

INSPECTION REPORT

FRITHVILLE PRIMARY SCHOOL

Boston

LEA area: Lincolnshire

Unique reference number: 120446

Acting Headteacher: Mrs D Townsend

Lead inspector: Mr R Fry

Dates of inspection: 7– 8 June 2004

Inspection number: 258121

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:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
Number on roll:	52
School address:	Frithville Boston Lincolnshire
Postcode:	PE22 7EX
Telephone number:	01205 750291
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Appropriate authority:	Governing body
Name of chair of governors:	Mr S Neal

CHARACTERISTICS OF THE SCHOOL

Frithville Primary School is a much smaller than average sized school. The school draws pupils from a wide area across south Lincolnshire, north of Boston. Children's attainment on entry to the school is average in most years. Most teachers are relatively new to the school and this year the school has been led by an acting-headteacher. All classes are mixed age. The socio-economic composition of the area is mixed. Three and a half per cent of pupils are known to be eligible for free school meals, which is a below average proportion. Twenty seven per cent of pupils have special educational needs, which is above average. Some pupils, for example, need extra help with reading and writing skills or have specific other learning difficulties. Two pupils have statements of their special educational needs. Eight per cent of pupils have minority ethnic backgrounds and all speak English fluently.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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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 and subjects	
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 AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Frithville Primary School provides a sound education for its pupils. Pupils currently in Year 6 are on course to attain above average standards at the end of the year in English and mathematics. Pupils' achievement is good in Years 3 to 6 in English and mathematics. Across the school achievement is satisfactory overall. Teaching and learning in lessons observed were good. The acting headteacher and staff have made a good start with moving the school forward. Governors overall make a good contribution to the work of the school. The school provides sound value for money.

The school's main strengths and weaknesses are:

- The acting headteacher has led and managed the school very well this year. The school has made good strides forward under her guidance and she has been well supported by all staff.
- Pupils in Year 6 this year are on course to attain above average standards at the end of the year in English and mathematics.
- Pupils' standards of work in Year 2 are below average. Year 2 is a lower performing year. Pupils' achievement is satisfactory.
- The teaching observed was good overall and consistently good in Years 3 to 6.
- The support and care for pupils is good. The pupil to teacher ratio is generous.
- There are some gaps in pupils' knowledge in some subjects.
- The accommodation has two new classrooms, but there is no separate area where reception children can play.
- Pupils' attitudes to school and behaviour are good. Relationships are very good.
- Parents' and pupils' views of the school are positive.

The school had three main issues to complete after the last inspection. Overall there has been satisfactory improvement. Pupils' standards of work in science have improved in Years 3 to 6. Very recently the plans for the curriculum and procedures for assessing pupils' attainment and progress have been improved. The planning for the curriculum now meets the requirements of the National Curriculum and the syllabus for religious education. The accommodation has also been improved considerably.

STANDARDS ACHIEVED

The school's results in National Curriculum tests at the end of Year 6:	Frithville compared with all schools			and similar schools
	2001	2002	2003	2003
English	C	A*	B	A
Mathematics	C	A	B	A
Science	D	C	D	B

Key: A - very high; 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.*

Pupils' achievement is satisfactory overall. The table above shows that in comparison with similar schools in 2003, Year 6 pupils' standards were above average in science and well above average in English and mathematics. Pupils' achievement was well above average last year and they made well above average gains in knowledge since the end of Year 2. In 2002, Year 6 pupils' English results were in the top five per cent of all schools.

Children's standards this year in Reception meet the Early Learning Goals set for them nationally. In Year 2, pupils' standards in English, mathematics and science overall are below average. In end of year tests, pupils' results are likely to be close to average in mathematics. In Year 6 indications are that pupils' standards of work are above average in English and mathematics and are average in science. Pupils from minority ethnic backgrounds achieve as well as their peers across the school. Pupils with special educational needs reach the targets set for them. Pupils reach the expected standards in information and communication technology (ICT) and religious education. There are no significant differences between the attainments of boys and girls. Results vary considerably from year to year because numbers of pupils in each year are very low. However, consistently good teaching in Years 3 to 6 has raised standards.

Pupils have good attitudes to school. Most are enthusiastic and eager to learn. Pupils arrive at school on time and attendance is now good. Standards of behaviour are good overall throughout the school. **Pupils' spiritual, moral, social and cultural development is good.** Relationships are very good.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning were good overall in lessons seen. Procedures for assessing pupils' progress are satisfactory. The best teaching observed allowed pupils to make rapid progress in, for example, mathematics and English lessons. Teachers motivate pupils by making lessons interesting and fast moving. Pupils respond enthusiastically and learn effectively. In satisfactory lessons, teachers set tasks that are a little too easy for some of the class. Teaching assistants make a valuable contribution to pupils' learning.

The curriculum is satisfactory overall. Only recently have the school's plans ensured that the whole National Curriculum and agreed syllabus for religious education are taught. Pupils have good opportunities to take part in activities outside lessons. The accommodation and resources are satisfactory. Partnerships with parents are good. The school provides effective care for pupils, but some health and safety documents are not up to date. Parents are kept well informed about the school's activities. Community links and initiatives are satisfactory. Links with other schools are satisfactory and growing. The school shares some activities with other small local schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Governors know the strengths and weaknesses of the school. Governors have been very successful in raising funds but do not have clear plans how to use the very large budget surplus. The acting headteacher and senior staff have identified the school's weaknesses and put plans into place to rectify them. The team of teachers and support staff work well together. The local education authority has provided extended and positive support for the school. Not all assessments of physical risk have been completed by the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents value the school's work and their views are positive. Inspectors judge that the school sends good information home about events in newsletters. The school provides a satisfactory and improving amount of information to parents about their children's progress. The provision of homework is inconsistent, however. Pupils have positive views about their school. They enjoy participating in events.

IMPROVEMENTS NEEDED

The most important things the school should do are to:

- Raise standards of pupils' work and achievement by the end of Year 2.
- Ensure that all pupils receive their entitlement to the full National Curriculum and religious education.

And to meet statutory requirements:

- Ensure that the required documents for health and safety are up to date.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils attain standards that are below average in English and mathematics in Year 2. In Year 6 pupils' standards of work are above average in English and mathematics. Pupils' achievement across the school is satisfactory.

Main strengths and weaknesses

- Year 6 pupils' standards of work are above average in English and mathematics this year.
- Year 2 pupils' standards of work are below average this year.
- Pupils achieve well in English and mathematics by the end of Year 6.
- Pupils with special educational needs meet the targets set for them.

