

INSPECTION REPORT

HUGH JOICEY FIRST SCHOOL

Ford Village

LEA area: Northumberland

Unique reference number: 122291

Headteacher: Mrs R Smith

Lead inspector: Mr Kevin Hodge

Dates of inspection: 3rd - 5th May 2005

Inspection number: 267084

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Aided
Age range of pupils:	4 to 9 years
Gender of pupils:	Mixed
Number on roll:	32
School address:	Ford Village Berwick-upon-Tweed Northumberland
Postcode:	TD15 2QA
Telephone number:	01890 820217
Fax number:	01890 820217
Appropriate authority:	The governing body
Name of chair of governors:	Lord Joicey
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

The school has a rural location in the village of Ford, ten miles from Berwick-upon-Tweed. There are 32 pupils on roll and there are slightly more boys than girls. Approximately a third of the pupils come from outlying areas. The number of pupils who start or leave other than at the normal times varies, but is above average levels. For example, about 30 per cent of the Year 4 class that left in July 2004 did not start at the school. This year it will be over 40 per cent, which is well above the national figure. The socio-economic background of the pupils varies, but is average overall. Housing in the area is largely rented, with small pockets of social housing. The percentage of pupils entitled to free school meals, around 11 per cent, is below the national average. The pupils come to the school with a range of abilities. The number of pupils with special educational needs, at 13 per cent, is below average; there are no pupils for whom English is an additional language or who are from ethnic minorities. This year the ability level of pupils on entry to the school was average, but the attainment on entry in the case of the current Year 2 and 4 pupils was below average.

The school received a DfES achievement award in 1999 and 2001, and gained an 'activemark' award in 2003 and a 'healthy schools' award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18466	Kevin Hodge	<i>Lead inspector</i>	English; Information and Communication Technology; Geography; History; Music; Physical Education; English as an Additional Language; Special Educational Needs.
11468	Judith Menes	<i>Lay inspector</i>	
22197	Martin Mayhew	<i>Team inspector</i>	Foundation Stage; Science; Mathematics; Art and Design; Design and Technology; Personal, Social, and Health Education.

The inspection contractor was:

VT Education Ltd
Old Garden House
The Lanterns
Bridge Lane
London
SW 11 3AD

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	4
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	11
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	13
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	23

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hugh Joicey First school provides a good standard of education. The school is a respected feature of the community and the pupils benefit from the individual attention given to them by the caring and supportive staff. It has comparatively few weaknesses and it gives good value for money.

The school's main strengths and weaknesses are:

- The pupils are confident and approachable; they enjoy school and behave well.
- The headteacher is a supportive and conscientious leader.
- Children make a good start to their education in the Reception class.
- Links with the parents and community are very well developed and productive.
- The school's self-evaluation varies in its accuracy.
- Pupils speak clearly and listen carefully to each other and their teachers.
- The highest-attaining pupils do not develop their writing skills well enough.
- Governors know the school well.
- There is a good number of additional activities outside the classroom.
- Some pupils' presentational skills are not well developed.
- Assessment is thorough, but pupils do not always receive sufficient guidance about how to improve their day-to-day work.

The school has made satisfactory improvement overall since the last inspection, although the presentation of work is still an area to improve further. The weaknesses in the Foundation Stage have been addressed, and there has been significant improvement, particularly in teaching. The higher-attaining pupils now achieve satisfactorily in most areas, although their writing skills are not developed well enough. The pupils now reach the nationally expected standards in information and communication technology (ICT).

STANDARDS ACHIEVED

The pupils achieve well overall, given their variable attainment when they enter school. In the Foundation Stage, children currently are on course to reach or exceed the goals expected by the end of Reception. In Year 2, the pupils reach above the expected standards in their speaking, listening and mathematics. They achieve particularly well in these areas.

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			Similar schools
	2002	2003	2004	2004
reading	D	A	D	D
writing	B	B	B	A
mathematics	C	B	C	C

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.
Similar schools are based on schools with similar levels of free school meals.*

Owing to the small number of pupils taking the tests, results can vary significantly from year to year and therefore need to be treated with some caution. In the 2004 national tests for Year 2 pupils, results in writing were above the national average for all schools, and in mathematics they were average. Although the reading results were below average, inspection findings indicate that pupils reach better than the expected standards in their reading. Compared to those of similar schools, results in writing were particularly good. In mathematics, they were average. but pupils' results in reading were below average. Inspection evidence does not fully support the positive picture of writing indicated by the tests; the highest-attaining pupils do not perform as well as they should. In

addition, two pupils have joined the school and three of the 11 children who took the tests have left. The inspection evidence indicates that pupils' reading skills are better than the results indicate. The pupils who have special educational needs achieve well, as a result of the good levels of support and the expertise of teachers in providing the right level of work for them.

Pupils' personal qualities develop well. Their spiritual, moral, social and cultural development is good. They behave well and have good attitudes to each other and to adults in the school. The school's caring ethos, based upon a good knowledge of each pupil's needs, contributes to the good relationships that exist. Pupils' social, spiritual and moral development is very good and their appreciation of their own cultural traditions and those of others is satisfactory. Pupils' attendance is good and they arrive promptly.

QUALITY OF EDUCATION

The quality of education is good overall. Teaching is good overall. Teaching is consistently good in most of the lessons. Good teaching was evident in all year groups, and some very good teaching took place in some subjects, such as music. All pupils are included in activities and they achieve well. The pace and quality of learning are generally good, although pupils are not always given sufficient guidance about how to improve their work. The presentation of pupils' work varies, and does not often show the work in its best light. The curriculum is planned systematically. There is a good number of after-school clubs and timetabled French lessons, and these give the curriculum added richness. Levels of care are good and pupils value their role on the school council. The school's accommodation is good overall, and benefits from spacious grounds and playing fields. The level of resources is satisfactory. The school promotes very good links within the local and wider community. The formal and informal links with parents are very good. Work with other schools is very well developed. The school prepares pupils well for their transfer to middle school.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The leadership and management of the school are good overall. The leadership of the headteacher is good, and she manages the school well. The governors provide good support. The work of pupils with special educational needs (SEN) is co-ordinated sensitively to place pupils in different groupings according to need. Pupils take a full part in all activities. The school identifies areas to improve, but its judgements about some aspects of its provision are over-generous. The governors ensure that the school meets all statutory requirements. They support the work of teachers and headteacher well and are clear about what the school does well and not so well. The chair of governors works closely with the headteacher and is a regular and valued visitor to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school. The response from the parents' meeting and from questionnaires was enthusiastic. They spoke highly of the way in which the school cares for the pupils and communicates with parents. Pupils enjoy being in the school and appreciate having their say, for example in the school council.

