

INSPECTION REPORT

Mursley CE VC School

Milton Keynes, Buckinghamshire

LEA area: Buckinghamshire

Unique reference number: 110444

Headteacher: Mrs Hazel Barrett

Lead inspector: Mrs Pat Cox

Dates of inspection: 1 to 3 November 2004

Inspection number: 267367

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

© Crown copyright 2004-05

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: First school
School category: Voluntary controlled
Age range of pupils: 4 - 9
Gender of pupils: Mixed
Number on roll: 29.5

School address: Main Street
Mursley
Milton Keynes
Buckinghamshire
Postcode: MK17 0RT

Telephone number: 01296 720305
Fax number: 01296 720305

Appropriate authority: The governing body
Name of chair of governors: Mr P Doherty

Date of previous inspection: 14 June 1999

CHARACTERISTICS OF THE SCHOOL

Mursley CE VC Primary School is a very small school in a village in North Buckinghamshire. There are, at present, 27 pupils attending full-time in the main school and five part-time reception-aged children in the nursery, although numbers will rise during the year as more reception children are admitted. There are more than twice as many boys as girls. Almost all pupils are of white British heritage and all have English as their first language. Three pupils have been identified as having special educational needs, a low proportion. Their needs are mainly concerned with moderate learning difficulties and none has a Statement of Special Educational Need. About 6 per cent of pupils are entitled to free school meals, which is a low proportion. The school caters for pupils from reception to Year 4, but at present there are no Year 4 pupils.

Because there are so few pupils, attainment on entry to the school varies considerably from year to year, but overall is well above that normally seen.

The school achieved the Healthy Schools Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19178	Mrs P C Cox	Lead inspector	Mathematics Science Information and communication technology History Religious education
9399	Mr R Watts	Lay inspector	
22657	Mr M G Madeley	Team inspector	Foundation Stage English Art and design Design and technology Geography Music Physical education Special educational needs

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
GL53 7JX

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides its pupils with a good education. They achieve well and mostly attain high standards in English, mathematics and science. Teaching and learning are good throughout the school and the pupils' behaviour and attitudes are very good. Governance, leadership and management are good. Although the school receives a high level of funding, it nevertheless gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The pupils achieve well throughout the school, although their writing skills could be developed further in other subjects;
- The provision for physical education is limited;
- The governance, leadership and management of the school are good;
- Teaching and learning are good and detailed assessment is used well to plan further work;
- Because the school provides very well for the pupils' personal development, attitudes and behaviour are very good and relationships are exemplary;
- Although the curriculum is satisfactory overall, there is room for improvement in the planning of history and geography and for the reception children;
- The length of teaching time for the Year 3 pupils is well short of that recommended;
- The school takes very good care of its pupils and there are very close relationships with parents and the community.

The school has made good progress since it was last inspected. All the issues identified at that time have been tackled so that there are systematic procedures for monitoring and evaluating teaching. Provision for information and communication technology and staff appraisal meets statutory requirements. The information provided to parents is now good. The pupils continue to make good progress, teaching is better and leadership and management have improved.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A*	A*	B	D
writing	A*	A	D	E
mathematics	A*	A*	A	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

Achievement is good. Because there are so few pupils in the school, the test results tend to vary considerably from year to year and have often been in the top 5 per cent nationally. Nevertheless, all pupils achieve well in English, mathematics and science. Attainment on entry to the school is, in most years, well above that commonly found nationally. The children do well in the reception class and, by the end of that year, most are working well into the level expected for Year 1, particularly in mathematical and personal and social development. Standards at the end of Year 2 have mostly been well above the national

average and the average of similar schools for many years, and in 2002 and 2003 the test results in reading, writing and mathematics were in the top 5 per cent nationally. They were lower in 2004, particularly in English. The pupils presently in Year 2 are again working at a very high level in English and mathematics and well above average in science. In Year 3, they are working at an average level in English, but well above average in mathematics and science. Standards are higher than those in other schools in art and design, religious education and geography in Years 2 and 3, and the pupils achieve well. Standards in all other subjects are similar to those in other schools, although no judgement could be made in design and technology and physical education. The pupils do not have enough opportunity to develop their writing across the curriculum and their work is frequently not presented carefully. It was not possible to make a judgement on standards in design and technology or physical education, but it is evident that the school faces problems with the provision for physical education because of the shortcomings of the accommodation.

The school provides very well for the pupils' spiritual, moral, social and cultural development and consequently they behave very well and have very good attitudes to school. Relationships throughout the school are excellent and the older pupils take very good care of the younger ones. Attendance is well above the national average and punctuality is very good.

QUALITY OF EDUCATION

The school provides its pupils with a good education. Teaching and learning are good. The teachers have good knowledge of the subjects they teach and their teaching is often very lively and enthusiastic. They have high expectations, demonstrated by the challenging work they set. Consequently, the pupils build well on their skills and knowledge and work with considerable concentration. Teaching assistants make a positive contribution to teaching. Assessment procedures are very good and the school makes good use of the information so that those with special educational needs and the more able do well. However, marking is not used well enough to support learning or assessment. Homework is used soundly to support work in the classroom and the pupils complete it eagerly. The curriculum is satisfactory overall, although the teaching time for the Year 3 pupils is well short of that recommended. Time during the day is not organised efficiently so that some subjects do not receive as much time as others. There are some shortcomings in the curriculum for the reception class and for history, geography and physical education. Some of these are attributable to the unsatisfactory accommodation, although the staff mainly do the best they can. The school takes very good care of its pupils and involves them well in decision making. There are very good links with parents and the community.

LEADERSHIP AND MANAGEMENT

Governance, leadership and management are good. Governors are involved well in the work of the school and have a secure understanding of its strengths and of where improvement is needed. The headteacher, who is the only full-time member of staff, has a strong sense of purpose and is supported well by the staff. The headteacher sets a particularly strong lead for others through her own teaching and manages well in spite of her heavy teaching commitment. Planning for improvement and financial management are good. The school meets almost all statutory requirements, apart from a few minor details in the governors' annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents and pupils are very proud of the school and hold it in high regard.

