

INSPECTION REPORT

EAST WORLINGTON PRIMARY SCHOOL

Crediton

LEA area: Devon

Unique reference number: 113147

Headteacher: Mrs Anne Ladbrook

Lead inspector: Mrs E W D Gill

Dates of inspection: 15th and 16th March, 2004

Inspection number: 256022

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: Community
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 49

School address: East Worlington
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Devon
Postcode: EX17 4TS

Telephone number: 01884 860567
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Appropriate authority: The Governing Body, East Worlington Primary School
Name of chair of governors: Mrs K Manning

Date of previous inspection: June 1998

CHARACTERISTICS OF THE SCHOOL

East Worlington is a very small primary school. It is located in the hamlet of East Worlington in the heart of rural Devon. Most pupils travel from nearby villages, farms and smallholdings. Most pupils are white and of British heritage. There are no pupils who speak English as an additional language. The attainment on entry to the school is generally average although this varies each year. The proportion of pupils known to be eligible for free school meals is well below average. The percentage of pupils identified as having special educational needs is well below the national average and the percentage of pupils who have a statement of special educational need is average. The number of pupils who have left or joined the school in the last two years is low. The number of pupils on roll is 49 and has declined since the last inspection when there were 63 pupils. There is, overall, a gender imbalance in the school with 28 boys and 21 girls, and no girls in Year 3.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17766	Eira Gill	Lead inspector	Mathematics, information and communication technology, geography, history, physical education and religious education
9691	Jon Vincent	Lay inspector	
18083	Judith Howell	Team inspector	English, science, art and design, design and technology, music, Foundation Stage, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

East Worlington Primary is a good school with a number of strengths. It gives good value for money. Children enter the school with standards that are broadly average, but which range from above to below average. By the time they leave the school at the end of Year 6, standards are above average. The school is very well led and the headteacher continually seeks ways of raising standards still further.

The school's main strengths and weaknesses are:

- Standards are above average in English and science and well above average in mathematics.
- Teaching is good overall, particularly in Years 3 to 6 and pupils achieve well.
- Provision for pupils' personal development is very good and results in very good behaviour and relationships.
- Very good links with parents and the community support pupils' good achievement well.
- The curriculum for the Reception year children (Foundation Stage) is too closely related to the programme for the older pupils in the class.
- In Years 1 and 2, in mathematics, expectations of pupils are not high enough and they have very few opportunities to learn how to record their work.

Since the last inspection, there has been a good improvement. There has been a very good improvement in mathematics and a good improvement in English. The issues from the last inspection have been addressed successfully: formal monitoring of teaching and learning has been put into place, annual reports to parents about their children's progress now meet requirements, medium-term planning is consistent and the monitoring role of the governors is now satisfactory. Since her appointment last September, the headteacher has identified other areas for improvement that are contained in a revised school development plan with very clear targets.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	A	B
mathematics	C	C	A	B
science	C	B	A*	A

Key: A - high and in the top 5% of schools nationally; A - well above average; B – above average; C – average; D – below average; E – well below average*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Caution is needed in interpreting data because the numbers of pupils in a year group are smaller than national averages, and results can thus fluctuate from year to year.

The high standards attained in last year's end of year tests for Year 6 pupils have been maintained and inspectors found that standards in mathematics are well above average and, in English and science, standards are above average. In science in the 2003 tests, pupils attained high standards and were in the top five per cent of schools nationally. All **pupils achieve well** and very well in mathematics. In other subjects, standards are above average in design and technology (DT) and games, and average in information and communication technology (ICT) and religious education (RE). Progress in the Reception year (Foundation Stage) is not so consistent but children achieve satisfactorily in their personal, social and emotional development, in communication, language and literacy and mathematical development. There is a similar picture in Years 1 and 2 where pupils

attain average standards in reading, writing, mathematics, science, ICT, music and RE. In DT and dance, Years 1 and 2 pupils are attaining above average standards.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall. Their cultural development is good. Their behaviour is very good, both in lessons and around the school. Pupils enjoy coming to school, have very good attitudes to learning and enjoy very good relationships with each other and all members of staff. They are developing a strong sense of responsibility and of being part of a community as they progress through the school. The school involves pupils well in seeking, valuing and acting on their views. Attendance is very good.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good overall. In the Reception year, teaching is satisfactory. Planning in the Reception year does not provide enough opportunities to learn through play, or for children to develop independence through choosing their own activities. In Years 1 and 2, the quality of teaching and learning is satisfactory although, in mathematics, there is too much emphasis on the use of commercial worksheets and pupils are given very little opportunity to record their solutions to problems and to develop mental strategies. Teaching is good overall in Years 3 to 6 with very good teaching of literacy, numeracy and games in Years 5 and 6. All teachers insist on good behaviour and the use of homework is effective in English and mathematics. There are good opportunities in the curriculum for pupils to join in activities outside lessons, particularly in sports. The very good levels of care help pupils to feel secure and happy in school. Very effective links with parents and the community make a very good contribution to the pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher is very good with a strong focus on maintaining standards and involving the whole school community in providing the best education for the children. Under the leadership of the headteacher, subject managers are becoming more aware of how to improve their subjects. The role of the governing body has improved since the last inspection and has become increasingly effective. **Management is satisfactory.** All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very favourable. They appreciate the care that is given to their children and gave no negative views at the meeting before the inspection. In discussion, pupils expressed very positive views about the school, their teachers and lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve provision in the Foundation Stage (Reception year) to ensure that a more appropriate curriculum is planned to meet the specific needs of the children;
- Improve the methods of teaching mathematics in Years 1 and 2 so that pupils have more opportunity to record their own work in order to develop mental strategies.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses*

Standards in the Reception year and by the end of Year 2 are average and the achievement of all pupils is satisfactory. Standards by the end of Year 6 are good overall and the achievement of all pupils is good.

Main strengths and weaknesses

- The organisation of small groups in the morning sessions for literacy and numeracy ensures that all pupils are given close attention and this has an impact on pupils' good achievement in Years 3 to 6.
- Standards in pupils' speaking and listening skills are well above average by the end of Year 6.
- Standards in Year 6 are above average in English and science and well above average in mathematics.
- Pupils in Year 1 and 2 rarely record their mathematics work and, as a result, are not sufficiently developing their ideas.

Commentary

1. The current standards of the children in the Reception year are average overall and their achievement is satisfactory when their attainment on entry is considered. Children are on course to meet the expected goals in their personal, social and emotional development, speaking and listening, reading and writing and mathematical development. It was not possible to judge standards in the areas of learning of knowledge and understanding of the world and physical and creative development. Achievement for these children is not maximised as curricular planning does not give enough opportunities for making choices, taking responsibility and learning through play.