IMPROVEMENTS NEEDED

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

- Develop the accuracy of self-evaluation to focus improvement.
- Extend the writing skills of the highest-attaining pupils.
- Improve pupils' skills in presentation and organisation of their work.
- Involve pupils more in knowing how to improve their work.

The school has identified most of these issues in its own self-evaluation and plans for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' standards exceed the expected levels in aspects of English and in mathematics. Pupils throughout the school achieve particularly well in these subjects, and were found to achieve well in others where judgements were possible. Children achieve well in the Foundation Stage.

Main strengths and weaknesses

- Children in Reception make good progress in all the areas of learning and they achieve particularly well in their personal, social and emotional development.
- The pupils achieve very well in speaking, listening, and reading, and overall standards are higher than those expected nationally.
- The writing of the highest-attaining pupils is not well developed.
- Pupils are confident in mathematics and they achieve very well.

Commentary

1. Inspectors judge pupils' achievement by looking at the progress they make over their time in school, within individual lessons, as well as by judging how well they respond to the demands made on them. Pupils' abilities are a key factor when judging achievement. Children in the current Years 2 and 4 were of below average ability when they joined the school, although the children who joined the school this year were of average ability. During the Reception Year, they make good progress and achieve well in key subjects such as reading and language skills. They achieve very well in their personal and social education and most children will exceed the goals they are expected to reach by the end of Reception.

2. Care has to be taken when analysing results, as the small number of pupils taking tests can cause significant variations to occur from year to year. For example, this year (2005) only two pupils will be taking the national tests. The table below shows the average points scores attained in the Year 2 tests in 2004 (with the 2003 scores in brackets). One point represents typical progress per term and the evidence from past test scores indicates that, at the end of Year 2, standards in writing and mathematics are slightly ahead of the national picture.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	15.5 (18.0)	15.8 (15.7)
writing	15.7 (15.3)	14.6 (14.6)
mathematics	16.5 (17.0)	16.2 (16.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

3. Results improved slightly in writing, but declined in reading from those of the previous year. In mathematics, the results fell slightly. Work seen during the inspection showed above average standards in reading and mathematics, and writing met the expected levels for most pupils by the end of Year 2. In the other subjects where judgements were made, the pupils reached the expected standards. In ICT, standards are now in line with what is expected, which is an improvement since the last inspection. Given the pupils' below average starting point, this represents good achievement.

4. Work seen indicates that standards of the present Year 4 are above average in reading, speaking, listening, and mathematics. The small size of the school, the good ethos for learning, and consistently good teaching over time enable pupils to achieve very well in these areas. In writing, the highest-attaining pupils do not achieve as well as they could. No significant differences in

attainment between boys and girls were noted, and the school monitors their progress carefully. In ICT, pupils reach the expected standards and achieve well throughout. In music, the pupils reach the expected standards, and their achievement is good overall. In the remaining subjects, not enough evidence was collected to make possible a secure judgement about the standards reached or the achievement of pupils.

5. The pupils with SEN make good progress and achieve well. In the extra groups taken by part-time teachers and other staff, well-matched activities enable pupils to achieve well and make good progress in their learning.

6. Inspection evidence indicates that standards overall are broadly similar to those reported in the last inspection, although standards in reading and mathematics in Years 2 and 4 are now higher. The standards of writing for the highest-attaining pupils are not high enough, and standards of handwriting are not consistently good enough. School trends in national test results have generally kept pace with the national picture. Results and achievement have improved in key areas, but not enough progress has been made in writing for the highest attaining pupils. Overall, improvement has been satisfactory.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and they behave well. Their levels of attendance at school are good. The school provides well for pupils' personal development.

Main strengths and weaknesses

- Pupils are happy to come to school and they enjoy the range of activities provided.
- Pupils' social development is very good, so they have a good understanding of their place in the community.
- Relationships are good throughout the school.
- Behaviour is good because staff manage it effectively.

Commentary

7. Staff take full advantage of the small size of the school to foster a strong family ethos and very good relationships within the school, and with parents and the community. Pupils like school and the majority take an interest in their work and are keen to learn. For example, in the younger class, pupils were very interested in a lesson on the way in which a fruit or vegetable is changed into a packaged product, and they all set to work promptly and with some excitement to match raw materials to the correct products. Pupils behave well in lessons and around the school, and some behave very well, particularly in the younger class. On the few occasions on which behaviour is less good, teachers apply clear and effective procedures to help pupils to improve, through discussion with parents, consistent expectations and rewarding success. Parents are confident that instances of bullying or harassment are rare, and that if they do occur they are dealt with effectively.

8. Pupils understand school routines such as lining up to go out to play, or at the end of the school day, and they carry them out sensibly. They take on responsibilities in the classroom and as buddies in the playground, and usually take these roles seriously. Children of all ages know each other well and are sociable and friendly in the playground, making good use of the equipment provided. They co-operate well in pairs or larger groups in lessons and can organise themselves to carry out a task. For example, the older class held an election and each party discussed and agreed a manifesto and promoted it to the rest of the class. They enjoy the contacts with other small first schools, when they meet new friends, share educational experiences and visits, and learn that they are part of a wider community.

9. Pupils respond well to the spiritual content in assemblies and show they are well able to consider and understand the feelings of others. They understand the difference between right and wrong and have views on the need, for example, to reduce pollution and to care for other people in the world who are less well off than themselves. The school makes satisfactory provision to help pupils to understand that they live in a multi-cultural society.

10. Pupils' attendance at school is good. Parents ensure that their children arrive at school promptly and are conscientious in informing the school if the child is ill or absent for any reason.

Attendance in the latest complete reporting year (%) 2003/04

Authorised absence		Unauthorised absence	
School data	4.7	School data	0
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall. The curriculum provides a secure framework for teachers to plan and caters well for the mixed ages found in the classes. Extra-curricular provision is well developed, with a good range of activities over the year. Teaching is good overall, and some very good teaching promotes good standards in subjects such as music and pupils' personal, health and social education (PHSE).

Teaching and learning

Teaching and learning are good throughout the school. In two lessons, they were very good. Assessment of pupils' progress is satisfactory overall but has weaknesses.

Main strengths and weaknesses:

- The teaching in the Foundation Stage is consistently good.
- English and mathematics teaching is good in both classes.
- Teachers manage pupils' behaviour well throughout the school.
- Teachers cope effectively with mixed-age classes.
- Pupils do not always get enough guidance about how to improve work over time.