IMPROVEMENTS NEEDED

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

- extend the opportunities for the pupils to develop and use their writing throughout the curriculum;
- improve the provision for physical education throughout the school;
- improve the organisation of the curriculum for reception and in history and geography for Year 2;
- ensure that the school week for Year 3 meets the recommended time;

and, to meet statutory requirements:

- include all the necessary information in the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall. The children make a good start in reception and pupils continue to do well throughout the school. They reach high standards in many subjects.

Main strengths and weaknesses

- All pupils achieve well in English, mathematics, science, art and design, religious education and geography throughout the school and in history in Year 3.
- The pupils with special educational needs and the more able do well.
- The children in reception achieve well.
- The pupils do not have enough opportunity to develop their writing skills across the curriculum.
- The development of physical skills is limited.
- Work is often not presented carefully enough.

Commentary

1. As is usually the case with very small schools, the National Curriculum test results have varied in some years because the proportion of pupils with special educational needs makes a significant impact on small year groups. The results at the end of Year 2 have been well above the national average for most recent years and in 2002 and 2003 were in the top 5 per cent nationally. There has been a similar picture in comparison with schools with a similar level of entitlement to free school meals. In 2003, the results were very high in reading and mathematics and well above in writing. Compared with similar schools the results were well above average in all three subjects. The teachers' assessments in science were in the top 5 per cent nationally and well above the results of similar schools. Overall, the trend of improvement in the test results since 1999 has been similar to the national trend. The 2004 results were lower than in 2003 in English, so that they were above the national average in reading but below in writing. Compared with similar schools the results were below average in reading and well below in writing. However, the mathematics results were well above both averages. The results were in line with the realistic targets that the school had set.
2. The full and part-time children achieve well in reception. They enter the school with attainment that is, in most years, well above others of their age. They do well in most areas of learning. By the time they enter Year 1, their attainment is very high in personal and social and in mathematical development and it is well above the expectations for their age in communication, language and literacy, knowledge and understanding of the world and their creative development. However, because of the limitations of provision and accommodation, their achievement in physical development is satisfactory and standards are similar to others of their age.
3. During Years 1, 2 and 3 the pupils build well on the good foundations laid in reception. The standards of the pupils presently in Year 2 are very high in speaking and listening, reading, writing and mathematics because these subjects are taught well. They

achieve well in these subjects and in science. Standards in Year 3 are average in English, but well above average in mathematics and science. The pupils develop their numeracy, reading and speaking and listening skills soundly across the curriculum, but not their writing skills. Too many worksheets are used in many subjects so that the pupils do not have sufficient opportunity to write their own accounts. As an additional consequence, when they do set out their own tasks, the presentation of the pupils' work is not careful enough in many subjects. Attainment in scientific enquiry is similar to the national average throughout the school because the pupils do not have sufficient opportunity to devise and carry out their own scientific tests with support.

4. Standards are also higher than in other schools in religious education, art and design and geography in Years 2 and 3 and the pupils achieve well. However, the higher standards in geography are because the pupils have been taught the Key Stage 2 curriculum in Year 2. In information and communication technology, music and history through the school and art and design in Year 3, attainment is comparable with that in other schools and the pupils' achievement is satisfactory. Standards overall been maintained well since the previous inspection, particularly in English and mathematics. The deficiencies noted then in information and communication technology have been tackled soundly. Standards have risen in geography and religious education but are not as high in music. It was not possible to judge standards in physical education or design and technology, although it is evident that there is not sufficient opportunity for the pupils to develop their physical skills.
5. In spite of the preponderance of boys, they and the girls achieve equally well and reach similar standards. The more able and gifted and talented pupils achieve well and attain high standards. Pupils with special educational needs make good progress towards the targets set for them in their well written individual education plans. They receive good support from staff, who are sensitive to their needs and know how they can be met. Some achieve higher levels than expected for their age, particularly in mathematics and science.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are **very good**. Pupils have **very good** attitudes towards their school and behave **very well**. Their personal development is **very good** and relationships are **excellent**. Spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Pupils are very interested in their work and the life of the school and accept responsibility willingly.
- The pupils' behaviour is very good in all aspects of school life.
- Relationships within the school are exemplary.
- The pupils' spiritual, moral and social awareness is developed very well.

Commentary

6. All the pupils in their questionnaire said they liked school and their parents agree. Attendance is well above the national average and pupils are seldom late. In discussions, pupils say that they appreciate the friendliness other pupils, and of the teachers and other staff, who made learning 'fun'. They can think of little which can be improved. In lessons they are attentive and keen to answer questions. They contribute

to discussions and raise perceptive questions themselves. They try hard to solve problems and, if they cannot, they wait patiently for help. They can work as teams in trying to achieve a common goal. They show in lessons and in other activities that they can share resources and work together to complete a task.

7. Behaviour is very good in lessons, assemblies, at lunchtime and on the playground. Teachers seldom need to correct even minor indiscipline. There have been no recent exclusions. The pupils show confidence in expressing their views and a willingness to consider those of others. They accept rules as fair and reasonable and have a very clear understanding of right and wrong. This is encouraged by the overall 'caring for others' ethos promoted by all staff. Effective methods for maintaining good behaviour are mainly informal and rest on the use of praise and the very good relationships between pupils and staff.
8. The pupils are introduced to moral stories in assemblies, personal and social education and religious education lessons. These activities improve their spiritual and social awareness. They understand the meaning and effects of bullying, although neither they nor their parents have any concerns on this score. If there are disagreements, they are handled well by the staff. The pupils can talk about their feelings and the impact of their actions and start to use this as a basis for determining how they should interact with others. Although there are very few ethnic minority pupils in the school, pupils are aware of racism but believe that all are equal.
9. The relationships between pupils and with staff are excellent. This allows teachers to get the best out of pupils because there is a great willingness to learn, which is not impeded by any friction. The pupils with special educational needs really enjoy school and are keen to learn, just like other pupils. They try hard and frequently join in with oral work, sharing their thoughts and views. Pupils willingly accept the responsibilities offered; for example, older pupils act as playground friends for younger children and generally look out for them there, acting as 'buddies'. They learn responsibility for the environment by looking after and observing the school wildlife area. There is a strong family atmosphere pervading all the things pupils do, and attitudes, behaviour and relationships have improved well since the previous inspection.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.6	School data:	0.0
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 school provides a **good** quality of education for its pupils. Teaching and learning are **good** throughout the school and the curriculum is **satisfactory** overall. The school cares for its pupils **very well**. Links with parents and the community are **very good**.

