

INSPECTION REPORT

PRATTS BOTTOM PRIMARY SCHOOL

Orpington

LEA area: BROMLEY

Unique reference number: 102391

Headteacher: Mrs Madeleine Laid

Lead inspector: Elisabeth de Lancey

Dates of inspection: 22 - 24 November 2004

Inspection number: 267512

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
Number on roll:	52
School address:	Hookwood Road Pratts Bottom Orpington Kent
Postcode:	BR6 7NX
Telephone number:	01959 532225
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Appropriate authority:	Local education authority
Name of chair of governors:	Mr Peter Hudson
Date of previous inspection:	15/03/1999

CHARACTERISTICS OF THE SCHOOL

Pratts Bottom Primary School is a small rural school for pupils from the ages of four to 11. Currently, there are 52 pupils on roll; this includes an above average number of pupils who joined the school after the normal time of admission mostly because of the school's improving reputation. Pupils are organised into three classes though different teaching groups are arranged. The school is close to the town of Bromley and serves the village of Pratts Bottom and the immediate vicinity though a small proportion of pupils come from further afield. Nearly all the pupils are of white British origin and all speak English as their first language. The percentage of pupils known to be eligible for free school meals is in line with the national average. Children's attainment on entry to the school varies widely, but is average overall. The percentage of pupils with special educational needs has risen considerably in the last few years. Currently one third of the pupils have special educational needs, which is above the national average. Four pupils (8%) have a statement of special educational needs which is well above the national average; these are for a variety of learning, emotional, behavioural or sensory difficulties. The assessment of special educational needs was a special feature of this inspection. Since the inspection in 1999, all the staff have changed. The current headteacher was appointed in September 2001, and is the fourth headteacher since the last inspection. Between September 1999 and September 2001, there were three acting headteachers and a number of supply teachers. The school now has a permanent staff, and after a period of instability when pupil numbers declined, they are rising again.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22272	Elisabeth de Lancey	Lead inspector	English Art and design Geography History Music Religious education Foundation stage English as an additional language
9189	John Horwood	Lay inspector	
21100	Alan Morgan	Team inspector	Mathematics Science Information and communication technology Design and technology Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Pratts Bottom is a sound school with good features in its provision for pupils' care and the pupils' responsible behaviour. It is welcoming and successful in meeting the individual needs of all its pupils. They consequently achieve well in their personal development. Achievement in mathematics and science is good. Achievement in English is unsatisfactory, in particular, in writing. In common with most small schools, costs are high but **the school gives satisfactory value for money.**

The school's main strengths and weaknesses are:

- The leadership of the headteacher is good.
- Pupils are willing learners who behave very well and try hard to achieve their best.
- Standards in writing are not high enough and not developed sufficiently in other subjects.
- Provision for pupils' care, welfare and safety is very good and pupils feel secure and valued. All pupils are included in all activities.
- There is a strong partnership with parents who think highly of the school and support it well.
- The analyses of test results are not distributed widely enough amongst staff and governors so that they do not know the strengths and weaknesses in pupils' performance.
- Support assistants are not used as effectively as they could be in classrooms
- Long-term planning is not rigorous enough to identify clear priorities for improvement and make sure they are met.

Improvement since the last inspection in March 1999 has been satisfactory. After the last inspection the school had many changes of staff, standards declined and the pupil roll fell. Since the current headteacher joined the school in 2001, improvement has accelerated. She has worked hard with the newly appointed staff and governors to regain the confidence of parents and to move the school forward. There is a better balance in the curriculum and provision for cultural education has improved. Assessment procedures have been strengthened but results are not analysed well enough to set clear targets for improvement. Information and communication technology (ICT) is used more widely than previously reported and the provision for science has improved. The very few pupils who are currently in the Foundation Stage are helped by being taught separately. But the weaknesses in writing have still not been addressed. The school is well placed to improve further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	E	B
mathematics	E	A	B	A*
science	E	B	B	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall achievement is satisfactory. Although attainment on entry to the reception class varies from year to year, it is generally average. Children achieve satisfactorily in all the areas of learning and most attain the early learning goals expected for their age by the time they start Year 1. Results in the national tests vary widely. 2004 results show Y6 does very well compared with other schools in mathematics and science but less well in English. Current test results in Y2 and Y6 reflect a realistic picture borne out by inspection with average results in reading, above average standards in mathematics but below average in writing. Achievement is good in mathematics and science, but unsatisfactory in English, in particular, in writing. Pupils with special educational needs achieve well against their personal targets.

Pupils' personal, spiritual, moral social and cultural development are good. They are promoted well through all aspects of school life. Pupils are very well behaved and prepared to work hard. They take seriously the responsibilities they are given to help in the running of the school. Attendance is higher than the national average and punctuality is good.

QUALITY OF EDUCATION

The school provides a sound education for its pupils. Teaching, learning and assessment are satisfactory overall. The teaching of mathematics and science are good and pupils learn well as a result. The teaching of English is satisfactory. Teaching and learning in the Foundation Stage are satisfactory. The curriculum is satisfactory with popular after-school activities and visits that captivate the pupils' interest and contribute well to their personal and social development and their awareness of life in a culturally diverse society. Accommodation is satisfactory and resources are generally adequate. Relationships are very good. Staff know their pupils very well and value them as individuals. Pupils with special educational needs receive additional help of a good quality. The school fosters good partnerships with parents. Links with other schools and the community are good.

LEADERSHIP AND MANAGEMENT

The headteacher gives a strong personal lead through her commitment and example. Her leadership is good. All members of staff work well together towards a common purpose. They form a positive team and share their responsibilities well. The school has a programme of review which is carefully planned but is less effective in practice because the priorities for improvement are not set in the context of long-term planning. Overall, leadership and management are **satisfactory**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents appreciate the school's high standard of care for their children. They are happy with the school. The pupils are pleased with the support they receive and like their teachers.

IMPROVEMENTS NEEDED

- Raise standards in writing :
- Ensure that the outcomes of assessment are disseminated widely so that they can be used effectively by all staff and governors to understand the strengths of the school and plan to remedy the weaknesses.
- Review the management and deployment of support assistants so that they are used effectively in classrooms.

These areas have also been identified by the school as priorities for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory overall. By the time they leave the school in Year 6, most pupils reach average standards in reading, above average standards in mathematics and science but standards are below average in writing.

Main strengths and weaknesses

- Pupils make good progress and achieve well and attain good standards in mathematics and science.
- Pupils with special educational needs make good progress in their acquisition of basic skills.
- Standards in English are lower than they should be.