Commentary

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

Standards in:	School results	National results
Reading	14.1 (15.4)	15.7 (15.8)
Writing	13.6 (12.6)	14.6 (14.4)
Mathematics	14.4 (16.0)	16.3 (16.5)

There were 8 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.5 (30.6)	26.8 (27.0)
Mathematics	27.5 (28.8)	26.8 (26.7)
Science	28.1 (28.8)	28.6 (28.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

1. The table above shows that in comparison with schools nationally in 2003, pupils' standards were higher than average in English and mathematics in Year 6 and near average in science. The improvement ('value added') made by pupils since Year 2 was well above average. These standards were attained because of, for example, the good teaching that motivates pupils to do their best and pupils' good attitudes to work. The teaching meets the capabilities of groups, including for higher and lower attaining pupils in the mixed age classes. The school has set realistically high targets for Year 6 pupils to attain in 2004. Indications now are that their standards of work are above average in English and mathematics compared with schools nationally and average in science. Results for the last two years show that pupils make consistently good progress in Years 3 to 6. Pupils' achievement is consistently good.
2. Year 2 pupils' standards in 2003 were well below average in reading, writing and mathematics. The negative effect of changes in teachers is the most likely reason for the low standards for several years. This year the teaching is better and pupils make

better progress. During the inspection pupils' standards in English and mathematics were judged below average. Although national comparisons have not been made yet, in end of year tests in 2004 pupils' results may be close to average in mathematics. Pupils' achievement is satisfactory because the present Year 2 entered the school with lower attainments.

3. Pupils from minority ethnic backgrounds achieve as well as their peers across the school. There are no significant differences in the achievement of boys and girls. The school's improvement in results since the last inspection has been above average from a low base. The upward trend in results has been given a boost this year because of good subject leadership generally in English, mathematics and science and the school's capacity to understand and act on trends in standards. Teachers have isolated several significant factors to improve standards, for example, for teachers to make lessons as interesting as they can.
4. Children enter the school with abilities that are typical of children nationally in most years. Children's achievement is satisfactory and by the end of the Reception year, most children attain the expected standards in all Areas of Learning. Their achievement in social skills is good. Children have good routines and know how to behave in school by the time they leave Reception, which allows them to make more of their education to come. The school has more books and equipment for children to use. This provision enhances children's achievement.
5. There is a good emphasis on developing pupils' literacy skills. Pupils write in a variety of styles in different subjects. Interesting examples of extended writing were seen, for example, when older pupils discussed the pros and cons of vivisection. Pupils write at some depth. They are able to express some of their hopes and fears and show insights into their developing understanding of difficult moral questions.
6. Teachers make good use of mathematics in many subjects. For example, in design and technology pupils in Years 1 and 2 fitted shapes together leaving no spaces when they designed Joseph's coat. Pupils in Years 3 to 6 have constructed tables to show their findings in science, for example, when they dissolved solids in water, and showed they can find and interpret the information gained. Pupils' use of their mathematical knowledge helps to raise the quality of their work in other subjects.
7. Pupils reach the nationally expected standards in information and communication technology (ICT), because they are taught the key skills and have opportunities to use what they know in different subjects. Teachers and support staff are confident when teaching ICT skills, which allows pupils to make the expected progress. ICT is used often in other subjects such as science to develop pupils' skills further. Until recently, teachers' planning had gaps. The planning to meet the National Curriculum and for religious education was incomplete. This has been rectified and, for example, the standards pupils attain in religious education are satisfactory.
8. Pupils with special educational needs make the progress intended towards their individual targets in English and mathematics because the teaching assistants provide effective support under the direction of well informed teachers. Pupils with statements of special educational need are supported effectively and also achieve similarly.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Attendance and punctuality are **good**. Pupils' spiritual, moral, social and cultural development is **good** overall.

Main strengths and weaknesses

- Relationships are very good.
- Pupils' good attitudes and behaviour result in a harmonious community and a good learning environment.
- Pupils' attendance and punctuality are good now.
- Pupils do not have an extensive understanding of other cultures.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.8	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.

- Attendance was lower than national figures last year but the non-attendance of one pupil had a significant effect on the figures, because of the small number of pupils. The school promotes and monitors attendance well and the most recent figure, 94.8% attendance, demonstrates significant improvement. Attendance is now good. Registration procedures each day are efficient.
- Pupils support the school strongly and are happy and confident. The school operates as a large family community where very good relationships have developed and standards of behaviour are consistently good both in the classroom and around the school. Pupils are very polite and well mannered. They show respect and courtesy to staff and visitors. The caring ethos of the school results in pupils knowing right from wrong and showing consideration for others. Both parents and pupils confirmed that if any bullying does occur it is very well dealt with. Each class has 'goals and penalties' for behaviour displayed on charts. There have been no exclusions in recent years.
- Adults encourage pupils to become independent and to willingly take on a range of responsibilities appropriate for their age. The school's council has recently begun work but is not yet fully developed and effective. Pupils' social skills are continuously developed through the range of activities available to pupils including assemblies, lunchtimes and talking to visitors.
- Pupils' personal development is good overall. The quality of pupils' good moral and social development shows in the way that teachers trust and respect pupils. For example, they are allowed into school before the school day starts. There are rewards for pupils who show respect for others. The school's council has begun to focus pupils' attention on school issues and a sense of responsibility by all for all.
- Pupils' spiritual development is satisfactory. Pupils learn about the religious beliefs of others and to have a sense of empathy for all regardless of creed or race. Pupils have a respect for themselves and others in school. Whilst spiritual development is taught through assemblies and religious education, a few pupils are not always fully attentive

during periods of reflection. Pupils have a good understanding of their own culture through lessons in, for example, geography and history. Pupils have an understanding of the influences that have shaped what we do in this country. Pupils' awareness of multi-cultural issues is satisfactory. The school recognises that this area of the curriculum is not fully developed and has good plans to make changes to the curriculum. The school does not extend the curriculum enough to include exploring the beliefs of other cultures in a major way, such as by establishing partnerships with other schools and organisations.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good** and teachers' assessments of pupils' progress are **satisfactory**. The curriculum is **satisfactory**. The school provides a **good** range of extra-curricular activities. The accommodation and resources are **satisfactory**. Pupils are well cared for. Links with parents are **good**. Links with the community and other schools are **satisfactory**. The school takes adequate account of pupils' views.

