

INSPECTION REPORT

OFFLEY ENDOWED PRIMARY SCHOOL

Offley, Hitchin

LEA area: Hertfordshire

Unique reference number: 117445

Headteacher: Mrs J F Snell

Lead inspector: P B McAlpine

Dates of inspection: 26-28 January 2004

Inspection number: 257077

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 78

School address: School Lane
Offley
Hitchin
Hertfordshire
Postcode: SG5 3AT

Telephone number: 01462 768392
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Appropriate authority: Governing body
Name of chair of governors: Mrs Ros Murray

Date of previous inspection: 16-18 March 1998

CHARACTERISTICS OF THE SCHOOL

The school is much smaller than other primary schools. Currently there are 78 pupils on roll, broadly the same as the previous inspection, organised into four classes, all of them mixed-age. There are more boys than girls. Cohort sizes diminish as pupils get older because of families moving out of the area. The pupils come from a widespread, comparatively rural locality, though few families are engaged in rural occupations. The social and economic backgrounds of the pupils are very mixed. Eleven per cent of pupils are eligible for a free school meal, which is average. The village contains rented housing used to relocate families from nearby Luton and more than a third of pupils come from these. Most of the pupils are from white British family backgrounds but the proportion from minority ethnic families, mainly mixed ethnic families, has increased since the previous inspection and is currently 9 per cent, which is broadly average. A very small number of these children speak English as an additional language, mostly Spanish, one in the early stages. The minority ethnic and mixed ethnic backgrounds include Irish, black Caribbean, and Asian. The proportion with special educational needs, 22 per cent, is above average. The significant special educational needs include moderate learning, emotional and behavioural, and speech and language. No pupil has a statement of special educational needs. Outward mobility¹ is high, with very little inward mobility during the past year. Standards on entry to school vary annually from well below average to average; they are broadly average overall. The turnover of teachers during the past two years has been very high.

¹ Mobility is the term used to denote pupils joining or leaving the school at other than the usual times of admission or transfer.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21552	Mr P B McAlpine	Lead inspector	English Information and communication technology History Geography The Foundation Stage English as an additional language
19740	Mr A Smith	Lay inspector	
2759	Mr D Sleightholme	Team inspector	Mathematics Science Art and design Design and technology Music Physical education Personal, social and health education and citizenship Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This **satisfactory** school has a good, caring, Christian family ethos where each child is valued. The achievement of pupils is satisfactory overall and almost all pupils make the nationally expected progress. The quality of teaching is satisfactory and consistent with the national picture. The leadership of the headteacher is good. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- the headteacher and key members of staff know pupils very well and provide very good personal support, advice and guidance;
- the achievement of pupils in literacy and numeracy is good in the Foundation Stage and in Years 1 and 2 but is inconsistent in Years 3 to 6, though satisfactory overall;
- teaching is good in the Foundation Stage, Years 1 and 2, and in Years 5 and 6;
- the personal and social development of some pupils is not as good as it should be and this is affecting their ability to work independently and collaboratively;
- the provision for pupils in the Foundation Stage to learn through physical activity outdoors is undeveloped; this is recognised by the school and funding is earmarked for improvements commencing Easter 2004;
- the provision for pupils with English as an additional language is not good enough.

Improvement since the previous inspection has been satisfactory but slowed somewhat by the high turnover of teachers, which has affected the continuity of teaching in some classes and the capacity of middle management to support the headteacher. The current staffing situation is more stable than it was and this is leading to a period of catching up. All of the issues for improvement from the previous inspection have been tackled satisfactorily.

STANDARDS ACHIEVED

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

Key: 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.

The standards achieved are **satisfactory** overall. The achievement of pupils in Years 1 and 2 is good and all of them are working broadly to their potential. The achievement of pupils in Years 3 to 6 is satisfactory but has been affected by recent staff turnover. Considerable caution is needed when interpreting the data in this table because the year groups are very small. Standards and test results vary annually because the presence or absence of one or two pupils with significant learning difficulties, or exceptional abilities, has a disproportionate impact on results. Current standards in Year 6, the oldest pupils, are above average in English and average in mathematics and science; this is better than last year. Current standards in Year 2 are above average in reading, writing and mathematics. Standards are average in information and communication technology. In the non-core subjects, standards are good in physical education, reflecting the specialist teaching in this subject, and average in music, geography, art and design and in design and technology. Achievement in the Foundation Stage is satisfactory overall. It is very good in the Foundation Stage in terms of the children's mathematical development, satisfactory in communication, language and literacy but personal, social and emotional development varies considerably and physical development is

affected by the limited access to outdoor provision. The pupils' personal qualities, including their spiritual, moral, social and cultural development, are **satisfactory** overall. The pupils' attitudes to learning and their behaviour are satisfactory though a minority of boys sometimes show disinterest in lessons and find working independently and collaboratively difficult. Attendance is good.

QUALITY OF EDUCATION

The quality of education and the quality of teaching are **satisfactory**. The range and quality of teaching is the same as in the majority of schools. Teaching of mathematics in the Foundation Stage and physical education in Years 5 and 6 is of high quality. The breadth of the curriculum is satisfactory. All subjects are planned and taught and all statutory requirements relevant to the curriculum are met. There is an appropriate emphasis on literacy and numeracy but more time needs to be given to the humanities². Although standards in geography have improved since the previous inspection, the range and depth of studies in both geography and history could and should be greater. The provision for pupils' care, welfare, health and safety is good. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The leadership of the headteacher is good. The leadership of other key staff is satisfactory. Some of the subject managers are newly appointed and just settling in. Between them, they provide the school with good potential for further improvement. Management procedures are satisfactory and typical of most schools of this size and type. Governance is satisfactory. Many governors are relatively new to their role, including the chair of governors, and the complement of governors is not complete. Nevertheless, they are enthusiastic and active in their roles. All relevant statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are satisfied with the school and hold the school in good regard. The pupils like the school.

IMPROVEMENTS NEEDED

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

- the consistency of teaching and pupils' achievement in the core subjects in Years 3 and 4;
- the provision for pupils' personal development, particularly for them to learn skills of independent and collaborative working;
- the provision for pupils in the Foundation Stage to learn through physical activity outdoors;
- the provision for pupils with English as an additional language.

² The humanities consist of geography, history and religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The standards achieved are **satisfactory**. Standards in Year 2 are above average in English and mathematics and the pupils' achievement is good. Standards in Year 6 are average and the pupils' achievement is satisfactory. Achievement in Years 3 to 6 has been affected by the high turnover of teachers but is now improving.

