

INSPECTION REPORT

MOULTON CHURCH OF ENGLAND VC PRIMARY SCHOOL

Moulton, Newmarket

LEA area: Suffolk

Unique reference number: 124709

Headteacher: Mr J Englebright

Lead inspector: Ms V Bagilhole

Dates of inspection: 19-21 January 2004

Inspection number: 256793

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	4-9
Gender of pupils:	Mixed
Number on roll:	88
School address:	School Road Moulton Newmarket Suffolk
Postcode:	CB8 8PR
Telephone number:	01638 750236
Fax number:	01638 750236
Appropriate authority:	Governing body
Name of chair of governors:	Rev. Stephen Mitchell
Date of previous inspection:	22/06/1998

CHARACTERISTICS OF THE SCHOOL

Moulton Primary School is a small village first school near Newmarket for pupils aged 4-9. The school is smaller than other primary schools. There are four classes which include the reception class. Most of the pupils are of white-UK heritage and a small proportion are American. There are no pupils who are learning English as an additional language. Seven per cent of pupils have special educational needs, which is well below average and no pupils have a statement of special educational need. Half of these pupils are receiving support for moderate learning difficulties and the others are at an early stage of having their needs assessed and recorded. Children enter the reception in the year in which they are five. Their attainment when they start reception is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17517	Mrs V Bagilhole	Lead inspector	English Information and communication technology Physical education The Foundation Stage Personal, social and health education Special educational needs
9399	Mr R Watts	Lay inspector	
29426	Mr D Grimwood	Team inspector	Mathematics Science Geography History Music Art and design Design and technology

The inspection contractor was:

PBM Brookbridge & Bedford
13A Market Place
Uttoxeter
Staffordshire
ST14 8HY

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	
AREAS OF LEARNING IN THE FOUNDATION STAGE	17
SUBJECTS IN KEY STAGES 1 and 2	20
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a popular and effective small village school. Standards in English, mathematics and science have been consistently high for the last three years and pupils achieve well. The school is well led and managed and the teaching is good. The pupils have a great interest and enthusiasm for school life. All pupils benefit from what the school provides. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- The school has achieved high standards in English, mathematics and science over the last three years
- Standards in information and communication technology are below average and provision is unsatisfactory.
- Leadership and management are good but the role of subject co-ordinators is underdeveloped.
- Teaching is good but the marking and presentation of pupils' work is not good enough.
- Pupils are very interested in their work and the life of the school and they accept responsibility willingly.
- The curriculum is enriched by a good range of visits and visitors.
- Pupils' cultural development, although satisfactory, is not as widely promoted as their spiritual, moral and social development.

Overall the school has made good improvement since the last inspection in June 1998 and standards in English, mathematics and science are now higher. Since the last report, the school has developed the effectiveness of curriculum planning. Assessment is now used to produce a more effective curriculum that is relevant to all groups of pupils but the marking of pupils' work is still a weakness. In addition, there is now a weakness in the provision for information and communication technology. The role of the governors is now well defined and there is an effective governing body. Procedures for the formal monitoring of teaching and the curriculum have been delayed but the programme is to go ahead in the near future.

STANDARDS ACHIEVED

Achievement is good and standards are well above average by Years 2 and 4. Pupils of all abilities in Year 1 to 2 and 3 to 4 achieve well in English, mathematics and science. Pupils also achieve well in history, art and design and dance. However, standards in information and communication technology are below average and pupils' achievement is not good enough. Pupils with special educational needs are well supported and make good progress. The more able pupils also do well because they are interested and involved with their work. The children enter the reception class with above average attainment and make good progress exceeding the standards expected for this age group by the time they leave reception.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A*	A*	A	A
writing	A*	A*	A	A
mathematics	A	A*	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' personal qualities, including their spiritual, moral and social development are good.

Their cultural development is **satisfactory**. Pupils' attitudes and behaviour are **good** and pupils show a great interest and enthusiasm for school life and the range of activities provided. Attendance is **satisfactory**.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. Some very good teaching was observed during the inspection in English, mathematics, dance, art and design, history and the reception class. **Overall the curriculum is satisfactory.** It is good in reception and in most subjects but is unsatisfactory in information and communication technology. The provision for pupils with special educational needs is good. There is a good breadth in the range of visits and visitors to the school and pupils regularly participate in activities involving the sports and arts. Links with parents are **very good**.

LEADERSHIP AND MANAGEMENT

Leadership and management are good and so is the governance of the school. The ethos of the school is very good. The headteacher leads the school in a calm and professional way. Governors are beginning to evaluate the performance of the school well. However, there are shortcomings because the role of subject co-ordinators is not sufficiently developed to effectively influence teaching and standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents think highly of the school and what it achieves for their children. The vast majority feel comfortable about approaching the school with questions or a problem and are confident that the school is doing its best for their child. There are established informal systems for seeking pupils' views who show very positive attitudes to school.

IMPROVEMENTS NEEDED

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

- raise standards and improve the provision in information and communication technology;
- develop the role of subject co-ordinators so that they can effectively influence teaching and standards;
- ensure that work is well kept and presented and that the marking identifies how pupils can improve;
- enable pupils to develop a better understanding of the cultural diversity in British society today.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in the school are well above average. Achievement is good.

Main strengths and weaknesses

- Standards are well above average in reading, writing, mathematics and science and achievement is good.
- Standards in information and communication technology are below average and achievement is unsatisfactory.
- Achievement is good in history, art and design and dance because of effective teaching.
- The care and presentation of pupils' work is not good enough and too many worksheets are used.

Commentary

1. In the national tests for 2003, pupils in Year 2 attained standards that were well above average in reading, writing and mathematics compared to all schools nationally and compared to similar schools. In 2003, teachers' assessments in science were also high. Achievement is good. Small year groups do affect the interpretation of the test data. Year 2 class sizes are increasing, which has caused the picture given by test results in the last three years to change slightly, and numbers have now nearly reached the maximum size currently possible in this small school. Inspection evidence indicates that standards are well above average in English, mathematics and science by the end of Year 2. By the end of Year 4, pupils achieve well and standards are also well above average in English, mathematics and science. About a fifth of pupils in Year 4 have joined the school since Year 2 and the same number have left. Pupils who have always been in the school and those who joined later are achieving well. By the end of the reception year, standards are above average in all areas of learning.
2. Much of the school's success comes from the strong work ethic and happy environment that is evident to a visitor. This has given the pupils an enthusiastic approach to learning and the desire to soak up every opportunity they are given. Pupils with special educational needs do well because they are supported effectively and make good progress overall as they move through the school. Higher attaining pupils achieve well overall but are restricted at times by the overuse of worksheets, which means that they cannot organize their work for themselves and demonstrate their full potential. Standards have made a good improvement since the previous inspection and the school has received an achievement award for the last 3 years. The school follows up the progress of the pupils who have left the school when they reach Year 6. These pupils are also attaining well and reach high standards.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.7 (19.5)	15.7 (15.7)
writing	16.5 (17.4)	14.6 (14.4)
mathematics	18.1 (19)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for 2002

3. In the Reception class the children progress well in all areas of learning and they do particularly well in knowledge and understanding of the world, creative and personal development.