Teaching and learning

The quality of teaching and learning is **good**. Assessment procedures and their use to guide teachers' planning are **satisfactory**.

Main strengths and weaknesses

- Sixty nine per cent of the teaching observed was good.
- The teaching in Years 3 to 6 is consistently good.
- Teachers use questioning well to make lessons interesting and consolidate new ideas.
- Support staff make a valuable contribution in lessons and help pupils learn.
- Teachers insist on good standards of behaviour.
- Work is not always well matched to pupils' abilities in Years 1 and 2 and in the Foundation Stage.
- The provision of homework is inconsistent.

Commentary

Summary of teaching observed during the inspection in 13 lessons

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

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons. Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

14. Teachers' knowledge of English and mathematics is good. Pupils make good progress in many lessons. Teachers use their knowledge gained during initial teacher training courses and from experience of teaching to good effect. The National Literacy Strategy and the National Numeracy Strategy have been well implemented this year. Teachers have devised a new and satisfactory system for assessing pupils' attainment and progress.
15. The teaching in the Foundation Stage and in Years 1 and 2 is satisfactory and has some good features. It is likely that the teaching has improved this year, because children and pupils are beginning to achieve what they should after a period where standards were low. Lessons for Reception children are most successful when children learn through play activities and first-hand experiences. The teacher's thorough planning for all areas of learning enables children to build on the skills they have learnt and make sound progress. The teacher and the teaching assistant give children plenty of help and provide a caring environment in which young children are happy and feel safe. As a result, children behave well, work hard and enjoy learning.

16. In the English and mathematics lessons in Years 1 and 2, the teacher explained work clearly so pupils knew what they had to do, and used questions well to check pupils' understanding. On occasions, the ongoing activities for young children and pupils in Years 1 and 2 do not have a clear enough focus, and there is an over-reliance on children completing worksheets. Higher attainers do not always have work that extends them fully.
17. There are a number of key strengths in the teaching that assist pupils' progress in English, mathematics and science in Years 3 to 6. The three teachers provide good opportunities at the beginning of lessons for pupils to revise their knowledge and consolidate what they know. Lessons are well paced with enough time for pupils to work independently and collaboratively. The carefully chosen activities are well matched to pupils of all abilities, including the more able. There are good opportunities for pupils to reflect on their learning, to discuss and explain their work with partners and to the teacher and to write about it.
18. In a science lesson in Years 3 and 4 the teacher provided the right balance between direct teaching and opportunities for pupils to explore ideas. She questioned and taught the pupils skilfully. Pupils made good gains in knowledge. Consequently, pupils extended their knowledge of different habitats through discussion and by finding information on the Internet and learned new facts about animals and where they live.
19. An important reason for the above average standards in Year 6 is that pupils respond well to the positive atmosphere in school, and they make better progress as a result. Teachers make varying use of homework and it supports and reinforces pupils' progress where it is used well. However, the provision is inconsistent, which concerns some parents.
20. Teaching of small groups of pupils with special educational needs and for pupils with statements who need extra help is well organised. Pupils are well supported by the good ratio of adults to pupils. Teachers and support staff understand pupils' emotional and academic needs well. The teaching assistants are well informed and provide good levels of guidance and encouragement for pupils. Pupils' self-confidence increases and most tackle their work with positive attitudes. All pupils from minority backgrounds speak and write English competently. They achieve as well as their peers in all subjects.

The curriculum

The curriculum is **satisfactory**. The school provides a **good** range of extra-curricular activities. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- There is good provision for pupils with special educational needs.
- Pupils have not completed all the work they should because the school's yearly planning has been incomplete.
- Pupils benefit from being taught in small groups so that their work can be matched to their different abilities.
- The school provides a good range of extra-curricular activities.

Commentary

21. The school now meets all statutory requirements and satisfactorily implements the locally agreed syllabus for religious education. The curriculum has been kept under constant review this year and the school is conscious of the need to ensure that all pupils get as much as they can from lessons. The school has devised a two or four-year cycle of teaching topics to ensure that pupils in mixed age classes experience all the areas in the schemes of work.
22. Until recently, subjects other than English and mathematics were not always planned so that pupils built on what they had learnt before. This meant that pupils did not always complete all the work they should have completed, and did not practise skills or develop new ones systematically. The recent changes are being introduced systematically with good detailed guidance for teachers to enable pupils to experience the whole curriculum. For example, gaps in pupils' knowledge in religious education and science have been found this year. The acting headteacher and staff have been quick to remedy these gaps in planning and as time goes on, pupils will be taught the full National Curriculum and religious education in a logical order.
23. The national strategies for literacy and numeracy are implemented well and consequently pupils make good progress in both literacy and numeracy lessons. The use of ICT across the curriculum to support other subjects is satisfactory and improving.
24. Teachers identify pupils who have special educational needs as early as possible and make good assessments of pupils' needs. Teachers then set realistic targets for them to attain and together with the support staff regularly check how well pupils are doing. They make sure the work they give them is relevant and helps them to reach their targets. Pupils who need extra help are not always taught with all the class. When they work in smaller groups or individually outside the classroom, teachers plan the work so that pupils do not miss the work the other pupils are doing in the classroom. The support staff provide good support for pupils and teach the additional programmes well, such as for reading, and in individual sessions pupils have every opportunity to make good progress.
25. Pupils receive good support from teachers and teaching assistants and pupils benefit from being taught in small groups. This enables teachers to tailor the work to meet their different interests, aptitudes and needs. For example, pupils in Years 3 and 4, and Years 5 and 6 are taught science in separate classes. This enables the teacher, who is a science specialist, to develop pupils' scientific enquiry skills well with smaller numbers of pupils. Pupils' recently completed work shows that they carry out investigations independently and explain and record what they have learnt very clearly. These good opportunities and the good teaching in the science lessons in Years 3 and 4 results in pupils achieving well and better than previously.
26. Teachers provide a good range of extra-curricular activities. For pupils in Years 3 to 6 there are clubs for ICT, art and craft, sewing and football. Pupils in Years 1 and 2 also have the opportunity to join a craft club during the winter term and an outdoor activities club in the summer term. In a small school this is an extensive commitment from all the staff.

