

INSPECTION REPORT

**GOODERSTONE CHURCH OF ENGLAND
(VOLUNTARY AIDED) PRIMARY SCHOOL**

Gooderstone, Kings Lynn

LEA area: Norfolk

Unique reference number: 121118

Headteacher: Mr R Webb

Lead inspector: Mrs S E Hall

Dates of inspection: 2nd – 4th November 2004

Inspection number: 266883

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 to 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 53 |
| School address: | The Street Gooderstone Kings Lynn Norfolk |
| Postcode: | PE33 9BP |
| Telephone number: | 01366 328280 |
| Fax number: | 01366 328087 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Rev D Hanwell |
| Date of previous inspection: | 1 st March 1999 |

CHARACTERISTICS OF THE SCHOOL

Gooderstone Primary School serves three small villages near Kings Lynn in Norfolk. The school has 53 pupils and is much smaller than average. Numbers on roll have fallen in the last four years. The number of pupils moving out of the school at times other than normal is higher than average, mainly when families move house, usually for work-related reasons. The proportion of pupils entitled to free school meals is lower than is usual, but there is some evidence that some families do not register for this entitlement. There are no pupils who speak English as an additional language and all pupils are of white British heritage. The percentage of pupils with special educational needs is above the national average and is a significant proportion in some year groups. Two pupils have a statement of special educational need. Most pupils on the register of special educational need have learning difficulties. The attainment of the children on entry to the school is below average; a small number of children have little or no formal pre-school education.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------|-----------------------|--|
| 21750 | Mrs S E Hall | <i>Lead inspector</i> | Mathematics Science Art and design Design and technology Physical education |
| 1329 | Mr K Oliver | <i>Lay inspector</i> | |
| 22197 | Mr M Mayhew | <i>Team inspector</i> | English Information and communication technology Geography History Music Citizenship |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, where all pupils are valued as individuals. Currently, standards are above average at the age of seven and largely in line with national expectations at eleven. Pupils of all abilities achieve well. Standards vary from year to year because of the small numbers of pupils in each year group and the high proportion of pupils with special educational needs (SEN) in some groups. Teaching and learning are good overall. Leadership and management are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school has the best interests of all pupils very much at its heart and has a positive ethos.
- Pupils of all abilities achieve well; provision for pupils with SEN is effective, so that they make good progress.
- Teaching and learning are good overall and sometimes very good.
- Procedures to monitor and evaluate the quality of education provided and to ensure consistency in all areas of planning and teaching are unsatisfactory.
- The school does not meet statutory requirements to carry out sufficiently rigorous and regular health and safety checks and take action where necessary.
- The internal and external accommodation is very good, and has a positive effect on learning.

The school has made good progress overall since the last inspection. Standards of attainment have risen across the school, and work is better matched to the full range of ability. School development planning and financial management have improved. Most pupils now have better attitudes to learning. However, there has not been enough progress in developing the monitoring and evaluative roles of staff in order to bring about greater consistency in what the school does, and this remains a key issue.

STANDARDS ACHIEVED

Tables showing the standards reached at the end of Key Stage 2 are not included, as less than ten pupils sat the national tests in each of the last few years.

Achievement is good overall. As there are some very small year groups in the school, caution must be applied when making comparisons with national test results and between different cohorts. Children enter the school with skills that, while wide-ranging, are often below average for their age. In the Reception group, children make good progress and by the time they enter Year 1 their attainment is usually in line with expectations for their age in all areas of their learning. Pupils in Years 1 and 2 make good progress and achieve well. Standards as judged by the inspection team in reading, writing and mathematics at the end of Year 2 are slightly above average. Pupils do well in national literacy and numeracy tests because staff help prepare them well, so that most approach such work with confidence. Standards at the end of Year 6 have recently been high. Whilst there has been some variation in how well boys and girls have achieved in national tests, this is not significant, as sometimes, as at present, there is only one boy or girl within a larger group. In Year 6, pupils of all abilities make good progress and achieve well. However, as there is a much higher than average proportion of pupils with SEN within the current year group, standards, while largely average, are not as high as previously. Standards in English are average and pupils achieve well in writing. Standards in mathematics and science are slightly below average, as some pupils with SEN do not have the confidence or discipline to carry out investigative and problem solving activities without the support with which they are provided.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good overall. Most pupils have positive attitudes to school and their behaviour and

relationships are usually good, although for a minority of pupils behaviour is an on-going issue. Provision for spiritual and cultural development is satisfactory, although chances are sometimes missed to develop some opportunities further. Pupils' attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good overall and is sometimes very good for the youngest and oldest pupils. The learning environment for the youngest and the oldest pupils in particular, is bright, lively and stimulating. Children in Reception and pupils in Years 1 and 2 are well taught. Staff have good expectations of what pupils can achieve and work hard to ensure that linked but separate activities are fun and to meet the needs of the mixed age and ability groups. Teaching in Years 3 and 4 is satisfactory, although at times more could be done to involve all pupils in discussions. The marking of work and use of homework are inconsistent. Teaching in Years 5 and 6 is good because staff explain things well; they have high expectations of pupils' behaviour and provide a good level of challenge through a range of interesting activities. Throughout the school there is a good staff to pupil ratio. Experienced teaching assistants make a valuable contribution to supporting pupils.

The curriculum is satisfactory. Staff work hard to provide a suitable rolling programme of work in those lessons which contain the range of Years 2, 3 and 4. Opportunities for enriching the curriculum are good, and the local community is used effectively in this enrichment. There are good links with other schools in the area. School accommodation is very good and has a positive effect on pupils' personal development and learning. The spacious internal and external accommodation is attractive, well maintained and makes a positive statement to everyone that the education of these pupils is important. However, the care, welfare and health and safety of pupils are unsatisfactory overall, as there are significant concerns (advised to the school) that have not been acted upon sufficiently well. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher is caring and appreciative of the efforts of those who work in and support the school. All aspects of leadership and management are modelled upon a shared and collegiate style, where staff and governors are closely consulted about what the school is doing. However, at times development has lacked clarity and rigour and the school has not pursued identified priorities, including the monitoring and evaluation of the work of the school, sufficiently well. Governance of the school is satisfactory and governors are keen to develop their role as critical friend of the school. However, governors do not meet all the legal requirements placed upon them in respect of health and safety matters.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the quality of education offered and think the school is caring and supportive. A small number feel, and inspectors agree, that the behaviour of a small minority is not as good as it could be, and that the overall quality of education in the middle of the school dips slightly. Most pupils enjoy the range of activities and are generally happy in school.

IMPROVEMENTS NEEDED

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

- Review management procedures in order to develop rigorous programmes to monitor and evaluate all aspects of school provision, including the behaviour of pupils and the consistency of learning.