Standards are above average. Members of staff plan a wide range of activities indoors and outdoors that stimulate children's interest and enable them to achieve well. The children are avid explorers of their environment.

4. In English, the pupils achieve well overall. They are good communicators and express themselves creatively and are becoming enthusiastic and critical readers. They are developing their writing well on paper but are not good enough at presenting it on screen using information and communication technology. They know how to write legibly in both joined and printed styles and the best work is of a high standard. However, much of the work is not presented neatly or with care and this aspect is a weakness. With no library the pupils have not sufficiently developed their referencing skills. Achievement is good in mathematics and pupils' mathematical skills are systematically developed. Pupils do well in concentrating on problems in number, shape and measures and handling data. Pupils' mathematical vocabulary is well developed and they are good at explaining how they have worked out their answers. Again, however, too many worksheets mean that pupils have limited opportunities to practise presenting their work in a neat and systematic fashion. In science, pupils become proficient at carrying out investigations and they achieve well.
5. Standards in information and communication technology are below average and achievement is unsatisfactory. Information and communication technology is not used well enough to enhance work in other subjects. The school is improving its resources for information and communication technology and a new suite is being built. However, there is no rigorously planned programme where pupils can regularly learn new skills across a range of software, try out new ideas and improve them.
6. By the time they leave the school, standards in history and art and design are above average and the pupils' achievement is good. In history this is because of good teaching and well thought out planning which makes sure that the pupils develop their historical research and writing skills. In art and design pupils sensitively evaluate the work of other pupils and use ideas to improve their own work. They attempt a good range of activities including printing, observational drawings and pottery. Standards in music are typical of those expected but the standard of singing is above average throughout the school and the pupils do well. Standards in dance are above average by the end of Year 2 and pupils also do well in swimming. Insufficient work was seen to form overall judgements about standards in other subjects. Most parents who responded to the questionnaire are happy with the standards that their children achieve and feel that they are making good progress.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes towards their school, behave well and their personal development is **good**. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Pupils are very interested in their work and the life of the school and accept responsibility willingly.
- The children in the reception class are very keen to come to school and join in activities with great enthusiasm.
- There is little bullying and the school acts quickly to resolve any problems that occur.
- Relationships are very good.
- Pupils have a limited understanding of the cultural diversity in British society today.

Commentary

7. All parents believe that their child enjoys school and pupils agree. There is very little unauthorised absence and few, if any, pupils are normally late. When asked, pupils can think of

little that would improve the school. They appreciate the help they get from teachers to understand and improve their work. They have very good relationships with the other pupils and adults and say there is little or no bullying. There have been no exclusions in the last year.

Attendance

Attendance in the latest complete reporting year (94.7%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.2
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.

8. When the children in the reception class arrive, they immediately learn to trust the staff, find friends and enjoy the learning opportunities provided. They join in activities with great enthusiasm. In the rest of the school, pupils are generally attentive in lessons and keen to answer questions. They ask perceptive questions, which enables teachers to develop learning more quickly.
9. Pupils' behaviour is good and teachers rarely have to speak sharply to them but there are a few examples of silliness, which is not always adequately corrected. Because of this, behaviour is not quite as good as that found in the previous inspection. Pupils willingly accept the responsibilities offered, for example, older pupils taking care of youngsters in the playground or Year 2 pupils sharing books with reception children.
10. The school is proud of its positive, family ethos in which all pupils feel valued as individuals. Pupils respond with equal respect to all staff, whether teachers or lunchtime supervisors because all have equal standing. They are encouraged to understand the effects of bullying and respond with good sensitivity to these issues; the few pupils from other groups, such as American children, are very well integrated into school life, as are their parents.
11. The school raises pupils' spiritual and social awareness well through assemblies and class sessions in which they can discuss personal issues and this is improving their speaking and listening skills, as well as moral development. Pupils understand right from wrong and can talk about their feelings and the impact of their actions on others. Some of the very good teaching is successful because it lifts pupils' spirits and encourages them to share the experiences of others.
12. Pupils have a good knowledge of their own culture gained through visits to local museums and music and art. Although pupils know about some other religious traditions, such as Judaism, they have few opportunities to learn about other cultures found in Britain today. Although displays of their own art around the school are very striking there is little to raise their awareness of other modern cultures. The school is aware of this shortcoming and it is one of their priorities for development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**.

Teaching and learning

Teaching and learning are **good**.

Main strengths and weaknesses

- Over a quarter of the teaching is very good.
- Teaching in the Reception class shows a very good understanding of the needs of young children.
- The pupils respond well because of the very good relationships in the school.
- Teaching assistants make a valuable contribution to the progress the pupils make.
- The marking and presentation of pupils' work is not good enough and there is too much reliance on worksheets.

Commentary

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	12	3	1	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The quality of teaching is similar to that found in the last inspection but is not so consistently good in English as it was then.
14. Teaching and learning in the reception class are good in all the areas of learning with some very good teaching. It is staffed by one teacher and a teaching assistant who work together very well to plan imaginative and interesting activities. Through these the children in reception have developed a great enthusiasm for knowledge and learning and develop confidence in their ability to be successful learners. The school day contains a good balance of teacher-directed and child-initiated activities. These contribute well to the children's rapidly growing confidence and independence.
15. Teachers plan and prepare well for lessons, creating a positive climate within their classes. The basic skills of numeracy are taught effectively and literacy skills are satisfactorily taught overall. Questioning is used effectively in most lessons and as a consequence pupils make good progress in their speaking and listening skills. In the good or better teaching in English, mathematics and science, teachers have a thorough knowledge of their subjects and most pupils apply themselves well and are productive learners. Very good teaching was observed during the inspection in English and mathematics in Year 1, dance and art and design in Year 2 and history in Years 3 and 4. In these lessons the teachers used very good teaching methods that enabled all pupils to learn effectively. Teachers have high expectations in these lessons and work is challenging for pupils of all abilities. Homework is effectively used to reinforce and extend what is learned in school. Pupils mostly show a great enthusiasm for the work they do and are good at working independently and collaboratively sustaining interest well for the whole lesson. In an unsatisfactory lesson in literacy, however, there was a slow pace and the teacher's expectations were not high enough.
16. A weakness that is evident in most classes is in the care and presentation taken over storing and displaying pupils' work to the best effect. Although the pupils are very capable of presenting their work well, this it is not always expected and much work is untidy. Much of the work is also completed on worksheets which although appropriate at times are often not the best way of making sure that the pupils can organise and manage their work for themselves. Some worksheets restrict what is expected from the pupils. Exercise books are not commonly used and if they are they contain work in a number of subjects. This means that the pupils cannot retrieve and show off their work in a subject to the best effect. An exception to this was in history when the pupils had completed very good quality folders which showed off their work very well. The technical skills of handwriting are taught very well across the school but expectations need to be higher in presenting this neatly in finished work.

