

INSPECTION REPORT

TWO VILLAGE C OF E (VC) PRIMARY SCHOOL

Ramsey, Harwich

LEA area: Essex

Unique reference number: 132234

Headteacher: Mrs D Patten

Reporting inspector: Mr J Sorsby

14042

Dates of inspection: 20th – 23rd January 2003

Inspection number: 248958

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Wix Road Ramsey Harwich Essex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Alison Bentley
Date of previous inspection:	First inspection

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14042	J Sorsby	Registered inspector		Information about the school The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
11041	M Moore	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23880	O Hall	Team inspector	Art and design Physical education Areas of learning for children in the Foundation Stage Provision for pupils with English as an additional language Educational inclusion	
2229	D Hansen	Team inspector	Science Information and communication technology Provision for pupils with special educational needs	How good are the curricular and other opportunities offered to pupils?
22685	N Moss	Team inspector	English Geography History	
8845	H M Sumner	Team inspector	Mathematics Design and technology Music Religious education	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Two Village Church of England Voluntary Controlled Primary School was formed in September 2000 following the closure of an infant and primary school in the villages of Ramsey and Little Oakley respectively, the premises of which it still occupies. The school serves the two villages, which are two miles apart, and a large rural area to the west of Harwich. Plans to bring the two units together in one new purpose-built primary school have been seriously delayed by circumstances outside the control of the school. Ramsey houses all the administration. There are 170 pupils here in a Year 1, 2, 3, 5 and 6 and two Years 4 classes. At Little Oakley there are 47 pupils in a reception and a Year 1 class.

Overall, Two Village is an average sized school with 217 pupils aged 5 to 11 on roll. Very few pupils are not of United Kingdom heritage, these being from Kosovo, Finland and Poland. All pupils speak English fluently or as their first language. Just under 5 per cent of pupils are eligible for free school meals, which is lower than usual. The school is in an educational action zone and many parents work in part time or temporary work. Twelve per cent of pupils have special educational needs, which is below average and 0.9 per cent have statements of special educational needs, which is also below average. The majority of pupils with special educational needs have moderate learning difficulties and two pupils have physical disabilities. Thirteen per cent of all pupils joined or left the school during the past year at a time other than normal, which is high when compared with most schools. Children's attainment on entry to reception is below that expected for their age.

HOW GOOD THE SCHOOL IS

This is a good school that is well led and managed. Although many lessons seen in reception were good, for a range of reasons explained later the impact of teaching is satisfactory overall and children make satisfactory progress. Good teaching in Years 1 to 6 enables pupils to learn well and make overall good and often very good progress. The rate of progress increases the longer pupils are with the school as they overcome their initial language and communications difficulties. In most subjects, standards rise from being below expectations in reception to being above average by the end of Year 6. Given the overall quality of teaching, improving standards and the problems associated with being on two distant sites, the school is providing very good value for money.

What the school does well

- The quality of teaching and learning is good.
- Pupils achieve well. The school enables pupils to achieve improving standards and make overall good progress.
- There are very good relationships between pupils and with adults, these contributing significantly to the caring environment in which pupils feel safe and secure.
- The school enjoys very good relationships with pupils' parents, and parents are very supportive of the school and of their children's learning.
- Pupils behave well.
- Teaching makes very good use of well-considered links between subjects, increasing pupils' interest in lessons.
- Leadership and management are good and are contributing well to rising standards.

What could be improved

- The rate of pupils' progress and the standards they achieve in mathematics in Years 1 and 2.
- The rate of children's progress and the standards they achieve in Reception.
- Pupils' spelling, punctuation and presentation of work in English in Years 1 and 2.
- Teaching skills could be further improved through regular observation of lessons by senior managers and subject co-ordinators.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school that has not been inspected previously.

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	N/A	D	A	C
mathematics	N/A	D	B	C
science	N/A	B	C	D

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

Inspection evidence indicates that children join reception with standards below those expected for their age, particularly in language and mathematical skills and their knowledge and understanding of the world. The satisfactory impact of teaching in reception is sufficient to enable children to make satisfactory progress. Standards remain lower than expected when they enter Year 1. By the end of Year 2 pupils achieve well in reading, writing and science and their standards are average. In mathematics, satisfactory achievement takes place, but standards remain below average. These findings represent a maintenance of standards from those seen in the standard assessment tests in 2002 in reading, a slight fall in writing, an improvement in mathematics and a significant improvement in science since the 2002 teacher assessment of standards, in which pupils were in the bottom five per cent nationally.

By the end of Year 6, inspection evidence demonstrates that standards are above average in English and science and average in mathematics. This is as a consequence of good and often very good teaching leading to pupils achieving very well in English and well in mathematics and science. These results compared to the table above indicate improvement in science since 2002, and a fall in standards in English and mathematics. However, inspection evidence demonstrates this not to be the case. The Year 6 pupils seen during the inspection have made very good progress in English and good progress in mathematics and science. Current Year 6 pupils have achieved better than their predecessors, this being a reflection of the different attainment of different year groups. Throughout the school standards are generally better now than in 2002, these having been an improvement overall since 2001. No longer-term trends can be established because of the newness of the school. All pupils, including those with special educational needs, higher attaining pupils and those for whom English is an additional language achieve as well as all other pupils as a consequence of the school's good provision for all and the good quality of teaching.

In 2002 the school achieved its target for the proportion of pupils in Year 6 achieving Level 4 in English, and fell just short of its target in mathematics. The improving standards seen demonstrate that the school is well placed to achieve its ambitious targets in 2003.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They willingly participate in all the school offers.
Behaviour, in and out of classrooms	Pupils behave well in lessons, around the two sites and while being transported between sites. They respect each other and hence, bullying is a very rare occurrence. There have been no exclusions.
Personal development and relationships	While pupils show considerable kindness to each other and have very good relationships, some in Years 1 and 2 show insufficient personal initiative in their learning and in other aspects of school life.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

While many lessons in reception are good, the overall quality of teaching is satisfactory. Teachers are particularly knowledgeable about how young children learn. They manage children well ensuring that there is a calm and productive atmosphere. Homework is used well to help consolidate and progress children's knowledge. However, insufficient use is made of available information on what pupils know, understand and can do to adapt lesson plans to meet the needs of all individuals. Some aspects of the arrangements for the reception class have also yet to be implemented.

Throughout the school, the teaching of English is never less than good and often very good. Teachers' knowledge and understanding of the subject provides a firm basis on which pupils' progress accelerates as they move through the school. The teaching of literacy through other subjects is good. The teaching of mathematics is less consistent. In Years 1 and 2 it is satisfactory, sometimes lacking appropriate challenge and expectations of what pupils can do are sometimes too low. In Years 3 to 6, teaching is good and pupils learn more effectively and make better progress. The teaching of numeracy through other subjects is satisfactory. The teaching of science is good throughout the school, and pupils learn well.

Overall, considering the whole curriculum, in Years 3 to 6 expectations are higher, teachers' knowledge and understanding of what they are teaching and how to teach it are better and they manage pupils more effectively. Consequently, pupils work harder and acquire skills and knowledge very well. By contrast in Years 1 and 2, pupils generally work at a slower pace, demonstrate less independent learning skills and have only a satisfactory understanding of their own learning. There is also some inconsistency in the quality of teaching in Years 1 and 2.

A particular merit of teaching is the success of the planning to ensure that pupils reinforce their subject skills in the learning of other subjects. For example, art and design is well

reinforced through geography and history, and literacy is a constant focus of teachers' attention throughout the school day. This provides added challenge and enjoyment for pupils.

Because of the work of teachers, careful planning and the very good support by teaching assistants, particularly in English lessons, all pupils, including those with special educational needs, higher attaining pupils and those for whom English is an additional language learn equally well as all other pupils. With the small exception of those lessons in Years 1 and 2 where expectations could be higher, the school meets the needs of all its pupils, well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced. All the requirements of the National Curriculum and the agreed syllabus for religious education are met. There is a good range of extra-curricular activities for older pupils.
Provision for pupils with special educational needs	Good. Pupils receive good support and make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Good. Careful attention to the needs of pupils by teachers and teaching assistants ensures that pupils can participate fully in lessons and make similar progress to all other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is good. Strong emphasis is placed on pupils understanding of right from wrong, and appreciating their role in society. Spirituality is well developed with pupils expressing empathy for others through their writing and their actions.
How well the school cares for its pupils	This is a caring school where pupils are well looked after and encouraged. There are good procedures for collecting and using information about pupils' learning in English, mathematics and science.
How well does the school work in partnership with parents	Very well. The school keeps parents very well informed about their children's progress and enjoys full partnership with parents in their children's learning. Parents think very highly of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership and management have contributed significantly to raising standards, unifying the two former schools and their staff teams and in moving towards the development of the new school building.
How well the governors fulfil their responsibilities	Governors have a very good knowledge of the strengths and weaknesses of the school and have played a very effective role in shaping its direction. They perform their statutory responsibilities well.
The school's evaluation of its performance	Good. The school evaluates all available data well and uses the information well to help shape and modify its direction and raise standards.
The strategic use of resources	All resources are used very well to help raise standards. The school pays very good attention to achieving best value in all it does.
The adequacy of staffing, accommodation and learning resources.	Teachers and support staff are well qualified and experienced. The school has adequate learning resources. However, the school continuing to be on two sites places extra burdens on staff, parents and pupils, and both buildings have significant limitations.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like coming to school • That they feel comfortable approaching the school with questions or problems • That the school has high expectations • That the school is well led and managed 	<ul style="list-style-type: none"> • The amount of homework set

It is worthy of note that almost all respondents to the questionnaire shared the first three positive views above. Only four parents were sure that the right amount of homework was not being set, while around ten others tended to feel this was the case. Inspectors agree with parents' positive views and feel that homework is used well to consolidate and extend pupils' knowledge and skills.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. With slight variation between subjects, which is described in the following paragraphs, the overall picture in the school is of children joining reception with very limited pre-school experience and standards below those expected for their age. In reception, some of the "deficit" in their communications and social skills is made up, but insufficient for them to benefit fully, in terms of their standards. In Years 1 and 2, pupils' growing maturity as learners, for example in their ability to use their own initiative without constant direction from teachers, enables them to respond increasing well to good teaching. They achieve well and in most subjects their standards rise and are as expected for their age. By Years 3 to 6 pupils' have overcome their "slow start" and achieve well in most subjects, reaching standards that are above expectations for their age.

2. The majority of children join reception having had little or no pre-school experience. As a result, in their personal, social and emotional development, their communications, language and literacy skills, their mathematical development, their knowledge and understanding of the world and their physical and creative development their standards are below those expected for their age. As a consequence of satisfactory teaching their standards rise, but because of their immaturity in learning, standards are still below expectations when they enter Year 1, except in their physical and creative development, in which they reach expected standards.