And to meet statutory requirements:

- Ensure all aspects of health and safety provision meet statutory requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils of all abilities **achieve well**, particularly at the end of Year 2. Standards are slightly above average in most subjects at the end of Year 2 and largely average at the end of Year 6. Since the last inspection, the school's national test results have improved well.

Main strengths and weaknesses

- Pupils of all abilities, including those with SEN, achieve well.
- In the last two years, pupils in Years 2 and 6 have done very well in national tests.
- Standards at the end of Year 2 are above average.

Commentary

1. Children enter the Reception group within a mixed age class, showing early attainment that is below that expected of children of this age in all areas of their learning. Whilst most children attend the on-site pre-school group, some children have little or no formal pre-school education. Children settle well into the happy and welcoming environment and make good progress. All children, including those with SEN, achieve well because they are well taught. By the time they enter Year 1, most pupils reach the expected levels in all areas of learning.

2. Tables showing the standards reached at the end of Key Stage 2 are not included, as less than ten pupils sat the national tests in each of the last few years. The results of the tests taken by pupils at the end of Years 2 and 6 have to be interpreted with caution because of the small number of pupils in each year group. For instance, in a current cohort, all but one of the pupils is on the school's register of SEN and there is only one girl within the group, which makes gender comparisons insecure. This makes it difficult to compare the achievements of groups of pupils in this school with others, both locally and nationally. There is also mobility in and out of certain year groups, including the current Year 6, where some pupils with identified SEN have joined the school since the national tests in Year 2.

3. In the national tests of 2003 and 2004, pupils in Year 2 attained standards that were well above the average in reading and writing when compared with schools with similar numbers of pupils entitled to free school meals. In 2003, standards in mathematics were average when compared with these schools, but in 2004 standards rose to well above average, with an impressive proportion of pupils achieving the higher levels in the tests.

4. In the national tests for pupils in Year 6 in 2003, and in 2004, pupils did very well in English when compared with schools with similar features. In 2003, standards in mathematics and science were average when compared with these schools. In 2004, standards in English and science were similar to the previous year, whilst those in mathematics improved slightly.

5. Inspection findings are that standards in English are above average by the end of Year 2 and average by the end of Year 6. Pupils achieve well in English. Because there is a large proportion of pupils with recognised SEN in the current Year 6, these pupils are unlikely to do as well in national tests as previous cohorts. Throughout the school, pupils' speaking and listening skills are average, but some pupils struggle to make themselves understood. Some are not confident communicators and do not use a wide, mature or descriptive vocabulary. However, pupils do better in writing because they are taught these skills in a well-considered and progressive manner. Reading skills are taught well and younger pupils in particular read well.

6. Standards in mathematics are above average by the end of Year 2, but below average by the end of Year 6. All pupils, including those with SEN, make good progress and achieve well in mathematics in relation to their abilities. Pupils have a firm understanding of numbers and shapes, space and measures. However, older pupils with SEN struggle to use their knowledge in open-ended problem solving activities without adult support. Standards in science are average at the end of Year 2 and below average at the end of Year 6. Some children enter the school with limited knowledge and understanding of the world around them and do not have a high level of curiosity. Whilst all pupils retain factual knowledge with average understanding, many often struggle to apply this knowledge when carrying out investigations and experiments, and this limits their learning. However, the school has a well-considered and carefully planned programme to help pupils prior to national tests, aimed at helping standards to improve later in the year.

7. Standards in information and communication technology (ICT) are average throughout the school. Standards in art and design are average for the age of pupils, with some good work using clay by the older pupils. Standards in music are above average at the end of Year 2. As there was insufficient evidence in other subjects, especially for pupils in Years 3 and 4, no overall judgements have been made about standards in these areas.

8. All groups of pupils achieve well. Pupils of all abilities, including those with SEN, are supported effectively and achieve well in relation to their abilities. An effective process is the use of individual target cards for each pupil that identifies three specific areas for improvement, which are shared with all staff, pupils and parents. This aids improvement well. Progress is good in Reception, Years 1 and 2 and in Years 5 and 6 where it is sometimes very good, although results are currently lower because of the high proportion of pupils with SEN. Progress in Years 3 and 4 is often good, including times when these pupils join the older ones for half the school day. In other lessons, progress is satisfactory, but not as marked. The school has not recognised any pupils as being gifted and talented. Over time, there is no significant difference in the achievement of boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to their school are **good**. Attendance and punctuality are good. Pupils' personal, moral, social and spiritual development is **good** overall.

Main strengths and weaknesses

- Many pupils have positive attitudes to school and are well behaved.
- The majority of pupils have a strong sense of right and wrong. They enjoy responsibility and are keen to contribute to all aspects of school life.
- The school has good systems for ensuring that pupils come to school and arrive on time every day.
- The school provides only limited opportunities for pupils to learn about other cultures.

Commentary

9. Gooderstone's pupils like their school. They arrive in the morning with smiles on their faces and are pleased to see their friends and all the adults who work with them. They welcome visitors and are keen to be helpful. The majority of pupils respond positively to those lessons that are challenging and stimulating. They co-operate well and these lessons move along briskly as they and their teachers get on with learning and teaching. However, a minority of older pupils is clearly not so well motivated and their teachers and helpers have to work hard to keep them engaged. A number of pupils are included on the SEN register for concerns over their behaviour. These pupils are managed well and fully included in school life. No significant behavioural difficulties were noted during the inspection.

10. The lapses in behaviour of a minority of pupils affect the overall good picture and give some justification to the concerns about behaviour expressed by those parents and pupils who completed the pre-inspection questionnaires. Playtimes are largely uneventful; boys and girls opt to play separately. Pupils enjoy a wide range of games – climbing over the adventure equipment is particularly popular with the younger ones. Pupils are well supervised during these times, but the unacceptable language of some older boys, overheard during the inspection, went unchecked.

11. Gooderstone is a happy community in which pupils enjoy some responsibility. They fetch and carry registers and help their teachers to prepare and tidy up classrooms. Older pupils proudly operate equipment for assemblies and look after the younger ones. Provision for spiritual, moral, social and cultural development is satisfactory, but staff miss opportunities to extend these experiences further. Pupils have a growing understanding of social and moral issues, and they are able to distinguish between right and wrong. Although provision for spiritual and cultural development is satisfactory, here too, opportunities are missed to develop these aspects further. The criticism from the previous inspection that the school provided too few opportunities for pupils to develop their understanding of the richness of multicultural society still applies. The school is well aware of this continuing shortcoming, but believes that it is already doing what it can to tackle it, although inspectors believe more could be done.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|------|----------------------|------|
| School data | 4.6% | School data | 0.0% |
| 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.