Main strengths and weaknesses

- Achievement in reading is good in the Foundation Stage, Years 1 and 2, and in Years 5 and 6.
- Standards in English are above average in Year 2 and in Year 6. Standards in mathematics are above average in the Foundation Stage and in Year 2.
- The achievement of pupils in Years 1 and 2 is generally good. Achievement in Years 3 to 6 is satisfactory overall but is inconsistent between year groups and could be better, particularly in Years 3 and 4.
- The few pupils with English as an additional language are underachieving.

Commentary

1. Almost all of the pupils make or exceed the nationally expected progress in reading, writing, mathematics and science. In Year 2, two thirds of the pupils tested in 2003 did better than predicted by their baseline assessments on entry in all subjects tested. Current pupils in Year 2 are consistently working to their potential and doing slightly better than pupils of similar ability in other schools. The achievement of pupils in Years 5 and 6 is broadly in line with their potential and the progress they have made in Years 3 to 6 is consistent with national expectations. Pupils in Year 6 are doing particularly well in reading. In writing, the less able in Year 6, and those with average ability, are doing well but the more able pupils, although attaining reasonably highly, could do even better. In science, the Year 6 pupils are doing well in relation to their ability. Pupils in Years 3 and 4 are underachieving, reflecting the inconsistent teaching that some of them have experienced over the past 18 months.
2. Test results vary annually because the year groups are so very small. In Year 6 in 2003, more than half of the year group had significant special educational needs and a third were not entered for the tests because of the considerable learning difficulties they faced. This had a disproportionate impact on the results. The results in Year 2 in 2003 were average in reading and writing and well above average in mathematics. The better standards in mathematics reflect particularly effective teaching in that subject in the Reception year and Years 1 and 2.
3. The trend of improvement in results in Year 2 is better than the national trend whereas the trend in Year 6 is not as good as the national trend. Considerable caution is necessary in interpreting this outcome. It is not a direct reflection on the effectiveness of teaching. Pupil mobility significantly affects standards in the older age groups. The Year 6 cohort tested in 2003 had more than 14 pupils on roll when they were tested at age seven. The average standard of those who left before the age of eleven was above average whereas the average standard of those who stayed was well below average.
4. Achievement in the Foundation Stage is satisfactory overall; it is good in literacy and very good in mathematics where pupils are doing much better than their attainment on entry would predict. Their achievement is satisfactory in knowledge and understanding of the world but mixed and inconsistent in the other nationally agreed areas of learning. The achievement of the children is leading to standards in the Foundation Stage that are broadly average in communication, language and literacy and above average in mathematical development. The

standard of children's personal development varies considerably. The children currently get very little opportunity to learn through physical activity outdoors and this is affecting their achievement in some areas of learning.

5. Standards in Years 1 and 2 are above average in reading, writing and mathematics, reflecting the good teaching and good support that the pupils experience. Almost all pupils in Year 2 are well launched into reading and beginning to write at length independently. Knowledge of number is particularly good and the pupils are able to apply their knowledge satisfactorily. Standards are average in science. The pupils in Year 2 enjoy scientific investigations and show a good willingness to experiment and explore. Standards achieved are satisfactory in the other subjects inspected though the volume of work in history and geography is on the low side, resulting in pupils' knowledge being basic rather than deep.
6. Standards in Years 3 to 6 are inconsistent. Standards in Year 3 are satisfactory and consistent with test results when these pupils were in Year 2. Standards in Year 4 are below average. These pupils have not made enough progress since Year 2, reflecting the impact of staff changes and the negative attitudes to learning that some of them have developed. Standards in Year 5 are good. These pupils benefit from the challenge of being taught with Year 6. Standards in Year 6 are currently above average in reading and writing, and average in mathematics and science. Nearly all of the pupils in Year 6 are independent readers with the most able having strong preferences for author and type of story and already tackling books of adult difficulty. Almost all of the Year 6 pupils are able to sustain their writing at length, with pupils with learning difficulties and those of average ability having made good progress since the start of the present school year. The most able are doing reasonably well but could do even better, particularly in writing and mathematics. Standards in science are average with good progress currently being made. Standards in information and communication technology are satisfactory. The Year 6 pupils use computers and the various applications with appropriate skill. Standards in the creative, practical and physical subjects are broadly average in art and design, design and technology, and music and they are above average in physical education. Standards in the humanities are broadly satisfactory and have improved in geography, where they were unsatisfactory at the previous inspection. However, the curricular time allocated to the humanities is below recommendations and this is leading to relatively thin coverage of the programmes of study and basic rather than deep knowledge and understanding.
7. Girls regularly do better than boys. This mainly reflects different attitudes to learning, particularly the tendency of some boys not to engage with the learning and to be easily distracted. The achievement of pupils with special educational needs is satisfactory. Most have difficulties with literacy and are making steady progress in the main. Those whose difficulties are less severe often make good progress and are doing better than predicted by earlier assessments of their potential. A significant number have emotional and behavioural difficulties. The provision for them is good and their needs are being met, though successful progress is measured in small rather than large steps. Those pupils from minority ethnic and mixed ethnic backgrounds whose first language is English achieve as well as pupils from white British family backgrounds. However, the very few pupils with English as an additional language are underachieving. They are mostly in the earliest stages of acquiring English. In their first language, they can read and write competently and make good efforts to read and write in English using dictionaries that translate from one language to another. In lessons, they understand very little of the teachers' exposition and at times appear to flounder. The school is highly conscious of the pupils' needs but lacks both guidance and the resources to translate the teaching so that support can be provided in the pupils' first language. This situation needs remedying urgently.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are **satisfactory**. Attendance is **good**. The provision for pupils' spiritual, moral, social, and cultural development is **satisfactory**.

Main strengths and weaknesses

- Most pupils are interested in school and they enjoy opportunities to take responsibility.
- Most pupils understand the difference between right and wrong.
- A significant minority of pupils show unsatisfactory attitudes to learning.
- Opportunities for personal development through collaborative learning could be provided more consistently.