3. Inspection evidence demonstrates that in reading and writing, good teaching in Years 1 and 2, and pupils' own developing though still somewhat immature learning skills result in pupils achieving well. Consequently, by the end of Year 2 their standards have improved and are average for their age. In Years 3 to 6 their rate of progress improves still further as they become mature pupils capable of using their own initiative to support their learning. By the end of Year 6 standards are well above average.

4. With the exception of standards in writing at the end of Year 2, those seen during the inspection were the same as those achieved by pupils in the 2002 national tests for pupils in Years 2 and 6. In writing there appears to have been a slight decline in 2003. This is because of differences between the 2002 pupils and those currently in Year 2. There is no doubt that current pupils have made good progress in Years 1 and 2.

5. In mathematics, pupils achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6. However, neither standards nor pupils' achievements are as good in mathematics as in English. Inspection evidence shows that having entered Year 1 with standards below those expected for their age, standards remain below average at the end of Year 2. This is for a variety of reasons, including the pupils' general immaturity. A further contributory factor is inconsistencies in the quality of teaching between teachers. As with English, in mathematics, pupils increasing maturity coupled with good teaching results in accelerated progress in Years 3 to 6. Consequently standards at the end of Year 6 are average.

6. Once again, the standards observed in school were rather different from those achieved in the 2002 national tests. At the end of Year 2 standards in 2002 were well below average – now they are below average. At the end of Year 6 they were above average and now they are average. Circumstances in the school have hardly changed since 2002, and the variations in results are a reflection of the particular ability of different year groups of pupils. Once again, there is no doubt that pupils are making the progress described.

7. In 2002 the school achieved its target for the proportion of pupils in Year 6 achieving Level 4 in English, and just fell short of its target in mathematics. The improving standards seen during inspection demonstrate that the school is well placed to achieve its ambitious targets in 2003.

8. In science, inspection evidence shows that pupils enter Year 1 with below expected standards in their knowledge and understanding of the world. By the end of Year 2 their observed standards are average and by the end of Year 6, they are above average. Pupils achieve well throughout the school. This is the result of good teaching throughout the school, particularly of investigative science.

9. In 2002 standards of the then Year 2 were the same as seen now. Pupils in Year 6 achieved standards in the national tests that were average, and slightly lower than those achieved in 2001. This is attributable to the priority given to literacy and numeracy following the amalgamation of the schools. Science has since received a higher priority and standards are once again rising.

10. At the end of Year 2, standards in all other subjects except music are in line with national expectations. Pupils achieve satisfactorily in art and design, design and technology, physical education and religious education. In geography, history and information and communication technology (ICT), pupils achieve well to reach satisfactory standards. In music, standards are above expectations and pupils achieve very well. At the end of Year 6 standards in design and technology, physical education and French are in line with expectations, pupils having achieved satisfactorily in Years 3 to 6. However, in ICT, religious education, history, geography and art and design, standards improve in Years 3 to 6 as a consequence of pupils' good achievements, and are above expectations. Standards in music remain above expectations.

11. In English, mathematics and science, because of the attention paid by teachers and teaching assistants to the needs of each pupil, all achieve similarly regardless of gender, special educational needs or mother tongue. Overall, there are no significant differences in the achievements of boys and girls, pupils for whom English is an additional language or pupils of differing ability. Pupils with special educational needs are well supported in lessons and make similar progress to others in their classes. Teachers plan well to meet their needs, and when present, teaching assistants provide them with good and sometimes exceptionally good support. Only in Years 1 and 2, because many are slow developers because of their lack of pre-school experiences, is there some underestimation of what pupils can achieve.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to the school are good. The school is an orderly community and pupils demonstrate good behaviour both in and out of lessons. Relationships between pupils and staff are very good, contributing significantly to the calm working environment in lessons and to pupils' achievements.

13. Pupils have very positive attitudes that support their learning well. They are enthusiastic about coming to school, enjoy lessons and display good interest and enthusiasm in their activities. They enjoy the many opportunities that the school provides including a large range of extra curricular activities. Pupils work hard in lessons, relate well to each other and adults and enjoy the company of visitors. During the inspection week the team were impressed by the friendliness and courtesy they received from pupils who were very keen to show them around the school and to talk of their achievements.

14. Pupils develop a good knowledge of the impact of their behaviour on others and have an understanding and respect for the beliefs and feelings of other people. Pupils respect their own and others' belongings and school property. During the inspection week pupils were observed treating school property, books, computers and physical education equipment with care. The school does not suffer from vandalism or graffiti.

15. The school promotes pupils' personal development well. This particularly impacts in Years 3 to 6, when pupils' growing maturity helps their learning and contributes to their achievements. Pupils work well together and in groups. For example, in a very good Year 4/5 literacy lesson observed during the inspection week, pupils worked hard in pairs to construct sentences using apostrophes and showed a clear understanding of the use of punctuation. They displayed enthusiasm in their work and were keen to show the teacher what they had learned. In a good Year 5 geography lesson, pupils asked intelligent questions of the visiting speaker and worked well together to discuss the history of the surrounding roads of the area. They displayed a good knowledge and understanding of collaborative working.

16. The school effectively integrates pupils with special educational needs and those for whom English is an additional language, contributing to them making similar progress to that of all other pupils. They work hard, enjoy their achievements, persevere in their tasks, are generally very well behaved and get on with other pupils. The progress of this group of pupils is helped by the good collaboration between teachers and teaching support staff who work extremely well together to support them. Their positive relationships are emulated by pupils.

17. Pupils are given satisfactory opportunity to display initiative and personal responsibility. For example, pupils raise money for charity by selling items in the playground, put chairs out for assembly and organise an annual talent show. However the school does not have a school council because the ethos of the school is that every child has a voice and is encouraged to use it at the appropriate time and feel responsible for their school. The school does not appoint monitors and does not appoint older pupils as mentors for younger children. It was however noticed during the inspection week that Year 6 pupils play with and guide younger pupils informally, help them in games and are pleased to look after them when the opportunity arises.

18. Attendance at the school is satisfactory and is at the national average. Lessons always start on time, pupils are punctual at coming to school and demonstrate good behaviour when entering and leaving the classroom. The inspection team fully agrees with the overwhelming comments by parents that behaviour in the school is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The overall quality of teaching in reception is satisfactory and in Years 1 to 6 it is good. Eighty seven per cent of teaching was good or better and 39 per cent was very good or better. Seven excellent lessons were seen, five of them in Year 3 to 6. There was no unsatisfactory teaching.

20. In reception, the quality of many lessons was good and demonstrated a range of skills. However, the overall impact of teaching is satisfactory because teachers' planning does not pay sufficient attention to what is known, by observation, of what individual children know, understand and can do. This is important because while the majority of children enter reception with no pre-school experience, some have gained skills that could be built upon more effectively if work was planned to more accurately meet their needs. There are also some elements of the new reception class arrangements still to be introduced. Consequently teaching is satisfactory overall, and children make satisfactory but insufficient progress to raise standards. Further, children's own immaturity results in their very limited

communications and number skills which impact on their rate of progress. Teachers have a good understanding of how young children learn and manage them well.

21. In Years 1 to 6, the good quality of teaching of English provides good examples of the strengths of teaching in the school. Lessons are well planned based on teachers' good understanding and knowledge of the subject. A good range of learning opportunities is built into all lessons. This has the dual benefit of developing pupils' skills in all aspects of English, such as written work and pupils' listening and speaking skills, and ensuring that lessons proceed at a good pace, engaging pupils attention in an imaginative way and ensuring their hard work and concentration. Pupils' progress is observed and recorded and the information collected used well to provide work for each individual that is both challenging and achievable. This ensures the progress of all pupils regardless of their prior ability. Finally, the reinforcement of literacy in particular is built into teachers' planning when they are thinking about lessons in all other subjects of the curriculum, and knowledge of other subjects, such as history and religious education, is built into literacy lessons.

22. The teaching of mathematics to younger pupils is satisfactory, resulting in pupils making satisfactory progress. In comparison to English, there are problems that are contributing to the lower standards pupils reach at the end of Year 2 and hence at the end of Year 6. These problems are also present in some other subjects, as explained below. In Years 1 and 2, many pupils find it difficult to concentrate on mathematical problems when asked to work in small groups. For them, the subject lacks interest. It is noticeable that when the least able pupils are given mathematical games to play, their motivation improves. By Year 2, pupils' interest in the subject does improve, as does their progress. However, pupils, including more able pupils, still have difficulty in problem solving. This is an area now receiving more attention from teachers in their lesson planning. Higher ability pupils are not always sufficiently challenged by the work they are set. Further areas for concern in the teaching of mathematics relate to inconsistencies between classes. The quality of marking and how it is being used to help pupils improve their work, is a case in point. There is also inconsistency in the quality of teaching between broadly parallel classes. This is because insufficient attention has been paid to the monitoring of the quality of teaching and little opportunity has therefore been available for the sharing of best practice. The split site makes professional dialogue between the teachers in reception and Years 1 and 2 difficult, and a job share also creates problems regarding pupils' continuity of learning.

23. In Years 3 to 6 the situation improves dramatically, the quality of teaching is good and many of the good features recognised in the teaching of English, are present. Work is more accurately targeted to meet the needs of individual pupils, whether they be higher attainers, less able pupils or pupils with special educational needs. This is based on better use of available data concerning what pupils know, understand and can do. Supplementary lessons are provided for pupils identified as having difficulties and pupils are well motivated by interesting and challenging lessons. As with English, good cross-curricular links are forged, providing more interest and hence better motivation of pupils.

24. The quality of teaching of science is good throughout the school and pupils learn and achieve well. A special strength of the teaching is that it is heavily focused on practical and investigative activities which pupils find enjoyable and exciting. This is particularly interesting, as it confirms that pupils' immaturity in the early years of their education is an issue, and that the most successful teaching pays special attention to the motivation of pupils. Just as mathematical games produce better learning of mathematics, so scientific investigations produce good learning in science. Several strengths of teaching present in English are also present in science. Teachers use lessons to reinforce literacy skills well, giving pupils a good scientific vocabulary. Good use is made of a wide variety of resources. Teachers assess pupils' knowledge well and prepare lessons that contain sufficient appropriate challenge for

each individual pupil. This is particularly well done in those parts of lessons where the class is seated on the carpet, answering teachers' questions. The questions are made easier for less able pupils and more difficult for more able pupils, enabling all to succeed and to learn from each other.

25. The quality of teaching throughout the school is good in art and design, geography, history, ICT and physical education. In design and technology teaching is satisfactory and in music, because of the very considerable musical skills of a visiting teacher, it is very good overall and sometimes excellent. In religious education teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6.

