and history, pupils' attainment is above the expected level at age seven and eleven and all pupils make good progress. This is a better picture to that found in the last inspection where standards in geography and history were in line with national expectations. In religious education, pupils' attainment is in line with that expected by the locally agreed syllabus and their progress is satisfactory.
93. Across the school, pupils follow a themed curriculum for history and geography rather than subject specific lessons. The work is centred on the learning of new and the further development of skills for each area in a continuous and progressive way while learning about different times and places. The curriculum is based on a two-year programme to cater for the mixed age classes in the school. Currently younger pupils are learning about the differences of the way of life at different times, applying their knowledge of chronology to toys, including making their own versions of games using playing cards and count along timelines. Older pupils are investigating Ancient Greece, looking at how archaeologists work, the political systems, including making class decisions as either the Athenians or Spartans would have done, trying out the sports of the Olympic Games and looking at tools and weapons, Gods and Goddesses and normal life. The geographical skills of map making and reading, the location of settlements and trading links are also included as well as the effects of the seasons and climate on the way of life. There are good links with other subjects, such as science, with a study of the Volcanoes among the Greek islands. Pupils' learning is effectively supported through research, use of secondary evidence, such as newspaper reports and photographs, and making field trips to support their learning. During the inspection, junior pupils made a visit to a Tudor experience focused upon the Sea and Sailors. Upon the return to the classroom, older pupils made effective links between weapons from different times. They successfully compared the Greeks, who did not have archers along with their ships and routes round the Greek islands with the Tudors and the long bow and the artefacts found on the Mary Rose with the present day involving the teacher sharing his archery knowledge and skills with the class. This was a typical example of the school's cross-curricular approach to the National Curriculum. Pupils enjoy this way of working, respond positively to all experiences and put some considerable effort into their work.
94. In religious education, the infants have a good grasp of symbols and festivals linked to the major faiths, especially Christianity and Judaism. They accurately recall naming ceremonies from each

faith, symbols such as the Cross and other church furniture from Christianity, the Seder plate and candlestick from Judaism and the Five K's from Sikhism. Older pupils are learning of Easter week, starting with Palm Sunday and the background to the triumphant entry of Jesus to Jerusalem, including Jewish expectations of the Messiah. Pupils have also studied each of the focus faiths in greater detail – the places of worship, sacred texts, key leaders and how the faith affects the lives of the followers, building a satisfactory knowledge and understanding of each of the faiths studied. Pupils are confident when expressing their opinions and behave well, treating ideas and opinions with respect. When expressing their own feelings, pupils use very expressive language. They make good use of their literacy skills to write sensitive personal accounts of experiences, drawing on sources from the Bible, Hindu myths and Buddhist literature.

95. The quality of teaching is good, with examples of very good teaching occurring across the curriculum. Teachers have good knowledge about the skills and knowledge of the width of the curriculum and link work well to pupils' prior experiences, extending and developing understanding further. The key to learning is the amount of time given to ensuring that pupils fully understand each element such as how a faith governs how people live and behave. At the end of every lesson pupils are encouraged to share what they have learned and an evaluation of the lesson's progress is used in planning future work. Pupils so enjoy their work in each of these three areas that they are very reluctant to stop. For instance, at the end of the Tudor visit work back in class pupils could not stop asking questions and sharing their opinions. It was only the need to catch the bus home that brought learning to an end! The school has an appropriate range of resources, but storage is a problem with space being at a premium in the small building.

INFORMATION AND COMMUNICATION TECHNOLOGY

96. Pupils' attainment is in line with that expected nationally by the end of both Years 2 and 6 and all pupils, including those with special educational needs, make satisfactory progress. This is the same as at the time of the previous inspection. Although there has been satisfactory investment in developing and improving the resources for information and communications technology, the organisation of resources is unsatisfactory, due to the lack of space and inappropriate accommodation. The school has no space to create a suite of computers and this makes a lot of work for teachers in moving computers around the school to set up a small bank of computers for group and class use. The pre-loaded software also varies in specification, with some programs being more dated than others. This means that some computers are unsuitable for teaching some skills.
97. Younger pupils edit text satisfactorily and are developing sound, basic word processing skills. They add appropriate punctuation, such as capital letters, full stops and question marks to text displayed on the screen. Basic routine skills are satisfactorily developed and pupils use the keyboard and control the mouse accurately and competently in a range of learning situations.
98. Information and communication technology skills are satisfactorily developed by the end of Year 6. Linked with their work in history, pupils were preparing a sequence of documents on the Ancient Greeks, which could be moved through using 'Next' and 'Back' commands hidden in the text. This was a complicated process, with many opportunities for mistakes. However, pupils showed initiative and tackled challenging situations well, finding solutions to problems as they arose. They used their sound basic skills well to learn new skills and techniques.
99. Although most of the work seen during the inspection was of a limited range, there is evidence on display and in teachers' planning that all aspects of the National Curriculum for information and communication technology are covered and that standards are as expected.
100. The quality of teaching and pupils' learning is satisfactory. There is sound provision in direct teaching of the skills of information and communications technology. Teachers work hard to overcome difficulties in the organisation of resources to provide satisfactory opportunities for