Teaching and learning

Teaching and learning are **good**. Very good assessment procedures are used **well**.

Main strengths and weaknesses

- Teachers have good subject knowledge and the school uses their expertise well.
- Teaching is often very lively and involves and engages the pupils very well.
- Expectations are high and the work set is often challenging, although sometimes too difficult for the younger children.
- Writing is not taught well enough across the curriculum.
- The pupils work very hard and apply themselves very well.
- Teaching assistants are used well to support the teaching, particularly of the pupils with special educational needs and the reception children.
- The school has very good procedures for assessing the pupils' attainment.
- Although teachers use their assessment well to plan their teaching, marking is unsatisfactory.

Commentary

10. The quality of teaching and learning is good and often very good throughout the school and has improved since the previous inspection. Teaching of the reception children is good, particularly of the part-time children. The methods are imaginative and practical, based firmly on the Foundation Stage curriculum. However, the full-time children sometimes miss out on this experience when they are taught with the Year 1 children.
11. The teaching of mathematics, English and religious education is good, scientific knowledge is taught well and consequently the pupils achieve well in these subjects. However, while the teachers give the pupils opportunities to develop and apply their skills of investigation and independent learning in mathematics, they do not do so as effectively in science. The teachers plan their work in great detail and often use interesting techniques to interest and involve the pupils. The teaching of numeracy skills throughout the curriculum is satisfactory, through measurement in subjects such as geography, science and design and technology. However, although teaching of speaking, listening and reading skills is good in other subjects, through research and well-focused discussion, it is not sufficiently effective in developing writing skills. Teachers give the pupils too few opportunities to record their own work in different ways and to develop the skills they have learned, and there is an over-use of worksheets.
12. A key characteristic of the teaching is the enthusiasm and energy that the teachers put into their lessons and this leads to good quality learning. They constantly encourage and support the pupils, who are very positive about their work and teachers. The pupils' behaviour is managed very well in all classes and the relationships in classrooms are close so that the lessons proceed smoothly and often at a brisk pace. As a result, the pupils concentrate on their work and are keen to do well. They are very well motivated, with good learning habits. The purposes of the lesson are shared consistently with pupils so that they are able to see what they are to learn and broadly how well they have done. The teachers make good use of questions, probing and developing understanding and ensuring that all pupils are involved. The resources are well organised and prepared so that the pupils' interest is maintained. The teachers demonstrate good knowledge about the subjects taught and use an

imaginative range of methods to ensure that pupils work hard and increase their understanding of the topic. The school makes the best use of their expertise so that the teachers teach specific subjects to both classes. The pupils gain a sense of urgency about their work and build well on their skills and knowledge. The teachers sometimes use drama to capture the pupils' total attention and enthuse them, as in a very successful religious education lesson with Years 1 and 2.

13. The teachers mostly plan soundly for the range of age and ability in the class. The classes are organised so that the Year 2 and Year 3 pupils are taught in one class, while the Year 1 pupils and full-time reception children are in the other. While the work is prepared carefully, it is sometimes pitched at too high a level for the younger pupils. On some occasions, the teacher attempts to plan for too many groups and finds it difficult to monitor the work being done and the success of the activities. Time is used soundly, although there is some slippage, particularly at the end of playtimes. Teaching assistants work well to support teaching. In some lessons, teachers use their time and expertise effectively during whole-class teaching sessions to assess or support groups. When working with groups or individuals, they do so well and make a good contribution to the progress these pupils make. Homework makes a sound contribution to pupils' learning because it is planned to support the work in the classroom.
14. The school has very detailed and comprehensive assessments of the pupils' attainment and progress in all subjects and there is a substantial amount of record-keeping, a considerable improvement since the previous inspection. This information is used carefully to ensure that all pupils have equal access to the lessons. The pupils have suitable targets in English and mathematics. Test data is analysed carefully to identify those with special educational needs or who need further support with their work and to group the pupils for work in English and mathematics. The more-able pupils are challenged with work that stretches them so that they are able to work to their potential. The teaching of pupils with special educational needs is good. All staff members are aware of the pupils' individual targets. They involve the pupils fully in the oral parts of the lesson and frequently arrange that pupils get support from a learning support assistant or their friends. Assessment is well organised and the outcomes used well to prepare support programmes for these pupils. However, while the marking is carried out regularly, it is not often sufficiently evaluative and therefore does not make enough contribution to assessment. It rarely contains comments that will help pupils to see how well they have achieved the aims of the lesson or how they may improve their work.

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5	4	5	0	0	0

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

The curriculum

There is a **satisfactory** breadth of curriculum which is enriched through **good** extra-curricular provision. The accommodation and teaching resources are **satisfactory** overall.

Main strengths and weaknesses

- Whilst the planning of the curriculum is satisfactory overall, the implementation leaves gaps in a few subjects for some pupils.
- Teaching time for the Year 3 pupils is well short of that recommended.
- All pupils are valued as individuals and mainly given work which matches their needs.
- The provision for the pupils with special educational needs is good.
- There is a good range of activities outside the day-to-day curriculum, which enhance learning;
- Some aspects of the accommodation are unsatisfactory.

Commentary

15. All subjects, including personal and social education, are covered by schemes which describe what each year group should be learning, based on national guidance. The school has made sound progress in maintaining a broad curriculum. However, because of the need to have mixed-stage classes, which vary from year to year as the numbers in a year group fluctuate, teachers sometimes compromise and do not always cover the required programme of study. For example, in the mixed Years 2 and 3 class, while the teachers make every effort to combine the different history, geography and design and technology topics for the two year groups, the younger pupils cover a curriculum designed for Years 3 and 4. Curriculum organisation is much more successful in English and mathematics and teachers are imaginative in combining topics in science, for example light and electricity, so that pupils actually obtain a broader view of the subject.
16. Teachers plan the curriculum to match the needs of pupils of differing abilities so that the most able are catered for well. The provision for pupils with special educational needs continues to be good. Pupils' needs are diagnosed well. Each pupil has a specific education plan that contains suitable targets for the pupil to reach. Strategies are indicated in the plans and both staff and parents are involved in supporting the pupil.
17. Children in the reception class have access to a curriculum with strong features, which prepares them well for the more formal teaching when they are five, particularly in English and mathematics. The Foundation Stage curriculum follows the national guidance for the age group. Religious education is also taught to these children and they attend all school assemblies. The six areas of learning are well planned and the part-time children learn well through play. The older, full-time children are often with Year 1 in the mornings. The long lessons in that class often overtax their concentration and limit their independence. Resources are high quality, many of them

having been made by the learning support assistant, and are used well to stimulate children. Accommodation is cramped and the noise of the children playing sometimes disturbs another class. There is no dedicated outdoor play area for this age group and little equipment for the children to learn balancing and other whole body skills.