2. In Year 2, inspectors found that pupils attain average standards in reading, writing, mathematics, science, ICT, music and RE. Pupils attain above average standards in design and technology and in their speaking and listening skills. The achievement of all pupils is satisfactory and good in DT. The satisfactory achievement in most subjects is linked with the satisfactory teaching. Achievement in mathematics could be better, for example, if pupils were given the opportunity to record their work. In the end of year national tests in 2003, the school's trend for this year group fell below the national trend in reading and writing but was above average in mathematics. Comparing trends in standards is difficult with such small numbers and, because in particular group of pupils, several were being given additional help with their literacy skills.

3. It is difficult to compare the school's trend in performance because of the small numbers, but indications from data are that Year 6 pupils have performed above the national trend in English, mathematics and science tests over the last five years. Inspectors found that pupils in the present Year 6 are attaining above average standards in English, science, DT and games. Pupils' speaking and listening skills are well above average. In mathematics, pupils attain well above average standards and this is very good improvement since the last inspection. Several of the higher attaining pupils are working within the higher Level 5. In ICT and RE, standards are average and this shows a decline in standards in RE. The achievement of pupils of all abilities is good. In English and mathematics, pupils in Years 5 and 6 achieve very well in lessons because of the consistent, very good teaching that ensures that the pupils have every opportunity to improve their skills by working independently and collaboratively. The pupils' well developed literacy and numeracy skills enable them to make good progress in DT, science and RE. Their ICT skills are not as well developed but there was evidence of pupils using computers appropriately in English and mathematics. The organisation of the school into three classes in the mornings is proving to be beneficial to all pupils

and particularly to the pupils in Years 3 and 4, who are now receiving more attention and making good progress in literacy and numeracy.

4. Pupils with SEN achieve well because the work set is carefully planned by teachers to help them overcome their difficulties. The care and support offered by the adults who work with them further this good progress and raises pupils' self-esteem. There was no discernible difference in the achievement of boys and girls in the work scrutiny or lessons except when Years 3 and 4 pupils were taught together. In the very few lessons observed, the boys tended to dominate during the question and answer sessions and the girls were more passive. However, this did not detract from the girls' achievement when completing their tasks.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour overall are very good. Their attendance is very good. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils' confidence and self-esteem are very good and the school takes every opportunity to foster responsibility and self-reliance.
- Pupils' freedom from bullying and other forms of harassment is excellent.
- The school sets high expectations and pupils strive hard to achieve them.
- Relationships between pupils, and between pupils and adults, are very good.
- Pupils have a very good awareness of right and wrong and show respect for others' feelings and beliefs.
- Pupils' appreciation of their responsibilities of living in a community is very good.

Commentary

5. The levels of attendance have improved since the last inspection and the rate of unauthorised attendance has declined. Very good procedures for encouraging good attendance are practised by the school, and both parents and pupils understand the need for prompt and regular attendance. There have been no exclusions during the past school year. An attendance check taken during the inspection confirmed this very good attendance rate.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.7	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

6. The majority of pupils show very good interest in their lessons and strive to achieve the expectations of their teachers. The very good methods of behaviour management adopted by the whole school staff have a positive effect on pupils' learning. Overall, behaviour is very good in most lessons, around the school and in the playground. These standards have improved since the last inspection when behaviour was judged to be good. Pupils are aware of the school and class rules and fully understand the difference between right and wrong. They are happy and keen to work and play together in an environment that is totally free from bullying or harassment. Pupils who have SEN behave well and work hard. Positive attitudes are constantly promoted and fostered by the school. Pupils' spiritual, moral, social and cultural development is very good and the school uses every opportunity to promote every aspect in various ways. Weekly visitors' assemblies are taken by ministers of different branches of the Christian faith, and the pupils' understanding of living in a

multicultural society is successfully addressed across the curriculum. The environment provided by the school is one of a large and happy family where everyone is valued and respected. Both parents and pupils confirm how much they enjoy and benefit from this caring environment.

7. Pupils have many opportunities for taking on additional responsibility. The school council ensures that pupils' views are heard and listened to. Every class from the Reception year to Year 6 has one representative on the council. Although in its infancy, the school council has already been active and has given pupils the opportunity to extend their personal development. The school ensures that every pupil, regardless of age, gender or ability has some opportunity to enjoy responsibility. Parents acknowledge this and, in particular, the system where older pupils assist the younger ones. Evidence of this was seen during the inspection at lunchtime. Year 6 pupils were observed acting as 'head of table', ensuring that their younger peers were served, giving help unasked when needed and also ensuring that behaviour was appropriate to a social occasion.

8. Pupils have a very good awareness of the feelings and values of others and are given many opportunities to reflect on these feelings. The ethos of the school coupled with school assemblies and lessons, ensures that a very good level of spiritual, social and moral development is achieved. Pupils are constantly encouraged to think of others in many ways in addition to the school council and other volunteer duties. These activities, together with the family atmosphere that permeates the school, ensure that pupils enjoy freedom from any form of harassment. The very good relationships between pupils and all adult staff are based on mutual respect and enhance the learning environment. Pupils now have a good understanding of their own and other cultures, and every opportunity is taken to widen this knowledge. Studies of pilgrimages, dancing at multicultural dance festivals and the sponsorship of an Indian schoolgirl reinforce pupils' understanding. Plans are in hand to visit a Synagogue and the whole school has enjoyed visitors from different faiths and cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall with several strengths. Teaching and learning are good. The school provides a satisfactory curriculum. Provision for pupils' care, guidance and support are very good. There are very good links with parents and the community. Links with other schools are good.

Teaching and learning

The quality of teaching and learning is good overall. It is satisfactory in Reception and in Years 1 and 2. In Years 3 to 6, it is good overall and very good in Years 5 and 6. Day-to-day assessment is good in Years 1 to 6 and, overall, assessment is satisfactory.

Main strengths and weaknesses

- Most of the time, the pupils' behaviour is managed well.
- In Years 5 and 6, teaching is very good in English, mathematics and physical education.
- In Years 1 and 2, in mathematics, expectations of pupils are not high enough and they are not given enough opportunities to learn how to record their work.

Commentary

9. The headteacher has worked hard since her appointment to use the skills of the teachers efficiently. She has ensured that all pupils are taught in smaller groups that are more appropriate to their ages. In the mornings, the pupils are in three small groups for literacy and numeracy lessons. In the afternoons, the school reverts to an organisation of two classes only. In addition, the headteacher has ensured that all four teachers teach all the pupils at some time during the week using their particular skills.