Commentary

1. With such small numbers the pattern of attainment of the children on entry to the school varies from year to year. However, over several years, information from assessments shows that attainment is generally average. They make sound progress in all areas of learning and are likely to reach the learning goals in all areas of learning by the time they start in Year 1.
2. The school's test results have varied considerably in recent years. This is to be expected with small numbers of pupils in each year group and the consequent fluctuations in their abilities.
3. At the time of the inspection, there were two children in the reception year. They join in with the Year 1 and 2 class for some of the time but mostly they work separately on activities relating to the Foundation Stage curriculum.
4. Overall pupils in Years 1 and 2 make steady progress and their achievement is satisfactory. Pupils reach standards which are typical for their age in reading, mathematics and science but below those expected in writing. The teaching of reading is systematic and recent changes in the teaching of reading are having a beneficial impact on standards. In writing, there is insufficient emphasis on pupils writing independently and using and improving their skills across a range of subjects.
5. Pupils in Years 3 to 6 are currently reaching standards which are broadly average in mathematics and science. More able pupils are on course to reach above average standards in national tests in mathematics and science. Arrangements in class are flexible and pupils sometimes move to other classes for lessons. They are often given a good level of support within smaller groups which helps them achieve success; this is particularly beneficial for the high proportion of pupils who have special educational needs. However, the school needs to raise standards in writing. Although much is being done to promote this aspect, pupils' progress is hampered by the lack of opportunities to use and improve these skills in other subjects. This is because teachers often give pupils worksheets to record their work and this restricts the opportunities for them to develop different styles of writing. Consequently, standards of writing are still not high enough.
6. Standards in information and communication technology (ICT) have improved since the last inspection and are in line with those expected. Because of timetabling arrangements it was not possible to see enough teaching to make a judgement about standards in other national curriculum subjects or religious education.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour, punctuality and attitudes to school are very good. Their spiritual, moral, social and cultural development are good. Attendance is good.

Main strengths and weaknesses

- The school's procedures to improve attendance have been effective.
- Pupils are keen to learn; they are interested in all aspects of school life.
- Relationships are very good throughout the school and pupils are free from any form of harassment. This results in a harmonious community.

Commentary

7. Pupils enjoy coming to school, they are keen to learn and participate enthusiastically in the school's activities. The youngest children leave their parents happily in the morning eager to join their friends and begin work. Pupils take an active part in lessons where teachers use questions effectively to ensure all pupils are fully included. Staff develop very good relationships with the pupils. They are quick to praise them and build their self-esteem and as a result pupils feel secure. They give them good opportunities to work in pairs and small groups and the majority co-operate well. Pupils with special educational needs respond very well in lessons and in small groups. Support assistants help them to join in class activities productively as well as providing help for them individually and in small groups. The school's commitment to meeting the needs of all children creates a strong inclusive ethos in which all pupils are valued.
8. Behaviour in lessons and around the school including at break and lunch times is consistently very good. The school has effective policies in place to encourage good behaviour; staff have high expectations and pupils clearly know what is right and what is wrong. On the few occasions when misbehaviour occurs, it is dealt with effectively. There have been no exclusions during the year.
9. Older pupils willingly take responsibility for school routines such as preparing the hall for assemblies and collecting registers. Pupils in Year 6 apply for jobs as playground monitors and are responsible for ensuring that no pupils are lonely at playtime. Pupils in Year 5 and 6 have organised sales to raise funds for victims of disasters and for local charities. The school captains meet regularly with the headteacher to discuss how pupils think the school can be improved. Pupils are not always given sufficient opportunities to organise their own work and rely too much on adults to be told what to do.
10. Provision for personal development is good. Staff act as good role models; the pupils respect them and learn good social skills through their example. Pupils are polite and well mannered. The school uses the national guidance for teaching personal, social and health education; there are good arrangements for sex and drugs education for the oldest pupils.
11. Pupils' spiritual, moral and cultural development is effectively developed in assemblies and in religious education lessons. Pupils are encouraged to reflect on the personal qualities of significant people and to understand the impact of their own actions on others. Work in art and design, history and geography broadens pupils' knowledge of their own and other cultures.
12. Attendance rates have steadily improved over recent years as the school has introduced very effective systems to monitor attendance and follow up all absences. The latest figures show a decline in attendance of two per cent from the previous year, but this is due to the illness of one or two pupils which amplifies the figures because of the low numbers in the school. The school has successfully eliminated all unauthorised absence. Punctuality is very good. Registration procedures and the monitoring of attendance are very good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.0
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

There were no exclusions during the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education for its pupils. Teaching is sound overall and pupils make satisfactory gains in their learning. The curriculum is sound and there are good features. There are very good arrangements for pupils' care, guidance and support. The school fosters good partnerships with parents and the community.

Teaching and learning

The quality of teaching and learning is sound, and pupils' achievement is satisfactory. In Years 1 to 6, teaching and learning are often good but, overall, because of weaknesses in writing, pupils' achievement is satisfactory. This is similar to the findings of the previous inspection, although during the current inspection, there was no unsatisfactory teaching and learning. Assessment is satisfactory.

Main strengths and weaknesses

- The adults' very good relationships with pupils and their insistence on high standards of behaviour help to create an effective learning environment.
- Pupils with special education needs receive strong support which helps them to make good progress.
- The provision for the assessment of special educational needs is good.
- Teachers imaginatively provide immediate, direct experiences to enrich pupils' learning.
- When lesson introductions are too long, pupils do not sustain good concentration and there is insufficient time for pupils to complete planned tasks, particularly in writing.
- Some support staff are not involved effectively in lessons which slows the pace of learning.

Commentary

13. Teaching and learning in the Foundation Stage are satisfactory. The planned activities generally engage the children's attention but there is a lack of clarity about the educational purpose of some of the activities provided so that children are not always clear what is expected of them. High levels of praise and encouragement contribute to the children's self-esteem. However, they do not have sufficient opportunities to plan and initiate their own activities, or to explore and investigate.
14. All staff have established very good relationships with their pupils through which they have fostered high standards of behaviour and shaped pupils' positive attitudes to their work. This helps to generate a secure context for learning to take place. Teachers set a good example for other adults by encouraging pupils and acknowledging their contributions, and using praise appropriately. Consequently, pupils recognise their involvement is welcome and they participate enthusiastically in lessons offering relevant comments and ideas confidently. These are key elements in lessons across the school which motivate pupils and stimulate learning.
15. In Years 1 to 6, strengths in good quality teaching and learning include:

- Staff share with pupils what they want them to learn and pupils are clear what is expected of them.
 - Teachers use a broad range of questioning techniques to develop and consolidate pupils' learning and track their understanding.
 - Teachers modify activities to ensure that pupils of all abilities are fully engaged in effective learning.
 - Staff make good use of signing to communicate through gestures with pupils whose hearing is impaired.
 - Learning resources, including information and communication technology, are used imaginatively to help pupils with special educational needs achieve well.
 - Teachers' sense of 'fun in learning' through the provision of first hand or challenging experiences enriches pupils' understanding and helps them to achieve well.
16. Where teaching and learning are less successful, weaknesses include:
- Teachers do not explain lesson objectives clearly and pupils are uncertain what is expected of them.
 - Teachers' planning does not consistently recognise the pupils' full ability range.
 - In some lessons, overlong lesson introductions result in pupils finding it difficult to sustain their interest and remain motivated, and their learning slows.
 - Staff do not seize emerging teaching opportunities to reinforce pupils' learning or challenge their understanding by linking lesson themes, or responding positively to pupils who do.
 - Teachers do not agree a clear role for support staff in some parts of their lessons and opportunities are lost to sustain the pace of pupils' learning because support staff are unoccupied.
17. There are some very good examples of teachers' marking offering clear guidance to pupils to help them improve their work. This is reinforced by teachers re-visiting their marking if pupils do not respond appropriately. This is not consistent practice across the school. Elsewhere, the emphasis is on monitoring to ensure the work has been completed and acknowledging this only with a tick. The school is currently reviewing its marking policy and building on the examples of good practice within the school. Teachers make sound, regular use of homework to set activities for pupils which help them develop themes or consolidate work covered in class.
18. Staff support pupils with special educational needs well and include them in all aspects of the curriculum. They take a full part in lessons. Through sensitive questioning, teachers ensure that they are involved in discussions and whole class activities. They make good progress and achieve well because of the individual support they receive. When pupils are withdrawn from class or grouped with other pupils for additional guidance, the effective links between staff ensure that pupils are well supported and undertake appropriate work related to their needs. Teachers draw usefully on the expertise of the special educational needs co-ordinator to assess pupils' requirements, identify appropriate activities for them and, when required, review and rewrite their Individual Education Plans. Teachers and individual support assistants work closely together to set suitable tasks and guide the learning of pupils with special educational needs.
19. Overall, assessment is satisfactory. In the Foundation Stage, assessment of children's progress along the 'stepping stones' towards the early learning goals is recorded. Day-to-day assessment is recorded on support assistant's planning and discussed with the class teacher. Elsewhere in the school, formal assessment procedures and recording of statutory and non-statutory test results in English, mathematics and science are good. The results are used appropriately to set individual, annual targets for pupils in each of these subjects. In turn, the headteacher uses them to gauge pupils' progress over the year. However, assessments are not analysed well or used effectively to help pupils improve. The school has introduced a new, improved system so that assessment is made against nationally expected standards and pupils' performance in all subjects can be tracked across the year and throughout the time the

pupils are in the school. However, it is too early to judge the effectiveness of these new proposals, which will depend on how well results are used to plan work designed to improve pupils' understanding.

20. The school's assessment systems for special educational needs are good. Parents and pupils are an integral part of these systems. At the pre-inspection meeting and in their responses to the inspection questionnaire, parents recorded their active participation in all aspects of the school's special educational needs provision. One of the parents interviewed during the inspection spoke of the school's regular consultation with the family to monitor the child's progress and development.
21. The school receives useful, expert support from outside agencies to help determine pupils' needs. It draws effectively on LEA published guidance and the experience of the LEA specialist support staff to help the special educational needs co-ordinator and teachers identify pupils' requirements. Additionally, the school makes good use of its established relationships with special schools and departments to guide and direct its assessment of specific individuals or groups. This includes guidance to staff on effective support strategies and identifying assessment opportunities to monitor pupils' progress and develop strategies appropriately. The school adopts the findings from this range of assessments to formulate suitable programmes for its pupils and determine individual targets. These form the basis for the pupils' Individual Education Plans which are widely distributed to staff and parents. They inform effectively teachers' planning and their day-to-day assessment, from which they gain an oversight of pupils' progress. Parents use the individual plans well to guide their support of their children's learning. This successful dissemination of information is reflected in the children's good achievement.
22. The special educational needs co-ordinator, teachers and individual support assistants keep the programmes and targets under review and, when necessary, involve the outside agencies in helping them refine programme objectives or shape individual targets. The co-operative planning, delivery and recording by staff ensure that targets are precisely defined and relevant. It is against these carefully developed and relevant targets and programmes that pupils' progress and achievement are determined. The special educational needs co-ordinator is preparing to extend the tracking of pupils' progress against their individual targets by adopting nationally identified targets for pupils at the very early stage of working towards the first national standard. For pupils attaining at a higher level, the school does not yet have procedures to assess their progress against the national standards published for pupils in Years 1 to 6.
23. The leadership and management of the assessment of special educational needs are good. Resources are good and information and communication technology is used successfully to support pupils' learning and track their development.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	6	11	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The school provides a satisfactory curriculum that meets the needs of pupils and provides good opportunities for enrichment but there are weaknesses in the provision for writing. There is a good range of extra-curricular activities. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The school effectively ensures that all pupils have access to the curriculum.
- The school provides well for pupils with special educational needs.
- Pupils' literacy skills are not sufficiently developed in other subjects.

Commentary

24. The curriculum meets statutory requirements and has improved since the previous inspection. All the subjects of the national curriculum are taught. The National Strategies for Literacy and Numeracy are well established. Religious education is taught in accordance with the requirements of the locally agreed syllabus. Pupils' personal development is well promoted by staff through the personal, social and health curriculum, through visits and visitors and also through lessons in citizenship. These increase pupils' confidence and help promote responsible attitudes to issues concerning sex and relationships education and the use and misuse of drugs.
25. The curriculum for children in the Foundation Stage is satisfactory. It is soundly based on the expectations provided in the national guidance and has improved since the previous inspection. The very few children currently in the reception year are now frequently taught separately as a group by support assistants. These assistants work under the direction of the Year 1 and 2 teacher. On occasion, the youngest children join the Year 1 and 2 class; for example, for music, dance, art and story. These opportunities allow the children to work in a larger group and have a positive impact on their social development. The outdoor environment has been adapted to provide better facilities for outdoor activities.
26. The school's weekly timetable is organised so that the three classes are engaged in similar activities at the same time in the mornings. This approach enables the school to make good use of teachers' expertise and to group pupils flexibly to meet their individual needs by organising them according to their ability.
27. As at the time of the last inspection, a high proportion of time is given to English and mathematics. However, the school has recognised the need to make some adjustments. For other subjects, arrangements ensure that within mixed age classes, children do not repeat work needlessly. The school recognises the need to explore more creative ways to link subjects and to ensure that opportunities for pupils to develop and practise their literacy skills in other subjects are secure.
28. There is a strong commitment to broadening pupils' horizons through a programme of visits to places of educational interest and of visitors who share their knowledge and expertise. Regular excursions to London to visit museums, art galleries, the theatre and ballet support this aspect of pupils' education very well. Pupils say that they particularly enjoy these occasions and talk enthusiastically about the things they have learned.
29. The range of lunch-time and after-school clubs continues to be good for such a small school. Staff, parents and qualified coaches offer a good variety of activities which include sports, computer skills and music. Pupils from the gymnastics club take part in the Bromley School's Gymnastics Festival and the football club plays matches against local schools. Links with local small schools and the secondary school provide additional opportunities for curriculum support, in particular in physical education. The school benefits from working with the local secondary school as part of the 'Sports Partnership Scheme'. Qualified coaches are used on occasion to improve pupils' sports' skills and older pupils benefit from regular swimming lessons.
30. The school is strongly committed to ensuring equality of access to learning for all its pupils. This is evident in the way staff are aware of each child's circumstances and needs, and makes adjustments to ensure that their well being and progress are foremost. There is an effective programme of support for the high proportion of pupils with special educational needs and this is reflected in the good progress they make against their personal targets. Their Individual Education Plans contain clear objectives that are regularly reviewed and

shared with pupils and their parents. Pupils with statements of special educational needs receive particularly good attention and the caring, individual support given to them by their individual support assistants is effective and enables them to join in all activities. Since the last inspection there are more opportunities for pupils to celebrate differences and to value the contributions of others. This helps to promote respect and understanding of diverse cultures, languages and faiths. The pupils are tolerant of others and welcome new children warmly when they arrive at various times of the school year.