Commentary

8. Most pupils enjoy coming to school and the work that they do in lessons. In a lesson for pupils in Years 1 and 2, the teacher effectively used a series of clear, well-taken photographs of Offley village to improve pupils' understanding of their local environment. The pupils were deeply interested in these because some were of their homes or those of friends. The pupils cooperated closely in groups to draw maps of the village and, in so doing, developed their ability to work collaboratively.
9. The school sets high expectations of good behaviour and effectively teaches pupils the difference between right and wrong. Most pupils walk quietly between their classroom and the hall. They listen carefully in assembly and in class to each other's point of view. A significant minority of pupils, however, have unsatisfactory attitudes to learning. They do not readily work together and sometimes misbehave in lessons. The methods used to develop attitudes and behaviour are generally effective and have improved considerably since the previous inspection. In particular, outside agencies are used well to provide pupils with special educational needs with advice and support to help them with their emotional and behavioural difficulties.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	60	3	0
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – any other Asian background	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. The pupils' spiritual and moral development is promoted satisfactorily. The school behaviour policy provides appropriate advice to teachers on what is expected and how parents are to be involved; the principles of good behaviour are clearly stated. The anti-bullying policy is based on a whole-school approach to the provision of personal, social and health education and is satisfactory. The provision of golden time is strongly linked to both themes. Spiritual development is promoted though the content of assemblies when pupils are encouraged to

think about the achievements of each other and those less fortunate through the regular appeals for good causes.

11. Social development is satisfactory overall but varies between classes because opportunities for collaborative learning are not always promoted as well as they could be. A pupil in Year 6 described how she had been made very welcome when admitted to the school. She had been helped by other pupils and is now helping other pupils through paired activities. A friendship bench has been located on the school field to promote this aspect of social development. Cultural development is satisfactory and promoted through the art and music curriculum. Pupils have taken part in a local music festival, they listen to music regularly and they have produced art in the style of well-known artists. The school has addressed pupils' understanding of multicultural education through the curriculum and this aspect has improved since the previous inspection.
12. Pupils enjoy the opportunities available to them to take on responsibilities; overall their personal development is satisfactory. There are regular opportunities for pupils to help with class and school responsibilities such as preparation for assembly, delivering registers and tidying tasks. The school council, with boy and girl representatives from each year group, meets once a month with a pupil organised agenda covering items placed in the *agenda box* and other matters brought up by pupils. Although these activities help develop personal esteem, opportunities for good collaborative learning that would support personal development are not consistently provided in all year groups and classes.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.4	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.

13. Attendance is good and above the national average. Attendance rates have been maintained at well above the national rates for several years. The school is currently within the top ten per cent of schools across the country. The school rigorously monitors attendance and punctuality and attempts in many ways to make parents and pupils fully aware of the importance of full attendance and punctuality. The strong family ethos of the school gives rise to children being very happy to come to school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. The quality of teaching is **satisfactory**. The breadth of the curriculum is **satisfactory**. The provision for pupils' care, welfare, health and safety is **good**. Links with parents and the community are **good**.

Teaching and learning

The quality of teaching and the pace of learning are **satisfactory** overall. The quality of assessment is mixed and, overall, not as good as it could be.

Main strengths and weaknesses

- The teaching is good in the Foundation Stage, Years 1 and 2 and in Years 5 and 6.

- There are inconsistencies in quality, mainly reflecting the newness and experience of teachers, which affect the standards achieved.
- Not enough provision is made for pupils to learn skills of independent learning and collaborative learning.
- The assessment arrangements are satisfactory in English and mathematics but underdeveloped in other subjects.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	9	4	1	0	0

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

- The range and quality of teaching is similar to the national picture. Almost all of the teaching is satisfactory or better and nearly three-quarters is good or very good. The very good teaching is in the Foundation Stage, where there is some high quality teaching of mathematics, and in Year 6, where there is high quality teaching in physical education. The teaching in the Foundation Stage is effective in the literacy elements of communication, language and literacy, in mathematical development, and in some aspects of knowledge and understanding of the world. Teaching in English, mathematics and science is good in Years 1 and 2 and satisfactory in Years 3 to 6 overall. It is generally good in these subjects in Years 5 and 6 but is mainly satisfactory in Years 3 and 4, with a small amount that is unsatisfactory.
- The general pace of learning is relatively quick in the Foundation Stage, particularly in literacy and especially in mathematics. The pace remains relatively quick in Years 1 and 2 but slows in Years 3 and 4 before accelerating in Years 5 and 6. The good teaching results in nearly all pupils in the lesson broadening their knowledge and understanding appropriately in the time available. Pupils are well motivated and generally complete the tasks, which are suitably matched to different learning needs. The very good teaching adds an element of inspiration, motivating all pupils to extra effort and enhanced achievement. In satisfactory lessons, most pupils make progress but the work does not always challenge the most able. The very small amount of unsatisfactory teaching reflected a relatively new teacher's limited knowledge of the pupils' learning needs, resulted in a slow pace to learning and not enough gained in the time available to make the lesson worthwhile.
- The pupils' skills of working either independently or collaboratively vary considerably between pupils and too few opportunities are provided for them to develop or improve these skills. A large proportion of the learning is closely directed by the teacher. This limits opportunities for pupils to make choices and learn from mistakes and to cooperate with others and come to agreed solutions. In Year 4, and to a lesser extent in other year groups, a minority of boys show a strong indifference to learning. At times, the teaching in Year 4 is not always inspiring enough to change this attitude and this should be remedied.
- The arrangements for assessment in the Foundation Stage are thorough and constructive but this is not consistently the case in the rest of the school. The arrangements for assessment in English and mathematics are completed regularly throughout the school and the data used to track the pupils' progress. Within lessons, pupils are grouped by their attainment and given extra support with English and mathematics where necessary. In these subjects, teachers generally plan tasks to match the different attainment and year group of pupils and this is good practice. In Years 5 and 6, detailed targets are set and shared with the pupils. Their knowledge of these targets is rather vague but most of the older pupils have a reasonably clear idea of how well they are doing in reading, writing and mathematics and what they must do to improve. Targets are set in English and mathematics in other year groups but the pupils have little

knowledge of them. In other subjects, assessments are insufficiently linked to the National Curriculum attainment levels. In some subjects, no assessments are recorded and this is unsatisfactory. Teachers' marking is broadly satisfactory but inconsistent. Some teachers mark constructively and positively but others simply tick the work and this does not always help the pupil to improve.

The curriculum

The curriculum is **satisfactory** for most pupils. It is broad, balanced and statutory requirements are met; this is similar to the previous inspection. Enrichment of the curriculum is good. Provision for personal, social and health education is satisfactory. Resources and accommodation are satisfactory.