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	5	7	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

10. Overall, the quality of teaching and learning has improved since the last inspection with a higher percentage of very good lessons and no lessons judged to be unsatisfactory. Practically all the parents indicated that teaching is good on the questionnaires completed before the inspection. In Years 1 and 2, teaching is satisfactory. In Years 3 to 6, the quality of teaching and learning is good overall with very good teaching of English, mathematics and PE in Years 5 and 6 lessons. The older pupils agree strongly that they have to work hard and they find lessons interesting and fun. The quality of teaching and learning for pupils with SEN is good. They are given work that is appropriate for their needs and the support they receive from teachers and assistants is effective.

11. In the Foundation Stage (Reception year), the quality of teaching and learning is satisfactory overall although the children have too few opportunities to engage in activities that support their independent learning skills. In addition, there is insufficient planning for imaginative play. The teacher and assistants work together well to ensure that the children's welfare is a priority.

12. In Years 1 to 6, planning is satisfactory overall and includes plenty of opportunity for pupils to develop their speaking and listening skills. This results in well above average standards by the end of Year 6. Teachers organise interesting activities and use resources effectively. This motivates pupils; they develop very good attitudes to learning and are eager to become involved with their work. Teachers usually have high expectations of their pupils but, in the Years 1 and 2 class, the pupils rarely have the chance to record their own mathematics work. This is not helping them to develop their skills in this subject. Throughout the school, all teachers manage the pupils well in most lessons. As a result, there is a good pace and pupils work productively and increase their understanding.

13. In Years 3 to 6, several examples were seen when pupils worked independently and collaboratively. This sense of responsibility contributes to the very good standards attained, as teachers rarely have to spend time correcting behaviour. Of particular note was the way Years 5 and 6 pupils worked in pairs independently during a mathematics lesson. Very high expectations and very effective methods characterised the quality of teaching and learning in English, mathematics and PE in Years 5 and 6. A very fast pace in lessons was evident and good attention paid to links between subjects and aspects of subjects. The final sessions always referred the pupils forward to new learning. No time was wasted in the lessons observed and the pupils' gaining of new knowledge and skills was very evident. The integration of ICT, literacy and numeracy skills in lessons in other subjects is in the early stages of development. However, the effective use of literacy in mathematics was evident when the pupils in Years 5 and 6 evaluated the profit and loss elements of running the tuck-shop.

14. Assessment is satisfactory overall and work is marked appropriately, although it is noticeable that not all teachers make written comments that will help the pupils know what they need to learn next. Day-to-day assessment in lessons is good throughout the school. In lessons, teachers use probing questions well to find out what the pupils understand and give them feedback on the next stage of their learning. Systems have only recently been put into place to track pupils' progress using suitable assessment tests.

The curriculum

Overall, the curriculum is satisfactory. In Years 3 to 6, the curriculum is good. The curriculum is enriched and the school provides good extra-curricular activities. The accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- Pupils are given every opportunity to improve their physical skills by good attention to PE in the curriculum as well as organised sporting events with other small schools.
- The planned curriculum for the Reception year children (Foundation Stage) is too closely related to the programme for the older pupils in the class.

Commentary

15. There are limited opportunities for children in the Reception year to develop their independence and few opportunities for imaginative play. The outdoor accommodation places restrictions on aspects of the children's social and physical development. The slope of the adjacent playground restricts use of large wheeled toys and is lacking in facilities for the youngest children. Action is being taken by the school to develop an outside area dedicated to the Foundation Stage.

16. One of the first tasks of the new headteacher was to ensure that planning in Years 1 to 6, linked with assessment procedures, was more focused on what the pupils are expected to learn. This was a key issue in the last inspection, had been partly addressed and is now satisfactory with all teachers planning consistently. In Years 3 to 6, the curriculum is enriched. A high proportion of the pupils are learning to play the recorder and guitar, and accompany songs in assembly. In addition, there are extra-curricular clubs for the band and the choir. There are also art, chess and computer clubs. Pupils have wide sporting opportunities and play 'Kwik' cricket, football, rugby and netball with other small schools in a league. The football team has recently won a five-a-side competition. The school provides more opportunities than is usual for the pupils to learn and to improve their swimming skills. As well as the normal curriculum time, the pupils are taken to a pool in a caravan park owned by one of the parents. The curriculum for personal, social, health and citizenship education (PSHCE) is very good and contributes to the very good attitudes and behaviour of the pupils. All pupils are given every opportunity to benefit from the planned activities both during the school, and in activities out of lessons. The accommodation is satisfactory overall, and plans have been made to improve parts of the listed building. At the moment, the office is only accessible to parents and visitors if they walk through a classroom. Although there is an ICT suite, there are five computers and the room is not suitable for accommodating a whole class plus their teacher.

17. Pupils with SEN are provided with a curriculum that is pitched at appropriate levels for their development. The quality of individual educational plans is satisfactory overall but the specific targets, which address pupils' needs, are not always sufficiently precise enough. Pupils are fully included in all aspects of school life. The provision for pupils with SEN is satisfactory.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring of pupils' achievement is satisfactory. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- There are very good procedures for health and safety.
- All staff know pupils and their backgrounds very well.
- The involvement of pupils in the school's work and development is good.

Commentary

18. The caring ethos noted in the last inspection report continues to be a major strength of the school. The pattern of teaching results in every teacher knowing each child very well. The school has very good health and safety procedures in place with regular risk assessments. The daily lesson plans include notes on possible risk areas. Safety and care for pupils are paramount throughout the school. Appropriate staff are fully up-to-date in aspects of first aid and child protection procedures.

19. All adults who work in the school form close and trusting relationships with the pupils. They know them well and provide good role models for behaviour. Pupils say they feel very safe and secure and would turn to any adult in school should they need help, comfort or advice. The views of pupils about different aspects of school life are welcomed both informally and through the school council.

20. The school has satisfactory systems to monitor pupils' standards and progress although, in lessons, day-to-day assessment is good. Progress to targets is discussed with pupils on a regular basis ensuring that pupils become more committed to the successful improvement of their work. Learning objectives are also made clear for most lessons and final sessions in lessons are effective and provide information for planning future lessons.