12. The above figures were published in the autumn of 2003. The school’s own records show that during 2003/2004 attendance stayed at the same good level. The school and parents continue to work together to ensure that pupils come to school every day and arrive on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. Teaching is good, as it was at the previous inspection, and this ensures that pupils progress well with their learning. Assessment is good, especially in core subjects. The curriculum is satisfactory. The provision for pupils’ welfare, health and safety is unsatisfactory, as there are some omissions in procedures and checks. Links with parents are good.

Teaching and learning

Teaching and learning are **good**, especially for the younger and older pupils.

Main strengths and weaknesses

- Teaching for the youngest and oldest pupils is consistently good; some is very good.
- The marking of pupils’ work, the use of homework and the classroom environment are used effectively for the youngest and oldest pupils.
- Pupils with SEN receive good support to help them to learn.
- In Years 3 and 4 teaching lacks vibrancy and impact, and is not as consistent or effective as in other parts of the school.

Commentary

Summary of teaching observed during the inspection in 14 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|---------|--------------|----------------|------|-----------|
| 0 | 3 (21%) | 8 (57%) | 3 (21%) | 0 | 0 | 0 |

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

13. The quality of teaching and learning for the children in the Foundation Stage and Years 1 and 2 is consistently good. There is a good number of staff and helpers available to assist the children, for example in reading, which has a positive effect on their learning. Staff have high expectations of pupils' behaviour and of what they can achieve, and are good at encouraging the children to succeed. There is an element of fun in the general management of the children. This helps them to settle happily, so that they are anxious to please the adults and usually try hard to do what is asked of them. The marking of the children's work is very full and effective, indicating to them, support staff, voluntary helpers and parents what the children have done well, and also what they need to do to improve.

14. Teaching and learning in Years 5 and 6 is good, as it is when pupils in Years 3 and 4 join the older ones. A good proportion of this teaching is very good. Teaching here is vibrant and lessons move at a good pace. Staff have high expectations of the pupils and challenge them well in work that is well matched to the pupils' age and wide range of ability. Good use is made of questions to check pupils' understanding. The learning environment is lively and pupils' work is displayed very well to make a positive statement that the presentation of work is important and that their work is valued and of merit. The marking of pupils' work is good and homework is used very effectively to extend learning.

15. Teaching and learning in Years 3 and 4 is satisfactory. Staff have a very caring approach to the pupils and there are good staff/pupil relationships. However, the management of those with behavioural problems sometimes allows them to be off-task when concentration is needed. Occasionally, teachers talk for too long, at the expense of opportunities for pupils to discuss their ideas with others. Parents indicate, and inspectors agree, that the use of homework is not consistent with that in other classes and that the marking of pupils' work and the bland classroom learning environment are not used as effective learning tools.

16. Across the school, pupils with SEN are taught well, which has a positive effect on their learning, so that they achieve well in relation to their ability. This is particularly seen for the youngest and oldest pupils where experienced and effective support staff add value to the well focused work of class teachers. Target cards, which are used for all pupils to identify what they need to do to improve, are used to good effect.

The curriculum

The curriculum is **satisfactory** and is extended **well** through out-of-class activities.

Main strengths and weaknesses

- The accommodation is very good, and the resources are good.
- Opportunities for enriching the curriculum are good.
- There is good provision for pupils with SEN.
- There is an on-going need to monitor the issues and challenges of planning for a wide age and ability range to ensure that they are overcome satisfactorily.

Commentary

17. The satisfactory judgement about the curriculum matches that made at the previous inspection. The formal curriculum meets requirements and is carefully planned so that pupils make good progress from year to year and are well prepared to move on to secondary education. Planning over a two-year cycle ensures that pupils in the mixed age classes do not repeat work. However, a recent reduction in staffing has necessitated a revision of the Key Stage 2 curriculum into a four-year cycle. This poses potential problems in subjects such as science, where aspects of the subject are not revisited for periods that are too long, and pupils forget what they have learnt previously. The school is considering how to monitor this planning to ensure consistency. Opportunities for pupils to use their literacy, numeracy and ICT skills are satisfactorily planned into other subjects. There is a developing programme for personal, social, health education (PSHE) and citizenship. This is taught partly as a separate subject, but is also satisfactorily integrated into other subjects and the life of the school. Good care is taken to ensure that all pupils have equal access to the curriculum.

18. The good range of visits, visitors and special events provided by the school means that the curriculum is well extended and enriched by experiences outside the normal school day. These activities are used effectively to stimulate pupils' interests. Good quality work was produced following a visit to a local place of interest to investigate Tudor life. A short, residential visit to London, arranged in partnership with two other small schools in the locality, gave pupils insight into the bustle of life in a contrasting location very different from their own rural environment. Sporting activities such as football and netball are popular and cater for the interests of both boys and girls. Some pupils have clarinet lessons from a visiting professional teacher, but musical activities, such as a choir, are very few.

19. There is good provision for pupils with SEN. The targets in their individual education plans (IEPs) are well informed, sufficiently focused, and adjusted regularly in the light of assessments. Indeed, all pupils in the school have been assigned regularly updated learning target records. They are clear and derived from good knowledge of the pupils' capabilities and learning needs. This is good practice and means that there is the potential for finely honing provision for all pupils.

20. The school is well staffed and includes experienced teachers. Teaching assistants are proficient, work well with teachers as a team and give good support to pupils across the ability range during lessons and through the school day. This is particularly important in the Reception group, where the youngest children develop their confidence in the adults very quickly, and see them as helpful and trusted friends. Additional, regular help from volunteers, such as governors hearing pupils read, is an important and valuable resource for the school.

21. Resources are plentiful and of good quality, except in ICT. Some computers are coming to the end of their useful lives, and access to the Internet is very slow. However, the recent acquisition of laptop computers means that more pupils have access to these at any one time. The accommodation is very good and lends itself well to teaching and learning. The extensive, well-organised and equipped grounds are a superb learning and activity resource. The space available inside the classrooms means that teachers and pupils are not restricted in the learning resources they can use. The only exception is in the small size of the hall, which restricts pupils' use of gymnastic equipment, even for the relatively small numbers of pupils involved in each lesson.

Care, guidance and support

The school's arrangements for looking after pupils' care, welfare and health and safety are **unsatisfactory**. Its monitoring of pupils' achievements and personal development is **satisfactory**. There are **satisfactory** arrangements for involving pupils through seeking, valuing and acting upon their views.

Main strengths and weaknesses

- Some of the present arrangements for ensuring pupils' health and safety give serious cause for concern.
- Staff know their pupils well and are dedicated to ensuring that they make good progress.
- There is over-dependence on informal methods of monitoring pupils' personal development.
- The arrangements for introducing new pupils to the school are good.