26. The teaching provided for pupils with special educational needs, including the pupils with statements is good. Pupils receive well-targeted support. Progress matches the quality of teaching and is at least satisfactory and often good. Teachers and teaching assistants know their pupils well, and plan activities that are matched to their needs. Individual education plans are well written and contain precise targets for improvement, usually for language and literacy and numeracy. Teaching assistants together with the special needs learning support assistant, give good focused support to pupils who have a statement of special needs in place, or are identified on the Special Needs Register at stages 'school action' and 'school action plus'. Pupils for whom English is an additional language also receive good support and make similar progress to that of other pupils.

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

27. The school provides a satisfactory curriculum with a broad and balanced range of learning opportunities for pupils. The appropriate statutory curriculum is in place and the school implements the locally agreed syllabus for religious education. The school has adopted schemes of work for all subjects, some of which are in the process of being reviewed and further adapted to meet the needs of all children in the school. All subjects have policy documents that are reviewed and re-approved by governors on a regular basis. Medium term plans in some subjects, however, are insufficiently structured and clear to provide a basis for weekly lesson planning. Governors liaise with subject leaders, and thereby help to develop and improve the curriculum and to raise standards.

28. The school has implemented the National Literacy and Numeracy Strategies well. Teachers provide opportunities for pupils to apply their literacy and numeracy skills in many other subjects, although there is seldom any reference to this in planning. Similarly, worthwhile tasks using ICT knowledge and skills, such as researching information or recording outcomes are provided, but this practice is inconsistent across the school and across subjects.

29. Good use is made of cross-curricular links when, for example, classes research the Ancient Greeks, or the work of Lowry in art and design when both ICT and art and design are used to enrich the subject content. The full programme of personal, social and health education provision is satisfactory and includes sex education, education on drugs and alcohol misuse and citizenship.

30. The school provides appropriate equality of access to the curriculum for all pupils. For example, during lessons teachers ensure that they ask individual pupils questions appropriate to their ability, so that all have the opportunity of participating by answering. Similarly, in most lessons, teachers plan work that is sufficiently challenging, but not discouragingly hard, for pupils of all abilities.

31. The community makes a valuable contribution to pupils' learning. The provision includes visitors to the school, and parental and carer co-operation for homework. The school nurse assists teaching in the personal, social and health education programme. Pupils appreciate opportunities to visit places of interest to extend their subject knowledge and understanding. Pupils in Year 6, for example, enjoy an annual residential visit to the Peak District that combines an emphasis on personal development with a good range of geographical, historical and scientific studies. Pupils enjoy participating in the school's concerts and performances, and are well supported in this by their parents/carers. There is a good level of home support for all school activities. Pupils participate in an annual local choral festival with pupils from other nearby schools. The staff relationship with nearby schools is good, including, for example, shared in-service training and meetings between those who co-ordinate the same subjects in various local schools. There are good links with the main secondary schools to help pupils in their transition at the end of Year 6 and some secondary teachers take classes in specific activities, such as hockey training.

32. There is a good selection of extra-curricular activities that make a worthwhile contribution to pupils' learning. These include netball, aerobics, football, rounders, swimming in the school's own pool and cricket. The choir and needlework clubs provide an opportunity for pupils to be creative, and a computer club is run for older pupils who enjoy the more technical aspects of ICT. Some of these activities are for older pupils only, and the headteacher is aware of the lack of opportunities for younger pupils at present. This is a consequence of the limitations of the split site and is presently beyond the control of the school. When circumstances permit, she has plans to extend the choice of activities for younger pupils with support from parents/carers and members of the local community.

33. The provision for pupils' personal development, particularly their spiritual, moral and social and cultural development, is good. The school aims to ensure that all pupils have opportunities for personal development, and these are promoted by the teaching and support staff. The school's assemblies, for example, promotes caring Christian values which are reinforced through the good relationships between teachers and pupils. For example, pupils' care for each other is such that oppressive behaviour is very rare and behaviour overall is good. Through assemblies and class discussions, pupils are given a firm understanding of moral values in making decisions, and the difference between right and wrong. Religious education makes a positive impact on pupils' moral, social and cultural development

34. The provision for pupils' spiritual development is good and spiritual appreciation is fostered in numerous ways. The school provides opportunities for spiritual awareness in collective worship assemblies, religious education and lessons such as when developing a sense of wonder during scientific investigations. Daily assemblies help to build up pupils' understanding of significant values such as trust and friendship. Religious education lessons introduce pupils to the beliefs and practices of several major world faiths, with opportunities to reflect on their meaning. The school encourages pupils to explore what animates themselves and others, for example, through class discussions about what makes them happy. There is an atmosphere within which pupils grow and flourish, and their personal development is good. Opportunities are provided for pupils to express their own ideas, thoughts and concerns, for example, when organising a "bring and buy" sale to raise money for their chosen charity.

35. Provision for pupils' moral development is good. The school encourages pupils to understand the importance of helping others and to recognise the needs of people less fortunate than themselves. Within lessons, circle times and assemblies, moral issues are discussed. Pupils are encouraged to think about and talk through their actions, and to consider their impact on others. They take part in a number of fundraising events for charitable causes. Pupils have a clear understanding of right and wrong, because the school provides a clear moral code in which all are valued equally. This is further reinforced through lessons, such as a poetry competition in which pupils wrote "Rhyme against Crime". Literacy is used well to reinforce moral development such as when pupils wrote movingly about kindertransport before the start of World War II. Moral codes are reinforced through highlighting breaches that are reported in the media, for example, in an assembly on the September 11 tragedy and on the murder of a schoolgirl in another part of the country. The school expects pupils to respect their own and other people's property, and its expectations are well fulfilled.

36. Provision for pupils' social development is good. This is reflected in the good role models which teachers and teaching assistants provide. It is seen in good classroom management, the care and concern for the individual and the educational residential visit for pupils in Year 6. Older pupils are encouraged to take an interest in younger ones. For example, Year 6 pupils are preparing 'PowerPoint slides' in ICT which are designed to appeal to the interests of Year 1 pupils. Through its personal, health and social education programme the school teaches pupils how society works and helps them develop the ability to think through the consequences of their actions and their contribution to society, as in a Year 3 lesson, in which pupils were encouraged to reflect on the concept of fairness and to understand the reasons why they cannot always do as they wish. This was further enhanced through small group role-play.

37. Provision for pupils' cultural development is good. In art and design, geography, history, music, science and religious education lessons, pupils are introduced to people and events that have shaped local history and world culture, as when discussing the roles of Hitler and Churchill in World War II. Pupils hear stories and learn of conditions in countries such as Africa and India, and see artefacts representative of religions and cultures from around the world. They reacted with great interest, enthusiasm and some awe and wonder when seeing and handling original Egyptian artefacts from the time of the Pharaohs. They study the work of famous artists and listen to music by classical composers. There is evidence to show that, through religious education, the school teaches pupils about the rich ethnic mix of traditions and cultures found within present day British society, though this aspect is less well taught than broader cultural matters.

38. The provision for pupils with special educational needs is good overall and especially for those pupils 'catching up' with basic literacy and numeracy skills. The school has taken steps to ensure that its provision for pupils with identified special educational needs is in line with the most recent special educational needs Code of Practice and associated guidance. School staff use the targets in pupils' individual education plans to provide and deliver the right level of work for these pupils; this ensures they are well motivated and work hard. As a result, pupils make similar progress to that of their classmates. Pupils, whose main area for improvement is behaviour or personal and social skills, receive good support and some benefit from one-to-one support.

39. Provision for the few pupils for whom English is an additional language is good. Pupils are expected to be close to the equivalent standards to those of their monolingual peers by the end of reception, Year 2 and Year 6. At times they do better than this. Equality of access provides for these pupils to be included in all aspects of school life. The school does not have a co-ordinator for English as an additional language. However, all teachers and teaching

assistants are very aware of the specific needs of these pupils and management of this aspect of the school's provision is good. Parents and carers of bilingual pupils appreciate the support their children receive at school. Individual pupils' assessment records, together with retained samples of work, show that they make consistent progress over time. Provision to meet the special educational needs within this group of pupils is good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. This is a caring school where pupils are valued as individuals. All adults at the school know children well and give them a high level of support and assistance. Staff display care and concern for pupils and their positive, helpful attitudes are reflected in the good progress pupils make. Pupils thrive in the strong learning climate.

41. The school has good procedures for ensuring child protection. The headteacher, the named child protection officer, is fully aware of her responsibilities and keeps good records of children on the at risk register and looked after pupils. The school's child protection policy is in the process of being updated to conform to the latest protocol and all staff receive regular training. Liaison with the local authority's social services department is good.

42. Accidents are well recorded, giving full details of treatment received by pupils and good records are kept of the administration of medicines. The school has an adequate number of First Aiders and other health and safety procedures are relevant and up to date. The school takes matters of health and safety extremely seriously. As part of the Private Finance Initiative with which the school is associated, the Private Finance Initiative company carries out regular health and safety audits and the school and local authority in turn monitor their work. The school caretaker keeps excellent records of chlorine levels in the swimming pool; fire alarm tests and fire drills are regularly carried out.

43. The school has very good and effective procedures for the monitoring and recording of attendance. Registers are marked regularly, are accurate, neat and fully comply with legislation. The school administration officer monitors absence very well and contacts families on the first day of any absence. There is very good liaison with the Education Welfare Officer. Attendance during the period prior to the inspection at 96.5 per cent is satisfactory and is improving. There have been no exclusions recorded during the previous year.

44. The school gives good educational and personal support to pupils. Regular assessment takes place of pupils with special educational needs and the school records a wide range of information to identify pupils' current attainment. The information is well used to provide suitable work for each pupil.

45. The school has good procedures to help pupils understand what behaviour is expected of them, and to constructively help those pupils who have occasional difficulty in complying. Pupils' behaviour is well monitored. The school, as a matter of policy, does not give stars or stickers to pupils for good behaviour as pupils are taught that good behaviour is the norm and is expected of them and should not be rewarded. Similarly, poor behaviour is dealt with in an appropriate way. Staff speak to pupils and explain that the school community will not tolerate inappropriate behaviour. As a result, incidents of bullying or challenging behaviour are extremely rare. During the inspection week no incidents of bullying or challenging behaviour were observed and pupils confirmed to the inspection team that they feel safe and secure within school, the behaviour policy is effective and they feel happy within the school environment.

46. The school makes a full and detailed analysis of the results of national and many other tests in English, mathematics and science, to ensure that pupils are making progress in line with their potential. The results of these analyses are used well to adapt levels of work, provide extra classes and other remedial measures and to help teachers meet the needs of individual pupils well, promoting their learning and progress. In all three subjects, the main areas for development identified through assessment are being effectively addressed and priorities accurately planned for. Other areas of the curriculum are less formally assessed and sometimes their assessment is inconsistent from class to class and between subjects. The overall good assessment in the school has resulted in an improvement in teaching and learning. Assessment is also carried out well for pupils with special educational needs and those who speak English as an additional language, enabling them to be offered appropriate and prompt support. Assessment is also being used well to ensure that higher attaining pupils are given sufficient challenge and stimulation to promote their progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents hold very positive views of the school and are extremely complimentary about the support and information they receive from the staff. This is demonstrated by the fact that the school is oversubscribed. The school makes substantial efforts to ensure that a strong relationship is fostered with parents who are fully involved in every aspect of their children's education. All parents who responded to the pre-inspection questionnaire confirmed that their children like school and make good progress. Parents recognise that behaviour and teaching are good. All respondents are comfortable about approaching the school with questions or problems; they know that the school works extremely closely with them and that it is well led and managed. The inspection findings confirm all these views.