Commentary

11. The quality of teaching and learning is good overall and two lessons were taught very well. It is consistently good in both classes as the teachers develop good relationships and good attitudes from the pupils. This helps promote some good standards in aspects of English and mathematics. The teaching for the Reception children is now consistently good, which is an improvement since the last inspection.

Summary of teaching observed during the inspection in 13 lessons or part lessons.

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2	10	1	0	0	0

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

12. The quality of teaching in the Reception and Year 1 class is good. The two teachers, who both teach part time, liaise well. The small class enables the teachers to focus very strongly on learning, especially in children's personal, social and emotional development. The pupils'

confidence is cultivated sensitively and teachers capitalise upon their natural curiosity. Both staff are clear in their expectations of behaviour and routines and this shows in the way the pupils respond to the work demanded. The pupils are encouraged to use the outside role-play areas independently and they pupils are sensible, co-operative, and imaginative.

13. The pupils learn well in the mixed age class of Years 2, 3 and 4. The headteacher shares the teaching with a part-time teacher. They liaise well and arrange practical and effective groupings of pupils. This promotes the best learning, commensurate with their abilities or special needs requirements. Basic number and literacy skills are taught well and the pupils' skills are developed systematically. A range of teaching approaches ensures that the pupils are well motivated, and the expertise of staff for specialist subjects such as musical activities is used effectively. In a very well taught lesson, for example, the teacher expected high standards of singing, participation and cooperative working. The pupils achieved very well and made good progress during the lesson. In a PSHE lesson led by the headteacher a school 'general election', mirroring the national elections, provided very good opportunities for the pupils' citizenship development. Activities were well organised, and pupils took the task seriously by proposing their ideas before voting for their chosen candidates.

14. Throughout the school, teachers are clear about what they are trying to achieve, and regularly share this with pupils at the start of lessons and check learning at the end. Most pupils are mature and complete their tasks well. Pupils often give thoughtful responses and communicate well to the teacher. Homework is used regularly to reinforce and extend work in lessons. Nearly all pupils concentrate well and listen effectively to their teachers in all age groups. A very small minority of pupils in the Year 2, 3 and 4 class find extended listening more difficult, but they are well managed by the teachers. They enjoy working together in pairs and small groups, and they are encouraged to develop their collaborative skills. The small number of class assistants and helpers are well briefed and provide good support for pupils' learning. They are active and create the right balance between guidance and support. Pupils with SEN are given a good range of opportunities and effective support. This enables them to achieve well.

15. Assessment is satisfactory in English, mathematics and science, and the school analyses information from national and optional tests at various points during the year. This information is interpreted well and appropriate action taken to bring about improvement. Teachers' day-to-day comments on pupils' work for Years 1 to 4 are regular, but they are often brief and give few clues about how to improve. There were few examples of where suggestions for improvement were referred to in later work. In some work, specific targets were set, but this was rare. Help given orally to pupils within lessons is better developed, and there were some good examples of focused discussion on the progress and quality of their work.

The curriculum

The school provides a **satisfactory** curriculum overall. There are strengths in the way subjects are linked together to enhance learning. The curriculum is enriched **well** by a good range of extra-curricular activities and learning experiences which result from visits out and visitors to the school.

Main strengths and weaknesses

- Provision for extra-curricular activities and for other opportunities for enrichment is good.
- The teachers are well matched to the teaching of the National Curriculum, and teaching assistants make a good contribution to learning.
- The accommodation is good.
- Resources are good, particularly in the Foundation Stage.

COMMENTARY

16. The formal curriculum meets requirements. It is planned systematically, so that pupils make good progress in the Foundation Stage and in aspects of English and in mathematics, and it prepares them appropriately to move on to middle school education. An essential feature of the curriculum is that it draws distinctively on local resources and traditions, as noted at the previous inspection.

17. Planning over a two-year cycle is helpful in ensuring that the pupils in the mixed-age class of Years 2, 3 and 4 pupils do not repeat work. The school recognises that current planning does not take fully into account the formal curriculum needs of all the pupils in this class who are there for three years. However, there is creative use of available teachers to teach small groups, on occasions, for the core subjects, and this ensures that work is matched closely to each pupil's needs, in terms of both coverage and challenge.

18. The effective use made of topics and links between subjects helps to make the teaching more interesting and relevant to the pupils, and they draw on skills learnt in one subject to enhance learning in others. Opportunities for pupils to use literacy, numeracy and ICT skills in other subjects are satisfactory. Many pupils, for example children in the Reception Year, use computers as a matter of course to help them with word processing or to 'click' on programs. There is a good course for PSHE and citizenship, taught partly as a separate subject, but also integrated into other subjects and the wider life of the school.

19. The wide programme of visits, visitors and special events is a significant strength. These activities are used well to stimulate pupils' interest and to widen their experiences. Good quality work is produced as a result, such as the weaving which resulted from the visit of a local artist. Visits to Holy Island provide wonderful experiences to do with the natural environment and the humanities. For example, pupils learn about early Christian life in the area, and use natural materials to create artistic works, such as local stone to produce sculptures. The school plays a valuable part in local festivities and customs, and pupils gain much from taking part in such community events. For example, the village May Day celebrations, due soon after the inspection, were to include pupils dancing around the Maypole.

20. The range of extra-curricular activities available is good and is unusual for a school of this size. Extra activities over a year include clubs in football, tennis, gardening, and dance and gymnastics. The school takes advantage of its links with other small schools in the area to take pupils on a residential visit to Kielder and to work together on other events, such as sports days.

21. Provision for pupils with SEN is good. The pupils have well developed programmes of work. The small classes and the flexibility in staffing enable specific small groups of pupils to be formed. This makes the best use of the resources available, and the pupils with SEN are included in the normal class routines.

22. The accommodation and resources are good overall. The extensive grounds provide attractive and interesting facilities for study and for sporting activities, and the enclosed area for children in Reception is secure and used well for structured play activities. Classrooms are of good size for the number of pupils, and the large hall is a good facility for a wide range of activities, both within and outside the formal curriculum. The school is well staffed with experienced teachers who are all competent to teach pupils from Reception to Year 4. Three of the teachers are employed on a part-time basis. This not only brings enhanced expertise to the school but also allows some flexibility to provide for variations in pupil grouping when required, such as to teach lower- or higher-attaining pupils in science or mathematics lessons. Teaching assistants are adequate in number and give good support to teachers, with whom they work very well, and to the pupils.