31. Staffing levels are good and the teachers and support staff form an effective team. The three teachers share the many roles and responsibilities effectively. Because of the high proportion of pupils with special educational needs, there are a relatively high number of individual support assistants. These committed assistants are not always used effectively and often spend substantial periods listening to the class teacher in lessons instead of working with pupils.
32. Improvements have been made to the accommodation since the last inspection, including the purchase and conversion of the school house to provide a classroom for the youngest pupils, an ICT suite and a small library. Access to most classrooms, the hall and the new accommodation is through the Year 6 classroom which can be disruptive.
33. Resources in the school are generally adequate. The exceptions are in the book stock in the library, much of which is out-of-date and that in the classrooms which is not attractively displayed. Resources in the Foundation Stage, whilst broadly satisfactory, are not well looked after and need to be reviewed.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is very good. The provision for support and guidance is good. The school provides pupils with good opportunities to express their views and responds well to their ideas.

Main strengths and weaknesses

- The pastoral care is very good.
- Pupils trust staff.
- Pupils who join the school settle very quickly and are helped to become successful.
- The progress of pupils with special educational needs is monitored well.
- Health and safety has a high profile within the school but governors are not actively involved in procedures.

Commentary

34. This is a very caring school where the safety and welfare of pupils is a major priority. Staff make regular checks to the building and grounds to eliminate or minimise hazards. Governors, however, are not currently involved in these risk assessment procedures. Child protection issues are well addressed. The school does not have a dedicated medical room but the first aid provision is satisfactory and pupils with medical conditions are looked after sensitively and correctly.
35. The school provides very good pastoral care. Relationships are very good and teachers know their pupils well; this enables them to offer quick support when pupils are unhappy or distressed. Pupils report that they are comfortable in approaching adults with any problems or concerns. Pupils, too, help one another at playtimes and lunchtimes and respond well when other pupils are upset.
36. Pupils' personal achievements are monitored satisfactorily and the monitoring of pupils' personal development is informal but effective. There are good procedures for the early identification of pupils with special educational needs and there is close liaison with parents and when appropriate, external support agencies.

37. The school has good induction processes for children joining the school in the reception class. They are invited to attend the school for several sessions before they start. The significant number of pupils who join the school at other times are quickly integrated into the caring community and their needs promptly identified. The class teacher and the head teacher ensure that they get to know the other pupils very quickly, for example when they visit the school prior to admission they are introduced to another pupil with whom they can work and play when they start at the school.
38. Pupils transfer to a number of secondary schools, and have suitable opportunities to become familiar with their new schools. The school works closely with the local high school as part of the 'Sports Partnership' scheme.
39. There are many informal opportunities for pupils to contribute their ideas. Pupils are consulted through questionnaires for example, to determine which clubs should be provided. Individual pupils put their written ideas into a suggestion box which are reviewed by the two school captains and discussed in regular meetings with the headteacher. These captains recently replaced the school council. Their role is to serve as a link between pupils and staff and provide the pupil input to the running of the school and this works well. Because the school is small and relationships are so good pupils will also speak or write directly to the headteacher about concerns or ideas.

Partnership with parents, other schools and the community

The partnership with parents is good. It is better than reported at the time of the last inspection. Parents make a strong contribution to the school and to their children's learning. There are good links with the community and other schools.

Main strengths and weaknesses

- Parents have positive views of the school and think highly of the education provided for their children.
- Parents make a good contribution to their children's learning.
- The school makes good use of community links and works closely with other schools.

Commentary

40. The school sees a close partnership with parents as fundamental to its work. Parents report that they are made to feel welcome in the school. They feel confident in approaching the headteacher and speak highly of the school's 'family atmosphere'. They appreciate that their views are also sought through questionnaires. A few parents would like more information about how they can help their child at home.
41. Parents of children with special educational needs are regularly consulted and they are encouraged to work in close partnership with the school to address their children's needs. Their children's Individual Education Plans include appropriate, carefully selected activities for them to undertake with their children out of school.
42. Parents are very supportive of the school and respond generously to appeals for help. The quality of information provided for parents is good. Frequent newsletters provide up-to-date information on scheduled events and issues, and these are much appreciated. Annual written reports clearly outline the progress of individual children. There are regular opportunities for parents to review their children's progress and to discuss the setting of targets. Curriculum information, provided each half term for parents, is highly valued.
43. A number of parents help in the school on a regular basis. Some help in the classroom, others with outdoor activities and visits. This strong support is a notable feature of the school and has a very good impact on pupils' learning.

44. The school makes very good use of community links to broaden pupils' experience, promote their personal development and develop their understanding of citizenship. There are good links with the local church community who support the school's Christian ethos. The children entertain the elderly and raise funds for charity. Pupils visit the mobile library weekly and take part in the village May Fair. The school works closely with the local garden centre and pupils visit nearby farms. The local police and fire service also visit the school.

LEADERSHIP AND MANAGEMENT

The headteacher provides good leadership. The school's leadership and management are satisfactory and the school is soundly governed. The special educational needs co-ordinator offers good leadership and management in respect of the provision for and assessment of pupils' needs.

Main strengths and weaknesses

- The headteacher's good leadership ensures a shared commitment by staff and governors to involve and develop every pupil.
- The special educational needs co-ordinator provides good quality support and guidance to pupils and staff.
- Comprehensive monitoring procedures for teaching and learning make an effective contribution to teachers' professional development.
- The school's finances are organised and administered very well.
- The analysis of pupil performance is not disseminated widely enough amongst staff and governors so that they do not know the strengths and weaknesses.
- School improvement is not set with a context of long-term development planning.