Main strengths and weaknesses

- There is good provision for extra-curricular activities.
- The time allocated to some non-core subjects is not enough to teach the programmes of study in full.
- Curriculum innovation has been affected by high staff turnover but is now improving.
- There is no outdoor provision for pupils in the Foundation Stage.

Commentary

18. Given the size of the school and the number of staff, the school provides a good range of extra-curricular and enrichment activities that includes gardening, the choir and recorder playing, sports, art and French. There are also practice clubs for pupils wishing to boost their skills in core subjects.
19. The planning is generally satisfactory and follows the adoption of national guidance. Most subjects are taught each week, with appropriate priority given to English, mathematics, science, information and communication technology and physical education. The timetabling of history alternates with geography and similarly art alternates with design and technology, with these subjects being taught in units covering work for half a term. Under present timetabling, not enough time is allocated to these non-core subjects and this is leading to a lack of breadth to pupils' knowledge. Occasionally the school raises the profile of a subject, for example, by providing a science week throughout the school.
20. The high turnover of teaching staff has limited the degree to which the school has used the increased flexibility allowed for schools to adapt and develop the National Curriculum. With staffing more stabilised, curriculum innovation is starting to be developed in literacy and numeracy. In other subjects, innovation is leading to the effective use of outside specialists in games and physical education. The Foundation Stage curriculum is satisfactory overall but those aspects of learning supported by outdoor experiences are unsatisfactory because there is no outdoor resource provision for these pupils. This shortcoming is being rectified through improvements planned for 2004.
21. Pupils with special educational needs generally follow the same programme as other pupils although in some classes there is insufficient attention given to planning that reflects their prior attainment. Overall they receive satisfactory support from teaching assistants who have sufficient understanding of their role in the lessons. Most pupils respond well to the individual attention provided and this helps them to achieve appropriately. Good involvement of outside agencies, particularly in respect of behaviour management and counselling for pupils with emotional and behavioural needs, is helping these pupils to make progress.
22. Satisfactory provision is made for pupils' personal, social and health education mainly through formal circle time and access to visits and visitors. Pupils in Year 6 attend a local school for tuition in personal safety, a sponsored programme linked to police training that covers the

theme “*never go with strangers*” and aspects of road and railway safety awareness. Raising pupils’ awareness of the dangers of solvent abuse has been covered, based on advice from local authority officers. Parents are consulted on the sex education programme taught by the headteacher.

Care, guidance and support

The care, guidance and support for pupils are **good overall**. The provision of support, advice and guidance is very good. The involvement of pupils in the school’s work and development is good.

Main strengths and weaknesses

- There are very good relationships between pupils and staff.
- The school council involves pupils in the life of the school well.
- The school is a safe and secure place for all pupils.
- The induction arrangements for pupils are good.

Commentary

23. The school has a very strong family atmosphere that is beneficial to all pupils’ feelings of self-worth. The very strong approach to care and guidance strongly contributes to the welfare and security of all pupils and plays a significant part in promoting their confidence and self-esteem. All members of staff care strongly for their pupils. Pupils correctly feel highly supported and confident to discuss with teachers any concerns they might have. Members of staff, particularly the headteacher and other key members of staff, provide well-informed support, advice and guidance through their detailed knowledge of pupils as individuals. The positive relationships help create a very secure place to learn that positively embraces all pupils.
24. Arrangements for children to enter school life are well planned and implemented and this helps them to settle quickly. These arrangements are important in developing the quality and depth of the trusting relationships between pupils and staff. An effective school council is in operation. This, in conjunction with other systems such as circle time, pupil “Buddies”, and the friendship bench, has encouraged in pupils an active participation in all aspects of the school.
25. The governing body has adopted the local education authority’s policy on health and safety and developed its own application for the school. Governors carry out effective risk assessments. Child protection is considered as a high priority and those responsible are suitably trained. The school places suitable priority on the support for pupils with special educational needs and those from minority ethnic backgrounds. The good whole school ethos that has been developed enables these pupils to be confidently involved in all aspects of school life.

Partnership with parents, other schools and the community

The school’s partnerships with parents and with the local community are **good**. Links with other schools and colleges are **satisfactory**. These aspects have improved since the previous inspection.

Main strengths and weaknesses

- Parents have positive views about the school.
- Information to parents is good.
- The school seeks to involve parents in their children’s learning.
- There is an active Parent Support Association that benefits the school and pupils well.
- Links with the community enrich learning experiences for pupils and provide additional opportunities for their social development and awareness.

Commentary

26. Parents generally hold the school with high regard. They are particularly pleased with pupils' progress, expectations of pupils' work from staff, that pupils like school and with the school's leadership and management. Parents believe the school is a happy place in which good friendships exist between pupils, teachers and parents. They believe that the school is open and approachable. Inspectors agree with these views. Parents believe that the school is fair to all and that their children are encouraged to be considerate and develop a mature viewpoint.
27. The school has improved the quality of the information it provides for parents. There are regular and informative newsletters that keep parents suitably aware of the day-to-day procedures, expectations and events of the school. Annual reports to parents on their children's achievements are detailed and consistent across the classes. Parents are given good information about the progress their children are making. At termly consultative meetings, there are opportunities for parents to discuss individual plans for learning and progress towards achieving their child's targets. Good information on what will be taught in each subject is provided at the start of each term and this information supports parents in their endeavours to help their children at home.
28. Parents support the school well. They know the school routines and expectations, including those for attendance, punctuality and behaviour. They appreciate the opportunities the school provides for parents to learn about the school's teaching methods and education systems. The school has a solid core of dependable volunteers who make a positive contribution to the quality of teaching in classrooms. The Parent Support Association raises funds that are suitably targeted and used beneficially to support pupils' learning.
29. Links with the community and a wide range of visits and visitors provide suitable enrichment of the curriculum and support pupils' personal and social development by widening their experiences and giving them opportunities to learn about the needs of others. The school has a suitable image in the community assisted by its contributions to the "Village Voice" newspaper for example. There are secure links with the church through events such as Harvest Festivals.

LEADERSHIP AND MANAGEMENT

The leadership and the management of the school are **satisfactory** overall. The leadership of the headteacher is **good**. The leadership of other key staff and the governance of the school are satisfactory.

Main strengths and weaknesses

- The headteacher is providing the school with a clear sense of purpose and direction.
- Strategic planning is fully directed towards achieving the school's aims and ambitions.