Care, guidance and support

The school takes good care of its pupils. Provision for the support and guidance of pupils is satisfactory overall. Pupils have good opportunities to express their views.

Main strengths and weaknesses

- The school develops very good relationships between pupils.
- Pupils joining reception are well supported in day-to-day activities.
- Good provision for health and safety enables pupils to feel safe in school and concentrate on their work.
- Although the school has appropriate arrangements to assess and record pupils' progress, pupils do not always know what they need to do to improve their work.

Commentary

23. The school takes good care of its pupils and makes good provision for their health and safety. There are clear policies for medication and school visits; the building is monitored for hazards, and issues are reported to the governing body. There is appropriate provision for child protection, and the school makes use of links with outside agencies, for instance for behaviour support.

24. Staff develop good and trusting relationships with pupils and get to know their strengths and weaknesses very well as they move up the school. Teachers monitor pupils' personal development closely through observation and discussion, and provide very good support to help pupils gain confidence and maturity and extend their experience. They monitor pupils' academic progress effectively but do not use the information gained to help pupils understand what they need to do to improve their work. Pupils have targets for mathematics and English, which are discussed with parents and reviewed periodically.

25. The pre-school facility provides an ideal introduction to the school for pupils and parents, so that they get to know staff and become familiar with the school building before children start in Reception. Close links enable children to visit the Reception class before joining it, and make it possible for teachers to share information about children so that the latter are very well supported during transfer.

26. Pupils are encouraged to express opinions and the school council provides a useful forum for them to put forward their views, and those of their classmates, about the school and its development. Representatives are elected and changed regularly, so that most children have the opportunity to take part. Pupils feel that their views are listened to and that they are making a contribution to the school.

Partnership with parents, other schools and the community

The school has developed very good links with parents, other schools and the community.

Main strengths and weaknesses

- A very effective partnership with parents supports pupils' welfare and progress.
- Very good links with other schools enable the school to overcome the limitations of its small size.
- Extensive links with the community support the curriculum and pupils' personal development.

Commentary

27. Parents are very pleased with the education and care that the school provides for their children. They feel welcome in school and are confident that teachers will listen to their queries or concerns and act upon them. The school regards parents as partners in the education of their children and consults them, when concerns arise, to ensure a consistent approach. Some parents are involved in helping in school, for example in the library and with costumes for the Christmas show. There is an active parent-teacher association that is well supported by parents and the community.

28. The school provides parents with good information about the school and their children's progress. It sends out very helpful notes on what pupils will be learning each term and provides guidance on homework. Parents are told their child's individual targets in English and mathematics, which are then discussed at parents' evenings. Newsletters keep parents in touch with activities in school and invite them to become involved and support the school in a variety of ways.

29. The development of the pre-school facility and mother and toddler group provides an invaluable community resource and draws families from a wide area into the village. The school is involved in the life of the village through strong links with the church and the estate. Pupils visit local businesses such as the dairy, bakery and plant nursery. They take part in local events such as May Day celebrations and the horticultural show, and contribute to the parish newsletter. Links with the wider community extend pupils' experiences through educational visits.

30. The school makes very good use of local cluster arrangement that enables it to overcome constraints imposed by the small number of pupils. Schools collaborate to visit residential centres, invite visitors such as Zoolab to enhance the curriculum, and engage in projects such as a drama pageant. These links enable pupils to make new friends, increase the resources and opportunities available to teachers, and allow schools to share teaching resources. Further links are developed so that pupils can meet children who will attend the same middle school, and to help staff support pupils' transfer and exchange information on their progress and development.

31. There are very close links with the committee of volunteers who run the pre-school facility and toddler group in school. A committee member sits on the school governing body. There is close liaison between teachers to plan the early years curriculum and share assessment procedures. The school and committee work together to promote health and safety and joint participation in some school events.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership of the headteacher is **good**. Governors give **good** support and ensure that the school meets its statutory requirements.

Main strengths and weaknesses

- The headteacher is a conscientious leader and effective class teacher.
- All staff are good role models for pupils and they promote a good ethos for learning.
- The school's self-evaluation lacks rigour.
- The governors are knowledgeable and supportive of the school.
- The co-ordination of provision for the pupils with SEN is good.

Commentary

32. The headteacher leads the school with dedication and combines her teaching role and management role effectively. She provides clear educational direction for the school and has high expectations of both herself and the staff. The school's improvement plan, which is now due for review, draws usefully on the views of staff, pupils and governors to identify priorities. It outlines a systematic plan for improvement and development, although the criteria used to measure success are not always clear enough to gauge effective or ineffective progress. To improve the quality of education, the headteacher, along with local authority advisers, has monitored teaching. The teaching commitment of the headteacher makes this more difficult, but improvements have been identified, for example pupils' handwriting and sharing the aims of the lesson with pupils. The headteacher knows the pupils well. The good ethos created by all staff also makes a significant contribution to pupils' learning. The school has highlighted the uncertainty facing small schools in the area as a barrier to improvement, but has few other such barriers. The school has the capacity to improve further.

33. The school is well managed. The daily routines run smoothly and effectively. The arrangements for the 'workload agreements' are well conceived and thought out, given the small number of staff. Arrangements for performance management are also clear and effective. The number of staff enables quick and effective communication to take place. All staff provide good role models for staff. They work as a team, and are supportive and willing to improve. The parents feel able to approach the school, and many help with activities and with combined village events held during the year. They believe the school cares well for the pupils.

34. The governors provide good support and are effective in overseeing many aspects of the school, such as finance. The chair of governors is very supportive and has been involved with the school in other ways in his capacity as owner of the estate where the school is located. He provides regular support to the school and has a very good working relationship with the headteacher. New governors are welcomed and receive good levels of support. The governors are well aware of the school's strengths, and are realistic about what still needs to be done. For example, the governors recognise that small groups of pupils make analysing data difficult, but they still want standards to rise. The governors have good knowledge, gained by regular and systematic contact with the school both formally and informally. The headteacher also provides the governors with regular reports that are detailed and informative.

35. All the subjects are managed appropriately, and good emphasis is given to English, mathematics, science, and ICT. Pupils' work has been examined, leading to the priorities in the school development plan. These are now due for review, and the staff are largely aware of the relative strengths and weaknesses of key subjects. For example, improving handwriting and a greater emphasis on practical and investigative work are now planned as priorities.