17. Interesting work and out of school activities are provided for the higher attaining pupils including those who are gifted or talented and leads to them achieving well during their time in the school. Pupils with special educational needs are well supported and teachers maintain good records on these pupils' progress. Effective use is made of teaching assistants and other support, such as parents, often working closely with the teachers on teaching key skills in literacy and numeracy and helping pupils with investigations in science and history. They display a good understanding of their role.
18. Assessment is satisfactory. It is good in English, mathematics and science and published tests are used well to track pupils' progress and set targets. Teachers keep good records of how well pupils are doing as they progress through the school. Assessment in other subjects is underdeveloped. Marking was an issue at the last inspection and it still is, although there is now a marking policy. There is some good marking and target setting which helps pupils improve but this is not consistently applied in all subjects and in all classes. The assessment of pupils with special educational needs is good. Assessment is very good in the reception class and planning is evaluated well.

The curriculum

The curriculum is **satisfactory** in Years 1 to 4. It is **good** in the Reception class and in most subjects but is **unsatisfactory** in information and communication technology. The school is well staffed and the accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- Pupils' access to information and communication technology is insufficiently developed.
- All pupils are valued as individuals and given work which matches their needs and abilities.
- There is a broad and varied programme of visits and visitors and pupils' participation in the arts and sports is good.
- Pupils are well prepared, at each stage, for the next part of their education.

Commentary

19. The school has made a good improvement since the last inspection in developing the effectiveness of curriculum planning. At the time of the previous inspection, teachers' planning was guided by schemes of work in English and mathematics but not rigorously in other subjects. All subjects are now covered by schemes, based on national guidance and adapted for the class structure of the school. A scheme for personal, social and health education is at the planning stage. The provision in information and communication technology meets statutory requirements. However, the information and communication technology curriculum is insufficiently broad and teachers' planning does not ensure that all pupils receive an appropriate amount of time across all aspects of the subject in order to cover them in sufficient depth.
20. Teachers generally plan the curriculum to match the needs of all pupils, many of whom are high achievers. What is planned allows pupils to gain the necessary skills, knowledge and understanding to reach higher than expected levels. Boys and girls have equal opportunities to benefit from the provision, for example, the school's football teams have a significant proportion of girls. The provision for pupils with special educational needs is good and ensures that the pupils have access to the full range of the curriculum. The school identifies the needs of pupils at an early stage and the pupils are well supported by teaching assistants. Individual education plans contain clear and achievable targets for progress. The school caters well for its most able pupils and parents of these pupils are happy. The school is currently reviewing its provision for the highest attaining pupils so that it has planning and procedures that clearly identify all the pupils involved and which meet their needs.

21. Children in the reception class have access to a good curriculum, which prepares them well for the more formal teaching when they are five. The good range of activities provided makes them confident, willing and interested learners. By the time they leave the school they are mature and well-equipped for Middle school. Induction processes smooth the transfer well, for example, pupils who transferred in the previous year come and talk to them and share their experiences.
22. The curriculum for the sports and the arts is good. Pupils take part in competitive sports with schools locally and the provision for swimming, dance, singing and art and design are good. Activities for pupils outside normal class time are good. This represents a good improvement since the previous inspection. Football, rugby, art, violin and recorder groups meet regularly at lunchtimes and after school and are well attended. The pupils' experiences are also enriched well by a good range of visits and visitors to the school. There are a considerable number of visits and visitors in science such as visits to a farm or a local sugar factory. In history the pupils visit local museums and castles. A 'Roman legionnaire' has visited the school, as has a puppet theatre. Visitors, such as a policeman and dental nurse and those from children's and animal charities, share their experiences to make the real world come to life.
23. The school is well staffed with well qualified teachers and support assistants. Accommodation and resources are satisfactory. Classrooms are of good size and light and airy. The accommodation in the Reception class is good and the outdoor area is constantly being improved to enrich the curriculum provided. The field is large with a wildlife area which is useful for scientific investigation. A new library and computer suite are being built this term which will enhance the quality of education in the school. Hardware resources in information and communication technology are satisfactory and will be good once the new suite is built. The hall is small but can just accommodate an active class of pupils and it was well used for dance lessons during the inspection. Other areas of the school, such as the offices, are small and very squashed and do not help with the smooth running of administrative and management tasks.

Care, guidance and support

The school provides **good** care and support for its pupils. It involves them well in its work and development.

Main strengths and weaknesses

- Individual pupils are well cared for supported in their academic work and personal development.
- The caring, family ethos of the school ensures that all pupils can turn to an adult for advice.
- Induction arrangements for new pupils are very good.

Commentary

24. The school is a happy, secure place where pupils feel confident and are hence able to learn. This is similar picture to that found in the last inspection. Pupils are very secure in knowing there is someone in the school they can turn to if they have any worries. Conversations with pupils confirmed that they could rely on staff to resolve minor conflicts and personal worries. Teachers take time to discuss any issues that arise with the whole class, so that pupils can co-operate in understanding and resolving conflicts. Members of staff know the pupils very well and support them individually. Pupils are given targets in English and mathematics so that they know what they have to do to achieve better standards. All members of staff work well together, using consistent rewards and sanctions so that pupils know exactly where they stand. The pupils appreciate the fairness and security that this promotes.

25. Procedures for ensuring pupils' care welfare and safety are good. The premises are formally inspected annually for safety hazards and any necessary remedial action taken promptly. When pupils are taken on educational and residential visits, the appropriate risk assessments are made and recorded. All equipment is correctly maintained. Child protection procedures are in place and have recently been reviewed and tightened up; staff are appropriately trained.
26. The school gives parents and children a very good introduction to the school when they start, so that children can quickly and happily settle into the routines of school life. Although there are no formal consultation procedures for pupils, the very good relationships that staff have with pupils promotes continuing discussion of any issues that arise and the school seeks, where it can, to address their ideas. The layout of the Year 3/4 classroom was arrived at after consultation with the pupils and they are also being consulted about the markings on the playground.

Partnership with parents, other schools and the community

Links with parents are **very good** and those with other schools and the community are **good**.

Main strengths and weaknesses

- The school provides good information for parents.
- Parents provide very good support at home for their children's work and work well with staff to raise their standards.
- There is good liaison between the staff of this school and other educational establishments.