Commentary

30. The headteacher has effectively steered the school through a difficult period of change caused by the high turnover of teachers. The school is united behind her. Other key members of staff have now been appointed and their experience and enthusiasm show good capacity to develop the school further. The school does not have a post for a deputy headteacher but the chain of command in the event of the headteacher's absence is satisfactory.
31. The ethos is good. Christian values are well promoted and there is a caring, family atmosphere. The school has a tangible sense of purpose and there is a strong and appropriate emphasis on pupils' achievement. The climate for learning is satisfactory and there is a high regard for individual need.

32. The governance of the school is satisfactory. There have been recent changes and many governors are relatively new to their role. Nevertheless, the governing body has clear aims and policies and is ensuring that statutory requirements are met. The work of the governing body is effectively organised through committees and individual governor responsibilities. A programme of regular visits and review of policies and performance data is helping governors to keep informed about the school. They have a clear understanding of its main strengths and weaknesses and are appropriately challenging the senior management team to account for its actions.
33. The systems for self-evaluation are satisfactory. The arrangements for monitoring performance and taking action are good. The systems have good integrity and honestly appraise the performance of the school. The strengths and weaknesses identified are relevant to needs. Action taken is appropriate and largely effective. School development planning is appropriately based on identified need. Action plans are systematically implemented. For example, action to increase the priority given to sustained, independent writing has led to improvement in writing standards.
34. The recruitment and retention of teachers and other members of staff have proved difficult in recent years because of the rural location of the school and the shortage of teachers locally. The headteacher and governors have implemented a sensible and effective strategy and the current workforce is stabilising. Performance management is well developed and being used effectively to improve the quality of teaching.

Financial information

35. Financial management is satisfactory. The school lives within its budget and spends wisely. The large carry forward is earmarked for improving the provision for pupils in the Foundation Stage to learn through physical activity outdoors.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	296,337
Total expenditure	307,638
Expenditure per pupil (86 pupils)	3,577

Balances (£)	
Balance from previous year	44,406
Balance carried forward to the next	35,105

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. The provision for the Foundation Stage is in the Reception class and is **satisfactory** except for mathematical development, where it is very good, and for children to learn through physical activity outdoors, where currently it is insufficient for learning needs. All children are admitted to the Reception class in September. Year groups are small and so the Reception year is taught alongside a small number of pupils from Year 1. Staffing is satisfactory. Two part-time teachers share the teaching between them. An appropriate level of support is provided by teaching assistants though continuity here has recently been affected by staff turnover. Teaching space is sufficient and resources indoors are good. Leadership and management of the Foundation Stage are satisfactory. There has been good improvement in the provision for literacy and numeracy since the previous inspection. In all other respects, except provision outdoors, improvement since the previous inspection has been satisfactory.
37. The quality of teaching, including the work of teaching assistants, is good overall. The part-time teachers plan effectively together and this leads to satisfactory continuity of learning for children. Mathematics is particularly well taught and there is effective teaching of literacy. The curriculum is satisfactory and adequately based on the nationally agreed Foundation Stage curriculum. Teacher-directed activities are well managed and effective. Some opportunities for independent and self-chosen activities are provided but these are limited and should be increased given the personal and social learning needs of some of the children. The teachers make the best use they can of the playground and school grounds but this is insufficient to comply with the recommendations of the nationally agreed curriculum. The school is aware of this and plans for improvement are very advanced. The first stage of the planned improvement involved moving the teaching space to part of the building that had potential access to the outdoors. This was accomplished during summer 2003. The second stage is to make secure the allocated outside space and develop the grounds. This second stage is planned for Easter 2004 and orders for the work have already been placed.
38. The provision for **creative development** was not a focus of the inspection. The small amount of incidental evidence indicates satisfactory standards. The provision for **physical development** could not be inspected because of the limited facilities available. The children have planned access to the hall at, the same as the other classes in the school, but this is insufficient for all of their learning needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is broadly **satisfactory**.

Main strengths and weaknesses

- Although the majority of children are on course to attain the national goals for early learning by the end of the school year, the personal development of pupils varies considerably on entry and not enough is done to promote independent and collaborative learning.
- The expectations of good behaviour and the implementation of the behaviour management strategy vary between the members of staff.

Commentary

39. About two-thirds of the pupils are on course to attain the national goals for early learning and this is less than in the average school. This below average standard reflects the low attainment on entry of some pupils, particularly boys, in this area of learning. The majority of the pupils show suitable independence, readily become involved in tasks, and persist with activities of

their choosing for extended periods. A few are very confident, maintain attention and concentrate quietly during directed activities. A minority, mostly boys, cannot work independently for very long, even on self-chosen tasks, and have little sense of themselves as a member of a community. These children find collaborative work particularly difficult. Records show that they were like this when they entered school. Their progress since then has been steady but slow. The teaching is broadly satisfactory though members of staff respond differently to misbehaviour. Some ignore minor transgressions while others respond promptly and seek to develop in children an understanding of the impact their actions have on others; this inconsistency is one of the reasons for progress not being quicker. The curriculum provides some opportunities for independent and collaborative work, but not enough given the learning needs of some pupils on entry and this should be remedied. The lack of facilities outdoors is a particular constraint on learning in this area.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**. Standards are average and achievement is satisfactory.

Main strengths and weaknesses

- There is a good emphasis on basic literacy skills.
- Role-play is used effectively to extend speaking and listening skills.

Commentary

40. About 80 per cent of the pupils in the Reception year are on course to attain or exceed the national goals for early learning by the end of the school year. Skills of speaking and listening vary but the majority of children can speak to others confidently, use talk to gain attention and initiate conversations. A few high attaining children have very advanced skills and can give detailed explanations using a wide vocabulary. A small number of children still talk using very simple statements and show reluctance to initiate conversation. These children could do better. Role play is used effectively to promote speaking and listening skills, with adults joining in and helping to shape the role play so that the opportunities for pupils to speak and extend their dialogue are increased. Opportunities to promote spoken language in other activities are not always developed by adults and, overall, not enough is done to promote talking. Literacy skills are developing quickly, reflecting the good emphasis placed on this aspect. Most of the children recognise letters and words such as their names. The more able children recognise a few simple words and are capable of reading short sentences containing familiar words. Most children have taken the first steps towards writing, with many able to write their name. The teaching of literacy is generally good in quality.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is good and standards are above average.