27. The accommodation and resources are satisfactory. The school's buildings have been successfully extended with two new classrooms. The school is well maintained by the cleaning staff. The internal space is used effectively to create a stimulating learning environment. The shared areas of the school and individual classrooms have interesting displays of a balance of pupils' work and information. Outside, the grounds provide quiet and shaded areas as well as interesting play spaces. The accommodation has a positive effect on pupils' education, but there is no separate area for young children to use throughout the day. There is a satisfactory range of expertise and experience amongst staff overall.

Care, guidance and support

The school makes **good** provision for pupils' care, welfare, health and safety. It provides pupils with **good** support and guidance and is in the early stages of involving them in the work of the school and its development.

Main strengths and weaknesses

- Pupils are introduced to school life well through good induction procedures.
- There are very good relationships.
- The school contacts parents on the first day of a pupil's absence to confirm their situation.
- The health and safety policy has not been reviewed recently.
- The school's council is a good new initiative. The involvement of pupils in the life of the school is an improving area.

Commentary

28. The school provides a happy environment that is conducive to learning. The caring and good supervision during the day ensures pupils' safety. However, the health and safety policy has not been reviewed for several years and issues such as risk assessments are not clearly identified in it. The school does not have an up to date set of risk assessments for all aspects of school life. Child protection procedures have recently been reviewed and reflect current guidance.
29. The high teacher to pupil ratio ensures that teachers know the pupils well, are sensitive to their needs and are thus able to provide good support and guidance. The very good relationships between pupils and staff allow pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically.
30. The good care provided by the school is demonstrated in the procedures in place to ensure parents are contacted on the first day of any absence to confirm that children are safe. During the day there is good supervision and there are adequately trained first aid staff in the school. Teachers now place greater emphasis on seeking pupils' views. The process of involving pupils in the work of the school is at an early stage. The school council was introduced this year and has not yet become fully effective.
31. The numbers of pupils joining the school each year are low but induction arrangements are good and ensure that children settle quickly and happily. Pupils have the opportunity to visit the school on three occasions before they join it.

Partnership with parents, other schools and the community

The school has **good** links with parents. There are **satisfactory** links with the community and with other schools.

Main strengths and weaknesses

- Parents are better informed about their children's standards of work and progress through improved systems introduced this year. They are kept well informed about school life in general.
- The welcoming nature of the school ensures good relationships with parents.
- Progress with the school's race equality policy has not been reported to parents.

Commentary

32. Parents are content with the school and, for example, appreciate the teaching and care their children receive. Parents raised some concerns over the quality of information they receive about their children's progress, about how to help their children at home and a few parents raised individual concerns that were investigated during the inspection. Information about children's progress for parents has improved this year and is satisfactory. All parents have the opportunity for private meetings with teachers twice a year. There is a revised format for the annual reports to parents about their children, which is intended to give more comprehensive information about how their children are progressing in relation to the National Curriculum. The provision of homework is inconsistent and is an issue for the school to resolve.

33. Parents are well informed about the school because the prospectus and newsletters are good. A curriculum evening is scheduled for the autumn term each year, which is intended to enable parents to help their children at home more constructively. The school is welcoming and parents are invited to discuss concerns at any time or to arrange an appointment to see a teacher about a specific matter.
34. The governors' annual report to parents and the prospectus are good documents for parents and contain important information. The documents, in general, meet most requirements except that attendance information has been omitted from the prospectus. The school's race equality policy says that progress on its implementation will be reported in the governors' annual report but this has not been done so far.
35. Members of the community and parents make a satisfactory contribution to pupils' learning. They provide some help in classrooms, and on trips and visits. Links with the community are satisfactory. Pupils benefit from visitors into school such as the parish vicar. Pupils go out into the community during their studies in science and geography. The school involves the community in carol services and harvest festivals and takes part in the village fete.
36. Links with other schools are growing because the school has a good policy to share some planning and resources with other small schools, which is encouraged by the local education authority. There are growing links with other local primary schools through collaboration in literacy, arts and sports activities. Transfer arrangements to the secondary schools are good for pupils in Year 6. Senior staff from the secondary schools visit pupils before they transfer to them.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The leadership and management skills of the acting headteacher are **very good**. Staff carry out their duties **effectively**. Governance is **good** overall.

Main strengths and weaknesses

- The acting headteacher and staff have moved the school forward considerably through close teamwork and high aspirations.
- The local education authority provides consistent and in-depth support for the school.
- The school includes all pupils in everything it does.
- Governors' leadership of the school is good in many areas, but governors do not have a plan for using the very large underspend and some statutory requirements are not met.
- School development planning identifies issues for improvement very well.
- Teachers manage English, mathematics, science and other subjects well together.
- The provision for pupils with special educational needs is well managed.

Commentary

37. Governors know the strengths and weaknesses of the school well. Committees of governors bring their expertise to meetings and make good use of it. Governors know that standards have been an issue in Reception and in Years 1 and 2 in the recent past. Governors have invited the local education authority to assist them with staffing and to help raise standards this year. Not all statutory requirements have been met, for example, the welfare, health and safety policy is out of date. Governors have been very successful in raising extra funds for the school. As yet they do not have a plan for using

what is now a very large underspend. There are subjects that have few books and equipment and teachers rely on finding their own resources to use in lessons at times.

38. The school's improvement since the last inspection is satisfactory. Much of this improvement has occurred this year. The acting headteacher was placed in the school to address several important issues. For example, there has been a high turnover of staff and this instability has had a negative effect on the provision. Initiatives started in the past have not always been carried through. The acting headteacher and school staff with the strong support of the local education authority's consultancy staff have moved the school forward significantly in a short time. The newly appointed teacher has been inducted well into the school.
39. The acting headteacher provides very good and effective leadership. This year she has managed the school with a clear vision, for example, to maintain open channels of communication with all and to bring about necessary changes. She and the staff work well together and the staff under her leadership has quickly become an effective team. The acting headteacher has a deep knowledge of teaching and of school improvement duties and she motivates the staff quietly and sensitively. The staff constantly looks for ways to improve the provision whilst maintaining equal opportunities for all. The inclusive nature of the school is a strength, which was confirmed by several parents. The acting headteacher has led the school very effectively in a short time and previous weaknesses, such as in the provision of resources for Reception children in class have been addressed thoroughly. The efficient administrator successfully helps to organise the school. The school seeks best value for its purchases appropriately.
40. The acting headteacher and staff have evaluated lessons, books and equipment effectively. The information gained has enabled them to determine what the school should do now to improve the provision. There is a shared understanding of what needs to be done. This process reflects the leadership of the acting headteacher, who has had little time to get to know everyone. The subjects are managed well by the four teachers and support staff. They meet together in most instances to share ideas, which is a very good way of working on a small staff. The teaching assistant who is responsible for much of the teaching of ICT manages the provision well. The staff have good plans for improvement that reflect the checks they have made on the teaching of individual subjects.
41. There is a very good school development plan in place that highlights most of the main areas that need improvement. It is well focused and reflects teachers' intentions to make good those aspects of the school that have not been well provided for, such as to ensure that pupils receive their full entitlement to the National Curriculum. The layout of the plan is easy to read and priorities are clear. The school makes frequent checks on its performance. For example, teachers record and check individual pupils' progress in subjects using the new assessment record and make adjustments to the curriculum or to pupils' targets when required. This process has begun to raise standards this year.
42. The provision for pupils with special educational needs is managed well. Pupils have generous adult support, which allows them to make the expected progress towards their individual targets. Staff have a good understanding of how to identify pupils' needs correctly. The extra support for individual pupils and groups outside class lessons provided by teaching assistants is effective and has helped to raise standards generally.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	174,260
Total expenditure	166,000
Expenditure per pupil	3,255