21. The school council ensures that all pupils are totally involved in the work and future plans of the school. Older pupils have the authority to organise and run lunchtime clubs, which they do with great success. Pupils take full advantage of the many opportunities for personal and social development the school offers. They respond very positively and demonstrate mature attitudes. Pupils' personal and social development is enhanced significantly by this involvement in the work of the school.

22. Pupils with SEN receive good levels of care, support and guidance. The pupils with statements of SEN have their needs and support reviewed regularly as part of the annual and termly reviews.

Partnership with parents, other schools and the community

The school's links with parents and the community are very good. There are good links with other schools and colleges.

Main strengths and weaknesses

- The parents' involvement with the school is very good.
- There are very good links with the community.
- The school has a genuine 'open door' policy and the procedures dealing with complaints and concerns are good.

Commentary

23. Parents and carers have very positive views of the school. The school works very well with parents, encouraging them to support the school through the 'Friends Association' and to help their children at home. Parental contribution is very good and they support the school well in many differing ways. Parents appreciate the speedy and effective response they receive to any concerns and complaints.

24. The school provides a good range of information for parents about the curriculum and how they can help their children at home. A fortnightly newsletter is also published on the school web site. Parents of pupils with SEN have good links with the school. They are kept well informed throughout the process of reviewing their children's individual education plans. Annual reports now fully meet statutory requirements and there are three formal parents' meetings a year.

25. The school operates a genuine 'open door' policy and parents take advantage of this to meet staff informally. As a result, parents feel comfortable about approaching the school and appreciate the speedy response they receive to any concerns raised. The school is always quick to respond to

any parental requests for information and any additional contact and is pro-active in arranging parental contact when pupils cause concern with academic or behavioural problems.

26. The school enjoys the support of a very strong and active 'Friends Association'. Working very closely with the school, the 'friends' raise significant sums of money through various social activities. They also act as a very well used method of communication. Many parents and friends help in school and with escorting school trips. During the inspection, a local resident ran a lunchtime computer club and a parent was busy reshaping the school garden. Another parent who owns a caravan park allows the school to use the swimming pool in the summer months.

27. There are satisfactory links with the local pre-school group and there is an effective programme for children beginning their school career. Similarly, links with the local community college ensure a seamless transition for pupils progressing to secondary education. Pupils who are about to transfer are given good opportunities to visit the college. The school is represented on the local academic council and the school discusses local issues with another nearby primary school. Good links with other small rural schools enhance sporting and other opportunities for the pupils.

28. The school has very good links with the local community. Local people attend the many functions the 'Friends Association' arranges and also support the school in other ways. When outside visits are planned, members of the community, together with parents, arrange and supply transport and supervision.

29. The very good links with parents and the community further enhance pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is very good. Governance and management are satisfactory. The leadership of other key staff is satisfactory.

Main strengths and weaknesses

- The headteacher has a strong focus on maintaining high standards and implementing more effective systems of management in the school.
- Governors are very supportive of the school and are being increasingly effective.

Commentary

30. The headteacher, who was appointed in September 2003, is a very good role model and endeavours to include all the teaching staff in most management decisions. She has formed very effective relationships with governors and parents and is developing strong teamwork with all concerned to ensure an inclusive ethos and to maintain high standards. Parents appreciate what the headteacher has achieved and particularly enjoy receiving the new style of newsletters.

31. The headteacher is developing the leadership role of all subject managers further through focused meetings and the introduction of performance management, but this work is at an early stage. In this small school, all have several responsibilities and managers have now had the opportunity to observe the development of their subjects in lessons. The DT manager is on a very useful 'long course' of professional training as a subject co-ordinator and is being effective in sharing good practice with her colleagues. The headteacher is carrying a heavy load of responsibility for subjects and this reduces her time for strategic matters. However, she manages mathematics, science, ICT and PE effectively. Newly qualified staff have been inducted well and are keen to become involved as 'shadow co-ordinators' of subjects. They appreciate the good support they have received from the school, and the way their continuing training has been organised to meet their individual needs.

32. The management of the Foundation Stage children is satisfactory. Provision is not as good as it was at the time of the last inspection as planning is not sufficiently developed and children have too few opportunities to engage in activities that support their independent learning skills.

33. The management of provision for the very few pupils with SEN is satisfactory. Parents indicated their complete trust in the provision for their children.

34. Strategic planning is satisfactory. The headteacher has reviewed the existing strategic plan and has identified more appropriate priorities for improvement. Action plans have been written for these priorities and focus on achievable but challenging targets that are linked well with the performance management strategy, and continuing professional development of the staff. Monitoring systems to track pupils' progress have now been put into place but these have yet to become part of the established routines of the school. The headteacher's monitoring of planning documents is proving to be useful in identifying where further improvement in planning is needed. There are now formalised procedures in place for monitoring teaching and learning, and this is an improvement since the last inspection.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	202,309	Balance from previous year	18,249
Total expenditure	195,022	Balance carried forward to the next	7,287
Expenditure per pupil	3,546		

35. There is sound financial management and control. Subject co-ordinators have recently begun to have responsibility for managing their subject budgets. The balance carried forward in the previous year was high and the finance committee had hoped to sustain funding three full-time teachers. Due to a fall in numbers, this was not possible. Although the expenditure per pupil is high compared to national averages, this is normal in a very small school.

36. The governing body is an efficient and knowledgeable group. Governors appreciate the good quality information they receive from the headteacher that is enabling them to become more knowledgeable about the strengths and weaknesses of the school. Through formal visits to the school, the Chair of the Governing Body has monitored the teaching of literacy and there are now systems in place to enable her to report back to the governors. This is an improvement since the last inspection when governors needed to be involved more fully in monitoring the development of the curriculum. The role of the governors is developing well and they make a satisfactory contribution to the strategic direction of the school. All statutory requirements are met.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses.

- Planning does not provide children with a wide range of learning activities, and in particular, they do not have enough opportunities to learn through structured play.
- Children do not have enough opportunities to make choices and take responsibility for their own learning.
- Relationships between adults and children are good.
- The children are very well behaved.

Commentary

37. Children are admitted to school full-time in the September and January of the year in which they become five. They enter a class that has pupils from Years 1, 2, and 3. There are currently only four children in the Reception year. The school works closely with parents to ensure that the Reception children have a smooth start to their education. Children's attainment when they start school spans the full range and is average overall. By the end of the Reception year, the children achieve satisfactorily and are likely to attain the goals they are expected to reach in all areas of learning.