pupils to learn new skills and to practise routine ones, such as word processing, computer-generated artwork and research. Teachers' knowledge and understanding of information and communication technology is satisfactory and there are no weaknesses. Teachers plan their lessons effectively and they make sound provision for pupils to have sufficient practical experience each week.

101. Pupils have positive attitudes towards their work in information and communication technology. They enjoy working at the computers and most show pride in their achievement. They usually sit patiently and listen to teachers' instructions carefully. The great majority confidently put their knowledge and understanding into practice satisfactorily. Although pupils have to share computers, they generally do this without fuss and all pupils, including those with special educational needs, are fully included and have equal access to the practical experiences offered.
102. Information and communications technology has had limited development over recent years, due to constraints of the accommodation. Co-ordination of the subject is satisfactory, because, there are plans for development, improvement and the organisation of computers, and the software resources. The school's current plans are appropriate to establish better provision for the teaching of all information and communications technology skills and further develop its use to support learning in other subjects.

MUSIC

103. It was not possible to see more than one lesson during the inspection. However, from teacher's plans, the singing in assemblies and the lesson seen it is possible to judge that the school has maintained the nationally expected standards reported by the last inspection. The satisfactory level of provision has been maintained and pupils continue to make satisfactory progress.
104. By Year 6, pupils listen to a range of music from different times and different cultures, including during the inspection, a Nomad work-tune from West Africa. They discuss changes to texture, noting such as ostinato, imitative runs and tempo and the range of dynamics used by the performers. The curriculum is planned to promote the progressive development of pupils performing and composing skills. Using tuned instruments and body percussion they copy and then compose, devising their own patterns to fit the core rhythm practising and refining their compositions so that others can perform their work. Infant pupils learn about different rhythms, holding notes for different lengths of time to give different moods to music, recognising repeating sounds and patterns. They know the sounds of a range of percussion instruments and use these to compose patterns of sound using long and short notes. Across the school pupils sing a range of songs in tune and time, with good expression. They listen to a variety of music from around the world and from different times in history, in assemblies and in lessons. For instance assembly music is "Spring" from the Four Seasons by Vivaldi. The school has been successful in continuing to provide satisfactory quality musical experiences for the pupils during the recent national emphasis on literacy and numeracy. Pupils with talent have the opportunity to share their skills with others in assemblies.
105. The quality of teaching is satisfactory overall. The planning is thorough and built on an evaluation of work covered previously. Included are development points and guidance as well as the planned skill development. Pupils' attitudes to music are positive because they are given opportunities to explore possibilities and express their own ideas. Older pupils show good levels of insight into how music creates mental pictures and suggest different types of instrumental sounds to match these moods. Pupils have the opportunity to listen to each other and refine their work, improving their use of the instruments. The range of instruments and other resources is satisfactory. The school updates percussion equipment regularly and maintains the instruments well. Storage is however, more of a problem. The majority of instruments are in the hall, which is also the upper junior classroom, library and computer area.

PHYSICAL EDUCATION

106. Standards attained by pupils at the ages of seven and eleven are in line with those expected nationally. Satisfactory teaching enables all pupils, including those with special educational needs, make sufficient progress. This is similar to judgements made at the time of the previous inspection when, based on limited evidence, standards were satisfactory. All pupils are fully included in all activities and appropriate provision is made for specific disabilities, including extra teaching assistant support.
107. All areas of the curriculum are planned through the school year. Most of the older pupils have good opportunities to participate in outdoor and adventurous activities on their residential visit.
108. Pupils are able to develop game skills in the juniors and they learn basic skills of throwing and catching satisfactorily enough to use them in small game situations. They learn to throw and catch over greater distances and they increase the speed at which they do this as their skills improve. Although a limited number of areas of physical education were seen during the inspection, discussion with pupils and teachers indicates that standards in other aspects are as expected for pupils of this age. Pupils enjoy physical education and they co-operate well with each other.
109. There are satisfactory sports opportunities in extra-curricular clubs, which include football coaching for both boys and girls in which pupils have the opportunity to participate in sessions of coaching by experts, to improve their sports skills.