18. The pupils' experiences are enriched well, for example in history and geography and science, by visits to local museums and activity centres. The religious education curriculum is enhanced through the close links with the local church. A week is taken out of the normal timetable to explore various aspects of healthy living and a number of visitors to the school, such as a vet and a nurse and some parents, made this more interesting. However, the teaching time for the Year 3 pupils is well short of that recommended, as they are taught for the same length of time as the Year 2s in the same class. In addition, the planning of the timetable does not make the best use of the time available.
19. Despite some recent improvements, the accommodation is unsatisfactory overall. The two classrooms are mainly large enough for the small numbers of pupils in each class. There is no space for a computer suite and no hall for physical education. Physical education is restricted throughout the school because of the lack of a hall and any gymnastic equipment. Teachers make good use of outside areas and the local village hall once a week, but inclement weather and lack of facilities can only make these second best alternatives. Pupils' information and communication technology skills are satisfactory because the curriculum is carefully planned to make the best use of the three machines in each classroom. However, physical education skills are limited by the lack of a properly equipped hall. In spite of these shortcomings, over which the school has little control, there has been satisfactory improvement since the previous inspection.

Care, guidance and support

The school provides a **very good** level of care, support and advice and considers the views of pupils **well**.

Main strengths and weaknesses:

- Individual pupils are very well cared for and supported in their personal development.
- Health and safety and child protection procedures are rigorous.

Commentary

20. The school is a very happy, secure place where pupils feel confident and hence are able to learn well. Most pupils say that there is an adult they could turn to if they had concerns and they can rely on staff to resolve minor conflicts and personal worries. However, there appear to be few of these worries. Staff know the pupils very well and support them individually; this is facilitated by the very small classes. The staff work very effectively as team to overcome the possible shortcomings of having mainly part-time teachers with shared responsibilities. They keep good records of pupils' personal and academic development and this is reflected in comments in their annual reports. Provision for pupils' care has developed well since the previous inspection.
21. The premises are regularly inspected for safety hazards and, if any are identified, remedial action is taken promptly. All equipment is correctly maintained. When the

pupils are taken on educational and residential visits, the appropriate risk assessments are made, recorded and action taken to minimise any risks. Child protection procedures are in place and all staff are properly trained and aware of their responsibilities. Links with outside agencies are good and the headteacher maintains supportive links with parents who may have problems.

22. Because the school is so small and relationships so good, the school has a very close link with pupils and understands their views and needs. There is no formal school council, although this is being considered, and so there is limited access to examples of some aspects of citizenship, like democracy.

Partnership with parents, other schools and the community

The school has **very good** links with parents and the community. Liaison with other schools is **satisfactory**.

Main strengths and weaknesses

- The school provides good information to parents and consults them very well about the life of the school.
- Parents provide good support at home for their children's work and work well with staff to raise their standards.

Commentary

23. The results of the questionnaire completed by parents show that they have very positive views about all aspects of school life. There were no areas of significant concern. At the meeting held before the inspection, the parents who attended were similarly supportive. The school explains to parents, both when their child begins school and throughout their time there, what is taught and how it is taught. Regular newsletters keep them up to date with practical information. The annual pupil reports meet statutory requirements and have improved since the previous inspection, when there were shortcomings. The parents also have regular opportunities to meet the teacher formally and the school operates an 'open door' policy which parents are very satisfied with. The school regularly seeks parents' opinions on the success of the school. The parents of pupils with special educational needs are kept well informed about provision for their child. They are involved in the review process and their views are sought frequently.
24. Most parents hear their child read at home and give good support with homework. A few parents, as well as other adult volunteers, give valued support in classrooms and around the school, although the numbers have reduced since the previous inspection because more mothers now have jobs. Parents who have particular expertise share that with pupils and broaden their experience. The parent/teacher association organises fund-raising and social events that contribute well towards resources and help promote the school as a cohesive community. The pupils play an important role in the life of the village, taking an organised part in village social activities such as singing at functions and in the church and providing a focus for the village. Pupils are in such demand that the school has to limit the number of requests agreed.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are **good**. The governance of the school is **good**. The leadership of the school by the headteacher is **good**. The leadership of the school by the other key staff is **good**. The school is managed **effectively**.

Main strengths and weaknesses

- The headteacher leads the school and the staff well.
- The staff have been forged into an effective team by the headteacher.
- The governing body has a good overview of the school's effectiveness.
- Finances are prudently managed and frequently reviewed.
- In most subjects coordinators have a good understanding of standards.
- The school's self-evaluation is a little too positive.