38. The quality of teaching and learning is satisfactory overall. A weakness, however, is that, at times, the curriculum is too closely related to the programme for the older pupils in the class. In particular, there are limited opportunities for children to develop fully their independence in selecting and pursuing an activity for themselves and insufficient opportunities for role-play. The outdoor provision does place some restrictions on aspects of the children's social and physical development. The slope of the adjacent playground restricts the riding of large wheeled toys and it is lacking in facilities for the youngest children. Consequently, it is difficult to provide a broad range of situations in which the children can use and extend their learning outside. Children do, however, have access to the large climbing equipment in the playground during break times and PE lessons are provided for the children in the parish hall. Action is being taken by the school to develop an outside area dedicated to the Foundation Stage.

39. The management of the Foundation Stage is satisfactory. The teacher responsible is the Class 1 teacher where the Reception children are based with pupils in Years 1, 2 and 3. Consequently she has a clear overview of the provision. She also has several other key responsibilities. The teacher and learning support assistants work effectively together to meet the needs of the children's welfare. The overall provision is not as good as it was at the time of the last inspection because planning is not sufficiently well developed and children have too few opportunities to engage in activities that support their independent learning skills.

40. In the area of **personal, social and emotional development**, the children achieve satisfactorily and teaching is satisfactory. The children show good levels of confidence when they tackle new learning and when sharing their successes with the rest of the class. They make effective relationships with adults and have formed good relationships with other children. The children work well together as a group, and have a good understanding of the need to listen to the contributions of others, to take turns, and to share resources. In this aspect, they benefit from working alongside the older Year 1, 2 and 3 pupils who set a very good example through their own behaviour which the Reception children copy. Although the teaching of relationships is of good quality, the provision for children to make choices about what they can do and the opportunity to initiate their own ideas is insufficient in terms of both scope and frequency. As a result, their independent learning skills and their ability to make decisions about their work are limited. Overall, the children are happy and enjoy participating in the experiences that are provided.

41. The children achieve satisfactorily in **communication, language and literacy**, and the teaching is satisfactory. There is a suitable combination of activities that are led and directed by an adult, such as the daily reading sessions and writing activities. Speaking and listening skills are well developed, and staff are effective in the way in which they pick up incidental opportunities for extending the children's vocabulary. By the end of the Reception year, the children have a good appreciation of books, and understand that writing conveys meaning. They have their own reading books, which they take home regularly. Frequent opportunities for them to practise in class, and good support from home ensure that the children achieve well in this aspect of their learning. The promotion of early writing skills is less well developed and there was little evidence to show that children have the opportunity to carry out 'pretend' writing within play activities. However, they are taught to form their letters correctly and practise their hand writing skills regularly.

42. In terms of their **mathematical development**, the children's achievement is satisfactory and the quality of teaching and learning is satisfactory. By the end of the Reception year, most children have gained a sufficient knowledge and understanding of number to count and recognise numbers up to ten with good levels of confidence and accuracy. Their use and understanding of everyday words such as 'more than' and 'less than' when talking about numbers are suitably developed. The children's previous work showed that they had been provided with activities, which helped them compare the weight of different objects and to recognise the properties of different shapes. In the lesson observed, the children enjoyed working with the learning support assistant as they printed shapes with blocks and explored the environment outside to look for different shapes. In this instance, the children were provided with worthwhile opportunities, which helped them to learn through first-hand experience.

43. It was not possible to make an overall judgement of standards in the wide area of learning that relates to children's **knowledge and understanding of the world**, but the evidence of pupils' work indicates that their learning is satisfactory. Children are given a suitable range of first-hand experiences. For example, during the inspection, a parent brought some chicks in for the children to observe and learn more about their growth. In science, however, much of the work is more relevant for pupils in Year 1 and, in general, the provision does not cover all aspects as recommended for the Foundation Stage; notably, the opportunity for children to explore and learn by doing on a day-to-day basis. Good use is made of the school grounds to enable children to develop an awareness of the environment. They use their skills to make models of vehicles from recycled materials and are provided with a variety of experiences in cooking that teach them how to use tools safely. Children's awareness of religious and cultural traditions is suitably enhanced through stories. A strong sense of their own religious customs is well promoted. Although the children are provided with suitable opportunities to develop their ICT skills, they were not observed using the computers during the short time of the inspection. The children are enthusiastic learners who show good levels of interest in all activities.

44. In terms of their **physical development**, it was not possible to make an overall judgement of provision, teaching or learning. However, the children's attainment and achievement are hampered by the lack of a suitable outdoor play area and limited outdoor play equipment. Although the children participate in PE lessons with older pupils in the parish hall, they were not included in the lesson observed during the inspection. The children show good control of brushes and pencils, and most manipulate small objects well.

45. It was not possible to make an overall judgement of the quality of teaching in the **creative** area of learning. On the evidence of work on display, the children are provided with a suitable range of art and craft activities and they achieve satisfactorily. They explore a suitable range of materials, paint pictures, print with different objects and learn how to use pencils and crayons skilfully to draw self-portraits. In terms of their creative role-play, however, there was little evidence of an element of free choice or self-expression. The activities provided for children to use their imagination are not freely available throughout the day. No use was observed of the role-play area during the inspection. This aspect is insufficiently developed.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average in Year 6.
- Pupils' speaking and listening skills are very well developed.
- Pupils' achievement is good overall.
- Teaching is very good in Years 5 and 6 and promotes high standards.
- In Years 1 and 2, the tasks set for pupils' individual work are, at times, not always closely enough matched to their needs.

Commentary

46. Overall, standards in English are above average by Year 6 and pupils' achievement is good. This includes pupils with SEN and the more able pupils. This is good improvement since the last inspection when the standards attained by pupils in Year 6 were said to match those expected of pupils. Standards are average in the current Year 2, which is similar to that of the last inspection but above the 2003 test results. Because of the very small numbers in each group, variations in attainment each year do not paint a reliable picture about standards in the school. This is because of the different ability of individual pupils and not a decline in standards. In reading, pupils in Year 2 are attaining average standards. They read simple texts accurately and know how to sound out unfamiliar words. They readily talk about the books they read and show a suitable understanding of the story and characters. The opportunity for each pupil from Class 1 to be paired with a pupil in Class 3 for a weekly reading session is clearly effective in promoting reading as a pleasurable experience. In Year 6, pupils are reaching standards that are above average in their reading. Pupils enjoy reading and understand its importance in all aspects of their learning. By Year 6, the majority of pupils are confirmed readers who can confidently tackle a wide range of texts and have developed the necessary skills for finding books and information. This is because the teaching in Class 3 is very good.