Balances (£)	
Balance from previous year	15,000
Balance carried forward to the next	8,260

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **satisfactory**. Each Area of Learning was sampled so judgements about the overall provision in each area cannot be made.

Main strengths and weaknesses

- Children achieve well in personal, social and emotional development because of the good teaching and the caring approach of the teacher and teaching assistant.
- There is good teamwork between the teacher and well-briefed teaching assistant and they support all children well in all areas of learning.
- There is no separate outdoor area where staff can provide children with continuous access to activities for all areas of learning.
- There are insufficient opportunities for children to learn through first-hand experiences.

Commentary

43. At the time of the inspection there were five full-time Reception children. Children's attainment when they start school is typical of children nationally in most years. By the end of the Reception year, most children attain the expected levels for their age in all areas of learning. The children achieve well in personal, social and emotional development and their achievement is satisfactory in all other areas of learning.
44. Although there are times when children benefit from working alongside the pupils in Year 1 and 2, their learning is also enhanced when they work with the classroom assistant or the teacher for group and independent activities. The teaching is satisfactory overall and has some good features. Lessons are most successful when children learn through play activities and first-hand experiences. The teacher's thorough planning for all Areas of Learning enables children to build on the skills they have learnt and make sound progress. The teacher and the teaching assistant give children plenty of help and provide a caring environment in which young children are happy and feel safe. As a result, children behave well, work hard and enjoy learning. However, sometimes the ongoing activities do not have a clear enough focus, and there is an over-reliance on children completing worksheets.
45. The accommodation and resources are satisfactory. The recent, good investment in resources has enabled the teacher to re-organise the classroom effectively so that activities such as with water, writing and drawing and a role-play area are available to the children throughout the day. However, there is no separate outdoor area where children can experience the outdoor curriculum all day. They have insufficient opportunities to use large play equipment. This is the same lack of provision as at the time of last inspection. Although the overall provision is not as good as the time of the previous inspection, the impact of the recent good improvements has not had time to take effect. The leadership and management of the Foundation Stage are satisfactory and the school has correctly identified several areas for development. The Foundation

Stage teacher, new to teaching this year, has made a good start with improving the provision.

46. In the area of **personal, social and emotional development**, children achieve well and the teaching is good. The teacher and teaching assistant create a calm, secure environment with well established routines so children know what they have to do and what is expected of them. For example, children lined up quickly and quietly to go into the hall, and put away activities with little help from adults. Adults give children just the right amount of help but also encourage them to be independent. As a result, children become confident and eager learners. Children enjoy working together and share well because adults reinforce the importance of cooperating and sharing. For example, they share equipment in the role-play Garden Centre and when playing with the water. Children also benefit from working alongside the Years 1 and 2 pupils who behave well and have positive attitudes to work.
47. In the area of **communication, language and literacy development** the children's achievement is satisfactory. Adults explain clearly what children have to do and encourage them to talk about their experiences through the effective use of questions and prompts. As a result, children talk confidently and listen attentively to other children and adults. Children have good opportunities to develop their language skills in the role-play area, and learning is most effective when adults join in the children's play. Adults encourage a love of books by choosing interesting examples to share with children, consequently children talk excitedly about the books they have read and enjoy reading. There is a good emphasis on the basic skills children need to read. A systematic approach to the teaching of letter sounds means that most children know individual sounds by the time they leave the Reception year and some can read a wide variety of words independently. Children regularly practise handwriting, and most form recognisable letters. Though children did write about Elmer the elephant during the inspection, from examining children's work it is evident that there are not enough opportunities for children to write independently.
48. In the area of **mathematical development** children's achievement is satisfactory. Children have daily sessions when they work with the teacher or teaching assistant to develop their skills. For example, children estimated then accurately counted up to 10 toys in a bag. They could match the number symbol correctly to the number of toys and wrote the numbers accurately. Children have satisfactory opportunities to develop their mathematical ideas through play activities when, for example, they play in the Garden Centre, and in art activities when they paint repeated patterns. However, there are not enough opportunities for them to learn through first-hand experiences and there is too much emphasis on completing worksheets.
49. The children develop a satisfactory **knowledge and understanding of the world** by the end of the Reception year. Children's achievement is satisfactory. In the most effective lessons children learn from first-hand experiences. For example, children were very excited when they looked at a woodlouse through the digital microscope. As it moved one child said, 'It's got ridges. It's moving quickly.' The teaching assistant's clear explanations and skilful questioning enhanced children's learning. Children find out that the water wheel will turn when they pour water on it and that a plastic boat will sink when it is filled with water and will float again when they empty the water out of it. On occasions, activities are not sufficiently varied to challenge all children. The

teacher's planning shows that children have access to the computer but during the lessons inspectors saw no child use the computer.

50. Children's achievement in **physical development** is satisfactory. Children develop their physical skills well when, for example, they empty and fill containers and pour water into the water tray. They join the children in Years 1 and 2 in the weekly physical education lesson in the village hall. However, the lack of regular access to a designated play area limits children's opportunities for further development.
51. In the area of **creative development** children's achievement is satisfactory. The teacher and support assistant provide good opportunities for children to develop their imagination in the role-play area. For example, children took on the roles of gardeners when they dug and planted in the role-play Garden Centre. When two children played with the boats in the water tray one child created a 'storm' by agitating the water, in which a boat sank when they filled it with water. It is evident from looking at the teacher's planning and the artwork children have completed that children have satisfactory opportunities to develop their skills and imagination.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' standards of work are above average in Year 6. Pupils achieve well.
- Pupils' standards at the end of Year 2 are below average.
- The co-ordination of the subject is good.
- The provision has improved since the last inspection.