Commentary

22. There is no doubt that Gooderstone School is a very caring community. The governors, headteacher and all the other staff are totally committed to ensuring that all their pupils spend their days in a happy and caring environment. There are regular inspections of the whole site and a risk assessment system takes care of visits out of school. There are trained first aiders on-site, and child protection arrangements, which include appropriate links with the local agencies, are good. In spite of all of these good points, there are weaknesses in the current health and safety arrangements which lead to their being judged to be unsatisfactory overall. The headteacher and governors have been made aware of these concerns and are reviewing arrangements as a matter of urgency.

23. Gooderstone is a small school in which the teachers and support staff know all the pupils very well. They rely largely upon informal methods to monitor and support personal development. While this is partially effective, the lack of a more formal system means that there is no long-term, whole-school means of evaluating and planning for individuals' and groups' progress. There are good arrangements for introducing new pupils, parents and carers to school life. These include very close links with the on-site pre-school, home and school visits, briefing and taster sessions and careful attention to individual pupils' particular needs. Pupils, whatever their age, arriving during the school year, are given similar support. Pupils with SEN are well cared for. Teachers and teaching assistants develop close relationships with them, encouraging them to take a full part in school life. Individual target sheets are used well to promote pupils' learning alongside their peers.

Partnership with parents, other schools and the community

The school's links with parents, the community, other schools and colleges are all **good**.

Main strengths and weaknesses

- There are very good arrangements for keeping parents informed of their children's progress.
- Parents make a good contribution to the life and work of the school.
- Pupils' learning and development benefits from the school's involvement with other schools and local communities.

Commentary

24. Parents like Gooderstone School. They believe that it provides a caring, family-centred environment and is successfully helping their children to grow up. Arrangements for keeping parents informed of their children's progress are very good. There are consultation meetings, which are well attended, and a comprehensive end-of-year report. An innovative Home School Link book helps communication and contains information about what children are learning and their targets. Regular newsletters keep parents in touch with forthcoming events and what is going on in school. There is an 'open door' policy; the headteacher makes himself available to parents whenever he can. Parents and teachers meet each other at both ends of the school day. Informal communication is the norm.

25. Parents are supportive. They listen to their children's reading and encourage homework. A small number come regularly into school to help out. School productions and events are always very well supported. The successful Friends of the School, through its fund-raising and social events, contributes well to the quality of school life. Parents of pupils with SEN are invited to regular reviews and kept fully informed of their children's progress.

26. The local area is a close, family-centred community, so that ideas and suggestions about what is best for the school constantly 'trickle' into it. A weakness of this informal system is that it does not necessarily reach out to those parents who, for whatever reason, do not have regular contact with the school. Opinion-gathering arrangements, such as regular questionnaires for parents of pupils in Reception and Year 6 parents, are used and the information they give is considered in subsequent discussions.

27. Pupils benefit from the school's involvement in village life and its close links with the local church. They make a major contribution to the celebration of festivals such as Harvest and Christmas. The school's involvement with the other primary schools in the area provides pupils with good opportunities to take part in sporting, musical and artistic events. Teachers share ideas and expertise with colleagues in other schools on how to help their pupils learn. Gooderstone's input to the local school community includes an innovative scheme in which one of its staff is supporting a newly qualified teacher in another school.

28. The school works closely with the local secondary school. Not only do the staff share ideas, but also pupils visit for lessons, and secondary teachers teach in the primary school. Year 10 pupils come for work experience. A comprehensive programme of advice, visits and taster sessions ensures that Year 6 pupils are well prepared for their move to secondary school. Everyone's needs and anxieties are addressed.

LEADERSHIP AND MANAGEMENT

Both leadership and management are **satisfactory**. The headteacher provides satisfactory leadership and the governance of the school is satisfactory.

Main strengths and weaknesses

- The staff work as an effective team and there is good commitment to inclusion.
- There is no formal strategy for the monitoring of the work of the school, including teaching and learning.
- The school's self-evaluation of its performance is not rigorous enough to introduce improvements as they are needed.
- Not all health and safety requirements are met.

Commentary

29. Governance of the school is satisfactory, and is set to improve. The governing body is supportive, but currently not fully involved in decision making and shaping the direction of the school. Several of the governors, including the chair, are new to their responsibilities, and have not had time to become fully aware of the school's strengths and weaknesses. Nevertheless, the headteacher keeps the governing body well informed of the school's progress as seen from his standpoint, through well-written reports. During this early period of the new governors' tenure, one or two make regular visits to the school, both to work with the staff and pupils and to gain first-hand knowledge of the functioning of the school. The chair regularly takes whole-school assemblies. These visits are positive strategies that are enhancing the governors' role and effectiveness rapidly, because they can take decisions based on valid and first-hand information. The governors fulfil most of their statutory obligations, with the exception of some matters to do with health and safety.

30. The headteacher's leadership and management of the school are both satisfactory overall. He manages to combine his considerable teaching role in the Years 3 and 4 class with his whole-school management responsibilities. Good use is made of his individual expertise in ICT across the two junior classes, and he gives another teacher good opportunities to develop her expertise in teaching science by taking both classes each week in the subject. Some difficult decisions taken by the headteacher, with the support of the governors, have led to a necessary reduction in the number of teachers because of a falling pupil roll. It is to the credit of the school's management that the quality of provision for the pupils has been maintained, and that pupils continue to achieve well. Performance management is well established and is informed by teachers' own evaluation of their effectiveness, and of what they need to do to improve.

31. The headteacher's collegiate approach to leadership is to share most of the decision-making with the other teachers. Whilst this approach is valid, it inhibits individual teachers' ability to take a leading role in co-ordinating subjects, and in monitoring and evaluating the school's effectiveness. There is no regularly or rigorously applied system of evaluating the effect of what the school does. As a result, no one is in a fully informed position to take important decisions to do with improving the quality of education. The leadership by other staff members is no better than satisfactory; as they do not have the opportunity to carry out their designated curriculum responsibilities independently. Additionally, a key issue raised at the previous inspection was the need to develop the monitoring of teaching and the curriculum. This has not been done and is, therefore, unsatisfactory, even though currently a part of the school's development plan.