47. Standards in writing are average in Year 2 and above average in Year 6. The majority of pupils achieve well because of good teaching. Pupils are taught about grammar and punctuation and have an increasing knowledge of how these should be used. The more able pupils in Year 2 show a secure grasp of the spelling of common words and are beginning to use speech marks and exclamation marks in their writing. Less able pupils, while generally writing coherently, have a variable understanding of how to form simple sentences accurately, particularly in their use of basic punctuation. Handwriting is joined and legible. The analysis of pupils' work showed that most pupils recognise the importance of providing the correct sequence of instructions when for instance, writing instructions on how to make a recording on a tape recorder. However, there was little evidence of extended story writing and, although they are achieving well in structured writing, their use of imaginative and adventurous vocabulary is fairly limited. The school has prioritised writing as an area for development.

48. In Year 6, the analysis of work showed that pupils write for a wide range of different purposes, such as plays and non-fiction. In the best writing, pupils are learning to master and manipulate language for their own purposes from putting forward a balanced argument for an hotel on Paradise Island to creative work inspired by the writing of a well known author. However, whilst the choice of vocabulary is improving, the phrases used in their story writing are not always as rich as their spoken language. In both Years 5 and 6, pupils know how to develop their ideas from notes taken in lessons and improve their work to present a clear final copy. By Year 6, most pupils use paragraphs, correct punctuation and good grammatical structure in their written work. Ways to add interest to the

writing curriculum and to give pupils enthusiasm for this aspect of their work are particularly effective in Class 3.

49. Throughout the school, teachers work hard to ensure that pupils are given many good opportunities to develop their speaking and listening skills and this encourages effective learning. As a result, standards are above average by Year 2 and well above average in Year 6. Pupils listen well in lessons and speak confidently to each other and adults. In Year 6, there were many examples of pupils contributing well to discussions on a range of issues in lessons. For example, when pupils were exploring the structure of an argument on the subject of '*Should dogs be banned from parks?*' they were able to put forward the strengths and weaknesses of two sides of the argument using persuasive language. This lesson contained partner and group work, where the characteristics of debate were required.

50. The quality of teaching and learning is satisfactory in Years 1 and 2 and good overall in Years 3 to 6, with some very good features in Years 5 and 6 lessons. Teachers have a secure understanding of the National Literacy Strategy and implement it effectively. They are skilful at asking questions to extend the pupils' ideas and to help them to think imaginatively. At the beginning of most lessons, teachers help pupils to understand what is expected of them by discussing what they are going to learn. Expectations are generally high. In a very successful Years 5 and 6 lesson, the pupils' vocabulary was extended, enabling them to develop the necessary skills required for debate. Very skilfully the teacher helped them to think divergently and consider two points of view of an argument. The pupils became highly motivated in this lesson, as they discussed their own views and enjoyed listening to the contribution of others. It was also very meaningful, as it prepared them well for the planned debate to be held with parents on the very topical issue of hunting and shooting. This will involve them in interviewing the 'Master of the Hunt' and local residents on their views. However, teaching was sometimes less effective in a Years 1 and 2 lesson when pupils were working on individual or group tasks because the activity was not always sufficiently well matched to their abilities. When this happened, the pupils' attention wandered and, as a result, the rate of learning dropped.

51. The management of English is satisfactory. Assessment is thorough but the process of setting targets for pupils to achieve in English, and the use of them, is not sufficiently rigorous to raise pupils' standards in writing in Year 2.

Language and literacy across the curriculum

52. Speaking and listening skills are very well developed through many subjects. Teachers are very aware of the need to promote accurate and clear speaking skills and so they provide many opportunities for pupils to speak with partners, as part of a group or in front of the whole class. By Year 6, pupils use reference and resource books confidently. Opportunities to write in other subjects are having an increasingly positive impact on improving pupils' writing skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning are very good in Years 5 and 6 and pupils achieve very well.
- Pupils in Years 1 and 2 are given very little opportunity to practise recording their solutions to problems and to develop mental strategies.

Commentary

53. In Year 6, pupils are attaining well above average standards and several are working at above average levels. This reflects the results of the end of year national tests last year and is a very good

improvement from the previous inspection when pupils were judged to be attaining average standards. All pupils, including those with SEN, are achieving very well. Standards by the end of Year 2 are average and this matches the judgement in the last inspection. Pupils' achievement, including those with SEN and those from different backgrounds, is satisfactory.

54. The quality of teaching is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. Although planning is satisfactory overall, in Years 1 and 2 the work scrutiny showed considerable overuse of commercial worksheets. This method of teaching is not challenging the pupils to develop their mathematical strategies fully. They are not learning how to record and present their work appropriately and mostly fill in empty boxes or lines on worksheets. Very few pieces of work were dated or marked except for ticks and crosses. In a lesson observed Year 1 pupils were able to estimate, and then measure, the length of objects and furniture in the classroom using centimetre cubes and larger wooden cubes as well as other objects. Year 2 pupils showed their developing accuracy in measuring in centimetres by using rulers. All pupils in Years 1 and 2 were enthusiastic and enjoyed completing the tasks they were given. The work scrutiny showed appropriate coverage of number work.

55. Pupils in Years 3 and 4 have a secure grounding in number calculation. Mental strategies are taught well and good use of time was evident when the teacher expected the Year 4 pupils to respond very quickly with the answers to questions about the nine times table. Appropriate use was made of ICT in this lesson when pupils were challenged with a mathematics game. Very high expectations were evident in a Years 4, 5 and 6 lesson in a short time slot before assembly. Pupils wrote word problems from number sums, such as $86 - 54$, and showed their good grasp of basic numeracy skills. Most pupils showed the ability to partition numbers and add and subtract mentally very quickly. The mathematics action plan identifies improving the pupils' ability to solve word problems, and there is good evidence that the pupils in Years 4 to 6 are developing good skills in this aspect of mathematics.

56. Very good methods of teaching were observed in a Years 5 and 6 lesson. The pupils used small triangular cards showing factors of a number plus the product to ask each other questions. Pupils worked in pairs and most were able to ask searching questions that showed well above average ability in their secure knowledge of tables to 12. One boy was heard to encourage his partner by saying gently, 'Start with what you know.' The teacher's excellent methods of teaching area and perimeter in the major part of the lesson were based on using the pupils' home background. How could a farmer use 35 metres of fencing to create the largest area to house pigs? This proved quite a challenge to the pupils who needed to work in decimals to investigate the problem. Nevertheless, they persevered and achieved very well due to the very effective questioning skills of the teacher who constantly challenged their answers to ensure that pupils had understood that perimeter stays the same but area can change.