Commentary

41. Almost all children are on course to attain or exceed the national goals for early learning in this area before the end of the school year reflecting the very effective provision. Almost all of the children recognise the numerals from 1 to 9 and about half recognise numbers to 20. They can identify numbers that are less than or greater than a given number and correctly use the symbols < and >. Counting skills are good and children confidently solve elementary number

problems. They are beginning to use mathematical language such as triangle, cube and cylinder to describe two-dimensional and three-dimensional shapes. The most able confidently talk about the properties of three-dimensional shapes, correctly naming and identifying faces, corners and edges. The teaching is very effective. It is skilful in introducing challenging ideas and in extending children's knowledge step by step in a way that captivates their attention and involves them all. Practical work is well managed and good opportunities are provided for collaborative work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **generally good** though current limitations to the facilities are preventing children from experiencing outdoors a full range of activities relevant to this area of learning. Building work is likely to remedy this weakness by Easter 2004.

Main strengths and weaknesses

- Good emphasis is placed on the skills of scientific enquiry.

Commentary

42. About 80 per cent of the pupils are on course to attain or exceed the national goals for early learning by the end of the school year; this is average. All of the children show some degree of curiosity and a willingness to observe and manipulate objects. More than half are willing to explore objects and, for example, forces such as magnetism. They find out more about them and respond well to suggestions for investigations. The majority of children readily comment on what they find and will look for similarities and patterns. A few high attaining children are just beginning to ask questions about why things happen and work. The teaching is systematic and well organised. Good use is made of displays to whet the investigative appetite of children. Outside, the facilities are very limited, particularly to make good use of natural materials and resources. Senior management is fully aware of this and has been planning improvements for some time. At the beginning of the school year, the Foundation Stage moved classrooms so that access to the outdoors was improved in advance of building a secure outdoor area.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory** and leads to satisfactory achievement overall. Teaching is similar in quality to the national picture, reflecting satisfactory management of the subject. The newly appointed coordinator leads effectively by example. Improvement since the previous inspection is satisfactory.

Main strengths and weaknesses

- Current standards are above average in reading and writing in Year 2 and Year 6.
- Achievement is good in Year 2.
- The provision for pupils with English as an additional language is not fully meeting their needs.

Commentary

43. Almost all of the pupils in Year 6 are progressing well in reading in relation to their potential. They are already largely independent in their reading and can tackle new and unknown words competently. The most able are very confident and can tackle demanding texts, including material of adult difficulty. A small number, mostly pupils with special educational needs, have some difficulties with reading and are a year or so behind their peers. Nevertheless, they are making progress and achieving well given their difficulties. The very small numbers of pupils with English as an additional language are in the very earliest stages of acquiring English. They can read competently in their first language but struggle with text in English. Teachers are providing help for these pupils but its effectiveness is highly constrained by lack of translation facilities.
44. Achievement in writing is mixed and progress varies between classes. Efforts made by the school to raise standards are working, helped considerably by the recent appointment of a coordinator. Pupils in Years 1 and 2, including a few with special educational needs, mostly make good progress and their achievement is generally good. Progress slows in Years 3 and 4, reflecting the lack of continuity in teaching experienced by these pupils in recent times, before accelerating in Years 5 and 6. Most progress is made in Year 5, where the challenge of working with the more experienced Year 6 pupils is beneficial. Average and low ability pupils, including pupils with special educational needs, also currently do well in writing in Year 6, often extending quickly their ability to sustain writing at length and improving their basic skills of grammar, punctuation, spelling and handwriting. This recent improvement is the reason why overall standards in Year 6 are now above average. The more able pupils in Year 6 have made satisfactory long-term progress, but only just, are currently doing well, and could do even better. Progress in Years 3 and 4 is particularly slow for average and less able pupils, who often do not build on their knowledge from Year 2 and are underachieving. The school is aware of this and acting effectively to bring about improvement.
45. Teaching overall is satisfactory though inconsistent. Teaching in Years 1 and 2 and in Years 5 and 6 is generally good. The provision in Years 3 and 4 is limited in the range and frequency of writing opportunities; the pupils in these year groups do not do enough writing to extend their skills. Years 3 and 4 have been affected by changes in teachers, resulting in different expectations and methods, some of which have led to too little emphasis on writing. This picture is now changing though the school needs to do more to ensure consistency in the methods used and that the methods sufficiently embody good practice. The National Literacy Strategy is implemented effectively in most but not all classes. Where it is being used effectively, teachers have good subject knowledge, introduce ideas quickly and teach them in depth. They place good emphasis on basic skills, engage pupils intellectually through effective questioning skills and good use of resources.

46. The provision for pupils with English as an additional language is not good enough, though the teachers are doing their best within the resources available. Only a very small number of pupils are involved but some are at the earliest stages of acquiring English. These pupils have had their educational needs assessed but the school does not have the resources to meet them. The pupils are being given extra help from members of staff but the lack of expert guidance compounds the difficulties that arise from not having someone who can talk to the pupils using their first languages. These shortcomings need urgent remedy.

Language and literacy across the curriculum

47. Good cross-curricular links are made in geography and history in most classes and this is helping pupils apply and consolidate their skills. In a geography lesson in Year 6, for example, the pupils constructed a page for a travel brochure, emulating the genre convincingly, as part of their studies of a third world locality.

MATHEMATICS

Provision in mathematics is **satisfactory**. Standards are average overall and achievement is satisfactory. Teaching is similar to that found in the majority of schools. Leadership and management are satisfactory. The coordinator leads effectively by example. Improvement since the previous inspection is satisfactory.

Main strengths and weaknesses

- Standards are above average in Year 2.
- Pupils' achievement is good in Years 1 and 2 and in Years 5 and 6.
- Teaching, although satisfactory overall, is inconsistent between classes, especially in Years 3 to 6.
- The marking of pupils' work is inconsistent and should be improved to match the direction provided for pupils in Years 5 and 6.

Commentary

48. More than 90 per cent of the pupils in Year 2 are on course to attain or exceed the nationally expected level by the end of the school year, with about a quarter set to exceed expectations, and this is better than the national average. In Year 2, almost all pupils recognise and use numbers up to 100. They know the names and values of coins and can calculate simple shopping sums. They can measure in centimetres satisfactorily with a ruler and can tell the time using analogue clocks. The more able pupils can solve problems such as sharing 21 mint sweets equally among 7 children. In general, the pupils' knowledge and skills are consistent with national expectations and because there is time before the end of the school year for further improvement, the current standards are above average. The standard of these pupils on entry was just below average so they are achieving well in relation to their potential.
49. Current standards in Year 6 are average and the achievement of these pupils is satisfactory. About three-quarters of the pupils are on course to attain or exceed the nationally expected levels by the end of the school year, with more than a quarter likely to exceed expectations. These pupils can add, subtract, multiply and divide competently using numbers to 1000; recognise decimals and convert them to fractions; locate positions accurately using coordinates; and have grasped the concepts of ratio and percentage. Most have learned a range of mathematical terms such as horizontal, zero, equivalent and percentage. The pupils currently in Year 6 have made uneven progress in Years 3 to 6 but are currently achieving satisfactorily. They were taught by several teachers and this has affected their progress. Pupils of all abilities are now learning quickly in Year 6 because they are benefiting from lively and engaging teaching that has driven standards up to nationally expected levels.