Commentary

27. Most parents think highly of the school and what it achieves for their children. They are provided with good information which enables them to support their children's learning well. When their child begins school, parents receive information about what is taught, and how it is taught. This is updated each term and they are kept up to date with practical information in regular newsletters. The annual pupil reports meet statutory requirements, describe well what the pupil has learnt in the year and give targets for improvement. At present they are composed using a computer comment bank and this sometimes makes them appear stilted. The school plans to improve this. In addition, the school sends parents a simple monitoring sheet each term which gives grades for effort, attitudes and personal development. This can guide parents in discussion with teachers, who are available each day to talk to them. Parents also have regular formal opportunities to meet the teacher to discuss their child's work.
28. Most parents hear their child read at home and give very good support with this and other homework. In the reception class, for example, parents have enthusiastically welcomed Marvin the Monkey (a toy) as a houseguest for the weekend. Marvin's diary has to be completed and is often supported by photos of Marvin's activities with the family. His activities, and those of Daisy Duck, serve as a focus for class discussion and improving the children's communication skills. A good proportion of the parents, as well as other adult volunteers, give valued support in classrooms and around the school, hearing readers or supporting groups in lessons.
29. The friends association organises fund-raising and social events that contribute prodigious amounts of money for resources. While the school does not use formal methods of seeking parental opinion, such as questionnaires, the association acts as a sounding board for views and the headteacher is always available to parents in the playground at the end of the day. This contributes to the very high regard that parents have for the school.
30. The school plays an active part in the local community and calls on local people to broaden pupils' experiences and bring lessons to life. Public services like the police and health service staff talk to pupils as part of the personal and social education. The vicar takes regular

assemblies and pupils are becoming more involved in the life of the church. During the inspection a parent who is a member of the locally based US Air Force para-rescue team gave an exciting assembly to an enthralled audience of pupils, staff and inspectors.

31. The reception teacher has good relationships with local nurseries and playgroups and visits the children before they start school; they in turn have many opportunities to visit the school. Members of staff liaise well with other first schools, co-operating in developing the curriculum, for example for accelerating learning programmes. This is particularly useful for small schools to make efficient use of training and development time. Another local small school comes and shares games lessons with the pupils each week. Links with the middle school give curriculum support, for example opportunities for pupils to play sports like basketball.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** and so is the governance of the school. However, other leadership and management roles are not sufficiently developed.

Main strengths and weaknesses

- The leadership of the headteacher is good.
- The role of subject co-ordinators needs developing.
- Governors have improved their understanding of their role and are beginning to evaluate the performance of the school well.
- The ethos of the school is very good.

Commentary

32. The headteacher has a strong sense of purpose and pride in the school which he leads in a calm professional way. The ethos of the school is also strong and comes directly from the headteacher's supportive and caring manner and good leadership style. Parents fully support him and feel that he is a good role model for their children. Difficulties outside the school's control, including staffing, over the previous two years have impacted to some extent on the school's capacity to improve since the last inspection. This has meant that the progress in school self evaluation and monitoring the teaching and the curriculum has not been as rapid as it could have been but these plans are now effectively going ahead. Staffing difficulties have now been overcome and there is now a strong and effective staff team. The headteacher has a large teaching commitment. Until recently he was teaching full time but now has two days a week for management duties. The school management plan has rightly identified the priorities of the school and it is evaluated well each year. However, a more detailed and clear action plan for the improvement of standards in information and communication technology is needed.
33. Governance has improved since the last inspection and governors have established procedures for monitoring the effectiveness of many aspects of school life particularly in the areas of finance and strategic planning. There is now a handbook for governors containing all committees with terms of reference. Governors are regularly visible around the school. The school is efficiently run and there is a very good working partnership between the finance officer and the chair of the finance committee. Performance management procedures are effective and monitored by the governing body. Professional development of staff is satisfactory and well linked to performance management although the school has more to do in training staff to assess and understand standards in information and communication technology. The school is well involved in initial teacher training through its links with the middle school.
34. The subject co-ordinators make a satisfactory contribution to school improvement but their role is underdeveloped. The coordination of science is better because the co-ordinator is a good scientist and, until fairly recently, taught science throughout the school and so has a good understanding of standards across the school. Coordinators have had limited opportunities to

monitor the provision in their subject although there are now clear plans for them to do so. The small size of the school makes it difficult to release teachers to allow them to observe lessons. Coordinators do have a good knowledge of their subject and in subjects such as history and art and design are good practitioners. However, overall co-ordinators do not have a full enough picture of the provision across the school in their subjects so that they can plan new initiatives effectively and evaluate them to the best effect. The leadership of the provision for pupils with special educational needs is currently satisfactory. The new coordinator is inexperienced. She has standardised procedures for the writing of individual education plans and is working with class teachers and parents. She is due to attend training so she can deliver the recommended Code of Practice in the most effective way. The reception class is led and managed well. The standards and teaching in this class are constantly being evaluated and improved to make the provision even more rewarding than it is already.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	282,783
Total expenditure	278,431
Expenditure per pupil	3,315

Balances (£)	
Balance from previous year	3,500
Balance carried forward to the next	10,037

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Provision for children in the Foundation Stage is **good**. Inspectors found the provision to be creative, imaginative and fun and there is every sign that the provision is set to improve even further. The provision has improved since the last inspection and standards are higher in mathematics and physical development. There are very good relationships in the reception class between staff and the children and the staff work very well together constantly seeking new ways to make the provision even more effective. The children enter the reception class in the September before they are five. They attend on a part time basis until the term in which they are five. Children are prepared well for transfer to Year 1. The attainment on entry is above average. All children are making at least good progress in all areas of learning and the majority exceed the expected goals by the end of the reception year and they do particularly well in knowledge and understanding of the world, creative and personal development. The curriculum is well planned to provide a wide range of interesting and relevant activities, which are well matched to the children's needs. Assessment is very good and the teaching assistant plays a good role in observing and recording the children's progress. Planning is evaluated well. The accommodation, including the outside facilities, is good. Parents feel welcome in the reception class and receive good information. They are particularly pleased with the induction arrangements when their child starts school. The leadership and management of the Foundation Stage are good and based on the principles of effective early years practice.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The children are very involved and excited about their work in school.
- There are very good relationships between the children and the staff.
- Very good planning and organisation ensures that the children experience a wide range of enjoyable activities.

Commentary

36. By the end of the reception year most children will exceed the expected goals. Learning is fun for the children in this class because the staff plan exciting and stimulating activities for them. The teaching is very good. The children feel secure and confident because the staff are caring role models for them. They have settled into school routines extremely well. The children cannot wait for the next adventure. They trust their teacher and have very good relationships with her and the teaching assistant. The children make good progress in selecting activities and using resources, such as computers and construction blocks, independently. They also work well in small and large groups. They concentrate well when making patterns with their teacher in order to make a bracelet or when forming letters with their teaching assistant. The class is organised and managed very well although sometimes it can become a little too chaotic.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The children achieve well because lessons are challenging.
- Good opportunities are planned for language development.
- The children make very good progress in joining their letters when doing handwriting.