Commentary

45. Shortly after the previous inspection, following the promotion of the then headteacher, the school entered a period of uncertainty with frequent changes of headteacher and staff. As a result the school acquired a poor reputation, the pupil roll fell and the school required substantial support from the local authority. The current headteacher's appointment brought stability to the school, a change of staff, a rising pupil roll, and acknowledged improvement by the local authority. This positive picture was reflected at the parents' pre-inspection meeting and in their questionnaire responses. The headteacher quickly defined a clear educational direction for the school of raising standards through meeting the needs of each of the pupils. This informs the school's continual development. It is shared by staff and governors and usefully shapes their practice. Staff and governors have developed supportive teams and there are good levels of formal and informal consultation between them and all work to sustain the school's positive ethos. Collating performance data is seen by staff and governors as important in supporting their endeavours and useful systems are in place to achieve this. However, the analysis of this data, which is undertaken by the headteacher, is not circulated systematically for staff and governors to draw on effectively so that they are unclear about the strengths and weaknesses of the pupils' performance.
46. In this very small school, all teachers have management responsibilities. As subject leaders, they provide comprehensive support and guidance to colleagues in their subject areas. Much of this derives from the effective implementation of the school's useful monitoring procedures for English, mathematics and science. Subject leaders of these subjects evaluate teaching and learning and scrutinise pupils' work in their areas of responsibility each term following a carefully planned programme. This is complemented by the school's sound performance management procedures. Support staff benefit from regular informal meetings with the headteacher to reflect on their work and identify development opportunities. These meetings have helped the school recognise the expertise of these members of staff but not how they might most effectively be deployed. The school uses the outcomes of its monitoring systems positively to inform its development planning. The annual improvement plan is properly agreed and implemented by staff and governors. It has appropriate targets with evaluation criteria, costings, clear leadership and defined time-scale. However, there are too many

objectives for a single time period. As a result, key targets are not consistently prioritised and the effectiveness of action is diminished.

47. The leadership and management of the special educational needs co-ordinator are effective. This is further enriched through her effective work on various local authority committees. She ensures all systems and procedures are in place in the school and that they conform to the national Code of Practice for pupils with special educational needs. Through their broad understanding of the pupils, the co-ordinator and staff identify need and collate valuable information concerning pupils new to the school. From this, the co-ordinator oversees the conscientious implementation of well-targeted support for each pupil through the school's effective relationships with appropriate outside agencies. A key feature of this association is the expert advice and support the school draws on to guide staff and provide the pupils with appropriate learning activities. She organises very well the writing, implementation and monitoring of the pupils' Individual Education Plans. Regular, termly reviews of these plans involve both parents and pupils. The co-ordinator includes identified gifted and talented within her responsibilities and takes oversight of appropriate provision for each of them.
48. The reconstituted governing body has a significant proportion of inexperienced governors and a recently-elected chair. They are generally effective and their impact on school development is satisfactory. They are very supportive of pupils and staff. Overall, they meet their statutory requirements through their regular termly meetings, their elected committees and the frequent visits the chair makes to discuss current issues with the headteacher. Governors take responsibility for general oversight of different aspects of the curriculum and make agreed visits to the school to inform their understanding of its delivery. They report to the governing body on these visits to inform its practices. They are appreciative of the support and advice they receive from the headteacher to assist them in their monitoring of the school. This includes the results of statutory testing, school assessment and national documentation on standards. However, it does not include the school's detailed analysis of this data. Established governors work closely with their new colleagues and together they are reviewing the governing body's procedures. This includes the working of and appropriate terms of reference for their committees and submission of written reports from school visits. The governing body is properly supported by its finance committee which meets regularly each term. This committee benefits from the regular attendance of the school bursar who provides high quality financial administration and advice to the governors and the headteacher. The governors adhere satisfactorily to the principles of best value. The governors have a planned surplus of around seven per cent of income to fund increased outdoor provision for children in the Foundation Stage. As a small school its unit costs are very high. Taking this into account, along with the pupils' good attitudes and behaviour, their sound achievement and satisfactory educational provision, the school gives satisfactory value for money.
49. The school has identified key targets for development. It has effectively engaged local authority advisers and maintained strong links with other outside agencies; particularly, in respect of pupils with special educational needs and those who are gifted and talented. Although improvement against the previous inspection was sound, that following the school's decline has been good, with the exception of writing which has been unsatisfactory. The school has a clear capacity for sustained improvement.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	317125
Total expenditure	323906
Expenditure per pupil	6748

Balances (£)	
Balance from previous year	10364
Balance carried forward to the next	23683

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory and better than at the time of the last inspection. Provision for outdoor play has improved. When the weather is fine, the children often work outside in the new enclosed outdoor area or take their large toys into the school playground.

The few children currently in the reception year are now taught as a group by two support assistants who work under the guidance and direction of the class teacher. This happens in a small area next to the Y1 and 2 classroom. They are often joined by part-time children who visit the school regularly as part of their induction process and who will join the school full-time in the beginning of the year in which they become five. On occasion, the reception class children join the pupils in Years 1 and 2; for example, for music, art or dance and this is particularly effective in supporting their social development.

The quality of teaching is satisfactory overall. All staff who are employed in the reception class work hard to create a friendly and purposeful learning atmosphere and the children benefit from close attention when they are introduced to new skills. Planning, undertaken by the class teacher, is shared with the support assistants on a regular basis. However, it is not always clear what children are expected to learn from the planned activities and sometimes these activities are too directed by adults. The organisation of the indoor environment does not provide a stimulating context for creative play and there are not enough opportunities for pupils to explore their own ideas and interests with the result that their independent learning is restricted.

Assessment procedures are satisfactory; the staff know the pupils well and informal notes on children's progress are passed to the class teacher so that she can record them formally and track their progress. The arrangements for pre-school children to spend regular sessions in school help them to become familiar with their surroundings and ensure that they get off to a good start.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between staff and children are good.
- Children's behaviour is very good.
- There are too few opportunities for pupils to plan their own activities and make decisions.

Commentary

50. Children are likely to meet the expected goals by the end of the year. They are happy to come to school, settle quickly in the class and become familiar with the routines of the school. They are learning to work and play happily together but need to become more aware of the needs of others for example, in learning to take turns and to share equipment fairly. They spend most of the day working in a small group, guided by support staff but they have insufficient opportunities to develop their skills of independence and to take responsibility for their own learning. When they work alongside the older pupils in dance or art they cope very well and show good self-control in whole class sessions. The overall quality of teaching and learning is satisfactory

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff provide good opportunities for children to develop their speaking and listening skills.
- Children enjoy listening to stories and joining in with poems and rhymes.
- There are too few opportunities for children to write independently.

Commentary

51. Speaking and listening skills are developed through small group teaching activities, by questioning children and extending their ideas through talk in their imaginative play. Children enjoy listening to a range of well-selected stories. They know a number of traditional fairy tales and enjoy joining in with the refrains and retelling the stories using puppets. They like looking at books, handle them carefully and know that they are made up of pages with words and pictures. They are developing a satisfactory understanding of the letters of the alphabet, the sounds they make and how to write them. However, there are too few opportunities for children to write independently for different purposes for example, to make labels and lists or write messages. Teaching and learning are satisfactory and children are making sound progress towards the expected goal.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**

Main strengths and weaknesses

- Children are acquiring a sound understanding of mathematical terms.
- Adults place a strong emphasis on the basic skills of counting, recognising and using numbers.
- There are too few opportunities for children to learn through practical activities.