50. Where teaching is good the teachers confidently teach mathematical concepts well, use questions effectively, increase pupils' confidence and fluency when handling numbers and problem solving, explain tasks well and use resources effectively. These lively, engaging lessons generate a good response from the pupils, who behave well and try hard. However, this good teaching is not consistent throughout the school. A small amount is unsatisfactory in Years 3 and 4 where the slow pace and too much time spent gaining pupils' attention lead to slow learning.
51. Generally, teachers' marking of pupils' work lacks consistency. Too often work is marked by a simple tick with no guidance on how mistakes can be rectified or improvements made. Marking is much better in Years 5 and 6 because the teacher celebrates good achievement and provides clear guidance on how it can be improved.

Mathematics across the curriculum

52. Investigative work in science and in physical education is effectively linked to mathematics. For example, in a lesson in Years 5 and 6, the pupils used their knowledge of metric weights to introduce selected amounts of sugar as a variable when planning a fair test on microorganisms. The same pupils worked effectively in pairs to record the personal performances of each other in physical fitness exercises by timing these with a stopwatch.

SCIENCE

Provision in science is **satisfactory**. Standards are average in Year 2 and Year 6 and achievement is satisfactory. Both the overall quality of teaching and the effectiveness of subject leadership are satisfactory. The coordinator leads effectively by example.

Main strengths and weaknesses

- Science investigations are taught regularly and pupils respond well; this is an improvement since the previous inspection.
- Too often in mixed age classes, pupils of different levels of attainment are expected to cover the same work and this sometimes limits the achievement of the more able pupils.

Commentary

53. Pupils respond well to practical investigations. The teaching of investigations has improved considerably since the previous inspection. Most teachers confidently plan interesting activities that are supported with sufficient resources. The best lessons include a clear explanation of the objectives. For example, older pupils were told at the start of a lesson that the work would complete a unit on micro organisms and this helped them understand how the learning would build on their existing knowledge. The new work challenged the pupils to plan an investigation that discovered the optimum conditions for growing yeast. As the pupils planned together, careful assessment by the teacher led to skilful intervention to probe the pupils' understanding and provide specific guidance on how to proceed. The pupils responded enthusiastically, sharing responsibility for the task while learning to measure accurately, observe carefully and record results systematically.
54. In Year 2, the large majority of pupils have knowledge and skills consistent with those expected for their age and this reflects satisfactory achievement in relation to their potential. The Year 2 pupils can, for example, recognise differences in a range of natural materials such as clay, sand or compost and can distinguish between wood, plastic or metal. Most know how to use a magnet, name the major parts of the human body and complete a simple survey of the food they have eaten. In Year 6, almost all pupils are attaining in line with expectations. They can plan and carry out a science investigation, knowing how to ensure that the test is fair, and have developed satisfactory knowledge of life processes and living things; materials and their

properties; and physical processes. They can measure forces using Newtons, know how the earth and moon move in relation to the sun, and how to change the shape of shadows by moving a torch backwards and forwards.

55. Most pupils throughout the school are given a similar level of work even though they are all taught in mixed age classes and this is preventing the most able from attaining highly. Those of lower prior attainment often achieve well in all classes because the work is challenging but some with higher ability, especially the oldest, are not always stretched sufficiently, particularly in Years 3 and 4. The younger pupils in mixed-age classes are generally taught the same programme of work as older pupils and benefit by being stretched towards the higher standards. The work currently produced by many pupils in Year 6, also taught in a mixed-age class, shows that these pupils, including the more able, are benefiting from particularly good teaching which is challenging the more able. This teaching places high value on the contribution of investigations to the learning process and takes into account the learning needs of all pupils. Although they are now catching up, variable progress in earlier years means that the oldest most able pupils could still do better.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**. Standards are average and achievement is satisfactory. Subject leadership is satisfactory.

Main strengths and weaknesses

- Internet skills are good.

Commentary

56. About 80 per cent of pupils in Year 6 are attaining expected levels for their age and this is broadly average. Most of the pupils have appropriate basic skills in using computers and generally know how to operate the programs they use. Internet skills are well developed, with pupils able to frame appropriate search questions and explore different web sites for the information that they need. In a lesson in Year 6, for example, the pupils were searching for information of the latest space mission to Mars; they had successfully gained access to the NASA public information site and were following links to other web sites. They were able to copy and paste selected information, amending it by adding headings and altering the layout to present it to others and to add to their project. Knowledge of word processing and other applications is consistent with national expectations. Achievement is satisfactory and the pupils are, in the main, doing as well as pupils of similar ability and background in other schools.
57. The small amount of teaching seen was satisfactory. A few computers are located in each classroom. While this enables immediate access for research purposes during lessons in other subjects, it makes teaching inefficient because only a few pupils can gain access to computers at any one time. The school is doing its best to overcome this difficulty and teaching in Years 5 and 6 makes good use of a projector linked to a computer to enable all pupils to view demonstrations during shared teaching sessions. The curriculum is adequately planned and resources are satisfactory overall and this is an improvement since the previous inspection.

Information and communication technology across the curriculum

58. Information and communication technology is used effectively across the curriculum. In the Foundation Stage and in Years 1 and 2, programs are used to assist pupils to learn phonics and basic skills in English and mathematics. Older pupils use word processing to help present

their writing. They also use the Internet extensively to search the World Wide Web for information on the topics being studied.