Commentary

25. Leadership and management have been strengthened since the previous inspection and the issues identified then about monitoring and evaluation of teaching have been addressed. The headteacher has a good understanding of the leadership and management of a very small school and is sensitive to the needs of pupils and staff on an individual basis. In conjunction with the governing body, she has developed a vision for the school that has been shared with staff and parents. She has built up a very good team of staff who work well together and know each of the pupils very well. Procedures for care are based on everyone knowing the pupils' individual needs and parents choose the school because of this. She leads 'from the front', teaching stimulating lessons for three and a half days of the week, and is thus a quality role model for her colleagues. Procedures for monitoring and evaluating teaching have improved significantly since the last inspection with all staff, and local education authority consultants, being involved.
26. Though there are few staff, subject responsibility is delegated well and subjects are mainly led and managed well. The leadership and management of the special educational needs provision are good. Good systems are in place to ensure that co-ordinator has time to complete the large amount of documentation. Pupils' progress is reviewed regularly and the co-ordinator maintains a good overview of the special needs provision because most of the pupils are in her class. Staff have a good idea of standards and provision within their subject.
27. The governing body has a good blend of expertise and experience and is fully committed to maintaining their school. Governors have a very positive relationship with all staff and particularly with the headteacher. There is a good understanding of what is happening in the school because they are frequent visitors, monitoring provision as well as attending celebrations. Governors have a sound committee structure and at every meeting they review progress made on the school improvement plan. They devolve responsibility for preparing the outline improvement plan and budget to the headteacher but review her proposals very thoroughly. They met their statutory duties well, with the exception of one or two minor omissions from the annual report to parents.
28. The school functions smoothly. Performance management has been re-introduced since the last inspection and is having a positive effect, partly because both teachers and support staff are involved in the process. Training opportunities, which meet the

needs of the school and the staff, are used well to improve provision. Pupils' results are monitored closely and their progress through the classes measured carefully. However, the school's own evaluation of its work is a little too positive because it is not linked closely enough to the impact of teaching.

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>		<i>Balances (£)</i>	
Total income	141,479	Balance from previous year	21,014
Total expenditure	150,032	Balance carried forward to the next	12,462
Expenditure per pupil	4,688		

29. Financial management is good and has improved. The governing body is able to keep a careful overview of expenditure because the secretary, with the help of the local education authority, maintains accurate accounts. The large carry-forward was gained initially from a government grant and has been used to maintain the very high staffing levels. It will almost disappear at the end of this financial year. The school is very prudent in the way that it spends its funding. It is very careful about all small purchases, uses local authority contracts well and obtains three quotations and recommendations before allocating larger projects. The school's cost per pupil is very high. However, it is managed effectively, its pupils achieve well and parents are extremely happy. Taking all these factors into consideration, the school offers satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **good**.

Main strengths and weaknesses

- High staffing levels and good teaching help the children make good progress in most areas.
- The arrangements for the full-time reception children do not always meet their needs.
- The size of the group gives children frequent opportunities to develop their language by talking with an adult.
- Children have very positive attitudes to school and their learning.
- Children's own writing is valued by staff.
- Children count and write numerals very well.
- There are few opportunities for children to balance, climb and swing.
- Classroom accommodation is restricted and there is no dedicated outdoor area.

Commentary

30. Children initially join the school on a part-time basis and become full time in the term in which they are five. There are currently two full-time and five part-time children. Their attainment on entry was well above that commonly found nationally though this is variable from year to year because there are so few children in the year groups. From this high starting point, the children achieve well in all areas of learning, except physical development in which they achieve satisfactorily, because groups are small and teaching is well prepared, very well resourced and challenging. By the time they start Year 1, the vast majority of children will have attained standards beyond the Early Learning Goals, except in physical development where they will meet them. In personal and social and mathematical development, the children reach very high levels.
31. Teaching and learning are good for all areas of learning, except physical development. The learning support assistant works in a very practical way with the five part-time children. Activities are stimulating because she uses resources very well, particularly the ones she has made herself, like the woollen counting dolls. She gives the children many choices of activity around a theme. Through her participation in the children's play, she fosters high-quality personal development and speaking and listening skills. The group is based at the back of the Year 1 and reception room and has quite a small space and no outdoor play area. It can be quite noisy at times and this sometimes disturbs concentration in the other class. The two full-time children work mostly with the Year 1 pupils. They are capable of completing much of the work but the methods and long lessons are not well suited to their development. They do not have sufficient time with the part-time children and the learning support assistant in order to have tasks carefully set to meet their needs and to cover all six areas of learning.
32. The co-ordinator manages well. She supports and monitors the work of the learning support assistant, discussing planning and methods. Because they share the same

room, she knows what is happening with the part-time children. She recognises the problems within provision for physical development and is working soundly to solve them.

33. Since the last inspection there has been good improvement in every area of learning, except physical development. Children were broadly meeting the appropriate standards at the last inspection and they are now exceeding them, significantly in personal, social and emotional development, communication, language and literacy and mathematical development. Assessment procedures are very thorough, with the learning support assistant making almost daily observations on the children's progress, and inform the planning of future experiences for the children. Very good teaching of the part-time group, which involves well-planned practical activities, helps the younger children make rapid progress. Older children spend too much time with the Year 1 class. They cope quite well with the long lessons but they miss out on the rich language environment and choice of activities the younger children enjoy.
34. The small group and sensitive handling of the part-time children by the learning support assistant encourage them to be well behaved. Exciting and well-prepared activities foster a desire to learn. The children are friendly towards each other and are learning to play together and share resources. They know how to take care of themselves and that fruit is good for them. Older children show great maturity, concentrating for long periods in morning sessions.
35. The children listen very attentively to stories and ask questions which show that they have understood the story. They used 'please' and 'thank you' consistently during the games. Their language is developed well because the learning support assistant encourages full sentence answers, corrects mistakes sensitively and helps children build a broad vocabulary. They have a good understanding of letter sounds and how to hold a book. Their 'writing' is valued and encouraged by staff. This fosters an 'I can write' attitude in the children, who enjoy telling staff what they have written.
36. Children have a high quality understanding of counting because they use their skill in a wide variety of practical situations. Whether counting spots, cakes or shapes, the children are confident. Older children write numbers and are beginning to tackle addition and subtraction problems. The younger children are exceptional when naming the basic flat shapes because the learning support assistant prepared a wonderful 'posting' game for the children to play. They even talk a little about the properties of the shapes, using terms like 'longer' and 'round'.
37. The children use the tape deck and computer with confidence and their control of the computer mouse is very good. They listen carefully to the instructions and select the correct option consistently. They use a wide vocabulary to describe the differences between the homes of the fictional town and country mice. When playing with large blocks, the children construct a mouse's home and talk freely about why they have put rooms in certain places. Children join in with assemblies and religious education lessons and have a growing understanding of Jesus and Bible stories.
38. Children handle tools and small apparatus very well. They use glue accurately and cut with growing confidence and skill. They use writing implements and paintbrushes well, overlaying colours to form new ones or writing their name with growing accuracy.