Commentary

52. Children achieve soundly in mathematics and are likely to reach the expected goals by the end of the year. They recognise numbers to ten and count reliably beyond. The most able order numbers correctly and can add single digits to ten. They match and name common shapes, for example circle, square and triangle. When filling containers with sand and water, they are developing an understanding of capacity and developing their skills of estimation. Adults are good at exploiting classroom routines to extend numeracy for example, when counting the number of children present, lining up for games or cutting a cake into halves and quarters. Teaching and learning are satisfactory but adults do not intervene sufficiently to extend children's mathematical development through role play and practical activities so that children's knowledge of mathematics is developed in a range of situations.

CHILDREN'S KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

Commentary

53. The children's knowledge and understanding of the world, physical and creative development were sampled rather than inspected. The teachers' planning shows that all these areas of the curriculum are covered appropriately. Children's knowledge and understanding of the world is soundly developed through a range of experiences which help them understand about living things, past events in their lives and their local environment. It is enhanced through visits and visitors to school. Children have access to a computer and use simple programs to support their learning, in particular in reading and mathematics. In physical development the children

acquire the manipulative skills to use pencils and paintbrushes correctly and cut out shapes with little support. They dance expressively alongside pupils in Years 1 and 2. They develop their physical skills by riding wheeled toys and running, balancing and climbing in the outdoor area. In creative development children sing and make music, and displays of work indicate that they have opportunities to draw, crayon and paint.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are unsatisfactory and there are insufficient opportunities for pupils to practise their writing skills in other subjects.
- Good emphasis is given to developing pupils' speaking and listening skills.
- Teaching assistants support individual pupils well.

Commentary

54. Standards in speaking and listening, reading and writing are lower than those reported at the last inspection. This is because the number of pupils with special educational needs has increased in recent years as the school is known to be successful in helping them to make good progress. All pupils are achieving satisfactorily but there are some gaps in their learning.
55. In the youngest classes, the teachers and support assistants have good relations with the pupils and help to develop their confidence in their speech. Pupils are attentive and keen to answer questions. They are given good opportunities to practise their speaking skills in pairs, and small groups led by support assistants who encourage them to talk and listen to others. Pupils who have specific language difficulties develop their understanding through 'signing', when gestures are used to help communication. There are good examples of teachers modelling language effectively, for example through the use of puppets. Pupils make sound progress as they move through the school. Their speech becomes increasingly fluent and they are more confident when they talk to their friends or address a wider audience. Teachers use technical vocabulary and encourage pupils to follow suit. However, opportunities for pupils to report back at the end of lessons are often brief and do not give pupils sufficient experience of articulating what they have learned and using their newly acquired vocabulary.
56. Standards in reading are average at the ages of seven and 11. The systematic teaching of new words and letter sounds in Years 1 and 2 helps pupils to read accurately and pupils' knowledge of letter sounds is generally good. However, their range of strategies to read unfamiliar words is limited and this restricts their progress. The new reading schemes are popular with pupils who read frequently to adults in school and take their books home daily to read to their parents. More able pupils in Year 2 are enthusiastic readers who read accurately with fluency and good expression. They identify the title, author and illustrator of the books they read and have a good understanding of the difference between fiction and non-fiction. Most pupils in Years 5 and 6 read with confidence, but read a narrow range of books and not all are enthusiastic readers. Their knowledge of books and authors is limited and the books that they are currently reading are too narrow in scope. They do not present pupils with sufficient challenge or include the work of significant authors. The school's book stock could be improved and books displayed more attractively to engage older and reluctant readers and extend their reading beyond their current choice. Pupils use the contents page, index and library cataloguing system to search for information. However, the location of the library means that pupils do not have regular access so pupils' research skills are inhibited.
57. The development of writing is a current priority and the school has introduced a number of initiatives to improve it. There are examples of the effective use of assessment to set targets

which help pupils to know what they have to do next to improve their work. The introduction of booster classes in Years 5 and 6 also help to raise attainment. Currently more able pupils in Year 2 write only short pieces or single sentences. They generally punctuate them correctly and spell simple words accurately. Many pupils however are still striving to express themselves clearly in writing. Before they write, the teacher encourages them to rehearse their sentences orally and this is helping some pupils to write more confidently. In Years 3 to 6, pupils' progress in writing is unsatisfactory. Too much of the work is based on a published scheme of work which results in too many tasks which are uniform in presentation and style. There are too few examples of pupils writing creatively and organising their own work. By Year 6, the few examples of extended writing show some imaginative ideas and interesting vocabulary but few pupils organise their work in paragraphs and some forget to use basic punctuation for example, full stops and capital letters are often missed. Their handwriting is not consistently joined, spelling is weak and presentation is poor. Not enough use is made of ICT for drafting and editing writing. Less able pupils are often over-reliant on adult support and therefore have not gained sufficient independence in writing.

58. Teaching and learning are satisfactory overall. Strengths include:
- Teachers use the interactive white boards well to engage pupils in learning.
 - Adults read books in a lively and expressive way and pupils, in turn, read with good expression.
 - Teachers inform pupils what they are expected to learn at the beginning of each lesson.
 - In Years 1 and 2, there are good opportunities for pupils to develop their oral skills by discussing issues in pairs.
59. Where teaching and learning are less successful:
- Teachers' lesson introductions are too long and pupils do not have sufficient time to do their individual work.
 - Independent work does not build upon whole-class work at the beginning of the lessons and teachers' do not plan activities that are well matched to pupils' abilities.
 - There is an overuse of exercises, which restrict creativity.
60. Subject management is satisfactory. The subject co-ordinator has a competent grasp of current standards in the school. She has observed lessons and examined pupils' work. Recent improvements to assessment procedures have been made, including the sharing of learning targets with pupils, and an explicit marking policy which is helping pupils to know what they have to do to improve their work. Whilst initiatives like improving the reading scheme for younger pupils have been successful, more has yet to be achieved by disseminating the best practice throughout the school to raise pupils' overall achievements. Resources are satisfactory but there is a need to provide all pupils with a greater range of quality fiction.

Language and literacy across the curriculum

61. Technical vocabulary is promoted effectively in all subjects and well supported by displays of appropriate lists of words at the beginning of lessons. Good examples of Year 1 and 2 pupils using their writing skills in history were observed and there were examples of pupils using their writing skills in other areas such as religious education. However, written work is limited in other subjects and the tendency to use work sheets for recording restricts the opportunities for pupils to develop different styles of writing. Overall, there are too few opportunities for pupils to apply and improve their writing skills, and limited examples of older pupils using their research skills to find out about the topics they are studying.

MATHEMATICS

Overall, provision for mathematics is **good**.

Main strengths and weaknesses

- Throughout the school, adults foster pupils' competence in number skills and this helps them to make good progress.
- Using their good subject knowledge teachers sustain high expectations of their pupils' performance.
- Teachers' effective use of interactive white boards to explain and demonstrate mathematical concepts helps to motivate pupils and develop their understanding.
- Pupils with special educational needs achieve well because they are given appropriate support.