Commentary

37. The children make good progress and achieve well. By the end of the reception year most children will exceed the expected goals because the quality of teaching and learning are good with some very good lessons. Lessons are challenging and show the high expectations of the teacher. The members of staff plan very good opportunities for the children to use language for an increasing range of purposes. When a child picks a musical instrument to play such as a xylophone the teacher asks, 'What does it sound like?' When reading a book to the children, the teacher introduces new vocabulary such as 'sloth'. Some children can explain the meaning of 'with new eyes' when asked by the teacher. The children show a real enjoyment in books and enjoy discussing them answering questions often giving reasons for their answers. They make good predictions as to whether the man in the rain forest will chop the trees down or not. Members of staff assess the children's progress very well. However, on two occasions during the inspection the teacher read the story and the children could not see the text and follow it because the text was too small. There is plenty of opportunity for independent writing. The children write a diary about Marlin the monkey when they take him home for the night. They write orders for food in the *Cosy Café* and all have woven their names in ribbon round the outside fence. Most children in the Reception class write their name confidently and the higher attaining children write simple sentences. A higher attaining child writes 'Go away' to the wolf in a speech balloon. The children achieve very well in their handwriting and join their letters. Their work is well presented.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There are exciting and creative opportunities for the pupils to understand number, shape and space and measures.

Commentary

38. The children make good progress and achieve well. By the end of the reception year most children will exceed the expected goals because the quality of teaching and learning is good. Teachers plan very well so that the children have plenty of opportunities every day to reinforce their understanding of number. They all squash into the outside hut and then count backwards from 20 as the children leave the hut. This activity produces an excited response from the children. Most know how to take one way and can predict what number comes next. Many know how to write the numbers from 1-10. However, more attention should be given to recording their work in mathematics. The teachers develop the children's understanding of shape and space well. The children go over the hill and down and in and out of the equipment taking large and small steps. In construction the children talk about the shapes and patterns they make.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**

Main strengths and weaknesses

- There are a wide range of activities indoors and outdoors that stimulate children's interest and curiosity.
- Skillful questioning helps the children to think things through and to investigate objects and living things.

Commentary

39. The children achieve very well and are provided with a great variety of opportunities to develop knowledge and understanding of the wider world. They are on target to exceed the expected goals by the end of their reception year. The teaching is very good and encourages the children to be curious and ask and answer questions. During role play they visit hot and cold countries and recognise animals such as the tiger, leopard and chameleon. After reading a book about Africa and looking at pictures of parched ground, the teacher asks 'What colour would the grass be if there was a lot of rain?' When discussing bees the children know that bees collect pollen from flowers and 'they hang it on their legs'. Children make good progress in learning to use the computer because the computers are easily available and adults support them well. They drag and drop pictures and make choices as to which symbol is needed to complete a map using the mouse confidently. Lego and construction kits are easily accessible and consequently children are encouraged to create model cars and vehicles with wheels. All their work and progress is very well assessed and recorded by the staff and photos are carefully placed in a class photo diary, which is well kept and annotated.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teachers plan a good range of activities that offer appropriate physical challenges.
- Good use is made of the hall and the outside area for developing physical skills.

Commentary

40. The children make good progress and achieve well. By the end of the reception year most children will exceed the expected goals because the quality of teaching and learning is consistently good. There are good opportunities to develop physical skills during the movement sessions in the hall, where teaching and learning are good. These lessons contain a good level of activity, and the children create a sequence of movements to interpret the 'Elmer Dance'. During outside play the children develop their co-ordination and strength by peddling a range of wheeled toys to visit a hot or cold country. They steer left and right. Children of all abilities are encouraged to take part in the activities. There are good opportunities for balancing and climbing. Most children grip pencils, paintbrushes and use scissors appropriately. There are good opportunities for children to develop their co-ordination by placing shapes in the correct place in jigsaws.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Opportunities for children to use their imagination are very good.
- Teaching and learning are very good enabling the children to achieve very well and make very good progress.

Commentary

41. Most children are on target to exceed the expected goals by the time that they complete their reception year. There are good opportunities for children to develop their creative skills and experience a range of creative activities through role play, art and music. Children use their imagination in the Cosy Café, making sandwiches and washing up. They 'freeze' in the cold cabin outside. The children eagerly participate in all activities and often excitedly ask for more. They insist the teaching assistant takes them for a short walk in the rain so that they can dress up warm and use their umbrellas. They concentrate very well with their teacher when she shows them how to make a tie-dye using hot or cold colours. They discuss musical instruments very well with their teacher and follow a simple beat. The members of staff use resources well from a variety of cultures such as Africa and China.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- The pupils attain high standards.
- Although some presentation is very good, a lot of the work is untidy and not well kept or presented.
- Information and communication technology is not used sufficiently to help develop the presentation and layout of work.
- Handwriting is well taught throughout the school.
- Marking is inconsistent.
- Teachers use questioning well to extend pupils' skills in speaking and listening.

Commentary

42. In the national test results in 2003 for Year 2 standards in reading and writing were well above both the national average and those of similar schools. Pupils achieve well. Pupils in Year 4 also attain similar standards and achievement is good. Standards in speaking and listening are high through the school. Although pupils' writing is technically of a good standard, a lot of the work is untidy and not well kept or presented. Pupils with special educational needs do well and are well supported. Higher attaining pupils also have work carefully planned and are achieving well. Standards have improved since the last inspection.
43. Pupils start Year 1 with above average standards in communication, language and literacy. In Years 1 and 2, the teachers build well on the speaking and listening skills developed by pupils in the Foundation Stage. Most pupils across the school speak very clearly with confidence and can adapt their speech to a purpose. This is a result of the teaching which questions pupils well and puts a strong emphasis on developing pupils' skills in speaking and listening. Pupils in

Year 1 use the term 'character profile' and think of words to describe the character such as 'cuddly, kind and warm'. Year 2 pupils are challenged to explain 'teasing', which they do well. Older pupils in assembly question the visitor well about his job as a paramedic.