36. Work with pupils who have SEN is managed effectively by the headteacher, and the pupils achieve well. Small-group work, and flexibility in arranging separate teaching in specific subjects or activities, helps to target the pupils' particular needs. Liaison with parents is regular and effective.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	168,399.00	Balance from previous year	27,902.00
Total expenditure	182,987.00	Balance carried forward to the next	13,314.00
Expenditure per pupil	5,262.00		

37. The school runs its finances efficiently. The headteacher gives governors regular information about spending patterns and she knows the finances of the school well. The headteacher and school finance officer monitor expenditure carefully. The principles of 'best value' are applied to spending decisions, and the school follows the audit commission's 'best value' principles. Given the level of funding, the standards the pupils reach in English and mathematics, their standards of behaviour, and the good quality of education provided, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good** and children achieve well.

MAIN STRENGTHS AND WEAKNESSES

- Teaching is consistently good.
- The teachers and support staff work as a smooth-running team.
- Children in Reception and Year 1 benefit from working with each other.

Commentary

38. Time limitations on the inspection mean that it is not possible to make secure judgments on standards and provision in **creative development** and **physical development**, but all activities are planned in such a way that all areas of learning are taught and often interwoven, making learning relevant and fun. Children in the Reception Year are taught in the same classroom as pupils in Year 1. This is a good arrangement because numbers of children and pupils are very low (11 in all), and lesson plans take account of the needs of all the children and of the ways in which they can help and learn from each other. Lesson planning is of a good standard. It ensures that there is a good balance between the learning activities that the teachers arrange and those that children decide on independently. The two teachers each work at the school on a part-time, job-share basis. With the existing good assessment procedures, and the advantageous teacher-to-pupil ratio, teachers know the children and their needs and capabilities very well. Teachers are supported very well by teaching assistants who are competent and who work with them as a team.

39. Provision in the Foundation Stage has improved since the previous inspection. Teaching is consistently good, across each area of learning, and children make good progress as a result. The current children are on course to attain or exceed the Early Learning Goals recommended for their age by the time they enter Year 1 of the National Curriculum. Indeed, most are already working on elements of the curriculum normally taught to pupils in Year 1. All adults who work with these children have a good understanding of how they learn, and are adept at engaging in thinking and talking about what the children are doing as they work and play. Adults work hard to ensure that all children are included fully in each activity.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Children have very good attitudes.
- Children very successfully work in the same room as pupils in Year 1, and often work together with them.
- Teachers have high expectations of children's behaviour.

Commentary

40. Standards by the end of the Reception Year are above what is normally expected, and children achieve particularly well because teaching is never less than good. Children enjoy their work because the teachers plan very well together to make it interesting and relevant. All staff have very good relations with the children, who each receive individual attention. This gives children

confidence, and they respond by developing a sense of responsibility for their learning. Children undertake work that they find challenging, knowing that there is always an adult on hand should they have difficulties. They work with enthusiasm, are happy, and learn how to work alongside and share with others, some of whom are older and in the Year 1 group of pupils.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Consistently high focus is placed on developing children's communication skills.
- Children make very good progress in speaking and listening.
- They learn quickly to read and write.

COMMENTARY

41. Children's ability to communicate develops so well because teachers consistently and successfully encourage them to listen to and speak to each other, including the Year 1 pupils when the whole class is together. Children answer questions confidently and most listen carefully to each other and to the adults. Teachers sometimes extend children's answers to questions. Most pupils competently speak in extended sentences, and clearly explain their thoughts and opinions. Many planned activities help children to learn to read and write. For example, they use computers to read simple and more complex words, and to listen to tape recordings of stories and follow them on screen. Children have made good progress in learning to write. For instance, they write their 'news', legibly and mainly with good letter formation. The teachers always take into account the needs of Reception children when they plan lessons, such as when children use worksheets designed to initiate and to promote their reading and writing skills. By the end of the Reception Year, all of the current Reception-age children will achieve, and most will exceed, the expectations for children of this age.

MATHEMATICAL DEVELOPMENT

42. THERE IS NOT ENOUGH EVIDENCE ON WHICH TO BASE A JUDGMENT ABOUT PROVISION IN THIS AREA OF LEARNING. HOWEVER, ALL CHILDREN MAKE GOOD PROGRESS AND ATTAIN GOOD EARLY SKILLS IN WORKING WITH NUMBERS. THEY RESPOND TO THE GOOD TEACHING WITH ENTHUSIASM AND DETERMINATION TO LEARN. MOST CHILDREN COUNT CONFIDENTLY TO TEN AND ABOVE, AND THEY RECOGNISE AND NAME NUMBERS WHEN THEY SEE THEM WRITTEN DOWN. FOR EXAMPLE, IN A SHORT LESSON THAT INCLUDED YEAR 1 PUPILS, CHILDREN POINTED TO AND CORRECTLY NAMED SOME NUMBERS UP TO 100 WHEN THE TEACHER USED THE INTERACTIVE WHITEBOARD TO HELP THEM LEARN ABOUT ADDING ON 10. ALL CHILDREN CORRECTLY NAME TWO-DIMENSIONAL SHAPES WITH UP TO AND INCLUDING FOUR SIDES. THEY EASILY LIST THE CHARACTERISTICS OF THE SHAPES AND DRAW COMPARISONS, SUCH AS A RECTANGLE IS 'LIKE A STRETCHED SQUARE'. CHILDREN'S MATHEMATICAL KNOWLEDGE IS GENERALLY ABOVE WHAT IS NORMALLY EXPECTED.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

MAIN STRENGTHS AND WEAKNESSES

- There is a wide range of activities to help develop children's knowledge.
- Teachers have high expectations for children to work independently.

COMMENTARY

43. Children learn well about the world around them because the teachers plan interesting activities and lessons that inspire. They find out about farms, building on the knowledge that some bring to the school from their home backgrounds. They know that houses come in all shapes and sizes, and that there are special names for specific designs, such as 'semi-detached' and 'bungalow'. The children plant seeds, and use magnifying glasses carefully to closely examine the structure of fruits such as kiwis or bananas. Some pictures drawn as a result of these examinations in a lesson were particularly detailed.

44. Children use computers to help them with their work, and control the mouse well when they need to select and spell simple words on the screen. For some ICT activities the children use computers as a matter of course, for example when 'clicking' on the screen to look at and listen to what people did on beaches to occupy themselves 50 or 100 years ago. In general, teachers make suggestions about what activities the children should do, but they also expect them to decide for themselves what they might do next after finishing a set task. This successfully encourages children to work and play independently, so that they find out for themselves and extend their learning, for example by experimenting with artificial flowers to make an attractive display. By the end of the Reception Year, children's knowledge and understanding of the world is at least in line with what is normally expected.