There is no dedicated area for outside play and very little equipment for balancing, climbing and swinging that is available all year around. Whilst this restricts children's physical development, overall they make satisfactory progress in this area of learning.

39. The children frequently select role-play and dressing-up clothes as their favourite activity. They use the very good resources to extend their play; for example, a birthday tea party was quickly arranged 'by telephone' for the whole group. Children paint frequently and freely. They organise paints and brushes for themselves and enjoy overlaying the colours to make a different one. Older children sketch objects with very good accuracy and are starting to appreciate how things change when they are further away. Children mould salt dough and shape it well, using rolling pins and their hands, into food for next week's market stall.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils use their wide vocabularies well during all class activities.
- Most pupils read confidently and fluently and these skills are used well both in English and in other subjects.
- Pupils write confidently and imaginatively but their presentation is untidy.
- Pupils do not get enough opportunities to extend their writing skills in other subjects.
- Teachers' marking does not help pupils improve their work.
- Leadership and management are good.

Commentary

40. In the national tests for Year 2 in 2004 pupils' attainment in reading was above the national average and in writing it was below. Compared with similar schools, the pupils' attainment in reading was below average whilst their attainment in writing was well below average. These results represent a significant dip in otherwise very high results the last few years, but year groups are very small and the results of one pupil can skew the overall picture considerably. Test results for 2003 were much higher than in 2004 and the school's assessments and inspection evidence indicate that in 2005 the results will be very high once again.
41. Inspection findings indicate that pupils' attainment in Year 2 is very high and in Year 3 it is similar to others of their age. Pupils of all ages and abilities achieve well from their different starting points. Their speaking and listening skills are very strong in all age groups. Reading skills are developed well by teachers and most parents provide regular support from home. Pupils in Year 2 recall lots of detail from their books, read with fluency and comprehend the humour in stories. In Year 3, higher-attaining pupils read with fluency and expression but less able pupils find reading difficult because they are not sure of initial letter sounds and other strategies. Year 2 and 3 pupils write imaginative poetry and prose. The less able pupils in Year 3 have good ideas but find it very difficult to record them on paper. Across the school, untidy presentation and

the lack of a consistency with common handwriting style detract from the qualities of the pupils' compositions, as was the case at the time of the previous inspection.

42. From their very different starting points, pupils in Year 2 and Year 3 have achieved well. They get good quality, almost individual, support because pupil numbers are so small and this helps them make good progress at their own rate. Pupils with special educational needs are supported well by teachers, learning support assistants and their parents. Staff allow pupils to talk through their ideas and support weak reading and writing skills sensitively. These pupils make good progress towards their literacy targets.
43. Teaching and learning are good. The teachers brief learning support assistants thoroughly and use them well to divide the small classes even further. They have good subject knowledge and use it well to prepare stimulating resources. They encourage pupils extensively to talk through their ideas. Assessment procedures are very thorough and the information gained is used well to set targets for the pupils. However, pupils do not always know how to improve their work because teachers do not give clear pointers or make reference to the pupil's targets in their marking.
44. Leadership and management are good. The monitoring and evaluation of provision and use of local education authority consultants is well established and helpful in improving provision. The pupils' untidy presentation has been identified as an area for improvement but measures to remedy the problem have not been in place long enough to be fully effective. There has been good improvement since the last inspection. Standards in Year 2 have risen dramatically. Assessment procedures are more detailed and the information used well in planning. Target-setting for pupils is now well established.

Literacy across the curriculum

45. Pupils use their literacy skills soundly in other subjects. They are very adept at discussion with the teacher or classmates. This was particularly strong in a science lesson when pupils talked about how they would make an electrical switch. Pupils read instructions and information books well and are beginning to develop their research skills. However, they rarely get an opportunity to extend their writing skills in other subjects, such as history and geography, because too many worksheets are used to record their learning.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The pupils achieve well but they do not take enough care in presenting their work.
- Teaching and learning are good.
- The use of problem-solving is developing well.
- Assessment is very good and used well for planning, although marking does not support it well enough.
- Leadership and management are good.

Commentary

46. In the National Curriculum tests for seven-year-olds in 2003, the results were in the top 5 per cent nationally and well above those found in similar schools. The percentage of pupils achieving the expected level was also well above national average. The results of the most recent test, in 2004, were well above the national average and that of similar schools. The pupils presently in Year 2 are working at a very high level: all are on course to reach the expected level and many will reach the higher level. By the end of Year 3, pupils' standards are well above those typical of their age. They work rapidly and accurately with the four rules of number and have a secure grasp of place value. Many take an imaginative approach to problem-solving with pattern or number. Pupils' achievement in mathematics is good.. They enter Year 1 attaining standards that are well above average and make good progress throughout the school. Those with special educational needs achieve well in all classes because they have good support and the work is mostly matched to their ability.
47. Overall, teaching and learning in mathematics are good, and sometimes very good, and the pupils learn well. Teachers focus on their aims for the lesson, which they share clearly with the pupils so that they know exactly what they are expected to learn. They have high expectations of pupils, providing challenging work which stretches the more able while offering effective support where needed. Teachers provide pupils with a range of mathematical strategies to solve problems and focus well on mathematical language. They mainly cope well with the range of age in the class, although there are occasions when the work is pitched at too high a level for the younger pupils. When teaching is satisfactory overall but less effective, the teacher tries to plan too many activities and therefore it is difficult to monitor all work and activity in the class.
48. The pupils work hard and concentrate very well, eager to take part and to learn; for example, the attitudes of pupils in a Year 2 and 3 lesson about shape had a very good impact on their learning. However, they do not take sufficient pride in their work and the presentation of their written work is unsatisfactory. This is, at least in part, a consequence of an over-use of worksheets so that the pupils do not have enough opportunity to practise setting out their own work. Assessment and target-setting are thorough. Staff work together to discuss pupils' progress and individual targets are set. However, the full effectiveness of these very good systems is reduced by the standard of marking, which is regular but rarely tells pupils how they could improve.
49. The leadership and management of mathematics are good. The subject is organised well by the competent and enthusiastic co-ordinator. She has a clear understanding of standards and how they can be improved. For example, she has led the recent move to develop the use of problem-solving and sets a good example in her imaginative use of challenges for the pupils. There has been good improvement since the previous inspection. Standards and the quality of teaching have been maintained well.