Commentary

62. Mathematical tasks are appropriate for the full range of pupils' abilities and they achieve well. However, there were a few examples of insufficiently challenging work for more able pupils in Year 2 and, in these instances, their achievement was satisfactory overall. In Years 2 and 6, pupils are on target to attain standards appropriate to their abilities by the end of the school year. Pupils with special educational needs attain appropriate standards and achieve well. This is sustained over time because of the consistency of the good quality support they receive. There is no significant difference in the performance of boys and girls.
63. Pupils respond enthusiastically to the work set for them because they enjoy their mathematics lessons. By the age of seven, pupils correctly add and subtract small numbers mentally and total collections of coins. They identify relationships between numbers that add up to 20. They accurately distinguish between odd and even numbers and recognise halves and quarters. Pupils name two-dimensional shapes and describe their properties. They use computers to help them tabulate survey outcomes. Pupils carefully compare their estimations of given lengths with the measurements they make. By the age of eleven, they use their understanding of the number system to solve complex calculations. They work successfully with fractions and decimals, convert between the two and recognise those which are equivalent. They compile and interpret line graphs. They draw angles accurately to the nearest degree and use information and computer technology to illustrate the different types of angles with which they work. More able pupils operate confidently with coordinates, including those with negative numbers.
64. From the few lessons observed in each year group and the scrutiny of work seen, the quality of teaching and learning are good. Strengths include:
- Teachers carefully explain the purpose of lessons and this engages pupils' interests and focuses their attention, as a result a brisk pace is maintained which accelerates pupils' learning.
 - Teachers modify work to reflect the range of pupils' abilities and plan their lessons on this basis, and so pupils sustain good progress throughout their lessons.
 - Clear explanations of mathematical terms and an insistence on pupils' accurate use of them help to promote pupils' understanding of mathematical relationships.
 - Teachers' imaginative use of ICT fosters an enthusiasm in pupils to answer questions and learn new skills.
 - Teachers make good use of a broad range of questions to practise basic number relations, consolidate learning and gauge pupils' understanding; this results in pupils achieving well.
 - Teachers make good use of pupils' questions and comments and opportunities which arise to reinforce pupils' understanding or reflect on previous work; this is particularly beneficial for pupils with special educational needs.
65. In addition, booster classes offer selected pupils useful guidance in small groups to improve their confidence and facility in this subject. They are well supported by designated staff.

Timings are sometimes disruptive to the individual pupils, such as when they leave and return to the class during lessons, and this detracts from the benefits to be gained by the individuals.

66. There are some very good examples of teachers' marking. Teachers offer clear guidance to pupils to help them improve their work. However, this is not consistent practice across the school.
67. The subject leader fulfils her role satisfactorily. She offers useful guidance and support to colleagues following her termly monitoring of classroom practice and pupils' work. She keeps staff informed of new developments and maintains good links with the LEA with whom she is currently working to develop a more structured approach to mathematical investigations. Assessment procedures include the filing of pupils' work samples, statutory and non-statutory testing as well as in-school appraisal of pupils' work. The analysis of test results is not yet rigorous enough to give the subject leader a clear overview of standards across the school. Resources are good and the accommodation is well used to enhance pupils' studies. Pupils use their information and communication technology skills satisfactorily to develop their mathematical understanding in new contexts.

Mathematics across the curriculum

68. Staff successfully encourage pupils to use their mathematical skills in other subjects: in measuring in science and design and technology, and using regular and irregular shapes in computer art work. They use their understanding of mathematics when studying and comparing the length of rivers at different times of the year. Pupils apply these skills well and make good use of mathematical language when reporting on or comparing their work at the end of lessons.

SCIENCE

Overall, provision in science is **good**. This is an improvement since the last inspection.

Main strengths and weaknesses

- Teachers make effective use of investigations to develop pupils' understanding of science.
- Staff successfully encourage pupils' participation in the devising and setting up of experiments.
- Teachers effectively present tasks as challenges and make activities fun to motivate pupils and facilitate their learning.
- The school's analysis of standards does not offer a clear picture of pupils' achievement across the school.

Commentary

69. Pupils in Years 3 to 6 work at levels commensurate with their ability and Year 6 pupils are on target to attain appropriate standards for their age and ability. They make satisfactory progress and achieve satisfactorily. There is no difference in the performance of boys and girls. Pupils with special educational needs are supported effectively and their achievement is good. At this early point in the year, there was insufficient work available to judge progress and achievement in Years 1 and 2, and indicate attainment by the age of seven.
70. During Years 1 and 2, pupils grow seeds to explore the conditions necessary to sustain life. They examine different materials to identify their properties and their suitability for a variety of uses. Pupils investigate the effects of heat on different substances and use the baking of a variety of foods to broaden their understanding of how this knowledge can be used. They know that water turns to steam on boiling and that steam turns back to water on cooling. Pupils investigate forces by studying the effects of pushing and pulling. As pupils move through the school their knowledge increases and their experimental skills are refined. Throughout Years 3 to 6, teachers set a clear focus on developing pupils understanding of

and skills in scientific enquiry. Pupils make appropriate predictions, organise their investigations systematically and draw valid conclusions from the evidence they have assembled. They bring these skills to bear in their exploration of the corrosive effects of soft drinks on the teeth, soluble and insoluble substances, evaporation and condensation, electrical circuits, insulators and conductors and their studies of the human body.

71. The few lessons seen in each year group indicate that across the school the quality of teaching and learning is good. Strengths include:
- Teachers' broad understanding of this subject enables them to respond confidently to pupils' questions, and use humour and fun to develop pupils' understanding effectively.
 - Staff use scientific terms with pupils appropriately and insist pupils reflect this in their responses and explanations.
 - Teachers' use of a range of questions to target all pupils helps each of them to extend their knowledge.
 - Additional adult support and the appropriate modification of work to suit their abilities enables pupils with special educational needs to achieve well.
 - Staff provide good opportunities for pupils to use and apply their skills independently in investigations.
 - Homework arrangements make a positive contribution to pupils' motivation and learning.
72. All pupils' work is marked regularly. There are some very good examples of marking which challenge pupils' thinking to indicate how their work can be developed. In these instances, teachers help pupils recognise how well they are doing and what they must do to improve. However, this is not consistent practice across the school.
73. The subject leader makes a useful contribution to the development of this subject. She offers advice and guidance to colleagues informally and following her monitoring of classroom practice and scrutiny of pupils' work. Satisfactory assessment procedures are in place; however, the analysis of collected data is not used sufficiently to form a broad picture of pupils' achievement across the school. Resources are good and they are used very well to support pupils' learning. Teachers adopt information and communication technology satisfactorily for demonstration and explanation, and for pupils to undertake research and collate results. However, they have not yet developed this facility to give pupils a higher level of challenge; for example, by working with sensors to detect changes in the environment.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**. This is an improvement since the last inspection.