44. The school keeps parents well informed of their child's progress in reading through the reading records which go home. There is a good range of reading books in the school and the pupils enjoy reading them. Lower attaining pupils in the school make good progress and are given good support from assistants and parents. Higher attaining pupils read challenging fiction and non-fiction books. In some lessons teachers use the books to read with the pupils in front of the class and the print is too small for the pupils to read it. With a lack of a library the pupils have not developed good referencing skills. This should be a priority once the new library is functioning.
45. By the end of Year 2 and Year 4, attainment in writing is well above average in the technical use and understanding of language but there are weaknesses in the presentation, which is often untidy. Too many worksheets are used which can restrict the ability of pupils to do more for themselves and their work is not well kept and stored. Pupils find it difficult to show off their past work because of this. Standards of handwriting are very good throughout the school and skills are built on well from the reception class where children learn to join their letters when writing. Pupils practice their handwriting for homework. Year 2 pupils know that all sentences need capital letters and full stops. Higher attaining pupils write long and interesting stories. Writing generally is well structured with good punctuation and spelling. Year 4 demonstrate high standards in their writing. They extend a text they have been studying producing tidy and well thought out work and showing good use of adjectives.
46. Teaching and learning are good but the teaching observed during the inspection ranged from unsatisfactory to very good. In all lessons the teachers used questioning well to challenge the pupils to discuss their work and think about the meaning of words. In a very good lesson in Year 1, the teacher had planned challenging work for the pupils, taking care to identify different work for all abilities. The lesson was brisk and purposeful and the pupils responded very well and concentrated hard. The teacher never missed an opportunity to reinforce and challenge further. When talking about the character Bramwell she said 'You should be able to spell this because it is a 'll' word'. The technical skills of handwriting are taught very well across the school but expectations need to be higher in presenting this neatly in all finished work. This level of challenge and the brisk pace were not present in the unsatisfactory lesson. The pupils lacked a sense of purpose and talked casually amongst themselves as they got on with their work.
47. Assessment is good and pupils' progress is carefully tracked as they move through the school. Published tests are also well used to establish progress in reading and spelling and to set targets. Marking, however, is not good enough. There is some good marking such as challenging a Year 2 pupil well who keeps forgetting to use capital letters. Targets linked to national curriculum levels are identified in the pupils' books and some pupils keep them updated but this again is not consistently applied at all times or in all classes.
48. Leadership is good and management is satisfactory. There is a good and detailed action plan and clear guidance is given to teachers. Test results are carefully analysed. However, there have been limited opportunities to monitor teaching and classroom practice. This means that the coordinator does not have a clear picture of teaching throughout the school in order to effect further improvement.

Language and literacy across the curriculum

49. Literacy skills are well used in history and a good example was also seen in science. In most lessons in the other subjects, pupils have opportunities to develop their language further through discussion and asking and answering questions. A lot of opportunities to use writing

across the curriculum are lost because of the overuse of worksheets in other subjects such as science. The use of information and communication technology is limited.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses:

- Teachers plan well for pupils of all abilities enabling them to achieve well.
- Pupils' progress is carefully tracked.
- There is too much emphasis on the use of worksheets.
- The marking of pupils' work does not offer pupils sufficient clear advice on how they might improve.
- Computers are not used sufficiently to support learning in mathematics.

Commentary

50. The results of national tests in mathematics, for seven year olds, in recent years show that pupils achieve well and reach standards which are well above average. Observations confirm this. Pupils in Year 4 also attain similar standards and achievement is good. Standards in mathematics have improved since the last inspection. The introduction of the National Numeracy Strategy has been instrumental in this improvement. It has helped to standardise the school's approach to the teaching of mathematics and has ensured that pupils' mathematical skills are systematically developed. Improved assessment procedures mean that individual pupils' progress can be tracked and an analysis of pupils' responses to test material enables teachers to identify areas of weakness in pupils' learning.
51. Pupils in Years 1 and 2 make good progress and achieve well as a result of very good teaching. Pupils in Year 3 and 4 benefit from being taught in relatively small groups and so receive a good amount of individual help which aids their good achievement. Pupils with special educational needs benefit from the help of well briefed teaching assistants and achieve well. In a very good lesson on addition for Year 1 pupils, a teaching assistant worked with a pupil with special educational needs, through the use of a board game, an approach which has been detailed in the pupil's individual education plan.
52. The National Strategy is supported by the use of commercial mathematics schemes. These further help to ensure a unified approach is followed but it does lead to the almost exclusive use of worksheets and, somewhat unusually, the pupils not working in exercise books. Most of the worksheets are appropriate and provide suitably challenging material and they have the advantage of allowing the pupils to concentrate on the mathematical content of problems. It does mean, however, that pupils have limited opportunities to practise presenting their work in a neat and systematic fashion, an important feature of mathematics. Because not all worksheets are dated, they do not always readily form a precise record of individual pupils' progress.
53. Teaching and learning are good overall. Members of staff know the pupils very well and have a strong commitment to meeting the needs of individual pupils. They make good use of praise to enhance the self esteem of pupils and encourage them to further efforts. A Year 4 pupil was visibly boosted as the teacher singled her out for praise because of her industry during the lesson. Teachers prepare and plan their work well. The headteacher, who works with Year 4 pupils in the school hall because of lack of space in the school, has activities clearly presented on flip charts allowing the lesson to proceed at a brisk pace. A Year 1 teacher planned challenging activities for groups of pupils of different abilities, thereby benefiting the learning of all the pupils in the class. A common theme is the support for literacy skills in mathematics lessons, so, for example, in the same lesson the teacher insisted on pupils using the correct singular; die, when she spoke to a group working with dice. In a Year 4 class pupils working on

addition through spiders' web arrangements were challenged to come up with an alternative for 'lines' in the web. Teachers generally question skilfully and in the same lesson the teacher helped to consolidate the learning of place value by questioning pupils about the strategies they have used in mental calculation. The teacher also helps the consolidation of learning by using homework well, making the discussion of it the first activity in the next day's lesson.

54. Class management is not always secure and, in an otherwise well prepared and suitably challenging lesson on fractions, Year 3 pupils did not achieve quite as well as they might because they did not work well together in groups, unless directly supervised by the class teacher. This is not the general rule, however, and generally pupils develop socially and further support their literacy skills of speaking and listening as well as furthering their mathematical knowledge by working together in small groups.
55. An aspect of assessment that is not so well developed is the marking of pupils' work. Pupils' work is marked and they are often rewarded with encouraging remarks or symbols but there are relatively few examples of pupils being shown how they might improve or extend their learning. As a consequence of this, pupils are not always set individual targets to improve their learning. Nevertheless, teachers do set targets for groups of pupils and have a clear idea of what learning pupils should achieve by the various stages of their education.
56. Leadership is good and management is satisfactory. The coordinator has had limited opportunities to observe teaching and learning throughout the school and so has not developed a first hand view of standards. The coordinator has nevertheless developed thorough assessment procedures, particularly for the younger pupils, and is directly responsible for the high standards of seven-year-old pupils at the school.

Mathematics across the curriculum

57. Satisfactory opportunities are provided for pupils to apply their mathematical skills in other subjects. Pupils in Year 2 and Year 4 develop their understanding of symmetry through their work in art. There are also examples of pupils' mathematical skills and knowledge being developed in history and science. Year 1 pupils are introduced to time lines as they consider the age of different sorts of toys. Year 2 pupils produce tallies and graphs of the results of their surveys. Links with information and communication technology are not sufficiently well established as yet. There are some examples of pupils using computers to support their learning in mathematics, Year 2 pupils, for example, use them to produce graphs of information they have gathered. However, such examples are relatively rare, and many opportunities are missed and this remains an area for development.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses:

- Standards are well above average.
- Teaching and learning are good.
- The school makes good use of visits and visitors to support learning.
- There is too much reliance on worksheets.
- The marking of pupils' work does not give them clear ideas on how they might improve.
- Computers are not used sufficiently to support pupils' learning.