HUMANITIES

59. The humanities were not a focus of the inspection. Work in **history** and **geography** was sampled and a small number of lessons in geography were observed because it was a weakness at the previous inspection. Standards in geography have improved. Religious education is inspected separately.
60. The achievement of Year 6 pupils in **geography** is broadly satisfactory though the more able pupils could do better. Standards are average, with about three-quarters of the pupils on target to attain the expected national level by the end of the school year. In Year 6, the pupils are acquiring a satisfactory knowledge of places in the United Kingdom and overseas. They are beginning to understand the importance of location and the influence physical characteristics such as climate can have on human development. They are building up knowledge of places such as St Lucia in the West Indies and how the climate and physical features such as beaches attract tourists and help sustain the economy. The curriculum is only just satisfactory, however, because the amount of time given to the subject is too little and this means that the programme of study is not always taught in sufficient depth. An hour a week is devoted to the subject but only for half the year, because it alternates with history, and this means that the total time allocated is barely half that recommended nationally.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. The subject was not a focus of the inspection. No lessons were observed in **art and design** and so judgments are not made about teaching or learning. The pupils' work is of a satisfactory standard. In Year 2, most pupils can select a brush, choose colours appropriately and paint to satisfactory standards patterns of circles and squares in the style of the artist Kandinsky. They can use printing tools well to make lively patterns on clay tiles. In Year 4, most pupils have learned to be more selective in choice of colours and how these can be combined effectively. A corridor display, based on a Tate Gallery exhibition of the work of the artist Terry Frost, shows pupils have made the expected rate of progress in combining red, white and black into an abstract theme. A small group of Year 6 pupils confirmed they had learned skills of colour mixing, landscape painting, perspective, observational drawing and how to use art software creatively. The subject is timetabled in half-term units. Although the range of art experiences reflects the programme required by law the present time allocation is below that recommended in national guidance. The school partly addresses this by providing an arts focus week that concentrates pupils' learning on the acquisition of a range of art skills. Resources for learning are satisfactory.
62. No lessons were seen in **design and technology**. The subject was not a focus of the inspection. Discussion with pupils about their understanding of design and technology processes and sampling some products they made during the autumn term shows pupils attaining standards that are average for their age. In Year 2, pupils can design a meal that combines a range of foods successfully and relay these ideas to others as a paper plate sculpture. In Year 4, most pupils have designed and made a photograph frame with satisfactory labelling of the parts to be made and method of construction. Most pupils have provided an adequate appraisal of their work. The presentation of this work was variable, however, revealing mixed attention to quality in the finished product. Food technology is developed satisfactorily in Years 5 and 6 as older pupils visited a local pizza restaurant to design an Italian meal combining a selection of pizza topping ingredients prior to cooking. Discussion with a small group of pupils in Year 6 confirmed they had learned the skills of bread making and how to introduce movement into working models of waterwheels. The curriculum usually alternates with that for art and design and although statutory requirements are met there are weaknesses in the overall time allocation. Resources for learning are satisfactory.

63. Only one lesson, timetabled as a choir practice, was observed in **music**, taught by a visiting specialist teacher. The evidence from this lesson, together with that from a hymn practice, shows pupils' standards of singing are average for their age. Most pupils sing confidently and follow the lyrics accurately. They respond well to the brisk approach provided by the specialist teacher who confidently teaches them well the skills of singing together, singing in rounds, voice control and knowledge of musical terms that help composition skills. As a result, pupils' standards of singing are being improved and most achieve well. Singing is an enjoyable experience as pupils learn successfully to create mood and tone such as producing a deep tone and quiet passages when appropriate to do so. Access to regular singing opportunities have helped pupils to learn their parts and many sing the lyrics from memory. The lyrics of some songs are challenging and are used well to enhance pupils' speaking skills as they are expected to speak these clearly before singing them together. The use of a specialist teacher is providing a good return for the investment in this service because it directly relates to raising standards in this subject. Pupils learn to sing a satisfactory range of songs and hymns that suitably support their cultural development. Good use is made of overhead slides to project lyrics and most pupils follow these well. Some pupils take up the opportunity to learn to play a keyboard instrument.
64. Two lessons in Years 3 to 6 were observed in **physical education**, one taught by a visiting instructor. In a lesson for pupils in Year 5 and 6, pupils' standards were above average for their age. Most pupils respond well to the teaching and instruction provided. In both lessons observed, the most significant aspect of the teaching linked to raising standards was the very good subject knowledge of the teacher and instructor and the enthusiasm, clear direction and guidance they provided. Their teacher and instructor's enthusiasm for physical education was reflected in the positive attitude of the majority of pupils who wanted to learn new skills that would help them improve both their games skills and level of personal performance. This was a strong feature of a lesson in Year 5 where all pupils achieved very well because they were committed to working hard. The pupils worked in pairs on four gymnastic activities. They observed and recorded the performance of each other and compared it to that over recent weeks. The lesson contributed positively to the individual targets set for some pupils as it promoted good social development and collaborative learning. A good allocation of time is given to the subject throughout the school as it is regarded as an appropriate way of developing positive pupil attitudes and good relationships. The scheme of work meets requirements and is enhanced through involvement in the programme of sporting fixtures for rural schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **satisfactory**. Teaching is satisfactory overall, with some good features. Leadership of the subject is satisfactory. Improvement since the previous inspection has been satisfactory.

Main strengths and weaknesses

- Pupils' personal and social development is promoted effectively through the use of circle time and the school council.
- Pupils are encouraged to support several charities and this helps their understanding of being a good citizen.

Commentary

65. The personal, social and health education programme is given priority by the school as part of its strategy to improve the attitudes and behaviour of pupils, particularly those with little interest in learning who have in the past misbehaved. Circle time is used well as part of the programme to help pupils respond appropriately to everyday social and personal challenges

and help them make better informed decisions. In a lesson in Years 3 and 4, for example, which contains a group of pupils who need special support in this area of the curriculum, the teacher successfully motivated the pupils to explore their feelings and share ideas about the actions to take by describing a personal material loss. The pupils' ability to communicate with each other and share their thoughts and feelings were enhanced as they relayed their reactions. The teacher guided the discussion satisfactorily ensuring that everyone had an opportunity to express their views. Although most pupils are polite, some pupils have not yet developed the ability to listen to each other satisfactorily and in this lesson the teacher had to address some behaviour management issues, which she did effectively.

66. Pupils have responded very well to charity appeals and their efforts have been recognised accordingly. As well as national appeals such as "*Red Nose Day*" and "*Leukaemia Research*" pupils have raised money to improve the facilities of the school playing field and this has helped to promote in them a better understanding of being a good citizen.
67. The personal, social and health education programme includes satisfactory opportunities for pupils to learn how to be safe and how to be aware of the dangers of solvent abuse. Both girls and boys enjoy the opportunity to serve on the school council where the views of pupils in each year group are represented satisfactorily. The school responds positively to pupils' views and this is helping to develop a strong sense of community among pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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