48. The school has extremely positive links with parents and carers and consults with them very effectively. All parents are warmly welcomed into school and many parents and some grandparents come into school on a regular basis to help in a large number of ways, for example, helping organise school clubs, hearing readers, assisting teachers particularly in the reception class, helping with art and design, assisting on school visits and coming into school to give talks. For instance, a parent was observed giving an interesting talk about the local area to Year 5 pupils in a geography lesson. The school has overcome very considerable logistical problems to ensure that parents who have children at both sites can collect them at the end of the day from one pick-up point. This has been greatly welcomed by parents and has done much to ensure their support during the very difficult times following the opening of the new school.

49. The school provides parents with high quality information about their children's progress. Reports are very well written and give extremely clear, concise and precise information about the progress that pupils make, the standards they are achieving and an easily understandable explanation of grades achieved. Reports also very helpfully set targets for pupils' future learning. The school has produced an excellent brochure which is 'parent friendly', very well compiled and presented and gives a good deal of information about the school's values and the various school policies. The Headteacher produces regular newsletters giving up to date information about activities, events, staff changes and all matters being promoted by the school.

50. There is an extremely active 'Two Village Friends' Association that has a large number of committee members and organises many social arrangements such as Summer Fayres, Quiz Nights, Discos, Bonfire Nights and Car Boot Sales, all of which raise large sums of money for the school. In the previous year, the sum of over £6,000 was raised which was well appreciated and used by the school to improve the swimming pool facilities.

51. The school holds two consultation evenings each year where all parents have an opportunity to come into school to discuss pupils' progress with staff. In addition, it arranges tutorial meetings for parents on various aspects of the school curriculum and courses for parents to improve their computer skills. These very good arrangements are much appreciated by parents.

52. There are very good arrangements for the admission of pupils and the transfer of pupils to their next stage of education. The school arranges home visits prior to children's entry into reception class. Parents are then invited to come into school for a 'taster day' and are encouraged to stay with their child until they settle into school routine. This enables pupils to make a very good start. The school has made excellent arrangements for the staff at receiving secondary schools to meet Year 6 children. Parents are given full information about receiving schools and the various opportunities available to them.

53. The school has arranged for all under-achieving pupils to have a special file with specific learning targets and the school gives regular reports to parents on the progress that these pupils are making. In addition, all pupils have a Home-School Diary to which parents and staff regularly contribute and this provides a valuable means of communication between parents and the school. Parents of children with special educational needs are kept extremely well informed of pupils' progress and are invited to the annual review meeting and to contribute to children's individual education plans and target setting.

54. The extremely strong partnership that the school has with parents, and the great efforts made by the school to involve parents in their children's education, have a very positive impact on the progress pupils' make.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. Inspection evidence confirms parents' views that this school is well led and managed. The headteacher, governors, senior staff and subject co-ordinators all make strong and significant contributions to the overall leadership and management.

56. In its short history since September 2000, the school has experienced a series of challenges that most schools never face. Having entered into a Private Finance Initiative arrangement, the school was to have moved to new purpose built premises from the outset. However, planning problems have resulted in numerous delays and construction of the new building has not yet begun. This has meant that the school has had to organise itself in two buildings, two miles apart, neither of which is ideal and both of which have severe limitations. It is typical of the headteacher that she saw the need to deal with this situation in the best interests of pupils, teachers and parents. The logistics of which classes, pupils, teachers and non-teaching staff needed to be at which site, how to ensure the development of a "one school" feeling among all, how to enable people to move between sites, how to help pupils – particularly at the smaller of the two sites - to feel that they were part of a school rather than isolated and finally, how to help parents with children at both sites were exceedingly complicated. Her strong leadership qualities and management skills have enabled the headteacher to harness the skills, energy and support of all, and these problems have been overcome most effectively.

57. While all this has been going on, there has been a school to run! Rising standards and good teaching attest to the success of the headteacher and senior staff in doing so. There is good monitoring of the school's performance, good evaluation of the results of the monitoring of all available data, good corporate planning to overcome difficulties and to build on strengths and good implementation of plans through a strong management team, very well supported by governors. For example, at its inception the school set its priorities as

raising standard in English and mathematics. Once the measures taken were seen to begin to take effect, the priority was enlarged rather than shifted, to encompass science. Here too, progress is now being made. The school has developed a clear educational direction that is being well followed.

58. Governors have played a particularly effective role and fulfil their statutory requirements well. They are very well informed about the school, and understand its strengths and weaknesses very well. A good example of the major effort they expend on behalf of the school is when, guided by the headteacher, they deliberated long and hard about the benefits and drawbacks for this school entering a Private Finance Initiative arrangement, and chose to do so. But, faced with very large issues to consider, they too have not failed to keep their eye on the ball. They are intimately concerned with and contribute significantly to the school's educational direction and to raising standards. For example, governors take seriously their individual subject responsibilities and understand well what needs to be done to improve standards in that subject. Responsibility for financial planning is shared between the headteacher and governors, and planning addresses the school's educational priorities very well. As required, governors have adopted a policy on racial equality.

59. Subject co-ordinators play a very important role in the school, monitoring pupils' work and colleagues planning to ensure that the curriculum is efficiently covered and pupils make appropriate progress. While they and the headteacher have some understanding of the strengths and developmental needs of teachers with regard to the teaching of particular subjects, this information is gained mainly from informal conversations between teachers and in the case of the headteacher and, from informal visits to classrooms. This informality underlies the limited number of inconsistencies in teaching described elsewhere in this report. However, the monitoring of the quality of teaching is unsatisfactory and requires attention in order to further improve teaching and raise standards.

60. The school makes very good use of all its resources, including its staff and the buildings it finds itself occupying. Only in ICT and physical education are the deficiencies of the buildings affecting teaching and learning. In ICT the size of the suite, the very limited access for pupils from the smaller site to the ICT suite and the general shortage of ICT facilities are making it difficult for teachers to give pupils sufficient ICT experience. Pupils at the smaller site have to be bussed two miles to use the ICT suite. It is noticeable that pupils who have access to computers at home are more competent than those who do not. In physical education, the hall limits indoor activity while the playground, which slopes, limits outdoor games. While facilities are not preventing the teaching of any part of the curriculum in ICT or physical education, they place unnecessary burdens on teachers and limitations on pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to build on the positive start made by this new school, and raise standards further, the headteacher, governors and staff should:

- (1) Improve the rate of pupils' progress in Years 1 and 2 in mathematics by:
 - ensuring a consistently high quality of teaching, particularly between the full and part time teachers responsible for Years 1 and 2, by enabling teachers to share the good practice present in many lessons (Paragraphs: 5 and 22)
 - ensuring that teachers' expectations of pupils are appropriately high, particularly with regard to their development of independent learning skills (Paragraphs: 5, 22, 81 and 82)

- (2) Improve the rate of progress made by children in reception by:
 - improving the use made of information collected on what pupils know, understand and can do to more accurately plan lessons to meet the needs of individual pupils (Paragraphs: 20 and 63)
 - increasing the range of opportunities for children to write independently (Paragraph: 65)
 - completing the introduction of reception class requirements (Paragraphs: 20 and 63)

- (3) Further improve the rate of pupils' progress in Years 1 and 2 in English by addressing weaknesses in pupils' spelling, punctuation and presentation of work. (Paragraph: 70)

- (4) Further improve teaching skills throughout the school, through the implementation of a regular program of observation of lessons by senior managers and subject co-ordinators. (Paragraphs: 22, 59, 76, 92, 95, 99, 107 and 113)

The following minor issues should be considered for inclusion in the action plan:

- In geography, history and music, the use of ICT as a teaching aid. (Paragraphs: 106, 114, 119 and 124)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	14	26	7	0	0	0
Percentage	13	26	48	13	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point. Three lessons were not graded.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	217
Number of full-time pupils known to be eligible for free school meals	10

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	11
	Girls	13	15	14
	Total	22	25	25
Percentage of pupils at NC level 2 or above	School	76 (75)	86 (78)	86 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	9	5
	Girls	14	13	12
	Total	24	22	17
Percentage of pupils at NC level 2 or above	School	83 (75)	76 (80)	59 (75)
	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	12	19	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	12
	Girls	16	15	15
	Total	28	26	27
Percentage of pupils at NC level 4 or above	School	90 (71)	84 (61)	87 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	16	17	17
	Total	26	29	29
Percentage of pupils at NC level 4 or above	School	84 (71)	94 (68)	94 (93)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	164	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	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	49	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)	10.6
Number of pupils per qualified teacher	22.6
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	245

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	591 946
Total expenditure	630 628
Expenditure per pupil	2 815
Balance brought forward from previous year	112 183
Balance carried forward to next year	73 501

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	4.2

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	69	29	1	1	0
Behaviour in the school is good.	67	31	1	1	0
My child gets the right amount of work to do at home.	37	47	13	13	0
The teaching is good.	79	19	1	0	0
I am kept well informed about how my child is getting on.	55	35	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	86	14	0	0	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	63	35	3	0	0
The school is well led and managed.	72	27	1	0	0
The school is helping my child become mature and responsible.	67	31	1	0	0
The school provides an interesting range of activities outside lessons.	59	26	4	1	9

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

62. The majority of children have below expected standards on entry to the school. A range of focused and free choice activities support most children in making satisfactory progress in the reception class, in relation to their starting points. Higher attaining children are likely to reach the standards that are expected for their age by the end of reception year, however, because of their limited pre-school experience, many children, whilst progressing steadily, remain below average overall in the basic skills of communication, language and mathematical development, in their knowledge and understanding of the world and in their social development.

63. Children settle well into school routines and staff work closely as a team to provide them with a secure, happy and purposeful learning experience. While the quality of teaching of individual lessons observed was good overall and the expertise of staff and their management of the children are very good, children's progress in acquiring skills, knowledge and understanding is limited because planning is not yet in line with the current policy for the reception class. Further, a good range of observational information about what the children are doing is recorded but the organisation of the data to track progress and adapt future planning is insufficiently effective to raise standards overall. Learning is therefore satisfactory and the quality of teaching overall is similarly judged to be satisfactory. Effective links between reception and Years 1 and 2 co-ordinators are not fully in place and the split site accommodation unfavourably impacts on communication.