Commentary

52. The provision has improved since the last inspection overall. Standards are higher in Year 6, but lower in Year 2. Pupils' presentation of work is better and teachers follow the National Literacy Strategy well. Teachers organise their classes better. For example, no long queues of pupils waiting for work to be marked were observed.
53. Evidence from tests children took in the past on entry to the school show that they join Reception with attainments typical of children nationally in most years. Pupils' standards of work this year are below average in Year 2 and are above average in Year 6. Pupils' achievement is satisfactory in Year 2 and is good in Year 6.
54. The most telling factors that determine pupils' standards are their abilities on entry to the school, their good attitudes to work and the positive effects of good teaching. The teaching has improved in Years 1 and 2 this year and pupils have been more successful than expected in the end of year assessments. Overall standards at the end of Years 2 and 6 have improved faster than average, in comparison with schools nationally, since the last inspection. Year 6 pupils last year had made well above average progress

since Year 2. Older pupils benefit from the very good pupil to teacher ratio. Governors have spent extra funds wisely on extra staffing.

55. The school has responded well this year to the pattern of low standards previously in Years 1 and 2. The teacher encourages pupils to practise their writing skills in other subjects. There is still scope to develop pupils' own writing further in some subjects. Worksheets tend to limit the amount and the quality of pupils' writing. The teaching in Years 3 to 6 is good because teachers immerse all pupils in learning and most pupils wish to do better. Teachers' direct appeal to individuals to take part in everything motivates boys too. Pupils from minority ethnic backgrounds and with special educational needs also achieve as well as their peers because teachers respond to individual and small group needs effectively.
56. Teaching seen in lessons across the school varied from satisfactory to good, and is good overall. Relationships in lessons are very good, and pupils settle well to their work. Teachers' lesson targets are mostly specific and therefore the group tasks for pupils to complete are usually well focused and allow pupils to make good progress in lessons and over time. On occasions, higher attaining pupils have the same work as other pupils which limits their progress in Years 1 and 2. The school's records of pupils' progress are valuable tools that help teachers set realistic individual targets for pupils in all years.
57. The provision for pupils with special educational needs is good. Pupils are assessed accurately, the programmes of support are relevant and challenging for all pupils and they feel valued by all staff. The teaching assistant was well prepared in the sessions observed and followed the lesson plans carefully and skilfully.
58. Standards in speaking and reading are below average in Year 2 and are above average in Year 6. Pupils make good progress throughout the school overall. Standards vary from year to year, because in some years pupils have greater or lesser abilities. Most pupils enjoy reading, which reflects parents' and the school's attitudes to its importance. Many pupils in Year 6 can infer meanings and make good guesses about how a story might finish. Homework is not set consistently. By the time they leave the school, most pupils' listening skills are good in all situations and they speak clearly in sentences. Pupils listen well in Years 1 and 2.
59. Attainment in writing is below average in Year 2 and is above average in Year 6. The teacher in Years 1 and 2 meets the differing needs of year groups mostly effectively in the mixed age classes, though there is scope to match the work more closely to higher attaining pupils' abilities at times. Pupils in Years 3 to 6 use their skills effectively to produce sustained imaginative pieces of writing in, for example, religious education. The older pupils learn to write persuasive letters about things they are concerned about. During this lesson, the Years 3 and 4 teacher showed pupils some good examples of styles of writing and explained the differences, to help them with their work.
60. Subject leadership and management are good and have led to an improvement in standards because teachers analyse pupils' work and the acting headteacher monitors teaching. As a result, there is a well-focused action plan for English.

Language and literacy across the curriculum

61. Good use is made of pupils' literacy skills in other subjects. The school appreciates the importance of developing language and literacy skills across the whole curriculum. Interesting examples of extended writing were seen, for example, when pupils discussed the advantages and disadvantages of experiments on animals. There is a good emphasis on developing pupils' literacy skills by writing in a variety of styles across different subjects in Years 3 to 6. Pupils explore the potential of ICT successfully to draft and produce attractive work using computers.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6 and attain above average standards at the end of Year 6 because of the consistently good teaching.
- Standards of pupils' work at the end of Year 2 are below average.
- Teachers and teaching assistants give all pupils plenty of help.
- There are too few chances for pupils to develop their problem solving skills in Years 1 and 2.
- Teachers give pupils good opportunities to develop their mathematical skills in other areas of the curriculum.

Commentary

62. For the last four years standards in Year 6 have ranged from average to well above average compared with all schools. The quality of teaching is the main reason why standards have been good more recently. Pupils in Years 3 to 6 now benefit from being taught in two classes. This enables teachers to match the work closely to pupils' different abilities, and to give pupils plenty of support. In the most effective lessons teachers give pupils work which is at just the right level but challenging enough to make sure they learn and achieve well. For example, in Years 3 and 4, more able pupils divided by 10 and 100 to two decimal places, while other pupils divided numbers up to 100 by 10 and checked their answers by multiplying. As a result, pupils work hard and enjoy their work. Pupils use precise mathematical language correctly because teachers use it clearly in their explanations. For example, pupils in Year 6 used the terms 'range', 'axis' and 'interval' correctly when they talked about graphs.
63. Standards over the last four years in Year 2 have been average to very low. Inspectors' judgement is that pupils' standards are below average in Year 2 this year. However, although pupils' results have yet to be compared with schools nationally, it is likely that pupils have attained close to average standards at the end of Year 2 this year in national tests. Their achievement is satisfactory, which is an improvement on previous years. The teaching now is satisfactory with good features and has improved. For example, the teacher explained work clearly so pupils knew what they had to do, and used questions well to check pupils' understanding. However, an over-reliance on worksheets limits some pupils' opportunities to develop their problem solving skills and to use their skills in real life situations.
64. Throughout the school, teachers and teaching assistants give pupils just the right amount of help. For example, during the whole class session for pupils in Years 3 and 4

the teaching assistant explained the task very clearly to one pupil to make sure she understood. Pupils in Years 1 and 2 successfully completed their calculations because the teaching assistant used questions well, for example, 'How many have you added on?' and, 'Are you counting backwards or forwards?'