CREATIVE AND PHYSICAL DEVELOPMENT

45. Only one lesson was seen in this area of learning, and inspectors looked at a range of materials resulting from children's creative skills. Children show good co-ordination when using classroom equipment, such as pencils and crayons, and their paintings show satisfactory control of art equipment. They show developing awareness of others and the space around them in the hall, and choose a variety of positions in which to balance when asked. They control their movements well for their age.

46. Children are keen to draw, and some of their finished work is of high quality. Similarly, most children show special ability to model, as in the 'shoe box' rooms that they designed and constructed over a period. Children enjoy singing, and do so enthusiastically, for example when singing together with the older pupils in assemblies.

SUBJECTS IN KEY STAGES 1 AND 2 (YEARS 1 TO 4)

47. Unless otherwise indicated, the pupils with SEN achieve well. Class teachers give all pupils with SEN good support. The flexibility in placing pupils within small teaching groups is a significant factor in developing their abilities. The co-ordinator, who is the headteacher, monitors pupils' progress closely, and her teaching commitment gives her first-hand knowledge of their progress. Other pupils are regularly reviewed to assess their specific needs. The school makes good provision to include pupils in activities and at the appropriate levels.

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils speak confidently and listen well throughout the school.
- The oldest pupils read well and know a good range of authors.
- The highest-attaining pupils do not write at sufficient length.
- The quality of handwriting varies and is often untidy.

Commentary

48. Results in the 2004 national tests were generally in line with the national averages for Year 2 pupils. By the end of Year 4, pupils reach standards that are appropriate for their age. The small numbers of pupils taking them, however, means that some care should be taken in interpreting the results. Standards have improved since the last inspection.

49. Standards in pupils' speaking and listening are better than nationally expected by the end of Year 2 and 4. Pupils' achievement in speaking and listening is very good throughout the school. Pupils listen carefully to their teachers and they are confident when responding to questions; they often give extended answers that go into some detail. Informally, the pupils talk readily with visitors and share their views about the school and local area. The oldest pupils in the school are articulate in their conversations. They willingly allow other pupils to contribute without interruption, and concentrate on other pupils' answers. This was vividly highlighted in a PHSE lesson held on the national Election Day, where pupils discussed the 'pros' and 'cons' of their school election proposals.

50. By the time pupils reach the end of Year 2 and 4, they achieve very well in reading and reach better than the expected levels. This is due to the organisation of reading and the small number of pupils, which allows the teachers to monitor their progress carefully. Pupils are confident in reading, and their choice is often from a selection based upon a commercial scheme. The older and higher-attaining pupils choose their own books. They have a well-developed sight vocabulary, and are accurate when they need to 'sound out' a word. The pupils understand the stories they read, and often describe what they think will happen next. By the time they reach the end of Year 4, pupils exceed the expected levels. The pupils express their preferences for different types of stories and name several favourite authors. Their comprehension skills are well developed. The encouragement of independent reading helps to promote pupils' enjoyment and good achievement in reading. The library has a good range of non-fiction books, and is accessible to pupils and attractive.

51. Pupils generally achieve well in developing their writing skills. By the time they reach the end of Year 2 and Year 4, pupils reach the appropriate levels, although the highest-attaining pupils do not write at length. By the time they reach the end of Year 2, pupils write in different styles such as instructions and letters, although the quantity of creative writing is comparatively limited. They also regularly develop their skills in spelling. For example, the pupils in the Reception and Year 1 class published their own food alphabet dictionary. In the Year 2,3 and 4 class, good teaching helped

bring out the differences between the spelling of words which sounded the same but were spelt differently, such as 'peace' and 'piece'. By the time they leave the school, the pupils write with some confidence, but the highest-attaining pupils do not write at length and their vocabulary is comparatively limited. Their work is technically accurate but is often untidy, as pupils' handwriting skills vary in both classes.

52. The quality of teaching is good overall. The teachers are enthusiastic and promote good levels of speaking, listening, and reading, but the level of expectation for pupils' writing is too low. Improving writing and presentation are included in the school's action planning, and a new handwriting scheme is now in place. Teachers prepare well, and choose interesting activities to support the ability and age range of the pupils. The teachers have good subject knowledge and expect high levels of behaviour. The assessment of pupils is good in respect of the analysis of test results, and the staff know their pupils well. A weaker aspect is the amount of information given to pupils about how they can improve and reach higher levels.

53. The co-ordinator manages the subject effectively and has a good grasp of its current strengths and weaknesses. A number of additional activities, such as world book day, drama club and regular activities with other schools, are in place and support the pupils' interest in the subject.

Language and literacy across the curriculum

54. Pupils' speaking and listening skills develop well through other subjects such as geography and PSHE activities. They listen particularly well and speak confidently when discussing topics such as rainforests, for example. Pupils' make limited use of their writing skills within other subjects, to label and make notes for work in science, geography, and history, but they have few opportunities to write at length and the quality of the writing is uneven. This is particularly true of the highest attaining pupils. Pupils' past work indicates that they write and refine their work using word processors.

MATHEMATICS

Provision in mathematics is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Standards are good overall in Year 2, and achievement was good in the lessons.
- Teachers plan well for the needs of the wide range of age and ability in the older pupils' class.
- Pupils' good speaking skills have a positive effect on their ability to explain themselves and to learn from others.
- Some overuse of worksheets limits pupils' chances to work independently and to organise their finished work.

COMMENTARY

55. Few pupils in recent years have reached higher than the expected Level 2 in the national tests at the end of Year 2. Nevertheless, pupils consistently achieve or exceed the average proportion nationally for those reaching Level 2. The fact that the number of pupils in Year 2 varies considerably (currently only two pupils) means that it is difficult to make valid and reliable comparisons with the national picture.

56. Inspection evidence shows that achievement by the end of Year 2 is very good, and that pupils in Year 4 have achieved very well over their time in the school. Pupils from Year 1 to Year 4 achieved well in the lessons seen in the inspection. Most pupils by the end of Year 2 and above speak confidently and clearly, which ensures that others listen, concentrate, and learn. The pupils in the Years 2, 3 and 4 were confident when doubling numbers to 100 and in some cases to 5000.

Other pupils were accurate in ordering numbers to 100, and Year 4 pupils managed this to 200 confidently. In Year 1, the pupils had a good understanding of two-dimensional shapes and sorted them correctly, using simple criteria. In a lower attaining group, pupils achieved well when working out a half, a quarter and a third of numbers between 1 and 20. By the end of Year 4, pupils are suitably knowledgeable and they calculate time, measurement of distance and weight, and co-ordinates, and they know mathematical shapes. They have become proficient in the use of multiplication tables, and they can work out the answers to problems about, for example, shopping and direction.