Main strengths and weaknesses

- Teachers make good use of interactive white boards to support pupils' learning.
- Pupils display sound computer skills because the school has adopted an effective programme to teach them.
- Pupils with special educational needs make good use of information and communication technology to develop their learning.
- The computer suite is well used to develop pupils' learning in many subjects, but lack of classroom computers inhibits this development.

Commentary

74. The majority of pupils are likely to attain the nationally expected standards by the ages of seven and eleven, with the remainder attaining standards commensurate with their abilities. Through Years 1 to 6, pupils make sound progress in developing information technology skills and using information and communication technology to support their learning in many aspects of their studies. Across the wide range of abilities, pupils do as well as they can and

their achievement is satisfactory. The school makes good provision for pupils with special educational needs; they make steady progress and their achievement is sound. There is no significant difference in the performance of boys and girls.

75. Pupils are interested in information and communication technology, are aware of its uses in the home and beyond, and enjoy using it to support their studies. They are confident using the equipment the staff provide for them. This includes computers, calculators, programmable toys and digital camera. Through Years 1 and 2, pupils manoeuvre a mouse competently, use a keyboard with care and move images about the screen with some precision. They bring down menus and make relevant selections to support their tasks. They save, retrieve, review and print their work. They use a range of programs imaginatively for simple research, room design and to illustrate family size and membership. Pupils in Years 3 to 6 build effectively on their skills. They manipulate electronic toys to execute predetermined movements or shapes, and explore repeating patterns. They compile and interrogate databases; for example, investigating materials to identify those most suitable for a given task. Pupils organise information using spreadsheets and use them to develop their investigations and communicate their findings. They access the internet and compile pie-charts to illustrate aspects of their studies; for example, in their examination of lung capacity.
76. Only a limited range of information technology lessons was seen. The following is based on visits to the computer suite and observations during the inspection; and teaching and learning are judged satisfactory. Strengths include:
- Following an effective training programme, teachers display useful skills in information and communication technology and act as positive role models for other staff members.
 - Staff are confident using interactive white boards and make good use of them to introduce, demonstrate and explain aspects of their lessons.
 - Staff recognise that pupils need time and appropriate activities to become familiar with the keyboard.
 - In science and design and technology, carefully planned use of information and communication technology has had a positive effect on pupils' learning.
 - Teachers' insistence that pupils try to solve problems initially by drawing on their own skills, challenges pupils to develop their competence and extend their learning.
 - Teachers plan co-operative activities carefully so pupils can evaluate one another's work, share ideas and collaborate on set tasks.
77. Less successful elements in some aspects of lessons include:
- Teachers do not intervene quickly enough when pupils need help.
78. The subject co-ordinator offers positive leadership to colleagues and has set a clear course for development. Following national training, she has maintained the staff's professional development programme by undertaking a skills audit to identify appropriate action. She examines subject planning to monitor information and communication technology use to support pupils' learning and to offer advice and guidance to colleagues. Assessment is used satisfactorily to identify pupils' attainment by the time they are seven and eleven. Overall, resources are satisfactory, but there are gaps in control technology provision. The operation of the computer suite has resulted in few computers being available for regular classroom use. This inhibits the opportunities for information and communication technology to support pupils' learning. In contrast, dedicated computers for special educational needs and the Foundation Stage are readily accessible. The school's planned purchase of laptop computers is designed to address this issue.

Information and communication technology across the curriculum

79. In mathematics, information and communication technology is used satisfactorily to support pupils' consolidation of number facts, help them explore the properties of shape, and tabulate and graph their collected data. Using word processing skills, pupils successfully generate captions for graphics and to draft, edit and amend texts. However, no examples of extended pieces of work were provided for scrutiny. Pupils use simple painting programs to create their own interpretations of the work of established artists, to enrich their studies in art and design. They collated the findings from their traffic survey by using information and communication technology to generate tables and graphs from their recorded observations to serve geography. Good use is made of the internet for general research; however, there was little evidence of pupils devising and undertaking independent investigations on the net.

HUMANITIES

80. These subjects were sampled, so no overall judgement was made. Examples of work were examined and discussions held with pupils and teachers. An analysis of pupils' work in **religious education** indicates that pupils are following the local authority's agreed syllabus and work is assessed in accordance with its guidance. Pupils are developing a sound understanding of Christian beliefs and traditions, and their understanding of world faiths is being satisfactorily developed. The school has adopted nationally available programmes of work in geography and history to give an outline as to what will be taught in each class. In **geography**, pupils in Year 1 and 2 investigate their locality, learn to make maps and plans, and describe familiar landmarks. They contrast their own locality with an island off the coast of Scotland and develop a sound understanding of the differences between the lives of people living in an island community and their own. Older pupils investigating rivers collect and record evidence, use atlases and maps competently and locate places. They develop their studies further by linking their geographical studies of the River Nile with their historical study of Egypt. In **history**, pupils in Years 1 and 2 show a sound understanding of events in the past. They understand why we commemorate Remembrance Day and learn about famous characters such as Florence Nightingale, and important events such as the Fire of London. In Years 5 and 6, pupils learn about the ancient civilisation of Egypt. They know for example, some key fact about the boy king, Tutankhamen, about hieroglyphics, and the life of common people at that time.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. It was not possible during the inspection to observe any lessons in **art and design, design and technology, music or physical education**. Planning in these subjects meets the requirements of the National Curriculum. Displays of **art and design** are satisfactory, show a sound range of art techniques and demonstrate pupils' growing skills in using a range of media. Appropriate attention is given to developing skills in drawing and painting and there are some examples of pupils developing their skills in three-dimensional work. Pupils learn about artists from the past and the techniques they used in their work. There was no evidence of pupils using sketchbooks to practise and refine their skills. The curriculum for **design and technology** includes an appropriate range of designing and making projects. Pupils enjoy the practical aspect of the subject and are gaining a sound understanding of the need to evaluate and modify their products in order to improve them. Although no **music** lessons were observed, it is clear that pupils enjoy singing. They sing in tune with appropriate expression and a good sense of rhythm. Pupils benefit from opportunities to learn to play musical instruments from local specialist teachers and to take part in school productions. The **physical education** curriculum includes a broad range of activities. Pupils enjoy their physical education lessons and many choose to develop their skills further through membership of after school clubs. The school's hall is inadequate for gymnastics, particularly for the older pupils. Pupils in Year 6 visit a local school to use their swimming pool. Last year, all the pupils could swim at least 25 metres. Qualified coaches are used on occasion for football and cricket.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. Insufficient lessons were seen to make a judgement about provision. However, it is evident that this is an effective area of the school's work which is underpinned by the school's caring ethos. The programme for pupils' personal, social and health education and citizenship is good and includes work on health and safety, sex and relationships and drugs education. All pupils have a good understanding of healthy living. The school's very good use of its strong links with the community have a positive impact on pupils developing pupils' sense of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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