65. There has been good improvement since the last inspection. All the issues from the previous inspection have been successfully addressed. Throughout the school, teachers make good use of national guidance when they plan lessons so that pupils can build on the skills they have previously learnt. Standards have risen by the end of Year 6 and the co-ordination of the subject is good. Staff are aware of the strengths and areas for development and have put in place actions to raise standards further.

Mathematics across the curriculum

66. Teachers make good use of mathematics in many subjects. For example, in design and technology pupils in Years 1 and 2 fitted shapes together leaving no spaces when they designed Joseph's coat, and pupils in Years 3 to 6 measured the fabric when they made slippers. Pupils in Years 3 to 6 construct tables to show their findings in science, for example when they dissolve solids in water, and show they can find and interpret the information gained.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Until recently, standards in science have been low.
- A clear focus on investigating and experimentation in lessons in Years 3 to 6 enables pupils to develop their understanding of scientific ideas well.
- There is not enough emphasis on investigative skills in Years 1 and 2.
- The co-ordinator has good subject knowledge and leads and manages the subject well.

Commentary

67. Pupils' standards of work are below average at the end of Year 2 and average at the end of Year 6. Pupils' achievement is satisfactory. This is a satisfactory improvement from the previous inspection when pupils' progress was unsatisfactory in Years 3 to 6. All the issues from the previous inspection have been successfully addressed. Although teaching is satisfactory overall, there is evidence of some good teaching where pupils learnt through first-hand experiences.
68. Recent changes in organisation have enabled pupils in Years 3 to 6 to be taught in small classes by the knowledgeable science co-ordinator. The teacher is now able to place a strong emphasis on developing pupils' investigative skills, which she had identified as an area to be improved. For example, work completed recently by pupils in Years 5 and 6 shows they have a good understanding of fair testing, making and testing their predictions and writing conclusions. Pupils commented, for example, that 'The factors which affected the speed of dissolving were stirring and the temperature of the water.' In the lesson in Years 3 and 4 the teacher provided the right balance between direct teaching and opportunities for pupils to explore. She questioned and

informed the pupils skilfully so that pupils' understanding of new ideas was drawn from their existing knowledge. Consequently, pupils extended their knowledge of different habitats through discussion and by finding information on the Internet.

69. From examining the work of pupils in Years 1 and 2 it is evident that they are now completing a wider range of work. There tends to be an over-emphasis on worksheets, which means that pupils have only recently started developing their scientific enquiry skills more fully. A good example of the improved work is when pupils predicted where ice would melt quickest and after carrying out the investigation wrote; 'My prediction was wrong because it (the cupboard) was not the hottest place. I found out when ice melts it needs to be hot. The cloakroom was not the warmest place.' In a good lesson, pupils developed their observational skills well when they looked at mini-beasts with a magnifier, and they noticed features such as feelers very clearly when they used the digital microscope. The lesson interested pupils and they learned about how some insects are made.
70. The recently appointed co-ordinator leads and manages the subject well. Standards in science have been lower than in English and mathematics for several years. She has analysed samples of the work pupils have completed. This has enabled her to identify appropriate priorities and draw up a good action plan to raise standards. She has used national guidance well to make sure pupils build their knowledge and skills progressively, and has set up an improved system to enable teachers to check how well pupils are learning and whether they are making enough progress. The gaps in pupils' knowledge have now been addressed in the school's yearly planning. She uses her considerable expertise effectively to support her colleagues.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Teachers have organised the subject well.
- The teaching assistant responsible for ICT work is knowledgeable and effective.
- Pupils confidently use a range of programs in Year 6.
- The suite has a good number of computers but there are not enough height adjustable chairs and several computers are old and unreliable.

Commentary

71. In Years 2 and 6, pupils' ICT skills meet national expectations. Standards have been maintained since the last inspection. The teaching allows pupils to make steady progress and achieve satisfactorily. In Year 6, pupils are confident in virtually all aspects of the subject.
72. Since the last inspection the school has received funding from the government's National Grid for Learning. This has meant that resources for the subject have improved. Most computers are modern, but older machines are not reliable and further investment is needed. The suite is large enough for groups of up to about 14 pupils to work together. Teachers' confidence and expertise have developed well through the

training provided by the New Opportunities Fund, initial teacher training courses and through the school's own response to teachers' needs.

73. Teachers use national guidance as the basis for lesson planning. Pupils' work shows they are learning to use ICT for word processing, to draw pictures, find information from the Internet, handle data and make simple multi-media presentations that combine pictures and sound. Older pupils have recorded Jesus's family tree. In Year 1, pupils have a good knowledge of what needs a control 'chip' in devices at home to make them work properly. In Year 2 pupils have graphed a survey of different types of houses in the area on computer. They interpret what they have drawn correctly.
74. The teaching assistant who teaches many ICT sessions effectively taught Year 6 pupils to make successful searches for information on the Internet. She showed pupils how to use the 'favourites' function on the tool bar. Pupils quickly found sites that gave them plenty of information and pictures of the animals they wanted to find out about. Pupils learned to phrase their search questions carefully so that they found what they needed quickly. Pupils' learning was good because the teacher had the expertise to teach the skills and she was able to rectify every problem that pupils encountered.
75. Teachers plan lessons to include ICT activities as a matter of course. Pupils receive regular lessons of good quality. Most teachers have a good level of personal knowledge of ICT. The school's plans for the future are well founded.

Information and communication technology across the curriculum

76. Pupils use computers to consolidate numeracy skills in mathematics, for writing tasks in English, and to learn about the lives of people in history and geography. For example, Year 2 pupils used computers to create their questionnaires ready for a survey. Computers are used to gather, store and analyse information in science lessons. Pupils took a 'virtual tour' (on-screen) of a pond in a science lesson in Years 3 and 4 and correctly placed different creatures into their pond habitats. The use of ICT is satisfactory and improving and it is routine now for groups of pupils to explore the content of many lessons through computers.

HUMANITIES

Insufficient work was seen during the inspection to allow inspectors to form a judgement about provision, standards, teaching and learning in **history** and **geography**. As well as the observation of a small number of lessons, pupils' work and teachers' planning were scrutinised, teachers interviewed and the content of classroom displays noted.