57. The teaching and learning seen were good. This is because the lessons are well planned to take account of the needs of pupils of different levels of capability. For example, good use is made of a part-time teacher so that the ratio of teaching staff to pupils in the older class is very advantageous. Teachers know the pupils' capabilities well and make very good use of questioning to draw out their knowledge and to give them good opportunities for practising their mental computational skills. This has a good effect, not only on individual pupil's learning but also on that of others in the class. As a result, all pupils by the end of the lesson had achieved well and moved on to far more difficult calculations, and delightedly worked with very high numbers accurately. Lower-attaining pupils in a small group activity achieved well because the teacher used a practical approach that gave them visual clues to the processes of doubling and halving numbers.

58. Most pupils enjoy mathematics because the teachers use resources and techniques that capture their interest. The use of interactive whiteboards is well established, especially in the Reception and Year 1 class, where the equipment is up to date. The use of techniques in the older class, such as 'beat the clock' quick calculations, and 'bingo' quick check, introduce a healthy, personal competitiveness. However, scrutiny of pupils' work done over the year shows that some worksheets restrict learning, especially for the higher attaining pupils, because they do not stretch pupils' thinking. Additionally, pupils do not develop the skills of organising their written work which are necessary to carry out calculations logically. This is because teachers do not consistently remind pupils or direct them in presenting their work in an ordered and neat way. On the other hand, the school's resolve to raise standards of attainment is evident in the good amount of practical work that the pupils are asked to do. Worksheets used for this aspect of work are mostly effective as means of gathering information.

59. The co-ordinator leads and manages the subject satisfactorily. She ensures that each pupil's progress is monitored by recording the results of nationally recommended tests and 'home-grown' assessments. These are used appropriately by the co-ordinator and other staff to signal any necessary changes in the grouping of pupils or other teaching strategies. As a result, the quality of provision is better than it was at the time of the previous inspection, and the rate of pupils' progress is also better.

MATHEMATICS ACROSS THE CURRICULUM

60. Pupils use their mathematics skills satisfactorily in other subjects, for example when using computers to investigate shape, or when drawing graphs in science to represent different heights of classmates.

SCIENCE

Provision in science is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils enjoy their science lessons, especially those that include scientific investigations.
- Principles of scientific investigation are well established, but pupils do not record their findings sufficiently.
- The pupils have a good understanding and knowledge of scientific facts.
- Teachers do not consistently remind pupils to produce organised work of good quality.

COMMENTARY

61. Pupils achieve well over their time in the school and reach standards that match expectations for their age by the end of Year 2 and 4. These judgments broadly match those made at the previous inspection. However, improvements in the number and range of practical investigations are having the desired effect of increasing pupils' knowledge and understanding.

62. By the end of Year 2 and 4, the pupils reach the nationally expected levels. Pupils in Years 2, 3 and 4 compare and talk knowledgeably about the skeletons of different animals, such as a monkey and a snake. An activity to investigate root structure, using a computer-operated microscope, prompted much discussion in pairs. Pupils in this class took a very active part in discussion, especially as they were amazed when the teacher revealed the roots of a pot-bound Yucca. They made remarks such as "They look like lots of worms!" and "Look at all the lovely colours!". Several others thought the roots looked like veins, and then discussed what fibrous roots looked like and how they 'suck' water into the plant. Evidence from previous work, and from questioning pupils, shows that they learn much from using the Internet together to research specific topics, such as on skeletons. Experiments using bones from chickens, for example, help pupils to learn about the lasting effects of different foods and drinks on our teeth. Measuring how quickly ice melts in different conditions helps pupils to consider the effectiveness of different kinds of clothing on body temperature.

63. Teaching and learning were good, and gave clear evidence about the teachers' good knowledge of the subject. As a result, pupils build a strong knowledge base, and often express their understanding verbally. Thus, in a Year 1 lesson on the constituents of foods, the teacher's good knowledge succeeded in helping the pupils to understand the concept of change in materials. In a lesson for pupils in Years 3 and 4, the teacher's very good knowledge of plants, and the good use of resources, ensured that pupils learned much about the purpose and structure of roots. This showed just how effective the teaching strategies were in promoting the pupils' interest. Teachers have high expectations of pupils' behaviour, although one or two boys occasionally become over-excited and do not work well enough independently when they are asked to do so.

64. Pupils' enjoyment of science lessons is apparent in the way in which most are keen to contribute to whole-class discussion, and in how they work together to solve problems and to share observations. For example, following changes made to the planning of the curriculum, pupils carry out more scientific investigations than was the case at the time of the previous inspection. Consequently, pupils are better equipped to apply scientific thinking across the subject.

65. The expectation of pupils to produce high quality recorded work is not consistently high enough, despite careful planning of lessons. For example, staff do not give pupils enough guidance on how to record their findings clearly. Too often, they give pupils worksheets that require them to write the results of their investigations in only a few words, and to draw a picture. This limits their freedom to record clearly and independently how they have carried out their investigation and what they have found out.

66. The subject is satisfactorily led and managed, and better attention to promoting scientific enquiry has been successfully established. Teaching assistants play a valuable role in helping to promote learning, and work well in partnership with the teachers. Good use is made of science in other subjects, such as in design and technology when Year 1 pupils confidently assemble simple electrical circuits to light the 'shoebox' rooms they design and make.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision overall is **satisfactory**. This is an improvement since the last inspection.

Main strengths and weaknesses

- Pupils gain skills systematically.
- Pupils know how to use computers to gain information.
- Pupils know how computers help them in everyday life
- The resources are well deployed in classes.

Commentary

67. This is an improvement since the last inspection. Only two ICT lessons were taught directly during the inspection, although lessons were planned to take place at other times. The pupils were questioned about their past work and examples of completed work were examined. On this evidence, the pupils reach the expected levels by the end of Year 2 and Year 4, and they achieve well during the lessons. In the two lessons, the teaching was good.

68. The pupils in Year 2 are very confident in their knowledge and understanding of how computers can help them to be more productive. For example, they know the benefits of word processors and the work on display indicates that they know how to use computers for artwork. In the lesson in the Year 2 to 4 class, the pupils worked out directions accurately and entered instructions into a programmable toy to negotiate an object. Other pupils correctly worked out how to move a 'turtle' graphic on the computer screen, using a series of instructions that they correctly entered into the computer. Good teaching developed their knowledge of simple instructions and programming. In the Reception and Year 1 class, the pupils competently used programmes related to the theme of seaside holidays. They readily identify how technology is used in everyday situations such as toys, mobile devices and traffic lights. The pupils know the functions of a computer keyboard, such as the space bar and enter key, and explain how to use the backspace key to correct work.