32. The tracking of pupils' progress is well established, and is based on regular assessments in English and mathematics. If a pupil is not making the expected progress over time, then the school is in a good position to take corrective action. In this and in other respects the staff, including teaching assistants, form an effective team that is committed to all pupils' development. The school's good commitment to the inclusion of all pupils in what it has to offer them is apparent on a daily basis through the individual attention that they receive. Provision for pupils with SEN is good. Recommended procedures are carefully followed and record keeping is systematic. Funding for pupils with SEN is spent appropriately for their benefit.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | | Balances (£) | |
|-----------------------------------|------------|-------------------------------------|-----------|
| Total income | 221,347.00 | Balance from previous year | 15,079.00 |
| Total expenditure | 242,266.00 | | |
| Expenditure per pupil | 4,404.00 | Balance carried forward to the next | 2,940.00 |

33. The headteacher and the secretary deal with financial matters efficiently. The governors make good use of available funds to provide sufficient resources to carry out its plans, including recent building alterations. The principles of best value are not rigorously applied because the school has no formal means of evaluating its effectiveness. Efficient administration by the office staff frees up time for the headteacher to concentrate on the school's central purpose: teaching and learning.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Provision for children in the Foundation Stage is **good**, as it was at the previous inspection. Children are admitted to the mixed age class, which includes those in Years 1 and 2. Work is linked to that of the older children for introductions and discussions, but most main tasks are appropriately different for the age and experience of the children. The attainment on entry to the school, whilst very wide-ranging, is often below average for their age. Whilst most have some formal pre-school education, with several attending the on-site pre-school group, not all have such experiences. In Reception all children, including those with SEN, achieve well because they are well taught, so that when they enter Year 1 their attainment is generally in line with expectations for their age. Assessment information is used well to track progress and plan work to match children's needs. There is a good number of teaching and support staff, which has a very positive impact on the care and support offered, enabling children to settle happily and do well. The accommodation is very good; with access not only to a small, dedicated play area but also to the high quality large play equipment for all. Leadership and management of the Foundation Stage are well considered and effective.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's achievement is good and they benefit from working alongside older pupils.
- Supportive relationships are established well.

Commentary

35. Children come into school with a wide range of social skills, which are below average overall. Some are still very egocentric and interested only in their own needs, readily removing equipment from others without taking turns. There are many benefits, both formal and informal, for the youngest children to work and play alongside their older, more settled and mature peers. Staff plan well for a wide range of activities, including those on arrival, where time is spent by the teacher with the youngest children helping them to settle to a range of games and activities designed to increase their social skills. They settle well into routines such as registration and those that prepare them for another activity. Teaching in this area is good and, by the time children leave the Reception group, their social skills are much improved, as is their overall personal development, which is then average for their age. This is a major factor in developing good relationships with adults and their peers.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and teaching assistants are used well in a range of activities.
- Good assessment procedures and use of information ensure a good match of tasks to ability.

Commentary

36. Teaching and learning in this area are good. Children enter school with very wide-ranging skills which, overall, are below average. Initially, the speaking skills of some children are well below average and some do not listen well to others. However, through carefully planned activities children make good and sometimes very good progress and achieve the expected targets by the end of the Reception year. Good questioning encourages children to communicate and helps them to increase their vocabulary. Staff are very aware that some children, currently mostly girls, are much quieter than others are and chances are taken to encourage them to contribute fully to activities. Use is made of role-play materials, although this was not much in evidence during the inspection. Good use is made of well-established assessment procedures and the information gained is used to plan activities to develop communication, language and literacy skills.

37. There is a close working relationship between teaching and support staff in the Reception group, which benefits children's learning. Teaching assistants are deployed well. Under the direction of the teacher and together with volunteers, they help introduce children to reading. Good use is made of group reading activities at a level that is appropriate to children's understanding. Children learn how to share books together and start to recognise letters and familiar words. Children also become familiar with early writing techniques and quickly learn to write their names and other words and phrases. Some children are keen to learn to read and write like their older siblings.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and the children achieve well.
- Day-to-day activities are used well to extend children's understanding of numbers.

Commentary

38. A wide range of displays and activities enrich children's experiences and learning about numbers and shapes. Good teaching ensures that from a low start children achieve well and meet the targets for their age. As initially not all children are familiar with numbers or numerals, some early tasks start at a basic level, introducing children to numbers from 1 to 10. They practise how to record the numerals and make sets of objects. Samples of recent work show that by the end of the year higher attaining children estimate and check numbers of items, identify longer and shorter ones and, when using coins, give change for something costing less than 10p. There are good opportunities in other subjects, such as science, to develop understanding of numbers further, such as considering how many legs different types of animals have.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children initially have low levels of understanding of the world around them.
- Wide-ranging opportunities are provided to expand children's understanding.

Commentary

39. When children enter school, some have a very narrow understanding of the world around them. A small number have rarely been out of the local area and do not have a deep understanding of living things or a high level of curiosity. Staff work hard to provide them with a wide range of relevant experiences; teaching is good in this area. At the end of the Reception year most children achieve what is expected for their age, but a significant minority does not. Good use is made of a designated area to grow a variety of seeds so that children develop an appropriate understanding of what they need to do to ensure that their sunflowers grow and flourish. Photographic evidence shows the range of activities the children have experienced, including dressing as Victorian children for part of their work entitled 'Then and now and here and there'. Good use is made of the village as a resource for local studies. Children have ready access to classroom computers and those who are familiar with them make individual use of a range of programs. Good use is made of the skills of teaching assistants to demonstrate to children how to use new programs.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Staff make good use of formal and informal assessments to identify children's level of skill and dexterity and plan activities to extend such skills.

Commentary

40. Teaching in this area is good, which enables the children to achieve well, so that at the end of the Reception year they meet the targets for their age. Whilst most children have reasonable skills when using large apparatus and when playing on the school's good quality outdoor play equipment, their fine motor skills are sometimes much less well developed. Some children struggle to handle scissors correctly and support staff have to work patiently to ensure cutting and pasting activities are conducted safely. Conversely, some of the quieter children have good control, as seen when children were handling roller markers to make their own pictures. Staff make good use of formal and informal assessments to track children's progress. Children take part in a good range of activities, where they learn to cut, shape and attach materials and equipment. Children make satisfactory progress when taking part in gymnastic activities alongside their classmates, although sometimes they are encouraged to use equipment in a manner that is not appropriate for their age and experience.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good in this area and children take part in challenging activities alongside their older classmates.

Commentary

41. Initially, drawing and painting skills are often at a low level and even children who achieve well in other areas do not have well developed creative skills. Staff plan an interesting range of activities successfully to move children's learning on well so that by the end of the Reception year they meet the targets for their age. However, displays and samples of work show that there is room to develop children's basic drawing and painting techniques further, so that children know what to do to

improve their work. Teaching is good, as seen when children were taught how to cut, place and stick sections of digital photographs of themselves in the style of David Hockney as part of their work on portraits. They study with interest the different styles of work of a range of famous artists and try to create work in a similar vein. Children enjoy taking part in singing activities and learn how to sing a range of simple songs in different voices, using clue cards to show singing moods and developing signs for conducting so that they know when to start, stop or sing quietly.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils of all abilities achieve well because teaching is good.
- The marking of pupils' work in two classes is thorough and helps pupils to see what they need to do to improve.
- Behaviour is good in the Reception, Year 1 and Year 2 class and the Year 5 and 6 class because pupils are consistently interested in lessons and try hard to do well.
- The co-ordinator does not have enough access to first-hand information about how the subject is taught across the school.