77. At the last inspection, there were no schemes of work for the subjects to help teachers plan lessons or a co-ordinator to organise the subjects. This situation has improved and the school now uses the nationally recommended schemes of work as a basis for planning in both geography and history. They cover the requirements of the National Curriculum effectively. Teachers now plan together and perform the role of co-ordinator efficiently. There is a programme of visits and fieldwork that enables pupils to broaden their knowledge of historical and geographical topics.
78. Resources in each subject are satisfactory. Teachers are resourceful and make or find sources themselves if the school does not have necessary books or other equipment.

Teachers use the same new and satisfactory system to assess pupils' progress as in most other subjects to see how successfully pupils have understood units of work. Lesson planning is well organised. Some teachers stick a sheet inside the cover of pupils' exercise books that explains what pupils will gain from lessons in each half termly unit of work. Extended pieces of writing that are set for older pupils in history are effective in developing their skills in literacy. The emphasis on class discussions in both subjects helps all pupils to develop their skills in speaking and listening. Pupils use the Internet to research topics in both subjects.

79. Two lessons were observed. Pupils in Years 1 and 2 learned to create a questionnaire for a **geographical** survey. Some pupils used the ICT suite to help them frame their questions. The teacher's good knowledge and clear questioning kept pupils interested and on task. Pupils learned about some geographical features, such as what a beach is and why people go there, about cliffs and what is in an atlas. The oldest pupils have studied aspects of the environment. They have considered problems such as traffic congestion and thought of some creative solutions to reduce traffic problems.
80. In Years 3, 4 and 5, the teacher linked **history** with literacy effectively. Pupils attempted to write a play using their knowledge of Greek legends and culture. Pupils consolidated what they knew from previous lessons satisfactorily. Pupils in Year 2 studied what Remembrance Day is about and have a working knowledge of the diaries of Samuel Pepys. Year 6 pupils have studied the lives of poor children in Victorian times and have come to the conclusion that life for many was very harsh. Pupils have written some good accounts that are revealing and well considered.

RELIGIOUS EDUCATION

The provision for religious education is **satisfactory**.

Main strengths and weaknesses

- The agreed syllabus for religious education is now the basis for teachers' planning and pupils' work.
- The organisation of the subject has improved.

Commentary

81. During the last inspection, standards in religious education met those expected in the locally agreed syllabus for religious education at the end of Years 2 and 6. Pupils' current standards of work in Years 2 and 6 this year also meet the standards in the agreed syllabus and their achievement is satisfactory. Pupils with special educational needs achieve as well as their classmates because of the good support they receive in lessons.
82. At the last inspection, there was no scheme of work for teachers to use when planning lessons, no teacher responsible for developing religious education and few resources. All these matters have been addressed positively. For example, resources for pupils to use in lessons have improved.
83. The planning for the subject now follows the locally agreed syllabus. This enables teachers with no specialist knowledge to teach the subject confidently. The school has

devised an adequate cycle for teaching topics to ensure that the pupils in the mixed age classes cover all the areas of the syllabus, in common with other subjects. In previous years pupils have not been taught from the agreed syllabus and the school notes that there are gaps in their knowledge. The recent new plans will fill those gaps over a period.

84. No lessons were observed but pupils' work and teachers' planning were scrutinised, teachers were interviewed and the content of classroom displays noted. In Year 2, pupils know why Christians celebrate Christmas and have baptisms. In Year 4, pupils begin to learn about other faiths. Pupils have studied Sikhism and they have a basic understanding of what Sikhs believe. In Year 6, pupils have written about their beliefs, why they hold them, and about their concerns. There are examples of good writing that reflect pupils' interest in the subject. The written work that pupils complete develops their skills in literacy effectively. Much of the marking of written work contains helpful comments to enable pupils to make further progress.
85. The management of the subject is satisfactory and teachers are keen to raise the profile of the subject within the school. In common with other subjects, there is a straightforward and clear system of recording how successfully units of work have been taught, and how well pupils have understood them. The provision of books and equipment is better than at the time of the last inspection, but there are shortages in some areas. The daily assemblies contribute effectively to pupils' knowledge of religions and visiting speakers regularly take part in these occasions. Improvement since the last inspection is satisfactory. The use of ICT to record written work and research topics by using the Internet is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient work was seen during the inspection to allow inspectors to form a judgement about provision, standards, teaching and learning in **art and design, design and technology, music and physical education**. As well as the observation of one art lesson, pupils' work was scrutinised, teachers interviewed and the content of classroom displays noted.

86. Pupils complete a satisfactory range of **art and design** work. Pupils in Years 1 and 2 have made collages of their faces from a variety of materials. In the lesson in Year 6, pupils mixed colours to make hues and shades, and their paintings of cats showed good attention to detail. Pupils could explain what they found difficult and how they could improve their work.
87. There is a satisfactory range of **design and technology** work. Teachers have recently started to use national guidance well to plan work so that pupils build on the skills they have learnt. For example, in Year 2 pupils looked at different types of vehicles and then drew labelled plans of vehicles before they made them. By Year 6 pupils have evaluated different types of slippers, considering the suitability of the materials and the relative importance of safety and comfort. Their plans were more detailed and include the type of materials required, the measurements and the decorations. They completed a flow chart of how they will make the slipper. The completed items showed accurate hand sewing of the padded sole to the upper, and well chosen decorations using fabric paints and beads.

88. In Years 1 and 2 pupils listened to different types of **music**. They could say how it made them feel and what it made them think about. Some pupils said the music made them 'happy' and one pupil said the music reminded him of 'picking flowers' and 'Spring'.
89. No lessons were seen in **physical education**. Teachers provide an adequate curriculum for pupils. The school does not have a full size hall for indoor games, dance and gymnastics. However, teachers make good use of the village hall for these activities. Pupils make good progress with swimming skills because an extended programme is offered to them. The school offers pupils clubs for: football, netball, rounders and athletics.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

90. No lessons were seen during the inspection so it is not possible to make an overall judgement about the quality of the provision. However from the evidence available, PSHE is seen as an integral part of the curriculum and planning covers sex and drugs education and citizenship. Teachers check that planned work is completed. The programme makes a positive contribution to pupils' personal development. They learn to share, to understand how to behave towards one another and manage difficult situations, which arise in everyday life. Older pupils have recorded a small amount of appropriate work about aspects of self-esteem. They have thought about what 'esteem' is and what affects it. Older pupils have also considered the arguments for and against fox hunting in a mature way. The school's council is a good new initiative. The involvement of pupils in the life of the school is an improving area and pupils are responding well.

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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
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	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the acting headteacher	2
The leadership of other key staff	3
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).