Commentary

58. Teacher assessments in science for pupils aged seven in recent years have shown standards at the school to be well above average. Observations confirm this and these very good

standards are also attained by pupils in Year 4. Pupils achieve well throughout the school. Pupils with special educational needs achieve well and make good progress in relation to their previous levels of learning because they are well supported in lessons by teaching assistants and parent helpers. Parents play an important part in the achievement of pupils, not only do good numbers assist in lessons, but they are also involved in assessment procedures for the younger pupils. Standards have risen since the time of the last inspection, this has been brought about by consistently good teaching and because teachers now have a good programme of work around which to plan their lessons. This has helped to standardise approaches to science teaching and also helps the systematic development of pupils' skills. Assessment arrangements are good and are built into the programme. Teachers have a clear understanding of pupils' abilities, are able to track individuals' progress, and identify areas of weakness in learning. The programme does depend heavily on commercially produced worksheets. While these are appropriate and, in some cases, challenging, their use does reduce pupils' opportunities to design their own experiments and find ways of presenting their observations. They also reduce opportunities for pupils to practise their writing skills during science lessons.

59. Pupils generally show very positive attitudes towards their science work and these are encouraged by the school's lively approach to the subject. This includes trips to local factories and science fairs and getting support from local businesses and the community, particularly helpful with the study of diet and healthy lifestyles in events like National Farmhouse Breakfast Week. Investigative and practical work gives pupils good opportunities to develop their scientific investigation skills, as well as their speaking and listening, as they work collaboratively. Pupils in Year 2 investigate the different rates of melting of ice cubes in their room and are introduced the idea of fair testing.
60. Teaching and learning are good overall. Teachers use the new programme of work well to plan their lessons. They have clear learning objectives, which they share with the pupils, so that they have a good understanding of what they are trying to achieve. They frequently plan activities for groups of pupils, which allows pupils to develop their speaking and listening skills and for adults to concentrate on helping small numbers of pupils. These activities are not always designed to cater for pupils of different abilities and so higher attaining pupils are not always fully challenged. Nevertheless, pupils generally respond well. In a good lesson on the qualities of different sorts of rock, Year 3 and 4 pupils concentrated well in making very detailed and high quality observational drawings. Teachers question skilfully to consolidate and extend learning. In the same lesson the teacher questioned in depth to develop the pupils' understanding of the differences between being an archaeologist and a geologist. Homework is used constructively so, for example, pupils in Years 3 and 4 do extended pieces of research into the feeding habits of their pets. Their findings are incorporated into class lessons. An aspect of assessment which is not quite so well developed is the marking of pupils' work. Teachers do mark pupils' work and sometimes offer encouragement but examples of suggestions as to how pupils might improve or extend their work are relatively rare and so pupils are given no clear ideas on how they may progress. Good use is made of video recordings and Year 2 pupils use the computer to construct a graph of the results of their survey of the favourite foods of the class but such examples are relatively unusual and computers are not being fully used to support pupils' learning in science. This is an area for development.
61. The leadership and management of science are good. The co-ordinator has had limited opportunities to observe teaching and learning in the school but, until fairly recently, taught science throughout the school and so has a good understanding of standards. To help maintain this understanding, the co-ordinator has introduced thorough assessment arrangements. Part of these involves collecting a portfolio of examples of pupils' work, although this would be more useful if the examples were levelled to give teachers a clear idea of the standards of pupils' work that they hope to achieve.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- The curriculum lacks breadth and standards are below average.
- There is no check on individual pupils' progress.
- Parents and visitors make a good contribution to supporting the pupils.

Commentary

62. Pupils in Years 1 to 4 do not attain the standards they are capable of because the curriculum is insufficiently broad and teachers' planning does not ensure that all pupils receive an appropriate amount of time across all aspects of the subject. The subject lacks a clear focus in the school. Standards are lower than those found at the time of the last inspection. The school is aware that standards are not good enough and has prioritised the subject in the school management plan and a new computer suite is being built this term. The curriculum in the Reception class is good.
63. The pupils do talk positively about their work on computers. They enjoy the work they do with the teacher from a nearby school. However, many of them say that they do not have regular opportunities to use the computers in class and when they do a lot of it is playing games at the end of lessons or in break times. Most are happy that they use painting programmes sometimes and have made designs for symmetrical curtains and drawn firework pictures. They also construct graphs to record their surveys on topics such as their favourite food. Scrutiny of work shows that the breadth of any work is limited. Although all pupils have experience in all aspects at some time during their time in school, there is no rigorously planned programme where they can learn new skills, try out new ideas and improve them.
64. No teaching was observed during the inspection but there is some good attention given in mathematics and science lessons to data handling. A teacher from another school also helps pupils in Years 3 and 4 and is covering a story maker programme with the pupils. Parents support learning well. One parent regularly helps groups of pupils and has clear objectives from the teacher for the session.
65. There are strengths in the leadership and management of the subject but there are also shortcomings. The school has not been complacent about the provision in information and communication technology but plans to improve it are only just being discussed and formulated. Strategic planning has been good and a new suite is being built this term. However, the subject lacks any clear direction on how the school will ensure that all pupils receive a more worthwhile and challenging curriculum or how teaching and standards will be monitored and improved. Training has taken place to consider how the subject can be used to meet the needs of gifted pupils.

Information and communication technology across the curriculum

66. There are a few good examples of using information and communication technology in other subjects such as science, mathematics and art and design but overall the use of information and communication technology is underdeveloped in all subjects. There was very good use of a camcorder to record a dance lesson in Year 2. Digital photos are also well used across the school to record the pupils' activities. Although there is some use in English, such as the story maker programme, other examples are very limited and the pupils are not challenged sufficiently to do their own work. For example, in one lesson the teacher had typed a child's poem into the word processor when these pupils are clearly able to do these things for themselves.

HUMANITIES

Only one satisfactory lesson was seen in **geography** and this had to be hastily rearranged as bad weather meant that the teacher was not able to take the class outside as planned. Because of timetable arrangements, there was little pupils' work available so no judgements were possible concerning the standards or teaching of geography at the school.

History

Provision in history is **good**.

Main strengths and weaknesses:

- Standards are above average and teaching and learning are good.
- History is used well to support learning in other subjects.
- A good range of visits and visitors support learning.
- Information and communication technology is insufficiently used.