Commentary

42. Results of the 2003 and 2004 statutory assessments at the end of Years 2 and 6 compared well with all schools nationally, and with similar schools. However, results vary considerably from year to year because there are comparatively few pupils in each year group. For example, although all achieve well, pupils currently in Year 6 are not likely to attain as highly as pupils did in 2003 and 2004. At best, they are likely to attain only satisfactorily. This is because nearly all of the pupils have SEN and few are likely to attain at above the expected Level 4. Pupils currently in Year 2 also achieve well, and are likely to attain above average scores overall in 2005. In comparison with the previous inspection, standards are about the same in Year 2 and above those in Year 6. There was indication of some underachievement at that time. This is not the case now, because all pupils achieve well, including those with SEN. These pupils are fully included. Literacy targets in their IEPs are well thought out to guide their development in small steps. Class work is adjusted so that they work successfully, and teaching assistants give them good guidance.

43. There are a number of reasons for pupils' good achievement, but mainly it is because the quality of teaching is good overall and sometimes very good. Although the youngest class is made up of pupils from Reception, Year 1 and Year 2, the staff use resources well to assist pupils' learning. Expectations are high for pupils to behave and to listen carefully. Additionally, the work is interesting, so pupils want to learn. The teacher uses assessment information well to plan and present work that is suited to pupils' needs. From a low start, speaking and listening skills progress well because the adults give pupils plenty of opportunity for practising them. They think about their work and are not afraid to ask for help when they are stuck. These pupils are given every opportunity to contribute to discussions, as in a very good lesson on personal and social development. These skills continue to develop through the school, although not as rapidly as in the Reception year.

44. Standards of reading are above average in Year 2 and, whilst below average, are improving in Year 6. All pupils achieve well in this area. The early stages of reading are well structured. Year 2 pupils recognise many common words and have secure skills in sounding out unfamiliar ones. Because teachers generally have good subject knowledge and teach basic skills well, pupils in Year 2, including lower attainers, make good use of a range of strategies in reading, such as sounding

out letters and using pictures. Pupils in Year 6 use similar strategies, but also refer to the meaning of text when they meet new or unfamiliar words. Higher attaining pupils choose difficult books and achieve well. By the end of Year 6, pupils use reference books for research and understand how to use the Internet for research purposes. The school is well equipped with resource books, including a new reading scheme programme, to enhance reading skills. The teachers regularly encourage pupils to read at home. This improves many pupils' reading skills, as does the good use of classroom assistants to help with reading and the regular assistance of adult volunteers, in the infant class.

45. The school's recent emphasis on promoting writing skills is having considerable success. Handwriting is generally of a good standard, and the joined style taught and used by pupils from Year 1 onwards conveys a sense of maturity and individuality in all pupils' work. Some pupils' handwriting is not as neat as it could be because work that is done in ink is often crossed out. From an early age, pupils develop and use well their knowledge of spelling and sentence construction. They regularly practise spelling, and then incorporate the words they have learnt in sentences that they construct themselves.

46. By Year 3, most pupils are perceptive in their writing, as exemplified in a long and imaginative piece called 'The three little cats and the big, bad dog', written by a higher attaining pupil. Although there is some lack of attention by pupils in lessons in Years 3 and 4, mainly by boys, pupils in Years 5 and 6 listen very carefully to their teacher. Most respond well to questions and become aware of the importance of eye contact and body language. As a result, when it is time to write, pupils in this class do so with relish. In a literacy lesson, older pupils worked closely in pairs to write an exciting and punchy commentary of an imaginary football match. The results of their efforts were, in the main, inspiring. This was because the very good teaching, including some innovative use of resources, successfully engaged the pupils in dialogue that was both humorous and interesting. The lesson strongly appealed to their expressive nature and their desire to produce work of a high standard. It is because of teaching and learning of this calibre that pupils in Years 5 and 6 achieve well, even though not all attain as highly as is normally expected for their age.

47. Teachers' marking of written work is usually thorough and gives pupils clues and advice about how to improve their work. However, marking is done more regularly for the youngest and oldest pupils than in Years 3 and 4. In this class, much of the impact of marking is lost because pupils are not set further work on identified weaknesses consistently or expected to make corrections.

48. The subject is satisfactorily led and managed. However, although the co-ordinator is a skilled classroom practitioner, she is unable to carry out her management role in gathering first-hand information about lessons in the rest of the school. Consequently, she is not in the best position to advise her colleagues of the most effective strategies for raising standards.

Language and literacy across the school

49. The school makes increasing use of literacy in other subjects. This helps to extend pupils' literacy skills and to deepen their understanding of other subjects. There are several examples of pupils using computers to enhance their writing, including good quality poetry that they have composed themselves, for example about Odysseus and the Cyclops. Pupils write their own observations in subjects such as history, dramatic productions in pantomimes, or role-play to do with the Vikings; these help to increase speaking and listening skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics in relation to their ability.
- Standards are above average by the age of seven.
- Older pupils do not always have the skills and confidence to carry out problem solving work without support.
- The co-ordinator does not have sufficient opportunity to monitor and evaluate the quality of provision, using recognised criteria, across the school.

Commentary

50. Standards at the end of Year 2 are just above average. Standards in Year 6 are slightly below average. These findings indicate that attainment remains largely as it was in Year 2 at the time of the previous inspection, but has dipped slightly in Year 6. These findings do not match the most recent national test results, due to differences in the abilities of pupils within the older groups. The current group of Year 6 pupils contains a high proportion of pupils with identified SEN who will not do as well in national tests as their predecessors.

51. Caution needs to be applied when making comparisons of what the pupils achieve in this school, either with other schools or between different cohorts in the school. The very small number of pupils in some groups, mobility in and out of school and the particularly small number of either boys or girls in particular groups make comparisons difficult. National tests in 2003 taken at the end of Year 2 and Year 6 show that standards were average when compared with schools with similar numbers of pupils entitled to free school meals. In 2004, in both Year 2 and Year 6 similar proportions of pupils attained the expected levels in the tests as they did previously, but with a slightly better proportion achieving the higher levels.

52. Pupils of all abilities, including those with SEN, achieve well in relation to their natural abilities. Across the school, pupils have sound understanding of numbers, of shapes, space and measures and handle data appropriately. Some high attaining pupils do particularly well, as noted in the analysis of last term's work. Most groups of pupils are able to apply what they know when undertaking new work. However, several of the oldest pupils with SEN do not have the confidence or skills to apply what they know systematically in problem solving activities, which affects the standards they achieve.