57. Displays included an investigation that was designed to discover if the newly created tuck shop was making a profit. Years 5 and 6 pupils were dismayed to find they had made a loss but the teacher, using this real life problem imaginatively, encouraged them to explore why they made a loss and how they could use their increased knowledge to make a profit. Their resultant work, in graph form, showed very clearly their very good understanding of how to interrogate graphs and, at the same time, to obtain a reasonable profit to fund the art club. Their commentary on the outcome of this work showed good links with literacy.

58. Mathematics is managed well by the headteacher who co-ordinates several other subjects. She is aware that planning needs to improve further in Years 1 and 2 and has monitored the development of the subject in all classes. Day-to-day assessment is good as all teachers use effective questioning skills to find out how the pupils are learning. Overall, assessment is satisfactory as systems have only recently been put in place to track pupils' progress using suitable assessment tests.

Mathematics across the curriculum

59. Numeracy has developed well in literacy in Years 4 to 6 but, in Years 1 and 2, the pupils do not have the opportunity to record their work independently. In other subjects, numeracy is being used appropriately and, in science, pupils use their numeracy skills to record, for example, the results of investigating pulse rate.

SCIENCE

The overall provision in science is **good**.

Main strengths and weaknesses

- The standards reached by pupils in Year 6 are above average.
- There are regular opportunities for pupils to investigate and experiment.
- The teaching of science is challenging pupils in Years 3, 4, 5 and 6 and promotes good achievement.
- Insufficient use is made of the pupils' writing skills in Year 2.
- Too little use is made of ICT to support science.

Commentary

60. Standards in science in Year 2 are average. This judgement differs from the findings of the school's last inspection when standards were said to surpass the national expectation. Assessments made by teachers at the end of Year 2 in 2003 showed standards to be below average. However, results can vary from year to year because of the very small numbers involved. This inspection finds that children start school at average standards. For these reasons, the satisfactory teaching and learning are judged to be promoting satisfactory achievement in Years 1 and 2.

61. In Year 6, pupils' attainment is above average. This is similar to the judgements made at the time of the school's last inspection. The results of the 2003 tests showed that the number of pupils gaining Level 5 and above is high. This is consistent with the good teaching seen in Year 6 where the high expectations of the teacher have a major impact on pupils' learning. As a result, pupils' achievement is good. This includes pupils who have SEN and also more able pupils.

62. The evidence shows that the pupils are taught all elements of the subject as they move through the school. Pupils in Year 2 have a good knowledge of living things. They explain clearly the life cycle of a frog and understand that when a butterfly lays eggs it starts the life cycle again. They understand how baby animals grow and change and have observed chicks brought into school by a parent, asked questions and watched lambs in the adjacent field. Pupils effectively carried out an investigation into how toy cars rolled down a ramp can be made to move faster or more slowly by changing the height and surface of the ramp. However, the format of most of the written work was such that it limited the amount and quality of work pupils could produce. Most pupils are developing a suitable scientific vocabulary to explain their observations as they undertake investigations. As a result, by Year 6, many pupils are able to provide clear explanations and record their findings accurately when writing up the experiments.

63. Teaching in science is satisfactory in Years 1 and 2. In Years 3 to 6, it is good, with some very good features. This means that pupils most often make good progress. Teachers are skilled at developing the appropriate scientific language that pupils need to talk about their work. This supports their speaking skills very well. Mostly, lessons are well prepared, organised and interesting. As a result, pupils are positive about their work. Much of the work set for older pupils is challenging, and builds well on pupils' previous learning. In some instances, however, the younger pupils' investigative work is too directed by the teacher. As a result, pupils know that things happen, but are not always clear about the process of why.

64. In Years 3, 4, 5 and 6, science is taught effectively to the four year groups as a class and this has an impact on the high standards. The high expectations and opportunities to carry out

investigations ensure that all pupils are challenged well and enjoy thinking scientifically. Pupils' understanding of fair testing is well developed because the teacher sets investigations where pupils can draw on their previous knowledge to set up and carry out tests for themselves. For example, while the teacher introduced pupils from Years 3 and 4 to a practical investigation to feel the effects of air resistance, she skilfully involved pupils from Years 5 and 6 in planning a fair test to investigate whether the size and area of a parachute makes a difference to the rate of descent. This means that by Year 6, pupils work as scientists, apply thought to their work and, as a result, are learning effectively. The previous work undertaken by the Year 6 pupils showed that pupils had been given many opportunities to carry out a wide range of investigative work on the effects of exercise on the pulse rate, plant germination and electricity. Much of this work contributed well to pupils' numeracy skills. However, the use of ICT is generally limited to research work. The school grounds are a good resource for the study of living things and are used well.

65. The subject is well led and managed by the headteacher and, overall, the school has successfully maintained the strengths identified in the school's last inspection. Assessment procedures for science are satisfactory and, in general, enable teachers to build on pupils' understanding gained in each unit studied as they move through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT was sampled. One lesson was observed and useful discussions were held with the subject manager and other members of staff. Planning documents were scrutinised.

66. Observations of one lesson in the computer suite with eight pupils indicate that standards are average at the end of Year 6. Standards have been maintained since the previous inspection. The pupils were using a graphics package to produce geometric shapes and lines for a design for a kite. Most of the pupils could resize, rotate and infill their designs with colour and save their work on disk. Most pupils had to take turns at the computer and it was not easy for individuals to become involved with the design of their partner although a few did make helpful comments. Planning was good and showed that the teacher was annotating the planning to give assessment details of previous work. The final session of the lesson was effective when the pupils were able to give good examples of how this package could be used in the real world. ICT has been developed satisfactorily in other subjects although it is not integrated into classroom work in such a way that pupils fully recognise computers as a valuable tool to support their learning. The school is in the early days of introducing appropriate assessment and recording documents about pupils' progress and these have yet to have an impact on pupils' achievement. The co-ordinator's realistic and attainable action plan shows that priorities include the review of the hardware component of this subject to improve provision.

HUMANITIES

Not enough lessons were available in RE to make judgements. However, work was sampled, inspectors talked to Year 6 pupils, planning documents were scrutinised and a discussion was held with the subject manager. Work in geography and history was not inspected.