Personal, social and emotional development

64. Most children enter reception with a limited range of personal, social and emotional skills and standards are below expectation. As a consequence of the satisfactory teaching described above, children are making satisfactory progress towards the expected goals in developing confidence, learning to concentrate and enjoying sharing as part of a group. Teachers manage pupils well and provide a wide range of activities that give the children good opportunities to learn how to work alongside others. A supportive and caring ethos helps children to settle quickly into established routines. Parents and carers contribute well to children's learning at the start of the day by reading with them. This helps children settle to the school routine, and raises their self-esteem. Children take a pride in their achievements and proudly show their work. Many dress themselves, tidy up after baking and wash their hands. Children's behaviour is good because expectations are high and they are well managed by all staff. Despite their satisfactory achievement while in reception, most children end the year with standards below those expected for their age.

Communication, language and literacy

65. Standards on entry are below those expected of children of a similar age; as a consequence of teaching, which for the reasons given above is satisfactory overall, progress is satisfactory towards the expected goals by the end of the reception year. The strongest features of teaching are in the development of speaking and listening phonics and reading skills across each area of the curriculum. Children are engaged in planned and spontaneous conversations to enhance their listening skills and role-play activities through drama and sharing stories. Most children can recognise or write their name, associate single sounds and letters, for example, in sorting objects that begin with 'z'. Higher attaining children can sort 'th' sounds and letters and write these with increasing confidence and control. Planning is well focused on reading and children progress satisfactorily. Learning is assisted because

the school teaches parents the identical procedure to those used in school, so that it can be practised at home. Books are also sent home and parents share comments on children's progress. Teachers provide satisfactory opportunities to develop children's writing through guided programmes linked to a range of activities. However, there are insufficient opportunities for independent writing and recording information for higher attaining children. Handwriting is developing steadily. Writing paper is unlined and as a result, many children find it difficult to form letters and keep letter size consistent. Despite their satisfactory achievement while in reception, most children end the year with standards remaining below those expected for their age.

Mathematical development

66. Standards on entry are below those expected of children of a similar age; as a consequence of teaching which for the reasons given above is satisfactory overall, progress is satisfactory towards the expected goals by the end of the reception year. Most children can count to ten, recognise numbers and match the written number to a selection of objects, for example, when they count coins and find a card with the correct figure. They recognise the relationship between a figure and a number of objects when, for example, they sing a song about a camel with one, two or three humps, and raise their fingers to signify the numbers in the correct sequence to ten. Teaching is, for the reasons given, satisfactory and develops children's skills through practical situations using partner learning, work and play. Numeracy skills are reinforced across all learning areas and at informal times during the day. From the time they enter reception they are introduced to counting rhymes and regular experience of counting. In registration, children take it in turn to change the date, count those present and answer questions, such as, 'How many are there?' Children weigh ingredients to make biscuits with increasing attention to detail. Higher attaining children understand numbers that are 'more than', or 'less than' and count to 20, adding on and counting back. Most can recognise two-dimensional shapes. There are appropriate opportunities to develop three-dimensional understanding through modelling though less opportunity for children to describe the shapes. Despite their satisfactory achievement while in reception, most children end the year with standards remaining below those expected for their age.

Knowledge and understanding of the world

67. When they enter reception, most children are curious to explore and investigate. By their second term in school, they have made satisfactory progress in learning about cultures and beliefs and have developed a sense of place. Good examples include that seen in an assembly, in work completed on a 'Journey to Bethlehem' and a parent led movement session on sounds based on a story about the Zulu customs. Teaching is satisfactory overall and reflects the good planning and wide range of activities on offer. Children explore their own past life through a collection of photographs and memorabilia displayed in scrapbooks with help from parents and carers. They investigate different soaps, shampoos and shower gels, using their senses to describe what they know. They can talk about their findings. When they make 'bear' biscuits they talk about the shape of the cutter, recall ingredients, taste and describe the changes after mixing and baking. Visitors such as the paramedics, police and the school nurse enhance children's knowledge and understanding of health and safety and visits, such as those to the lifeboat station, the local shop and supermarket extend their experience of the environment. Children use a range of construction material to assemble and join materials in designing and making. They make a hat for teddy, conduct tests to see if it is rainproof and make a toy with wheels from card that moves across the floor. They explore the senses, make musical sounds, use percussion instruments and respond to rhythm. Children have regular access to ICT, with which they draw patterns and attempt to write their own names. Despite their satisfactory achievement while in reception, most children end the year with standards remaining below those expected for their age.

Physical development

68. As a consequence of satisfactory teaching, children achieve satisfactorily and the majority reach expected standards by the time they enter Year 1. They are making satisfactory progress in developing their manipulative skills such as baking, using play-dough, cutting and using adhesive materials. They are aware of cleanliness in preparing food. They work on a larger scale to practise writing, use printing techniques to make large letters. They have regular access to an outdoor play area, which is well supervised. They have appropriate opportunity to develop the co-ordination of their limbs and control the speed and direction of wheeled toys in a contained space although there are too few bigger toys overall. Children show a natural enjoyment and excitement about physical activities and use space well.

Creative development

69. In most aspects of creative development children are making good progress and achieve expected standards by the end of reception. They are encouraged to move expressively and imaginatively in drama and opportunities to paint, draw and mix colour are helping them widen their experiences. Teaching is good in providing focused and free choice opportunities for exploring different media and music. Children sing together without inhibition because the classroom ethos is one of sharing and belonging. They sing from memory and enjoy adding actions where appropriate. They use collage, printing on tissue paper, ICT, paint and modelling clay to make pictures and are acquiring different techniques and vocabulary such as, dark, bright and pattern. The classroom is enhanced with displays of children's work showing them how much their efforts are valued.

ENGLISH

70. Standards in English, from being below average on entry to Year 1, are average by the end of Year 2 and above average by the end of Year 6. Over the last two years national test results confirm that progress in Years 1 and 2 is good and in Years 3 to 6 it is very good, demonstrating how well pupils achieve over time between entering Year 1 and leaving at the end of Year 6. Teachers work hard and successfully to raise standards in Years 1 and 2, where pupils still find it difficult to work with independence and concentration when asked to work by themselves or in groups. In Years 3 to 6, pupils work with energy and growing independence, which has a great impact on their learning. Pupils with special educational needs and those for whom English is an additional language progress well in line with their peers and, in Years 1 and 2, sometimes better, because of the high degree of support and extra work provided for them. Standards of reading are good in all years. By the time pupils reach Year 6, the majority read with ease and fluency, showing good comprehension skills, such as the pupil who was reading an E. Nesbitt novel with enjoyment and thorough understanding. Pupils' written work, especially in Years 1 and 2, is frequently weak in spelling, punctuation and presentation. Although pupils are given many opportunities to write in different styles and in an extended manner, teachers have to work very hard in these early years in the school to raise standards. Because of limited progress while in reception, pupils enter Year 1 with a low base of literacy skills. The school is well aware of this and is working hard to address the problem. In Years 3 to 6, writing grows well in accuracy, breadth of style and presentation. The overall quality of pupils' written work is good at this stage. Pupils' work demonstrates that they write on a wide variety of topics and in a wide range of styles, including poetry, good instructional work and creative essays and stories. Throughout Years 1 to 6, pupils' speaking and listening skills develop as, for example, they concentrate on questions asked of them and formulate more complex answers.

71. Planning has been developed well to incorporate the National Literacy Strategy and this has resulted in good breadth of curriculum in the subject and good learning in all areas of

literacy. A good range of learning opportunities is provided to cover skills of speaking and listening, reading and writing and these areas are well developed. Evidence of this was found in observation of lessons, in pupils' own work and in the whole school presentation on 'Pirates', in which speech and drama, reading for research and the writing of information and play scripts all figured prominently. Lessons are planned to include all three areas, while still allowing the flexibility for concentration on the area of greatest priority. For example, in a Year 3 lesson, the teacher used a poem about a penguin to stimulate pupils to write their own poem in a similar style, thus developing vocabulary and writing skills. Pupils took great pleasure in reading and explaining their own descriptive words and compounds, so that speaking and listening was well enhanced. As they used dictionaries and other reference books to compose their descriptive poems, they reinforced their reading research skills. In Year 6, pupils were fully absorbed in writing suspense stories, stimulated by their reading of 'The Cemetery Path' with their teacher.

72. The quality of teaching and learning overall is at least good across the school. Teachers' have a good knowledge and understanding of the subject. Planning ensures constantly accelerated progress as pupils move through the school. Teachers plan weekly and daily lessons very well to ensure that pupils of all abilities make good progress and that appropriate extra teaching is provided for those pupils who need it. Guided reading activities are used in an effective manner, with regular opportunities for pupils to talk about the books they have read and pupils with special educational needs work with an ICT program to help reinforce the learning of basic skills. Special classes help other pupils who are not attaining as highly as they might.

73. In most classes, teachers have high expectations of their pupils. For example, in a Year 1 lesson the teacher used 'Goldilocks and the Three Bears' very successfully to stimulate pupils' writing of simple character profiles. Through a wide variety of engaging methods and very good management of pupils, the teacher encouraged a good level of effort. This was seen to grow as pupils progress through the school. Oral skills are well reinforced, as in a Year 2 lesson using 'Where the Wild Things Are' in order to present text as speech and speech bubbles. Teachers and high quality learning support staff work very well as teams in order to provide well for the needs of all pupils. Assessment is used to good effect to plan new work and to reinforce past work.

74. Literacy across most of the subjects of the curriculum has been well developed. Teachers are very conscious of the need to introduce pupils to the vocabulary necessary for particular subjects, such as mathematics and music. Pupils learn to write in the style appropriate in different subjects, such as science and mathematics, as observed in a Year 4 mathematics lesson where pupils were categorizing and recording evidence as they developed an exemplar Venn diagram showing cat/dog ownership. A strength of the teaching of literacy is the use to which it is put in history, geography and religious education. As a result, pupils are continually practising literacy skills and learning to use them with relevance, whatever the curriculum subject in hand.

75. The subject is well led and managed. The co-ordinator's very good planning and implementation of the National Literacy Strategy have contributed well to the good rate of pupils' learning. Results of assessments of national and other tests are used to find areas of the subject in need of improvement and appropriate action is taken. Other assessment is used very well to arrange intervention work for individual pupils to help them to make good progress. The co-ordinator has introduced a very good phonics programme, used in all classes to help with spelling and there are regular additional literacy lessons for under-achieving pupils. The co-ordinator examines teachers' planning and pupils' written work regularly and this ensures that standards continue to rise.

76. The subject co-ordinator has little opportunity to ensure that teaching practice in the subject is uniform throughout the school through the observation of lessons. The need for this is to be seen in the lack of consistency between the two Year 1 classes, which are on different sites, and the difference in expectations of what pupils can achieve in these classes.

77. At the moment, the school has no central library. Although the quality and number of books provided in classrooms is good, pupils lack the opportunity to acquire more advanced library skills.