69. Other work examined included appropriate examples of word processing to produce stories and poems, and the use of the computer to produce graphs about favourite sports. The pupils are also knowledgeable about the internet and regularly e-mail local schools. They are also aware of the potential dangers of the internet. Pupils regularly use other forms of ICT equipment, such as digital cameras, and they have worked hard to contribute to the school's web site.

70. The co-ordinator, who is the headteacher, has worked systematically to improve the provision in the school. She leads satisfactorily and has promoted the development of the computer activities.

Information and communication technology across the curriculum

71. The use of ICT to support other subjects is satisfactory. Pupils use word processors to refine stories, and poems and other programmes, to analyse information about favourite sports and design pictures such as Christmas trees. Pupils use research programmes regularly to gain information for projects. Other equipment such as digital cameras has been used to record visits to historic sites, for example.

HUMANITIES

72. Only one lesson was observed in each of **history** and in **geography**. These subjects were not a focus for the inspection or inspected in depth. In one lesson, teaching was good and in the other satisfactory. In the lessons observed, the pupils reached the standards expected by the end of Year 2 and 4. No judgment is possible about the overall achievement of pupils.

73. **History** is planned to include cross-curricular themes. For example, the pupils have completed an in-depth study of the Roman influences in the area and have visited significant local sites of historic interest. The pupils have investigated the influence that the Romans had on transport and communications, as well as their domestic life. As part of the study, a 'Roman' visitor came to the school to extend the pupils' knowledge of the period. Work is also linked well to art activities such as designing mosaics. Some pupils compiled a 'castle' glossary. One **geography** lesson was observed in the Year 2 to 4 class. In a satisfactorily taught lesson, pupils continued their studies on rainforests. They readily described the features, usefulness and ecological problems facing the forests. Pupils' written work was brief, however, and there were some missed opportunities to extend pupils' literary skills. Pupils' past work in Years 1 to 4 indicates that they reach the expected levels. They have studied and compared the types of farming found in Britain and have visited a local farm. Teachers' planning also shows that a satisfactory range of work is covered.

Religious Education

This subject was not inspected.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. Due to timetabling arrangements and the particular days that the inspection took place, no lessons were seen in **art and design** and only one in each of **design and technology** and **physical education**. Two activities were seen in music. Evidence for work in the first two of these subjects is taken from an evaluation of the curriculum and from samples of pupils' finished work.

75. Pupils' work on display and in folders was examined, but there is nevertheless too little evidence to judge standards or achievement in art and design and design and technology. Consequently, it is not possible to make judgments about provision or any improvements since the previous inspection, when pupils' progress was judged good.

76. The curriculum for the creative and aesthetic area of learning is appropriately planned for pupils to experience a good range of **art and design** techniques, and to develop their creative skills imaginatively and independently. Tuition in sketching techniques from Year 2 helps pupils to interpret mood in their drawings of facial features, for example. Older pupils experiment with watercolours of spring flowers, using as stimuli the paintings by Van Gogh of irises which he closely observed.

77. Good connections with history are made when pupils make good quality masks out of clay, in the style of those made in Ancient Greece. A visiting artist helped them with this task. Similarly, a visiting local artist helped pupils to learn about weaving techniques, as they used wool to make attractive cloth in a variety of colours.

78. Of the work observed in design and technology, 'shoebox rooms' made out of cardboard, balsa wood and cloth stand out as good examples of the work of Reception and Year 1 pupils, who had planned and skilfully constructed working models; the 'rooms' have working lights made from bulbs, wires and batteries. Indeed, evidence of much good work was seen in this aspect of the area of learning. This evidence shows that pupils in Years 2, 3 and 4 make good progress in drawing up plans and evaluating the quality of their finished work. Pupils know and apply skills they have learned in

science and art lessons to make their models work. For example, they assemble three separate electrical circuits to make their 'traffic lights' work. Pupils in Year 1 think about and mix tasty yoghurt. Older pupils measure out and mix ingredients to bake into scones, which they evaluate for taste and texture and note down their evaluations.

79. Two **musical** activities were observed, one in each class. One lesson was taught well and the other was taught very well. The pupils achieved well in both lessons. The teaching promoted good listening skills and pupils developed a good sense of timing and beat. In the Reception and Year 1 class, the pupils developed their sense of timing by clapping the beats linked to their names. Other activities encouraged the pupils to play simple percussion such as tambourines. In the Year 2 to 4 class, the teacher made good use of the extended time to develop pupils' listening, vocal and playing skills. The pupils also developed their abilities on the recorder. The teacher promoted good relationships with the pupils, who responded well to her approach. Assemblies held each morning included good opportunities to sing as a whole school.

80. In **physical education**, only one lesson was observed, though others were planned during the week. In the one gymnastic lesson in the Reception and Year 1 class, pupils were very sensible and able. They warmed up well and were confident when performing in front of others. The teacher provided good opportunities for pupils to move in a variety of ways. They developed good awareness of space, and most balanced carefully in different positions when asked. Pupils' achievement during the lesson was good. Outdoor activities are planned on the school field and minor games on the playground. The co-ordination of the subject is good overall and a number of initiatives, such as gaining the 'Active mark' to improve the general health of pupils, are effective. These are proving to be popular in promoting a healthier life style for the pupils. A number of extra-curricular clubs during the year also supports the physical education curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. This curriculum area was sampled, and no judgment is made on standards or the quality of provision. Overall, pupils are offered a good curriculum. The scheme of work covers all required elements, taught in separate lessons or within subjects, such as science. The programme includes learning about the dangers of drugs, with the 'Dans'i' programme being a significant initiative.

82. The staff encourage pupils to voice their opinions in whole-class discussions, so that all learn that each person has his/her own point of view. In the one lesson seen, which was very well taught, pupils were engaged in a school election campaign, set in the context of the general election nationally. The teacher guided them very well through the development of manifestos, policies and the secret nature of voting. Pupils responded very well by giving speeches, listening to each other, and asking pertinent questions. The exercise contributed very well to pupils' own citizenship development, and their ability to articulate opinion about social issues.

83. Because of the school's provision for PSHCE, pupils develop well personally and socially. They learn that each person is important, and that each has the right to be fully involved in what life has to offer.

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	4
Value for money provided by the school	3
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	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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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