Mathematics across the curriculum

50. Numeracy is developed soundly through the rest of the curriculum and the pupils use their skills satisfactorily. The school exploits natural links between subjects, for example in science, geography and design and technology, to rehearse and develop the pupils' skills and knowledge.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The pupils achieve well and reach high standards in scientific knowledge, although presentation is unsatisfactory.
- Teaching is good.
- There has been less emphasis on developing the skills of scientific enquiry and therefore attainment in this area is only average.
- Although assessment is good, marking does not support it well enough.

Commentary

51. The teachers' assessments in science at the end of Year 2 in 2003 showed that the pupils' attainment was in the top 5 per cent nationally and well above the results of similar schools. The picture was similar in 2004, when all pupils reached the expected level and many reached the higher level. The scientific knowledge of pupils at present in Year 2 and Year 3 is very high for their age and they achieve well. Improvement since the previous inspection has been sound and most of the strengths identified there have been maintained. However, standards in scientific enquiry are similar to those in other schools throughout the school, whereas they were improving previously. Overall, standards are well above average in Years 2 and 3 and the pupils' achievement is good. The pupils with special educational needs and the more able also achieve well because the work is matched well to their abilities.
52. Teaching and learning are good overall, and sometimes very good, throughout the school. The pupils work with great enthusiasm, maintaining their attention throughout the lessons and concentrating very well on their work. They are given many opportunities to undertake practical work, which they do with enthusiasm. Their knowledge and ability to use a range of resources are built on carefully and consistently and the activities they undertake are interesting. Consequently, the pupils have a good understanding of such topics as electrical circuits and the Year 3 pupils explain the process of pollination with great clarity. They are beginning to draw conclusions about cause and effect. However, too many worksheets are used, restricting the pupils' ability to record in a variety of ways. There are not enough opportunities for them to make predictions about the results of the investigations.
53. The teaching is often interesting, with imaginative activities that engage and enthuse the pupils. Their scientific knowledge is well above that of others of their age: the pupils have a good knowledge of condensation and evaporation and of the difference between solids, gases and liquids. Their understanding of the source of sound and of electricity is very secure. However, although they have a good understanding of how to make a test fair, their awareness of other aspects, such as how to answer simple scientific questions, is not developed to the same standard.
54. The co-ordinator carries out her role satisfactorily. She monitors standards and teaching and has a sound knowledge of strengths and weaknesses and, although the shortcomings in scientific enquiry have been noted, they have not yet been addressed. Good, detailed assessment procedures are in place and mainly used well to plan work at an appropriate level for the ages and abilities in the class. However, there are occasions when the work is pitched at too high a level for the younger pupils.

Assessment is not supported by adequate marking which gives pupils enough guidance on how well they are doing and how they can improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is satisfactory.

Main strengths and weaknesses

- Assessment procedures are thorough.
- There is a bare minimum of resources.

Commentary

55. It was not possible to make any judgements about provision in information and communication technology as no lessons were being taught during the inspection. Nevertheless, evidence from the pupils' work and discussions with them demonstrates that attainment in Years 2 and 3 is similar to that expected and that their achievement is satisfactory. The teaching of information and communication technology is not timetabled but fitted into the curriculum when required. Nevertheless, it is planned soundly in line with the national guidelines so that the pupils receive a suitable range of experiences.
56. Pupils in Year 2 use data-handling programs to produce graphs from their own surveys and word-processing programs to present their own writing. They use a range of techniques such as 'click and drag' competently and save their own work. The pupils direct the programmable robot by giving simple commands. Those in Year 3 use the Internet and search engines confidently. They explain clearly how to use various function keys and drop-down menus. The pupils used graphical modelling software soundly in order to produce three-dimensional plans for kitchens. They have a secure understanding of how to change font style, size and colour to create an effect.
57. Leadership and management of information and communication technology are satisfactory. The co-ordinator has a clear overview of standards and has sound plans for improvement. Assessment procedures are very thorough and the information gained is used soundly to support planning for the subject. There has been sound improvement in the provision for information and communication technology since the last inspection, when the subject failed to meet statutory requirements. There is a bare minimum of resources, particularly computers, but very little space to house further equipment.

Information and communication technology across the curriculum

58. Information and communication technology is used soundly across the curriculum. The teachers use computers and the Internet for research in a range of subjects such as geography, history and religious education. The oldest pupils use the digital camera with confidence in their artwork.

HUMANITIES

59. **Geography** was not being taught during the inspection, so no secure judgement on provision can be made. A review of the school's planning shows that, if it is taught as

it is written, it covers the National Curriculum requirements. However, there are indications that the Year 2 and 3 pupils cover the same topic. This was successful for the recent map work topic, but Year 2 pupils may not always have the geographic knowledge to tackle difficult concepts like 'cause and effect'.

60. A review of pupils' books and discussions with them indicate that pupils' attainment in Year 2 and Year 3 is above national expectations and higher than at the time of the previous inspection. They have a very good understanding of maps and how and why Milton Keynes has grown in the recent past. They use a broad vocabulary to talk about place. They really enjoyed looking at their village and its buildings and facilities. Too frequently they record their observations onto worksheets, however, thus limiting their opportunities to extend their writing skills.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The pupils in Year 3 have a good knowledge of the topics they have studied.
- There are shortcomings in the way in which the curriculum is organised.
- Although assessment is satisfactory, marking is not.
- The subject does not contribute sufficiently to the pupils' writing skills.