53. The teaching of mathematics is good. Pupils make good progress and learn well. Staff are aware that within the small cohorts there is a wide range of ability, and they work diligently to meet the needs of all pupils by providing work of different levels of difficulty. Teaching in Years 1 and 2 and in Years 5 and 6 is consistently good and staff have high expectations of what the pupils can achieve. In Years 3 and 4 teaching is satisfactory, but pupils' work is not always neatly presented and, as noted by parents, the marking of such work and the use of homework are not consistent.

54. Leadership of the subject is satisfactory in that the co-ordinator has a sense of purpose and has worked appropriately to develop the subject further since the last inspection. However, the management of the subject is unsatisfactory, as the co-ordinator does not have sufficient opportunity to monitor and evaluate rigorously the quality of work using recognised criteria. This results in inconsistencies in some approaches, including marking and the use of homework. The lack of monitoring and evaluation was identified in the previous inspection as an area for improvement and has not been pursued with sufficient commitment. Overall improvement since the previous inspection has been satisfactory.

Mathematics across the curriculum

55. Pupils use their mathematical skills across the curriculum in a satisfactory manner. This includes use in science and design and technology, where they use measurements in a range of activities. However, the development of cross-curricular skills is often informal rather than specifically reflected in planning and more use could be made of ICT to support learning in the subject.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- In science pupils achieve well in relation to their ability.
- Pupils do not always have the skills and confidence to carry out experiments and investigations without support.
- The co-ordinator does not have enough opportunities to monitor and evaluate the quality of provision across the school.

Commentary

56. Standards in science are average at the end of Year 2 and slightly below average at the end of Year 6. This indicates that the attainment of younger pupils is as it was at the previous inspection, but that standards have dipped slightly by Year 6. Children enter the school often with low levels of scientific knowledge. Pupils do not have high levels of knowledge of life processes and living things or a natural curiosity. However, because teaching is good pupils, including those with SEN, generally achieve well in relation to their abilities.

57. Care must be taken when comparing standards in this school with others and between year groups because of the small number of pupils in each group. Teacher assessments of pupils in Year 2 in 2003 and 2004 indicate that standards were high and all pupils achieved at least the levels expected for their age and an impressive proportion achieved the higher levels. In Year 6 national tests in 2003, standards were above the average of similar schools and in 2004 the same proportion of pupils achieved both the expected standard and the higher levels. Lesson observations during the inspection indicate that most pupils have average understanding of the different areas of science for their age. At this early stage in the year, pupils are not yet achieving at the high levels and Year 2 pupils, for instance, have no more than average skills in making comparisons between humans and other animals.

58. Throughout the school pupils have reasonable factual understanding of aspects, including materials and their properties and physical processes. However, pupils often do not have the confidence or skill to carry out experiments and investigations without adult support. This was epitomised in a Year 3 / 4 lesson making predictions about the effect of adding additional batteries to an electrical circuit. Despite clear explanations and good questioning, pupils offered little to discussions and several had limited confidence or apparent interest in discussing how to plan their experiments or to ensure a fair test. While older and younger pupils generally have positive attitudes to their learning, the large majority struggle in trying to follow lines of scientific enquiry in a systematic manner.

59. The teaching of science is good. Good use is made of staff knowledge and interest and the subject co-ordinator has the opportunity to change classes in order to teach all pupils in Years 3, 4, 5 and 6. Teachers have high expectations of what the pupils can achieve and use a good range of questions to check what pupils know and to move them forward in their understanding.

60. As the subject co-ordinator teaches half the school, she has some understanding of provision in Years 3, 4, 5 and 6. However, she has no opportunities to monitor the quality of provision, teaching and learning in Years 1 and 2; this is unsatisfactory. Whilst opportunities are undoubtedly sought and taken to discuss what happens in science, the lack of formalised monitoring opportunities puts pressure upon the co-ordinator to carry out her duties at other times. The use of ICT to support science is satisfactory, but is not an extensive feature of the sample of recent work. Over time, improvement in the subject has been satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Good standards are attained in word processing.
- Pupils in Years 3 to 6 do not use computers regularly enough.
- Pupils are keen to use computers.

Commentary

61. Only one ICT lesson was observed during the inspection, but sufficient evidence from this lesson and other sources is available to make secure judgements about standards and provision. Standards in ICT at the end of Years 2 and 6 meet expectations and match those at the time of the previous inspection. Since then, however, expectations for standards have risen nationally, and the school has done well to keep up. The resources available are satisfactory overall, and the recent acquisition of laptop computers means these are more accessible to pupils around the school. Nevertheless, whilst most pupils develop their keyboard and some other skills well, those in Years 3, 4, 5 and 6 do not use computers regularly enough in classrooms to develop their ICT skills fully.

62. Most pupils achieve satisfactorily in ICT, including those pupils with SEN, who are fully included in the planning of the ICT curriculum. At an early age, pupils become confident in using computers, for example to 'paint' pictures, or to type out simple sentences. They become proficient in using the mouse and in finding letters on the keyboard. By the time they leave Year 2, most pupils know how to save and print their work, and some are proficient in changing the size and colour of fonts. With adult help, the use of a digital camera leads to pupils editing images and 'dragging' them into artistic presentations.

63. Pupils in Years 3 to 6 have their own computer files for storing their work, which they have to access via individual passwords. All pupils are competent in using this facility, and the stored work provides revealing evidence of their progress. By Year 6, pupils use computers competently to draft and present their stories and poems attractively. They send e-mails and attach documents where necessary. Some pupils use this facility to particularly good purpose, such as when two correspondents construct a poem line by line. Pupils have access to all sections of the required ICT curriculum, such as data processing, modelling and sensing. For example, they design a system for switching on and off electrical gadgets, and collect and display in a frequency chart some data from a traffic census. However, not all pupils cover sufficient tasks in ICT to ensure that they make better than satisfactory progress.

64. Most pupils are keen to use computers, but several of the Years 3 to 6 pupils do not concentrate on their tasks as much as they should. This was noted in the lesson for Years 5 and 6 pupils. The over-excitement of some of the boys hindered the progress they might otherwise have made, and there was not enough intervention by the teacher to correct their behaviour.

65. The subject is led and managed satisfactorily, and the staff are developing their competence. The co-ordinator teaches ICT lessons to all pupils in Years 3 to 6, so he is in a good position to monitor pupils' progress. The school has access to the Internet, but the very slow speed of access inhibits the effectiveness of lessons where pupils need to research or send and receive e-mails, and some pupils become restless or even misbehave as a result.