78. Because the school is limited by the number of computers available, pupils do not have as much access as they might to the use of word-processing and desktop publishing.

MATHEMATICS

79. Pupils enter Year 1 with standards in mathematics below those expected for their age. By the time they complete Year 6, standards are average overall. Their rate of improvement is inconsistent, and is much faster in Years 3 to 6 than in Years 1 and 2. This is because of the limited progress they make in reception, the low standards with which they enter Year 1, and their immaturity when entering Year 1. Few are able to use their initiative in learning in Years 1, largely because few have any pre-school experience and their personal development in reception is therefore limited.

80. The standards of seven year old are below the average for schools nationally and for similar schools. While a significant minority of pupils achieve above the required standard in Year 2, the achievements of the majority of pupils hover on or below the borderline of national expectations for the age group. The school is well aware of this problem and is in the process of implementing a number of strategies to deal with it. Many pupils find it difficult to work on practical activities in small groups unless closely supervised. They have low levels of concentration, especially where the whole class teaching session is not supported by interesting resources. When these are provided, pupils become significantly more alert. In spite of their numeracy experiences in the Reception class, lowest achievers only learn effectively if taken in a small group where they respond positively to motivating, mathematical games under the guidance of a skilled class assistant. Overall, achievement is only satisfactory in Years 1 and 2. Though the parallel Year 1 group in the main school achieves well in some well taught lessons, pupils' attitudes to the subject are no more than satisfactory and their standards remain below expectations.

81. In Year 2 pupils generally show an improving attitude towards mathematics. Their progress improves, though insufficiently to lift standards to levels achieved in similar schools. The results of teachers' assessments in 2002 indicated that all, including higher attaining pupils experienced special difficulty in using and applying their mathematical skills. This area has become a key focus for improvement in mathematical attainment in Years 1 and 2. Higher attainers excelled in work involving shape, space and measures. They also attained well in number and algebra, a few rarely failing to get full marks – suggesting that higher levels of challenge might be appropriate for them.

82. Scrutiny of work in Years 1 and 2 gave a general impression of insufficiently challenging teaching in some instances and lack of consistency in the quality of marking. Also, there was little evidence of the reinforcement of learning through the simple recording of practical activities and their results. Overall the quality of teaching and learning are satisfactory and pupils achieve satisfactorily. Among the more interesting activities have been the application of knowledge of coordinates to features on a fantasy map and use of block graphs to record distributions. Lesson observations showed inconsistency in the quality of teaching between broadly parallel classes. In the best lesson observed, simple but well-

chosen resources engaged interest and initiated progress. Well-sequenced activities were suitably matched to the differing learning needs of the pupils. Ongoing supervision of progress was good. This was reinforced by the very good relationships built up between the teacher and her pupils. The split site inhibits day-to-day professional dialogue between the teachers concerned, though all teachers attend the weekly staff meeting.

83. The picture changes dramatically as pupils move through Years 3 to 6. In response to good teaching, pupils achieve well and by Year 6, the great majority of pupils are attaining nationally expected levels of mathematical competence, with around a third exceeding them. Though supplementary provision in the form of Springboard and “booster” classes are provided, and the slowest learners have regular access to a computer-based, maths-tracker programme, a small minority of pupils do not reach the expected standards for their age group. Achievement in Year 6 is supported by a short daily session that focuses on areas of difficulty deriving from close scrutiny, by the mathematics coordinator, of the previous year’s national test results. Lessons follow the numeracy strategy structure and are often challenging, though follow-up activities are adjusted to allow for differences in pupils’ prior achievements. For instance, Year 6 pupils learned to recognise where a shape would be after two translations on a 4-quartile graph. By the end of the lesson, most could use the correct vocabulary to describe the process. The success of this lesson stemmed from the teacher’s excellent subject knowledge, good organisation, and the mutually respectful relationship between the teacher and her pupils. It resulted in pupils’ very positive attitudes and determination to succeed. The coordinator has taught mathematics in Year 3 and Year 5 for one day a week over a whole year, enabling her own pupils to benefit from the expertise of a musician while she strengthens her familiarity with achievement in mathematics across the school.

84. Good teaching and learning was observed across most year groups in Years 3 to 6, though a few pupils in Year 5 sometimes disrupt the pace of lessons and reduce the achievements of the majority, in spite of satisfactory matching of new work to the prior achievement of different groups of pupils. There was no supplementary help in the lesson observed. Where available, teaching assistants make a very positive contribution to the progress of pupils with special educational needs and those for whom English is an additional language in particular, and they make good progress. The increased emphasis on mental mathematics and cross-curricular links with mathematics are burgeoning strengths. For example, it is sometimes linked into geography and science. ICT is used to support mathematics itself. For instance, Year 4 focussed on Venn diagrams, pupils subsequently using the computer to present the results of their research about preferred pets and football teams. Others use Logo to draw shapes incorporating different angles and distances. Homework is positively and successfully encouraged. Pupils generally present their work neatly and benefit from constructive marking.

85. The subject is well led by a well-qualified coordinator who has initiated the use of range of formal annual tests to assess pupils’ progress. Assessment of attainment and the value added to pupils’ achievement is calculated and weaker areas identified for improvement in the school development plan. Teachers set regular tests to measure pupils’ learning in the medium term so that remedial measures can be introduced, if required. Current areas under review, in addition to the provision in Years 1 and 2, include further training for teachers and their assistants, more systematic use of an ICT programme that can track the progress of lower achieving pupils and monitoring of mathematics teaching across the school. No extra-curricular provision for mathematics is available, but the coordinator has arranged participation in a very successful Maths Week in conjunction with other schools in the community.

SCIENCE

86. Pupils enter Year 1 with below expected standards in their knowledge and understanding of the world. By the end of Year 2 their observed standards are average and by the end of Year 6, they are above average. Pupils achieve well throughout the school.

87. Pupils' good progress is attributable to good teaching, particularly of investigative science, good leadership and management by the coordinator, good cross-curricular links with ICT, geography and literacy, good use of the local environment, particularly in Years 3 to 6 and good resources including those made by teachers. There are no significant weaknesses in provision for the teaching and learning of science.

88. In the 2002 national tests, standards in science were in line with those expected nationally at the end of Year 2 and Year 6, this representing a slight fall at the end of Year 6 from the result in 2001. This 'dip' is in part attributable to the priority given to literacy and numeracy following the amalgamation of the schools. Careful analysis has identified the weaknesses and the steps necessary to address them, and standards are once again rising. Pupils in Year 6 are expected to exceed the nationally expected standard at the end of the current academic year.

89. The quality of teaching in science is good throughout the school. There is a strong emphasis on pupils carrying out their own practical and investigative work. As a result, pupils make good progress and develop an appropriate range of investigative skills. In a Year 1 lesson, for example, pupils carried out their own investigations into how the 'amount' of light needed in order to see the different coloured plastic teddy bears placed in a large cardboard shoebox differed according to the colour of the teddy bear. Working in small groups, one pupil peered through a small hole whilst another pupil slid back the light control card, and a third plotted the results with coloured dots and a simple record sheet. Pupils took care to try to conduct a fair test, they predicted possible outcomes, and tested their own hypotheses. They worked sensibly and effectively in small groups well encouraged and supported by the teacher and teaching assistant, and at the conclusion of the lesson they attempted to explain the results. In a lesson in Years 4 pupils successfully learned about materials which conduct electricity through constructing simple circuits which included a switching mechanism. Year 5 pupils designed and constructed parachutes to determine which material permitted the slowest descent, they tested their parachutes from a height and discussed their observations and conclusions with maturity and insight.

90. Teaching has a number of good features. Teachers give instructions clearly and guide pupils to use correct scientific vocabulary. They ask relevant questions to make pupils think and explain their observations. Teachers make good use of a wide range of resources, including teacher or family-made resources, to maintain pupils' attention and concentration. Teachers monitor pupils' progress by assessing pupils' knowledge and skills during lessons, as in a Year 6 lesson where the teacher kept notes on pupils' successes and difficulties while they used elastic bands and weights to determine the elasticity and forces present in supporting a constant weight. Assessments are also made at the end of each topic. Teachers use this information to plan work that closely matches pupils' individual abilities.

91. Teachers generally have a secure knowledge and understanding of the subject and this helps them to explain scientific ideas in a way that pupils can understand. Teachers manage their classes well, and, as a result, most pupils concentrate hard, are keen to answer questions and have good attitudes towards their work. Attractive displays of pupils' work show pupils that their efforts are valued. Pupils with special educational needs and those for whom English is an additional language receive good support from teachers and teaching assistants and make good progress as a result.

92. The subject co-ordinator plays an important role in successfully supporting and advising colleagues and selecting new resources. There are, however no opportunities to observe and evaluate teaching in the subject. The school long term planning for the subject covers the National Curriculum and learning objectives are clear in teachers' medium and short-term plans. Opportunities for the assessment of pupils' progress are identified and used well. Resources for the subject are good and include digital cameras and a microscope that can be linked to a computer. Some use is made of other ICT resources such as CDs and the Internet to assist teaching and pupils' research. Pupils go pond dipping, and investigate the wildlife in their school environment which affords a variety of plant and animal habitats. Effective use is made of visitors, for example, the school liaison officer from the county Wildlife Trust visits each year and works with pupils from every year group. For example, Year 1 pupils learned about the seaside environment and used observational skill to closely examine pieces of driftwood, a variety of shells, and dried seaweed. A 'science bus' visits to promote practical investigations for a range of scientific topics. Visitors make a good contribution to pupils' understanding of science.

ART AND DESIGN

93. Pupils enter Year 1 with standards in art and design that are as expected for their age. In Years 1 and 2, in response to satisfactory teaching they learn and achieve satisfactorily, and by the end of Year 2 their standards remain in line with expectations. Good teaching and good progress boosts their standards in Years 3 to 6, and by the end of Year 6 they are above expectations for their age. Pupils are encouraged to experiment with paint, colour and pattern, and successfully draw from observation from Year 1. Good examples of observation drawings of fruit and vegetables by Year 1 pupils show competent handling of different drawing materials. By the end of Year 2, pupils explore ideas, investigate and use a range of materials and processes, such as collage, printing, painting, ICT and modelling to make images and artefacts with increasing control. They work in the style of an artist, such as Monet, to create atmospheric effects and most pupils comment on differences in their own and the artist's work with a developing understanding of techniques.

94. By the end of Year 6, pupils are more confident in colour mixing. They name colours, understand primary and secondary colours and know how to select and enlarge a section of a picture to produce a painting showing good attention to detail. Higher attaining pupils show refined powers of observation and fine motor control in their use of pencil. Most are able to compare ideas, methods and approaches used in their own and artists' work. Pupils with special needs make good progress and show very good concentration while they work. Pupils for whom English is an additional language make similarly good progress. Pupils' enthusiasm, attitudes and behaviour are good and contribute well to the high standards seen in lessons. Three-dimensional studies are inconsistently developed across all year groups. Folder displays of work in Year 4 on the design and decoration of Greek pots show above average attainment.

95. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. Planning effectively details what pupils are to learn and careful attention is paid to the development of skills and techniques linked to artists' work. Teachers are responsible for their own assessment of pupils' standards and progress but there are inconsistencies in how the information collected is used in their planning. This is one result of there being insufficient monitoring of the quality of teaching, planning and assessment as are some inconsistencies in how the elements of the curriculum are taught. Where teaching expertise is very good, learning and progress include a clear development in the progression of the formal elements of art and design, such as line, tone, colour, texture, pattern, design and composition and literacy links are made through extending art vocabulary. Art and design contributes well to

cross-curricular studies. Examples of very good art and design work in pupils' presentation of their history written work on the Greeks and Egyptians in Year 4 shows good teaching of a wide range of art and design skills and multicultural references which, in turn, make a good contribution to pupils' cultural learning.

DESIGN AND TECHNOLOGY

96. As a consequence of satisfactory teaching, the standards of the majority of pupils in design and technology match national expectations at the end of Years 2 and 6. Pupils achieve satisfactorily. A few older, higher achieving pupils show an above average understanding of the nature and widespread use of the design and technology process in the provision of the material items which support daily life. Over the years, pupils develop satisfactory skills in the handling of a range of materials including textiles, food, card, plaster and wood to make useful items, though their joining skills are often rather rough and ready, especially in Years 1 and 2. Where achievement is better than satisfactory, mainly older pupils take great care to be accurate in their measurements and in aligning the different parts of their constructions. Their evaluation of their own work is frequently impressive. It is marked by attention to detail, honesty and growing awareness that design and technology processes are organised in a cycle that, if followed carefully, leads to gradual improvement so that the item under construction serves its purpose well. This is particularly well demonstrated in the work of Year 6 pupils who drew on their mathematical knowledge and skills to ensure stability when constructing models of a sukkah, a temporary structure used in a Jewish religious festival.

97. The range of pupils' practical work is sufficiently wide to support their progress. Younger pupils draw houses on the computer and make box models. They produce birthday cards that include movement mechanisms such as hinges and sliders. By Year 2, pupils make toy cars with wheels and axles, hand puppets from spare socks, model Hindu lamps from plaster, drawing on their scientific knowledge about the qualities of different materials. At this stage, however, the essential evaluation stage in the process is insufficiently developed, so that pupils' progress is no more than satisfactory. During Years 3 to 6 standards of construction improve significantly and begin to incorporate more sophisticated movement mechanisms. For instance, Year 4 pupils used wood, string and small plastic containers to make model replicas of the shadufs used to lift water in Ancient Egypt. Cross curricular links are good, and pupils draw on scientific knowledge in food technology assignments such as bread-making and making 'fun food snacks'. The relatively limited ICT resources available reduce the potential for the use of ICT in design and technology.

98. Teaching and learning is satisfactory overall. Strengths include the analysis of commercial products and the provision of motivating lessons. Good relationships between teachers and their pupils help to generate a suitably relaxed atmosphere for learning and cooperation between pupils. Teachers provide more directed assignments and extra support for pupils with special educational needs, sometimes by organising their classes into mixed ability groups. This was especially successful in one lesson where a high achieving boy fell naturally into a teaching role as he patiently helped a much slower learner to succeed. Support for pupils with special educational needs is good and they make similar progress to that of all other pupils, as do pupils for whom English is an additional language. However, expectations of pupils generally are insufficiently demanding, in younger classes. In a few other cases, teachers appeared not to have sufficient understanding of the subject matter, seeing the subject as an art and craft exercise through, for example, pupils producing designs in the style of Matisse and assembling mosaics in Roman style. By contrast, in another lesson, pupils were making useful menu card holders as an early exercise in handling wood. Though rather rough, their holders served their purpose.

99. The leadership and management of the subject is satisfactory. The enthusiastic coordinator has a good understanding of the subject and has produced a good quality policy and a well-balanced scheme of work. Unfortunately, the coordinator is based on a site some distance from the majority of pupils so that formal supervision of standards is difficult. The monitoring of teaching has not yet been introduced but the need for further training opportunities for teachers has been recognised. Suitable arrangements for the assessment of pupils' work and the on-going evaluation of curriculum provision have yet to be implemented, though useful work sampling is undertaken. Safety in the subject is emphasised.

GEOGRAPHY

100. As a consequence of good teaching, pupils' standards at the end of Year 2 are average and they are above average by the end of Year 6. Pupils make good progress throughout the school.

101. Pupils' knowledge and understanding of the subject are good. Pupils learn to use skills of deduction well. For example, their study of the effect of the building of a dual carriageway through their village formed the basis for much good discussion and social thought, stimulated by a talk on the subject given by a local resident. Pupils have confidence in using their geographical knowledge to inform their enquiries and are able to relate this to other topics. For example in Year 2 they used books to research and refer to facts such as seaside clothes and seashore. Pupils learn to use maps, photographs, brochures and their own observational notes to investigate an environment. In Year 6, a residential visit to the Peak District formed the basis for extensive written work, mapwork, an understanding of physical features and a study of the effects of tourism. Pupils become very aware of the effects of humans on their environment. By the time they reach Year 5 and Year 6, pupils are able to use geographical vocabulary with confidence and understanding. By the end of Year 6, they are very knowledgeable about the effects of tourism on the village of Eyam, can use compass directions and contour maps and are aware of the principal characteristics and problems of other countries, such as Africa.

102. Overall teaching in geography is good. It is clear from examples of written work that pupils in Years 1 and 2 are given a good understanding of geography, resulting in them reaching average standards. In Years 3 to 6, teachers take advantage of all opportunities to widen the breadth of pupils' understanding of the world in which they live, using the area in which they live to good effect, as well as the study of other areas. In lessons, teachers have good subject knowledge and plan well to meet the needs of all pupils, from those with special educational needs and those who speak English as an additional language to the higher attaining pupils so that they reach their full potential. Pupils are offered a good level of challenge and make good progress as a result. In a Year 6 lesson on tourism, pupils were able to make thoughtful contributions, showing understanding of both the good and bad effects of tourist development.

103. Pupils, especially in Years 5 and 6, have a very positive attitude in lessons. They are interested in the subject and willingly contribute to discussions. In consequence, learning is good and sometimes very good. Pupils work co-operatively with teachers and each other. They enjoy extending their knowledge through personal research, such as seen in their detailed diaries on the Peak District. Their enthusiasm is encouraged by the use of visitors to discuss the features and problems of the local environment. Frequently, pupils work well in pairs in which higher attaining pupils provide help to those of lower attainment.

104. Although the co-ordinator is new to the post, leadership in the subject is good and enthusiastic. Good cross-curricular links have been established. The curriculum is enriched by many trips and residential visits.

105. There are very good and relevant links made with other subjects, such as history, science, art and design and religious education. Teachers use every opportunity to cross-fertilise these subjects and so form a clear understanding of the relationships between study areas in pupils' minds. In particular, literacy skills are used very well to report, describe and in extended writing, such as pupils' diaries of their visit to the Peak District and descriptions of their local area at the time of Dunkirk.

106. The use of ICT skills in the subject are not yet as widespread as they might be, largely through the limitations of the school's hardware provision.

107. There is no opportunity for the subject co-ordinator to observe other teachers' lessons and share the best practice with them.

HISTORY

108. Standards are broadly average by Year 2 and above average by the end of Year 6, so that pupils are making good progress throughout the school. This is the result of good teaching and learning. Good support to pupils with special educational needs, and those for whom English is an additional language, as well as carefully considered challenging work for higher attainers results in all making similar progress.

109. Pupils, especially in Years 3 to 6, display good knowledge and understanding of the subject and are very enthusiastic in their approach to it. They acquire a good sense of chronology, are aware of the way in which the past has shaped the present and use source material with interest and to good advantage, as seen in work on the Tudors in Year 5 and on the Romans in Year 3.

110. The overall quality of teaching and learning is good and consequently, pupils achieve well. Lessons are well planned and resources well and thoughtfully organized. Teachers have good subject knowledge, and use their explanations of the topic in hand well to develop the interest and involvement of pupils. This involvement was particularly obvious in work done by Year 6 pupils on the pre-war evacuation of Jews from Europe, kindertransport and its links with local Dovercourt. Teachers use questions with skill to extend pupils' knowledge and understanding. Pupils have many opportunities to visit places of historical interest to help their learning in the subject and visitors to the school contribute to their understanding. Teachers ensure that the skills of historical study are well develop. Examples include deduction from the study of artefacts and a realisation of how things change over time, as in a Year 1 lesson on houses and homes of the past, in which ceramic hot-water bottles and curling tongs excited much interest. Teachers use resources very well to help pupils to appreciate the problems posed by historical events and their effects on people at the time.

111. Pupils are very willing to undertake research work of their own to support their historical studies, since they are interested in and intrigued by the subject. This was clearly evident in Year 4 work on Ancient Egypt and Ancient Greece. Through good teaching, they understand the social dimensions of events in the past and are eager to develop their knowledge, using ICT research tools whenever possible and working with great concentration.

112. Many opportunities are provided for pupils to develop their literacy skills effectively and to make links with other curriculum subjects. They write creatively and with empathy when

looking at events such as Great Fire of London. Art and design are incorporated well into topics, as is geography. Topics are studied in depth, with teachers providing challenging materials and encouraging pupils to explore a range of evidence and to become independent learners.

113. The subject co-ordinator has no opportunity to observe lessons given by other teachers, so that the very good practice in some lessons can be shared.

114. The use of ICT skills in the subject are not yet as accessible for use in the subject as they might be, because of the limitations of the school's hardware provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Pupils achieve well in Years 1 and 2 and by the end of Year 2 their standards are in line with national expectations. As a consequence of good teaching, which is present throughout the school, pupils continue to achieve well in Years 3 to 6 and their standards at the end of Year 6 are above expectations. Because of good support by teachers and teaching assistants, all pupils, including those with special needs, those for whom English is an additional language and higher attaining pupils all make similar progress. A significant contributory factor has been the very good leadership and management of the subject. The subject co-ordinator has implemented and supported planning and introduced new resources for the progressive development of pupils' skills throughout the school. This is a significant achievement because of the relatively small number of available computers, itself a result of the limitations on space in the two school buildings. The smaller has no ICT suite, while the larger has a small suite that can only cater for six pupils at a time.

116. Pupils in Years 1 and 2 have sufficient planned opportunities to use computers and they make satisfactory progress. Pupils are developing word processing skills and are taught to type letters using both hands. They enter simple text related to a literacy session, for example, and use the return key to go to a new line, working carefully with good concentration. Pupils know the sequence of steps to save and retrieve their work, achieving this after clear instructions from the teacher. They understand how to form capitals and how to insert correct spacing, completing their sentences with a full stop. They carry out simple modelling tasks starting in Year 1, where using Logo to programme a floor robot pupils enjoyed seeing the model carry out their instructed moves. Exercises drawn from published materials provide a suitable range and sequence of tasks for younger pupils. For example, pupils use a computer to write simple stories, draw pictures, carry out arithmetic sums and match shapes.