Commentary

67. There has been a good improvement in standards since the last inspection. Pupils are achieving well because the teaching is good and often very good. By the end of Year 4 standards are above average. Pupils are able to recall a range of facts and place major events in chronological order. They are able to relate separate events, which happened at roughly the same time. They can mention ways in which certain historical periods impinge on our own period. For example, how the Roman occupation influenced names of towns and months of the year as well as styles of building and heating. They understand some of the fundamentals of historical research. The good teaching is characterised by a lively approach to the subject, which involves using history to support other subjects, particularly art, design technology and literacy. The good teaching is helped by the good levels of adult support provided by skilled teaching assistants, some of whom are trained teachers, and parents. This greatly increases the amount of individual help available to pupils, which is helpful for the achievement of all but is particularly useful for helping the achievement of pupils with special educational needs. These points were illustrated in a very good lesson on the Greeks for pupils in Years 3 and 4. Pupils were split into four groups, doing a rolling programme of activities. Each group was supported by an adult. Two groups developed their understanding of design and technology, one by making a very good quality model of the Parthenon, for which they previously completed designs and the other by producing a two course Greek meal, which they later ate together. The two other groups were involved in imaginative, practical projects, designed to develop their historical research and writing skills.
68. Teaching and learning are good overall. Teachers adopt a lively approach to the subject, organising practical activities for their pupils and give the work relevance, and pupils first hand experience, through visits to local places of historical interest. This approach helps to promote good attitudes amongst the pupils, which are also shown through the care with which they present their work. Pupils in Years 3 and 4 produce careful booklets on the Ancient Greeks, showing a very good coverage. Their work shows a good mix of approaches with some limited use of worksheets but also good opportunities for free writing with storyboard accounts of the Labours of Herakles and accounts of evidence that can be gained from studying the decorations of Greek pots. Pupils' work also shows good support for other subjects, particularly art and design, through the production of good quality pots and Greek actors' masks. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. The use of computers to support work in history is still in its infancy. The subject is well led and history has a strong focus in the school. Management is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was not possible to make judgements about the quality of teaching or standards in **design and technology** because no lessons were seen and relatively little pupils' work was available. It is clear, however, that design and technology is used well to support learning in other subjects, most particularly history. The pupils' work that was available suggested that standards are at least average. Insufficient work was seen to form overall judgements for **physical education** although two dance lessons were observed in years 1 and 2 and standards were above those normally found. Lessons in dance are well planned and the teaching is at least good. A very good lesson was observed in Year 2. The pupils responded imaginatively to the music and thought hard about how they could interpret the movement of a cat. Most chose appropriate actions, smoothing their whiskers and prowling round the hall. In this lesson the teacher showed very good subject knowledge. She asked one pupil who had been away in the last lesson to observe and evaluate the movements before she joined in. Pupils practised sequences until they had built these up into a performance, which was videoed for them to watch back in the classroom. The pupils enjoyed this lesson very much and were very keen and excited to watch the video. The school covers the full curriculum in physical education although the small hall does limit the curriculum for gymnastics. Swimming is a major strength and all pupils can swim 25 metres or more. There is a swimming pool at the school and also the pupils use the local pool. Pupils regularly take part in competitive sport with other schools in the area.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses:

- Standards are above average.
- Pupils show a great interest in the subject because of the good teaching
- Art is well used to support learning in other areas of the curriculum.
- Assessment procedures are not yet fully developed.
- Not enough use is made of computers.

Commentary

69. Standards in art and design are above average for pupils by Years 2 and 4. Standards have improved since the last inspection and this is largely the result of good, and some very good, teaching.
70. Pupils in Year 2 show great interest in, and are able to discuss the qualities of, artists like Anthony Frost, one pupil remarking that he particularly liked the way the colours were blended in his pictures. Without suggestions from the teacher, higher attaining pupils compare and contrast their work with that of Kandinsky. They sensitively evaluate the work of other pupils and use ideas to improve their own work. In the Year 2 lesson the teacher extended pupils' learning using words like 'subtle' and comparing contrasts in colour with similar changes in sound in pieces of music. Pupils are provided with a range of textured papers to make their own pictures based on the work of Frost. All pupils achieve well, including those with special educational needs, who are as interested, and sustain their interest, as well as other pupils but also benefit from the good levels of adult help which makes possible some individual tuition. Pupils attempt a good range of activities including making good quality depictions of fish from salt dough, which they decorate using various styles of printing. No direct teaching of art to pupils in Years 3 and 4 was observed. The work seen, including very good observational drawings in science, clay pots made and decorated in history lessons and the quality of illustrations in storyboard presentations of the story of the Wooden Horse of Troy, all point to standards being above average. Art is used well to support learning in other subjects. The subject makes a good contribution to pupils' spiritual, social and cultural development.

71. Assessment arrangements are at an early stage. Sketchboards used by pupils in Year 2 form a useful record of their progress, particularly as they are well annotated with helpful comments designed to assist pupils' achievement. However, they do not seem to be used further up the school. There is relatively little evidence of computers being used to support learning in art and design. Leadership and management are satisfactory.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses:

- The standard of singing is above average
- Teachers have a very good knowledge of the subject.
- Pupils' attitudes are not always as good as they could be.

Commentary

72. Standards in music are average. However, the quality of singing is good. Pupils sing tunefully with gusto and this enhances occasions like assemblies. Pupils also have opportunities to perform in musical productions which take place at least twice a year. Individual pupils, who benefit from being taught in small groups at lunchtime or after school by the music co-ordinator, show good ability on violin and recorder. Higher attaining pupils in Year 3 and 4 are able to hold a three part rhythm. Pupils with special educational needs make similar progress to other pupils. Pupils' progress is good in singing and satisfactory in other aspects. The school has maintained the standards found at the time of the last inspection.
73. The school is fortunate to have two accomplished musicians on the staff. Most music lessons are taken by the music co-ordinator. The quality of teaching and learning are satisfactory. Teachers have very good subject knowledge and plan suitably challenging work thoroughly. Slightly insecure classroom management, and unsatisfactory attitudes from some pupils, mean that they do not benefit as much as they should from teachers' expertise. For example, in a class of Year 3 and 4 pupils, five groups were set the task of demonstrating a three part rhythm. Two groups practised conscientiously and performed well by the end of the lesson. Three groups collaborated less well, were not so concerted in their efforts, hence they performed less well. Leadership and management are satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. It was not possible to form an overall judgment on the provision in **personal, social and health education**. The school is presently involved in formalising its approach to the personal, social and health education curriculum and the development and resourcing of the personal, social and health education curriculum is currently a priority on the school development plan. Training has been undertaken. Assemblies deal with many issues relating to personal, social and health education. The school's ethos is such that parents and pupils can openly discuss issues with the staff and time is given within the curriculum for pupils to talk about emotions and feelings. Almost all of the pupils who answered the questionnaire feel that they could go to an adult if worried and most feel they are trusted by the staff. There is a culture in the school within which, children are encouraged to take and share responsibility. There are appropriate policies on sex and the use and misuse of drugs, which have been developed within the local pyramid of schools. Through good sporting links with other schools the pupils learn that the importance of developing relationships with communities outside of the school but more could be done for the pupils to develop a respect for people in the diverse cultural communities present in Britain.

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	3
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	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	3
Support, advice and guidance for pupils	3
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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