67. A discussion with Year 6 pupils and a scrutiny of work showed that standards are at least in line with the Locally Agreed Syllabus and provision is satisfactory. Although this may appear to be a decline since the last inspection when standards were judged to be above average, expectations have changed in this subject. Nevertheless, it was evident from the scrutiny of work that the syllabus is covered in considerable depth and the methods of teaching used are imaginative. For example, the older pupils had collated copies of paintings of Jesus by famous artists. In discussion, pupils were able to talk about difficult issues in everyday life with considerable maturity, although they found it more difficult to compare their own views about what they have learned from religion with those of others. Pupils were able to explain some of the different practices that might be involved in Judaism. They had clearly listened well to Jewish visitors who brought sacred objects to share with the pupils. A few pupils could recall the names of the objects and explain their symbolism. One of the pupils shared her thoughts about her reaction to reading the *Diary of Anne Frank*. Learning about religion

has had an impact on the pupils' own views of morality and a few could respond in discussion about war, for example, with 'Two wrongs don't make a right'.

68. The scrutiny of work showed that the school places very strong emphasis on caring for others and helping the pupils to recognise the importance of their own family and friends. Spiritual awareness in assemblies is encouraged by the visits of representatives from local churches.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

A games lesson in Year 6, and dance in Year 2 were observed in physical education (PE) and this subject is sampled. Music was sampled. DT was sampled. No report is made on art and design.

69. No lessons were seen in **DT** but pupils' work throughout the school was sampled. The evidence indicates that standards in DT are above expectations by Year 2 and Year 6 and have been maintained since the school's last inspection. In Years 1 and 2, pupils designed and made hand puppets. They used different techniques to mark out and join pieces of fabric effectively. In their work relating to mechanisms, the pupils combined reclaimed materials to make well-constructed models of trailers that incorporated axles and wheels to allow them to move. There is clear evidence in the work of pupils from Year 3 to Year 6 that they have a good understanding of the design and planning stage of work. The evaluation of their products is a prominent part of pupils' work in Years 3 to 6. Good links are made with other subjects that give pupils a purpose for learning. In history, for example, pupils made some very well finished shelters based on World War 2 using triangular joiners to strengthen the three dimensional wooden frames. Throughout the school, there are examples of design work that has complemented and extended learning in other subjects, such as desk lamps and models of fairground rides made by pupils, which supported scientific learning about electric circuits. The subject is well led and managed by the co-ordinator who has clearly been instrumental in influencing staff and maintaining pupils' standards.

70. In **music**, one lesson only was observed in the class for Years 1 and 2, although the whole school was heard singing during collective worship. Pupils sang tunefully and rhythmically and were able to take account of the mood of the hymn. The singing of grace in two parts before the lunchtime meal made a particularly good contribution to pupils' spiritual development. Standards are average in music at the end of Year 2. Good explanation and demonstration from the teacher helped the pupils to develop their understanding of the need to keep a steady rhythm by clapping to words that contained three and four beats, such as caterpillar and butterfly. Because the teacher made learning fun and involved the older pupils in this class fully in their learning, they managed to keep to the rhythm when playing the percussion instruments. However, for the youngest children in this class, the lesson was too ambitious and, as a result, they found it very difficult to use the instruments to keep a steady beat when playing together. Pupils are taught all elements of the curriculum through the nationally recommended guidelines. Pupils have the opportunity to join a choir and band, take recorder lessons and receive tuition in guitars. Older pupils often accompany the singing of hymns in assembly. The annual summer music festival also contributes to pupils' overall musical experience.

71. The time allocated to **physical education** (PE) is sufficient to meet the requirements of the National Curriculum. The management of PE is very good. The policy has recently been reviewed and the school is preparing for its application for the Activemark. Assessment during lessons is good with teachers giving feedback on performance, but formal assessment procedures have not been in place long enough to be useful. The school uses the parish hall for some sessions. A dance lesson was observed for Years 1 and 2 pupils when the quality of teaching and learning was good despite the lack of space and low temperatures. Effective use was made of pupils to demonstrate awareness of making shapes at different levels. A particular strength of teaching was to encourage the pupils to use the story of Jack and the Beanstalk to create a 'picture'. These good methods captured the pupils' imagination and they were able to create their own sequence of movements effectively. Standards in dance are above average in Year 2.

72. The rugby lesson observed on the school field included Years 4, 5 and 6 pupils and the methods used to improve their skills were very good. The teacher was appropriately dressed and used her

excellent subject knowledge to push the pupils' learning forward well. Achievement was good. The good warm-up procedures were followed by a very well planned variety of activities to improve the pupils' skills of passing backwards and moving 'like chess pieces', supporting their team members and practising 'tries'. All pupils were fully involved at all times in this lesson; the pace was excellent with each activity planned to move their skills and knowledge forward of how to play rugby in short, sharp steps.

73. Since the last inspection, provision for PE has improved significantly. Standards have improved and the quality of teaching and learning in games is now very good when it was judged to be satisfactory. The school field has been upgraded with appropriate markings and nets. Pupils are given every opportunity to take part in sporting activities. They are transported to the local town's leisure centre for swimming and gymnastics. Older pupils are in a small schools' league and enjoy playing a variety of sports.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

PSHCE was sampled.

74. PSHCE is very well provided for throughout the school. Adults give very positive support to the development of pupils' very good relationships with each other and their teachers and assistants. PSHCE lessons and 'circle time', when pupils have the opportunity to discuss issues relevant to their needs have a designated time on teachers' timetables. Sex education is sensitively taught within science lessons as is healthy living, drugs and other substance misuse. The policy in place covers all aspects of the PSHCE curriculum. Preparation for Citizenship is acknowledged as an area for further development. This particular aspect of the subject has, however, been reinforced by leadership training in playground management for Year 5 and 6 pupils in order to equip them to deal with any behaviour problems that may occur. The work pupils undertake in PSHCE lessons is not formally recorded.

75. In the one lesson observed in Class 3, the quality of teaching and learning was good and pupils achieved well. They were considering how advertisements affect what we buy. The pupils were encouraged to give their own opinions on the junk food advertisements and debate whether they should be banned. This they did with maturity and confidently expressed their views. They listened to one another's contributions with respect. The teacher led the debate well and skilfully moved the lesson into a discussion on the topical issue of the Food Commission checking up on what we eat. The pupils split into groups for discussion where they gave voice to a range of opinions on why a company advertises its product and the strategies it uses. While they brainstormed their ideas in groups, the teacher moved round, picking up on their thoughts and encouraged the group to consider different points of view. The teacher listened carefully to their opinions when they came together and prompted a good level of discussion, which made a lively end to the lesson.

76. The ethos of the school fully reflects this teaching. The pupils are very aware of the need to support and look after others and, as they move through the school, they carry out an increasing range of jobs willingly and with maturity.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4

The effectiveness of management	4
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Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).