Information and communication technology across the curriculum

66. Staff try hard to use ICT in as many subjects as they can, and their lesson planning lists these opportunities. However, in addition to the use made of computers for writing, there is scope for pupils to turn to computers more regularly. Currently, there are good samples of older pupils using computers to create attractive patterns in art and design, researching and importing pictures as part of a study in geography on the Andes, and using a data sheet to record information about books they have read. In Year 6, pupils use a special program to compose and play their own musical compositions.

HUMANITIES

Provision for **religious education** was not inspected within this inspection.

History and geography

67. Not enough work was seen in history and geography to form overall judgements about the quality of provision and standards. No lessons were seen in either subject. However, pupils achieve a satisfactory amount of written work in both subjects. Their attitudes are good, and they are knowledgeable about their current studies. For example, pupils in Year 6 talk quite interestingly about Benin, an ancient kingdom in Nigeria. This study is also promoted well through art; when, using clay, pupils make golden tiles in the style of the bronze work typical of that culture. Younger pupils recall with enthusiasm their Victorian Day, when they dressed up and endured a day's schooling as it might have been over 100 years ago. The curriculum is planned to take account of classes having mixed ages, and there is a suitable range of visits to enhance the curriculum in both subjects. There are no formal procedures for measuring pupils' progress on a regular basis.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Older pupils produce good work using clay.
- The monitoring and evaluation of work is insufficient to identify if there are any inconsistencies in curriculum coverage.

Commentary

68. Standards in art and design are average across the school, as they were at the time of the previous inspection. The sample of pupils' recent work indicates that an appropriate curriculum has been taught in Years 1 and 2 and in Years 5 and 6 and there are some good features to this work. However, there is limited evidence in Years 3 and 4 to substantiate firm judgements on provision over time. From the beginning of this term pupils in Years 3 / 4 have been taught with Years 5 and 6. However, the groups were previously taught separately and there is little or no evidence of the work undertaken last year in Year 3 / 4. This lack of evidence inhibits overall judgements.

69. Current work shows pupils to have average skills in the most basic skills of drawing and painting. However, as there are no sketchbooks and limited evidence of structured skill development, some pupils do not make great steps in the acquisition of these basic skills and techniques and some drawing is at a fairly basic level. There is only limited evidence of pupils making preliminary sketches and designs for their work and the design element of the subject is not always fully developed. Better levels of skill are seen using other techniques. This is seen both when the youngest pupils make cut and paste photographic montages in the style of David Hockney and in the good quality batik and clay work produced by the oldest pupils.

70. The quality of teaching and learning is currently good. Both staff teaching art and design have enthusiasm for the subject and work hard to make tasks interesting for the pupils. This is well illustrated in the photographic montages, where the youngest children have great fun cutting and re-assembling copies of their own image. Teaching of the oldest pupils has some strong features as staff give pupils experience of an interesting range of techniques. Clay work produced by the art club and within lessons is of good quality. Assessment is satisfactory but largely informal.

71. Leadership of the subject is satisfactory in that the co-ordinator has an appropriate vision for improvement. However, management of the subject is unsatisfactory, as the subject leader has little or no opportunity to monitor the quality of provision and is not in a position to know whether recent work has ensured continuous and progressive development of skills across the school.

Design and technology

72. Due to time constraints only one lesson was observed. However, the samples of pupils' work indicate an appropriate curriculum is in place. No design and technology activities were seen in Years 1 and 2, but photographic evidence firmly indicates that suitable activities take place. Older pupils enjoy using construction kits to make models and investigate movement as part of a project to make a model car that moves. All pupils were fully engrossed in this very effective lesson, using gearboxes, propellers and other equipment well. The sample of recent work indicates that whilst there are some design and evaluation activities, these are not a strong feature of recording, which sometimes makes it difficult for pupils to refer back to what they have previously learned when tackling new work. As in other subjects, assessment is largely informal and the subject leader has few opportunities to monitor the quality of provision in the subject.

Music

73. Due to timetabling arrangements, only one lesson was seen in the subject. No musical activities were seen that involved pupils from Years 3 to 6. A few pupils have clarinet lessons each week from a visiting specialist. Pupils in Reception, Years 1 and 2 make a good start to learning in music. They enjoy singing together, and learn that music can represent different moods. All pupils were fully included in the good lesson seen, which was well planned, and taught enthusiastically and energetically by the teacher, who was supported well by the two classroom assistants. By the end of the lesson, many pupils were singing independently in good rhythm and pitch.

Physical education

74. Only one lesson was observed in the subject and it is therefore not possible to make secure judgements about standards, teaching or learning in the subject. Discussions and planning indicate that a generally suitable curriculum is in place. However, current arrangements whereby Reception children are taught alongside those in Year 1 and 2 means that they are taught by staff more used to working with older pupils. The use of large sized formal gymnastics equipment was not entirely suitable for the age and experience of the children. In the lesson observed, pupils made satisfactory progress travelling on apparatus, although the youngest children struggled to maintain their concentration and behaviour, as some wanted to 'do their own thing' rather than what was expected of them. Whilst the school hall is relatively small for gymnastic work, outdoor facilities for netball, football and other sporting activities are good for a small school. There is a good range of extra-curricular activities, including friendly matches against other local schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. Only one lesson was seen in this area of learning, so no judgement could be made about provision, although pupils achieve satisfactorily. Weekly sessions in personal, social and health education are timetabled in each class. Topics of learning are planned satisfactorily to help pupils to look after themselves, understand their feelings and those of others, and to make informed choices. Pupils in the lesson seen in the infant class learnt much about how it is necessary to have rules, for example on how to behave in the playground. One product of this very good lesson was the way that the older pupils helped the younger ones on their way out to lunch.

76. There is a calm, mainly friendly atmosphere in the school, which helps pupils to relax and grow in confidence. Pupils develop positive relationships and are encouraged to become responsible within the setting of the school community. However, there is no school council, and the school does not have a system of achievement rewards to promote pupils' self esteem. Nevertheless, adults take every valid opportunity to praise pupils and to engage them in mature conversation. The oldest pupils are currently investigating the possibility of starting a school council by seeking advice, via e-mails, from pupils in a nearby school. Visits by responsible and specialist adults, such as a dental nurse, help to support pupils' learning about health matters. There is appropriate provision for sex and relationships education for the older pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 3 |
| How inclusive the school is | 3 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 3 |
| 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 | 4 |
| The quality of education provided by the school | 3 |
| The quality of teaching | 3 |
| How well pupils learn | 3 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 2 |
| Pupils' care, welfare, health and safety | 5 |
| Support, advice and guidance for pupils | 4 |
| 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 | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 4 |
| 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).