117. Coverage of all aspects of the curriculum is good, meeting and sometimes exceeding statutory requirements. Pupils use word processing to present their work effectively. They use graphs to show the results of scientific inquiry into the insulating properties of materials. They research using the Internet, as for example in Year 4 where information on the range of wildlife that inhabits Australia contributed to a good quality class-made information book linked to work in literacy. Pupils also search for other subject-related information for their history and geography studies. Year 4 pupils demonstrated good application of ICT knowledge and skills when collected data was entered, and then processed into Venn diagram format. Year 6 pupils have designed animated 'slide' pages to appeal to Year 1 pupils, using Power Point and multi-media applications to add sounds and 'Clipart'. For example, the rising sun is set to rise from the bottom of a page – and does so through the animated mice and cat wrapped in a net!

118. Overall, the quality of work seen throughout the school was good. Examples of pupils' work are mounted in exercise books, these evidence the good progress made in the subject.

The Internet connection is used sensibly to make searches for information. Use of the Internet is very strictly governed by a detailed school policy and code of usage.

119. Management of the subject is very good. The subject leader has worked with her colleagues to broaden ICT knowledge and skills. She has chosen well to provide new resources and provides in-service training and a 'surgery' session after school. She encourages the application of computers across subjects and for them to be used more flexibly alongside other planned tasks. She is aware that insufficient use is made of computers to develop composition in music, and not enough subject-specific interrogative CD-ROMs are available to assist teaching and learning in science, history and geography at appropriate levels of challenge across the school. The quality and range of the new resources is very good, and includes digital cameras, a microscope, a CD writer and a scanner. The current range of software is planned to be extended as funds allow. Evaluation of pupils' attainment and progress is recorded in class, and a system of assessment tasks has been set in place. An after-school computer club provides good additional experience for pupils.

MODERN FOREIGN LANGUAGES

French

120. The school teaches French once a week in Years 5 and 6. Teachers are supported by a French assistant from a local secondary school, so that pupils have the benefit of accurate accent, colloquial language and develop an interest in the culture of the assistant. Priority is given to the teaching of oral skills that would be helpful when visiting France. Pupils can greet each other, ask names, tell their ages and sustain simple, but accurate conversations. They know simple grammatical constructions and learn to use them with some facility.

121. The subject is beneficial to pupils in the way it gives them an insight into and interest in another culture. They learn that different countries not only speak in different ways, but also have different approaches and manners. They display great enthusiasm and some are keen enough to extend their vocabulary, such as the Year 5 pupil who was able to explain to inspectors that the school cat was a 'chat noir tres bon'.

MUSIC

122. Throughout the school, pupils reach standards that are above national expectations. The quality of singing is especially good. Even in Year 1 the majority of pupils sing action songs melodiously and with great confidence. By Year 2, all pupils, including those with special educational needs, those for whom English as an additional language and higher attaining pupils have made very good progress as a consequence of very good teaching. They develop a good appreciation of the key elements that inform music making. For instance, they identify variations in the length of notes, recognise pulse and rhythm and understand the difference between them. They become sensitive to differences in pitch and have learned to recognise contrasts in the timbre produced by different instruments. A few higher achievers become alert to some of the skills employed by musicians as they play, stopping the sounds from a guitar by laying a hand across the strings, for instance. Pupils in some Year 1 and 2 classes have the added advantage of excellent teaching by a visiting teacher, who has deeply secure expertise in the subject, skill in communication of joy in music and high expectations of the young pupils. Pupils respond with significant levels of creative effort and concentration on their work. Their attitudes and behaviour are very good and sometimes excellent.

123. Almost all pupils in Years 3 to 6 continue to make good progress in their singing, performing, composing and listening skills. Teaching is good and occasionally excellent. In a Year 4 lesson, for instance, excellent teaching produced excellent learning by all the pupils. They paid attention and cooperated well. Composing was focussed on using sounds to convey the movements and sounds of different animals. Very good revision of the range of musical elements which might be manipulated led into group work during which pupils composed their sequences of effects and chose their instruments. The results were so good that the remainder of the class soon identified the birds and animals they had chosen. The school benefits from the musical expertise of several teachers who teach music in classes other than their own, enabling their own pupils, in turn, to benefit from the subject strengths of colleagues. Music from non-Western cultures is sometimes introduced, as in a Year 5 lesson when pupils listened to Indonesian, Gamelan music based on the pentatonic scale. They went on, after some effort, to use a range of tuned and un-tuned percussion instruments to produce clusters of notes that were combined in attractive ensemble playing by the whole class. A few of the pupils in this lesson were inattentive initially, but with much encouragement by the teacher, they increased their involvement and participated in the class enjoyment of success.

124. Provision for music is very well managed. It is led by a well-qualified and enthusiastic coordinator, though there have been no recent opportunities for the updating of expertise. A strength is the broad vision of the educational value of the subject which informs the planning. This includes its potential for contributing to pupils' cultural awareness and social skills. Group work in class, provision for recorder playing and opportunities to perform in school productions and local venues are all used to contribute to pupils' personal development. Participation in an area music festival is anticipated in the near future. The scheme of work for music is very well constructed. It includes introductions to examples from Eastern and African music, the use of well-known examples from Western composers and folk music. Where possible, music is linked into other subjects, for example when Tudor music was used in history and when musical performances supported the study of Shakespearean plays in literacy lessons. Use of ICT for composing is limited at present, however, because the school does not yet have the equipment to link keyboards to computers. Other key areas for improvement include the development of an effective, but manageable system for assessing pupils' progress and the monitoring of teaching to bring all lessons up to the quality of the best. Provision for tuition in instrumental playing are very limited and, with the exception of singing, musical opportunities in the context of daily school assemblies are insufficiently exploited. Music is played but, usually, no comments are made which draw pupils' attention to its qualities and origins.

PHYSICAL EDUCATION

125. Pupils' standards at the end of Years 2 and 6 are average. All pupils, including those with special educational needs, those for whom English is an additional language and higher attaining pupils make satisfactory progress overall. Pupils are given good opportunities to develop games skills through specialist teaching from a partner secondary school, through a community sports programme and through after school clubs. In hockey, older pupils are attaining above average standards and progress is good. In Year 1 gymnastics, pupils understand the necessity for warm-up and cool-down sessions and can explain in terms of health, why such exercises are important. They can name body parts and demonstrate a strong movement with an increasing focus on stable balance. They work well in pairs and are developing good levels of co-ordination.

126. As pupils progress through the school, skills are steadily developed in most areas. In dance, Year 3 pupils plan and perform a series of movements based on a Carnival of the Animals theme where the quality of movement, use of space and safety principles are satisfactorily planned. However, the assessment and evaluation of each other's performance is insufficiently developed. In Year 4, pupils work with increasing confidence, to catch, throw, mark each other and use space well with a large soft ball. By Year 6, pupils use a range of strategies individually and in teams, in passing and controlling the hockey ball showing above average skills.

127. Teaching and learning is satisfactory overall. Lessons are appropriately planned and activities are purposeful and enjoyable. In the best lessons, well-chosen examples of pupils working are selected for others to evaluate good practice. This is not consistent across teaching groups and as a result, challenge is less obvious, particularly for the higher attaining pupils. Good discipline in most lessons is helping to increase pupils' learning and achievement.

128. The school meets the requirements of the National Curriculum. Swimming, athletics, outdoor- activities, a good range of games, dance and gymnastics are offered. Extra-curricular sport makes a good contribution to pupils' personal, social and physical development. The quality of the outdoor surface is unsatisfactory for team fixtures and the gym is small for the larger class sizes. The school recognises the need to review procedures both for monitoring the quality of teaching and for assessing and recording pupils' progress.

RELIGIOUS EDUCATION

129. Standards in religious education match the expectations of the locally agreed syllabus by the end of Year 2 and exceed them by the end of Year 6. The achievements of the majority of pupils during Year 1 and 2 are satisfactory while those in Years 3 to 6 are good. This applies to all pupils including those with special educational needs and those for whom English is an additional language. This progress reflects the satisfactory teaching and learning in Years 1 and 2 and the good teaching and learning in Years 3 to 6. Of particular importance in the older age groups is teachers' higher expectations. The quality of marking is inconsistent, adversely affecting progress in some classes.

130. Pupils in Year 1 and 2 follow a multi-faith course with an emphasis on Christianity. They show knowledge of the stories of Jesus and of Old testament characters such as Ruth and Naomi. They learn about sacred books and places and acquire knowledge of Jewish festivals such as Hanukkah, the Hindu celebration of Divali and the special places of Buddhists, Jews and Christians. Morality is often taught through the stories of key religious figures such as Francis of Assisi. Pupils' attainment in this lesson was satisfactory overall, but a significant minority did not really appreciate the significance of his turning away from materialism to put the more fundamental needs of people and creatures first. A few even thought that embracing higher values produces better material rewards.

131. By Year 3, pupils are drawing on such stories as that of the childhood of Krishna. This very well taught, complex lesson included some ICT work and was well received by the pupils. Finally, they participated thoughtfully in the follow-up discussion on differences between being naughty and being nasty. In a stimulating lesson for Year 5, pupils searched for similarities and differences between Hindu and Christian accounts of the creation. By Year 6, most pupils have acquired a significant range of knowledge and skill which supports them in the interpretation of profound stories such as the Hindu elephant story. Higher attaining pupils have acquired a depth of understanding that enables them to make thoughtful comments on the Bible as truth.

132. The curriculum focuses well on exploration of Christianity and other world religions, areas of human experience and the exploration of spiritual aspects of life. The school's planning provides well for these but it is also informed by the values and priorities of the ethos of its Church of England connections, enhancing the provision for learning. The agreed syllabus also requires the assessment of pupils' attainment, but the school has yet to develop a workable system which reflects this. As yet, there is no systematic approach throughout the school which would help the school to evaluate the effectiveness of its provision. It recognises the inadequacies of its current arrangements for tracking pupils' progress and has highlighted the issue in its development plan. Though religious education has no extra-curricular clubs of its own, the school's overall provision of these is seen as fostering group identity, self-esteem and cooperation, which are underlying objectives of the subject itself. Pupils also participate in a range of charity appeals that help to promote their awareness of the needs of others and care for the environment. Good community links include visits to the local church, participation in church celebrations and the involvement of parents in the school's celebrations of key Christian festivals. These extra elements strengthen the effectiveness of provision in religious education.

133. The coordinator provides good leadership, drawing on substantial experience in the provision of religious education and a deep commitment to the on-going development of the subject. Recent initiatives have included a valuable increase in the resources available for teaching and learning.