Commentary

61. Standards of attainment by the end of Years 2 and 3 are similar to those in other schools. Overall, their achievement is satisfactory and teaching and learning are sound. Standards are similar to those at the time of the previous inspection. The pupils in Year 2 have basic recall of the topic they studied and make simple comparisons between the past and present. However, they are at an early stage in appreciating how life has changed over time and the reasons for historical events. Those in Year 3 remember many details of their historical topics and the famous people of some of the eras they studied. Their understanding of why people acted as they did is good and they speak with authority about the range of ways in which historical information is acquired. However, they are confused about how long ago the events happened and which period was the most recent.
62. The strengths and weaknesses in the pupils' knowledge and understanding in both year groups is a result of the organisation of the curriculum. Pupils in both classes study the same National Curriculum history topics and those at an early part of Year 3 have covered the Ancient Egyptians, the Vikings and the Tudors. Consequently, they have not had sufficient opportunity to cover the curriculum for Years 1 and 2 at a level appropriate to their age.
63. Teachers use questioning well to draw out the pupils' learning. They explain concepts effectively and provide an interesting range of activities to reinforce learning. Classroom assistants provide good support for the pupils they work with. Teaching, although satisfactory, is less effective when the content of the lesson is not matched sufficiently to the pupils' previous knowledge. Nevertheless, the pupils always concentrate well and are very interested in the work they do. They develop their skills and understanding soundly, although there is an over-use of worksheets which limits the contribution the subject makes to the development of their writing skills. Leadership and management are satisfactory; the co-ordinator has a sound knowledge of the pupils' achievement as she teaches the subject to both classes. There are sound procedures for recording assessments, but marking does not show pupils how well they have done and how they could improve.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The pupils achieve well and reach high standards in Years 2 and 3.
- Teaching and learning are good.
- Leadership and management are good.

Commentary

64. Pupils' attainment is higher than expected for their age at the end of Years 2 and 3 and their achievement is good. Teaching and learning are good, and often very good, and therefore the pupils achieve well. Provision and standards have improved well since the previous inspection. The pupils in Years 2 and 3 show a good understanding of the life and work of Jesus and the contents of the Bible. They are developing a secure awareness that there are other faiths and that they have an impact on the lives of believers. They remember in detail the stories they have studied from the Old and New Testaments. Both year groups have a particularly well developed knowledge of the symbols and celebrations of Christianity, through the close links that have been built with the local church, and how they compare with other faiths such as Hinduism and Judaism.
65. In both the lessons observed, the teaching was very good. The teacher developed the pupils' understanding of faith and the events of the life of Jesus very well through the use of drama and a well-planned visit. The pupils were engrossed by the activities, kept their attention throughout and concentrated very well on their tasks. The co-ordinator leads and manages the subject well. She has secure subject knowledge and a good knowledge of standards through teaching the subject to both classes. The curriculum is good, ensuring that the pupils can build on their skills and knowledge consistently. There is an appropriate system for assessment in the subject, although marking is not thorough enough to support it.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. No lessons were seen in **art and design** as it was not being taught during the inspection and so no secure judgements about provision can be made. A review of pupils' sketchbooks and displays around the school indicate that pupils' attainment in Years 2 and 3 are above national expectations, as they were at the time of the previous inspection. A review of teachers' plans shows that, if taught as written, they meet National Curriculum requirements. Pupils' sketching techniques improve well as they move through the school. They make effective use of digital cameras, for example understanding 'far and near' by using the camera's zoom. Pupils learned to appreciate the world around them even more during a 'natural sculpture' topic and photographic evidence shows that they created imaginative sculptures themselves. They know one or two famous painters, like Lowry, and recall their work. Pupils with special educational needs are supported well because groups are small, friends help them and the tasks are practical. The subject co-ordinator has promoted the subject soundly through stimulating displays of pupils' work. The topics are varied and

interesting and recent ones on natural sculpture and buildings have used the locality well.

67. No lessons were seen in **design and technology** as it was not being taught during the inspection and so no secure judgement can be made on pupils' attainment and provision. A review of teachers' plans shows that, if taught as written, they meet National Curriculum requirements. However, a discussion with pupils reveals that Year 2 pupils have little idea of what the subject is about. Class plans show that Years 2 and 3 are taught this subject together and that they follow the Year 3 projects. Year 2 pupils' lack of understanding of what this subject is about may well be linked to tackling too soon projects that are too hard for them to comprehend.
68. No lessons were seen in **physical education** as it was not being taught during the inspection so no judgement can be safely made about provision or pupils' attainment. A review of teachers' plans shows that, if taught as written, they meet National Curriculum requirements. In discussion, Year 2 pupils showed a very good understanding of the effect of exercise on their bodies but disappointment that their lessons were infrequent. The school does not make effective use of the accommodation available to it and classes do not always have at least one lesson per week.

Music

Provision is **satisfactory**.

Strengths and weaknesses

- The good range of instruments are used well to stimulate pupils' interest in playing music.
- Boys find it difficult to hold a tune.
- Pupils' knowledge of music is extended by nearly all of them learning to play the recorder.
- Long lessons tax the youngest pupils' ability to concentrate.

Commentary

69. Pupils' attainment in Years 2 and 3 are similar to those in other schools and all pupils achieve satisfactorily. Pupils name and play percussion instruments accurately. They maintain a pulse whilst the rest of the class sing. Pupils enjoy singing in lessons and assemblies but the quality of it is a little ragged at times, partly because there are a large percentage of boys who find it difficult to hold a tune. Most pupils understand more about reading and writing music through learning to play the recorder and this helps them when they work on composing.
70. Teaching and learning are satisfactory. The teachers have good subject knowledge and use this well to prepare lively and stimulating lessons. Occasionally teachers do not think through how they will teach and this leads to very young pupils losing concentration because they have been inactive for too long. A very well prepared activity encouraged Year 1 pupils to listen really carefully to different sounds. They were involved because the activity was presented in a game-like format. They really

enjoyed this and listened carefully. Listening to music in Years 2 and 3 was less effective, with pupils being easily distracted.

71. Leadership and management are satisfactory. The school has a good range of well-maintained instruments that are used frequently by the pupils in lessons. Many pupils enjoy learning to play the recorder as an additional activity. Improvement since the last inspection is satisfactory because, though standards are not as high, pupils continue to make satisfactory progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. No specific personal, social and health education lessons were observed during the inspection. Nevertheless, it is evident that personal and social education is taught through a planned programme, which is also well integrated into all aspects of learning. Personal health is taught well through science and in a special week set aside for looking at healthy living, and is supported by professional health workers. Sex and relationship education is appropriate for pupils of this age. An awareness of 'self' and how their own feelings and consequent actions can impinge on those of others is developed through the personal and social education period, a structured session when personal feelings are discussed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
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	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
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	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	4
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	3
The effectiveness of management	3

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